

# CURRICULUM CHANGE AND TEACHER PARTICIPATION IN TECHNICAL AND VOCATIONAL EDUCATION TRAINING PROGRAMS (TVET): EXPERIENCES OF GROUPE SCOLAIRE AIPER NYANDUNGU, RWANDA

Nelson Mbarushimana\* & Daniel Allida

University of Eastern Africa, Baraton, P. O. Box 2500-30100, Eldoret, Kenya

\*Corresponding author: Email address - mbanelson@yahoo.fr

This study attempted to explore curriculum change and teacher participation in a Technical and Vocational Education Training School Groupe Scolaire de l'Association Islamique pour la Promotion de l'Education au Rwanda in terms of significance, preparedness, involvement and Implementation . Convenient sampling established 41 teachers who filled the questionnaire. Descriptive statistics established frequencies and mean scores for teachers' attitudes while t-test determined differences. Expert judgment validated research instrument and acceptable reliability was established through SPSS. The study found out that teachers regard curriculum changes as important for school operations and they are comfortable with modalities of curriculum change. The curriculum change for teachers is significant and are prepared for curriculum changes. The study found out that the rate of teacher involvement in and implementation of curriculum change is appreciated by teachers. The study recommends that since teachers regard curriculum changes as an important endeavour, there is need to keep them prepared and involved. For school administrators, Head teachers have to do an awareness campaigns for other neighbouring schools to improve modalities of curriculum change and teacher participation in terms of significance, preparedness, involvement and implementation.

**Keywords:** Curriculum change, teacher participation, teacher preparedness

## Introduction

Despite Rwanda's great geographic, cultural and demographic diversity, it shares many challenges and issues that are fundamental to improving the quality and relevance of TVET as a means of human resources development. The success of TVET in any developing country can be considered a key indicator of the country's advancement in development. Any country that evolved into a technological advanced one, TVET must have played an active and vital role as skilled manpower would have been required, also to enable its sustainability.

Technical and vocational Education and Training (TVET) is an indispensable aspect of the educational system of Rwanda. This is based on the fact that unlike other forms of Education, TVET is aimed at the acquisition of practical and applied skills as well as basic scientific knowledge for the development of the country. Technical and Vocational Education and Training (TVET) provision in Rwanda currently takes place at different levels (Vocational, technical Secondary, Diploma, Advanced Diploma), at a multitude of different institutions (vocational technical centres, technical secondary schools, polytechnics) and is being provided by both public and private providers.

The major aim of TVET is to become an instrument of self-employment to the individual who has been empowered not only by subject matter inhibition but who through experimental learning perceived it as real life solution to problems and can make use of his initiative in labour market (Klein-Collin as cited in Okoye & Ofonmbuk, 2015).

Rwanda has shown an extraordinary commitment to reform and has achieved high rates of economic growth in recent years. The World Bank's Doing Business Report 2015 now ranks Rwanda 46th out of 189 in its comparison of international business environments, while joining the East African Community (EAC) has also increased economic potential.

While curriculum change is a necessary endeavour in education systems, its modalities have impact on how the changes will be received by education stakeholders. Teachers being important ingredients in school systems, the influence of their reaction toward curriculum changes cannot be ignored. Their involvement in change process is therefore highly anticipated if changes in question will benefit school's performance. It is teachers that spend more time with students than any other education stakeholder. It is teachers that bring educational policies, rules and regulations into practical application with



the learners. Their preparedness for and participation in curriculum change is therefore very important.

Studies in curriculum change are necessitated by the fact that “education has changed drastically in the last twenty or thirty years. ... Many important modifications have been made to all aspects of education systems” (Kelly, p. 5) in Ngussa et al. (2015) With these trends, therefore, curriculum change becomes an important endeavour that must exist for proper functioning of educational institutions. “Education system is a social institution which should be expected to change along with other such institutions. It would be more surprising ... if the education system were to stand still while all else changed (Kelly, p. 5) in (Ngussa et al., 2015).

The present study attempts to answer the following research questions regarding curriculum change and teacher participation:

1. What is the demographic profile of the respondents in terms of the following?
  - a. Age
  - b. Gender
  - c. Marital Status
  - d. Qualification
  - e. Department
  - f. Length of years as Teacher
2. What are teachers’ attitudes toward curriculum change in terms of significance, preparedness, involvement and implementation?
3. Is there significant difference in curriculum change involvement by teachers categorized according to gender?

### Review of Related Literature and Studies

Review of related literature is organized into curriculum change variables that are used in this study. These are: significance, preparedness, involvement and implementation of the curriculum.

### Curriculum

Linguistically, curriculum is defined as: “the whole body of courses offered by an educational institution or one of its branches”. It is also defined as “all planned school activities including besides course of study organized play, athletics, dramatics, clubs, and have-room program.” (Alwan, 2006). To define the aim of the curriculum, Henkel and Kogan in Gruba, Moffat, Sondergaard, and Zobel (2004) find it con-

venient to distinguish between programs designed to satisfy “academic” objectives and those designed to satisfy “vocational” .

### The Significance of Curriculum change

D’Souza (2007) contends that change has always been a part of human condition. Change must take place the difference is the pace in which the change takes place. He also gives a number of variables that make different organizations to expect rapid changes especially in this age of great science and technologies. Among others, these include:

Technology in the form of production machines, mass media and computer; a more literate, critical and socially aware work force which is the result of education; trade union membership, research and development of new products; women liberation movements. Hall and Hord in Sowel (2005) contends that change is a process, not an event. It occurs over time, usually a period of time. They also give the following points that can be used to determine frequency of curriculum change: individuals must change before organizations change; horizontal views of change are better than other views; Administrators must secure the necessary infrastructure changes and long-term resource support; Effective change must be accompanied by continuing communication, ongoing training, on-site coaching, and time for implementation; school staff and leaders have key responsibilities for change but because school is part of a larger entity in the society it need to move with and be supported by other parts of the larger entity; change is a team effort that needs collaboration; change works best when it is facilitated well. This implies that change leaders must be well prepared; the school context influences the change process.

Ewell in Gruba et al. (2004) suggests that most curriculum changes are implemented piecemeal, and, in fact, without a deep understanding about what collegiate learning really means and the specific circumstances and strategies that are likely to promote it. Ideally, according to Lachiver and Tardif (2002), curriculum change is managed in a logical five-step process: an analysis of the current offerings and context; the expression of key program aims in a mission statement; a prioritization of resources and development strategies; the implementation of the targeted curricula change; and the establishment of monitoring tools and processes. Ngussa and Makewa (2014, p.

28) views curriculum change as “a process of reforming, re-designing or re-structuring documents, content, experiences and activities which learners go through in day-to-day life in and out of school.”

### Teacher Preparedness and Curriculum Change

Studies in other disciplines that investigated teachers’ perceptions of curriculum change also revere issues of power and voice, recognise the mixed reactions to change that capture the feelings of uncertainty during change, and emphasise the importance of training. To begin with, Webb (2002) contends that teacher power is based on “professional expertise, action research, and pre-service teacher education... professional organisations which are major sources for teacher power” (Webb, 2002, p. 58). Webb contends that conducting teacher education at both pre-service and in-service levels empowers teachers to express their voice. He also interprets participants’ adjustments of curricular and assessment directives as exercising power.

Smith and Lovat (2003) emphasize that, at times of change even the well-adjusted individual or cohesive family or organization will require extra support. This means that despite the fact that teachers have had their theoretical training they are often confused when faced with fast changes in their classrooms (Jacobs, Vakalisa & Gawe, 2004).

Teacher candidates must be equipped with 21st century knowledge and skills and learn how to integrate them into their classroom practice for our nation to realize its goal of successfully meeting the challenges of this century. This is not a matter of teaching either academic or 21st century knowledge and skills. It is about fusing the two, so that our children meet the demands of a global economy, as well as engage in good citizenship and participate fully in a vibrant and civil society (AACTE, 2010).

This is an exciting and challenging time for teacher educators. The nature of teaching is changing. In an effort to transform themselves into exemplary educator preparation institutions, many programs are becoming more entrepreneurial, recognizing new opportunities and making changes required to respond to the needs of 21st century learners (AACTE, 2010). This is true, teacher in our day need to be prepared and updated so that they can empower with new knowledge, attitude and skills to learners.

### Curriculum Change and Teacher Involvement

The degree of involvement of teachers in curriculum change has changed over the years as teachers have become more actively engaged in the process (Finch, 1981). Bernstein (1974, p. 206) explains that teachers have varying degrees of control over “the selection, organization, and pacing of the knowledge transmitted and received in the pedagogical relationship” with their students. However, Webb (2002) argues that teachers should be autonomous in deciding to make alterations to mandated curricula as well as forms of assessment. Teachers are aware of their students’ needs and therefore should exercise the power to adapt the curriculum to them (Holly, 1973).

The centrality of the teachers’ voice in the curriculum is an issue which is called for in the literature (Rea-Dickins & Germaine, 1998). According to Elliott (1994), curriculum development is a process in which teachers are the central agents in the sense that they keep experimenting with their students to develop the curriculum. Similarly, Rea-Dickins and Germaine (1998) argue for the importance of involving teachers in curriculum development. They advocate that teachers are the experts on how the curriculum works in the classroom and should play a vital role as evaluators of the curriculum. The more the teachers are involved the more effective the curriculum (Finch, 1981). Similarly, Lieberman (1997) highlights the benefits of involving teachers in administrative decisions as a means of promoting more active involvement in curriculum change.

When a teacher is involved in all school activities he feels respected and committed to give his contribution and when it comes to decision making he will give the right ideas because of his involvement. The change in perceptions of teachers during curriculum change is reflected in a qualitative longitudinal study on teachers’ responses to curriculum reform in Hong Kong in Ling (2002). The study was carried out over a five-year period, and included observing two teachers. Ling explains that there were four phases to the development in teachers’ perceptions. The first phase was marked by the teachers’ negative response to change, as they did not recognise the need for the new curriculum and they expressed fear of change. The other phases included change in management structure. As a consequence, in the second phase, the teachers perceived that they had gained experience on how to deal with the curriculum due to the supportive



management and the collaborative culture within the school.

### **Curriculum Change and its Implementation**

It has been revealed from the literature that for affective changes to take place, it requires commitment in developing relevant resources, knowledge, skills and training. As a result, even though teachers have their own theoretical training it is necessary for them to receive extra support as they are often confused when faced with fast changes. New teachers need to have subject knowledge and pedagogical knowledge to deliver the topics effectively (Thompson, Bell, Andreae, & Robins, 2013).

Many authors have addressed the issue of teacher participation in curriculum change, considering teachers to be the key persons. McNeil (in Ngussa et al., 2015), for instance, regards teachers as crucial makers of curriculum policy and not mere implementers. Miel (in Ngussa et al., 2015) noted the teachers' role in curriculum implementation and stated that, "A teacher is the most important person in curriculum implementation. Teachers implement the ideas and inspirations of the designer. Success of the curriculum therefore depends on the teacher". Okello and Kagoire (in Ngussa et al., 2015) state that we should be aware that adoption of a new curriculum plan requires support and significant commitment of the teachers. Thompson et al. (2013) note that teachers occupy the central position in curriculum decision making. They decide which aspect of the curriculum, newly developed or ongoing, to implement or stress in a particular class. Teachers decide how much time to spend on developing basic or critical-thinking skills.

### **Methodology of the Study**

This section outlines research design, population and sampling procedure, validity of research instruments and data analysis procedures.

#### **Research Design**

This research used a descriptive survey design.

#### **Population and Sampling Technique**

The study was conducted at Groupe Scolaire AIPER Nyandungu which is a Technical Secondary

School in Rwanda. Convenient sampling procedure was used to secure a total of 41 representative teachers who participated in filling the questionnaire.

### **Data Analysis Procedures**

Quantitative approach was employed to determine percentages, mean scores and differences in three research questions. Descriptive statistics were used to find out the demographic profile of respondents. Descriptive statistics established also mean scores of teachers' attitudes toward significance, preparation, involvement and implementation in curriculum change in response to the second research question. T-test analyzed research questions 3 to determine difference in curriculum change involvement by teachers categorized according to gender.

### **Validity and Reliability of the Questionnaire**

Questionnaire was the only research instrument by which data was collected from respondents. Before actual data collection, expert judgment was employed through a critical look into the research questions and corresponding questionnaire items in order to ensure that questionnaire items provide useful information that respond to research questions. Experienced research experts looked at the content and format of the items, reading over the items in the instruments and commenting on each item that they felt does not measure the objectives of the study. Adjustments were done accordingly.

Reliability is defined as a measure of the degree to which a research instrument yields consistent results after repeated trials (Mugenda & Mugenda, 2003). Reliability of research instrument was established through Statistical Package for Social Sciences (SPSS), the Cronbach's Alpha was 0.807 and questionnaire was highly reliable.

### **Data Gathering Procedures**

Before the researchers went to the field for data collection, certain procedures were done. First, consultation with relevant authorities of the school was made and the presentation of the letter requesting data collection from the school of education at the University of Eastern Africa, Baraton was presented. Upon acceptance of the request, the researcher visited the school, introduced himself and

was given permission by the headmaster to collect data from teachers in schools under investigation.

### Analysis and Discussion of Findings

In this section results are presented, analysed and discussed in the light of existing literature. The purpose of this study was to investigate on curriculum change and teacher participation in Technical and Vocational Education and Training. The study sought to answer three research questions that guided this study. One of these research questions called for hypothesis testing using the Statistical Package for Social Sciences (SPSS).

#### Question 1

What is the demographic profile of the respondents in

*Table 1*

#### *Age of Respondents*

	<b>Frequency</b>	<b>Percent</b>
22-26	1	2.4
26-30	12	29.3
31-35	13	31.7
36-40	12	29.3
41-45	3	7.3
<b>Total</b>	<b>41</b>	<b>100.0</b>

Table 2 shows the Gender of respondents. It clarifies that majority of respondents were male 53.7 % than female 46.3 %.

*Table 2*

#### *Gender of Respondents*

	<b>Frequency</b>	<b>Percent</b>
Female	19	46.3
Male	22	53.7
<b>Total</b>	<b>41</b>	<b>100.0</b>

Table 3 below shows the marital status of the respondents, the majority are single with 58.5 % and others are married 41.5%.

terms of the following?

- Age
- Gender
- Marital Status
- Qualification
- Department
- Length of years as Teacher

As shown in table 1 below, the study showed that, as regards to age, the majority of the respondents were 31-35 years (31.7%), followed by the 26-30 and 36-40 years age group, which is 29.3 % each, the next group was 41-45 years which is 7.3% . The last group between 22-26 years represented by 2.4%. This shows that respondents are mature to be teachers at Secondary level.



Table 3

*Marital Status of Respondents*

	Frequency	Percent
Married	17	41.5
Single	24	58.5
<b>Total</b>	<b>41</b>	<b>100.0</b>

Table 4 shows that a big number of teachers (90.2% ) at Groupe Scolaire AIPR Nyandungu have Bachelor's degree while others 9.8% have Master's degree.

Table 4

*Highest Educational Qualification*

	Frequency	Percent
Bachelor's degree	37	90.2
Master's Degree	4	9.8
<b>Total</b>	<b>41</b>	<b>100.0</b>

Most of respondents as presented in table 5 are from Hotel Operations 24% followed by Tourism and Computer Sciences 22% each while 17% are in construction and lastly Electronics has 14.6% of respondents.

Table 5

*Departments*

	Frequency	Percent
Tourism	9	22.0
Hotel Operations	10	24.4
Computer Sciences	9	22.0
Construction	7	17.1
Electronics	6	14.6
<b>Total</b>	<b>41</b>	<b>100.0</b>

Table 6 shows the length of years that the respondents have spent at this school ; the majority 51.2% has been in the service for about two years. Also, a significant percentage of 19.5% represent teachers who have been at GS AIPER Nyandungu for three years, while 17.1% represent those who have been teachers for a period of one year, 9.8% of teach-

ers have spent four years. Lastly 2.4% represents teachers who have spent five years at this school.

Table 6

*Length of Years as Teacher*

	Frequency	Percent
one year	7	17.1
Two years	21	51.2
Three years	8	19.5
Four years	4	9.8
Five years	1	2.4
<b>Total</b>	<b>41</b>	<b>100.0</b>

**Question 2**

What are teacher's attitudes toward curriculum change in terms of significance, preparedness, involvement and implementation?

The results from table 7 imply that teachers strongly agreed that curriculum changes are significant the mean score of this is 4.4472, teachers are convinced that curriculum change has to happen once needed. Significance of curriculum change is further brought to view by Amagoshie-Viglo (2014) who has it that "if an organization needs to be successful, it must change continually in response to significant developments."

The mean score 4.1423 of teachers in terms of Preparedness for Curriculum change appears within the

strongly agreement zone, this means that teachers are prepared to receive curriculum Changes. It shows that schools prepare teachers for curriculum change using seminars, workshops and any kind of channel to communicate this. Bishop (1985) stated that curriculum change involves changing the attitudes of educational stakeholders which include teachers.

As shown in table 7 the mean score of teachers in terms of involvement in curriculum change (3.8659) appears within agreement zone, meaning that teachers are involved in Curriculum Change. This means that their contributions are considered. This is a positive feedback, when there is involvement in something immediately there is commitment, teamwork and success.

Table 7

*Descriptive Statistics: Attitude of Teacher*

	N	Mean	Std. Deviation
Mean Significance	41	4.4472	.19874
Mean Preparedness	41	4.1423	.54078
Mean Involvement	41	3.8659	.45219
Mean Implementation	41	3.6504	.37787
<b>Valid N (list wise)</b>	<b>41</b>		



The mean score of teachers regarding the implementation of curriculum change (3.6504) appears to be in the agreement zone. This is true because these teachers valued the curriculum change, they are well prepared for it and involved in the changes of the curriculum that why on the side of implementation they have agreed that they are implementing it. The table below makes clear the above statement.

**Question 3**

Is there significant difference in curriculum change involvement by teachers categorized according to gender?

This research question called for testing of the following null hypothesis using t-test through Statistical Package for Social Sciences (SPSS): *There is no signifi-*

*cant difference in curriculum change involvement by teachers categorized according to gender.* Regarding teachers' categorization according to gender as presented in Table 8, the mean score of teachers on their involvement in curriculum change is 3.8421 for female and 3.8864 for male. This is implying that teachers by gender report have involvement in the processes of Curriculum change. In the table of independent samples t-test the p-value of .759 is greater than the critical value (.05) leading to acceptance of the null hypothesis, therefore, there is no significant difference in curriculum change involvement by teachers categorized according to gender with equal variances assumed. This implies that gender does not influence involvement of teachers in curriculum change.

Table 8

*Group Statistics*

	Gender of Respondents	N	Mean	Std. Deviation	Std. Error Mean
Mean Involvement	Female	19	3.8421	.49527	.11362
	Male	22	3.8864	.42222	.09002

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Mean Involvement	Equal variances assumed	1.383	.247	-.309	39	.759	-.04426	.14325	-.33400	.24549
	Equal variances not assumed			-.305	35.649	.762	-.04426	.14496	-.33835	.24983

**Conclusions and Recommendations**

Based on findings of this study, the researchers came up with the following conclusions and recommendations regarding curriculum change and teacher participation in the context of Groupe Scolaire AIPER

Nyandungu, a Vocational Technical Secondary School:

**Conclusions**

- Teachers at Groupe Scolaire AIPER Nyandungu regard curriculum changes as are

- comfortable with modalities of curriculum change in terms of significance, preparedness, involvement and implementation,
- Changes are introduced after sufficient time and therefore trends of curriculum change consider time factor which implies that teachers are comfortable with the pace of curriculum change,
  - There is teacher preparedness for curriculum changes due to presence of seminars and workshop. As a result, teachers are ready to receive newly introduced changes and they are actually aware when new changes are introduced,
  - Teachers at GS AIPER Nyandungu are involved in curriculum change processes; their voices are heard due to the fact that channels to air out their views are appropriate. Gender does not influence involvement of teachers in curriculum change processes.

## Recommendations

Based on findings of this study, the researchers came up with the following recommendation regarding curriculum change and teacher participation in Technical and Vocational Education Training Programs at GS AIPER Nyandungu:

- Since teachers regard curriculum changes as an important endeavour, there is need for school administrators to have an awareness campaigns for other neighbouring schools improve modalities of curriculum change and teacher participation in terms of significance, preparedness, involvement and implementation.

## References

- AACTE. (2010). 21st century knowledge, *Education*, 40. Available online: <https://doi.org/10.1787/9789264193864-en>
- Alwan, F. H. (2006). *An analysis of English language teachers' perceptions of curriculum change in the United Arab Emirates* (Doctoral dissertation). University of Exeter, England. Available online: [https://archive.org/stream/ERIC\\_ED503767/ERIC\\_ED503767\\_djvu.txt](https://archive.org/stream/ERIC_ED503767/ERIC_ED503767_djvu.txt)
- Amagoshie-Viglo, S. (2014). Organizational change management of polytechnics in Ghana to universities of technology: A theoretical framework for managing transitional changes. *Journal of Education and Practice*, 5(25), 93-99.
- Bernstein, B. (1974). *Class, codes, and control: Theoretical studies towards a sociology of language*. London: Routledge and Kegan Paul.
- Bishop, G. (1985). *Curriculum development: A text book for students*. London, England: Macmillan.
- D'Souza, A. (2007). *Leadership: Trilogy on leadership and effective management* (9th ed.). Nairobi: Pauline Publications Africa.
- Elliott, J. (1994). The teacher's role in curriculum development: An unresolved issue in English attempts at curriculum reform. *Curriculum Studies*, 2(1), 43-69.
- Finch, M. A. (1981). Behind the teacher's desk: The teacher, the administrator, and the problem of change. *Curriculum Inquiry*, 11(4), 321-342.
- Gruba, P., Moffat, A., Sondergaard, H., & Zobel, J. (2004). *What drives curriculum change*. ACE '04 Proceedings of the Sixth Australasian Conference on Computing Education, 109-117.
- Holly, D. (1973). *Beyond curriculum: Changing secondary education*. London: Hart-Davis MacGibbon.
- Jacobs, M., Vakalisa, N. C. G., & Gawe, N. (2004). *Teaching-learning dynamics: A participative approach for OBE* (3rd ed.). Sandown, South Africa: Heinemann.
- Lachiver, G., & Tardif, J. (2002). *Fostering and managing curriculum change and innovation*. In Proc. Thirty-Second ASEE/IEEE Frontiers in Education Conf. (Vol. 2, pp. F2F7-12) Boston, MA.
- Lieberman, A. (1997). Navigating the four C's: Building a bridge over troubled waters. In D. J. Flinders, & S. J. Thornton (Eds.), *The curriculum studies reader* (pp. 350-354). New York: Routledge.
- Ling, L. M. (2002). A tale of two teachers: Teachers' responses to an imposed curriculum reform. *Teacher Development*, 6(1), 33-46.
- Mugenda, O. M., & Mugenda, A. G. (2003). *Research methods: Quantitative and qualitative approaches*. Nairobi: African Centre for

Technology Studies

- Ngussa, B. M., & Makewa, L. N. (2014). Student voice in curriculum change: A theoretical reasoning. *International Journal of Academic Research in Progressive Education and Development*, 3(3), 23-27. Retrieved from [www.hrmars.com/journals](http://www.hrmars.com/journals).
- Ngussa, B., Mbarushimana, N., Waiswa, M., Kuboja, J., Njoroge, S., Laiser, S., & Makewa, L. N; (2015). *Curriculum change and teacher participation: A comparative study in Adventist secondary schools in Uganda and Tanzania*. Paper presented in the 2nd annual international interdisciplinary research conference, University of Eastern Africa, Baraton, April 14-16, 2015.
- Okoye, K. R. E., & Ofonmbuk, I. M. (2015). Enhancing technical and vocational training (TVET) in Nigeria for sustainable development: Competency-based training (CBT) approach. *Journal of Education and Practice*, 6(9), 66-69.
- Rea-Dickins, P., & Germaine, K. (1993). *Evaluation (Language teaching: A scheme for teacher education)*. Oxford: Oxford University Press.
- Smith, D., & Lovat, T. (2003). *Curriculum: Action on reflection* (4th ed.). Sydney, NSW: Social Science Press.
- Sowell, E. J. (2005). *Curriculum: An integrated introduction* (3rd ed.). Saddle River, NJ: Pearson Education.
- Thompson, D., Bell, T., Andreae, P., & Robins, A. (2013). *The role of teachers in implementing curriculum changes*. Proceeding of the 44th ACM Technical Symposium on Computer Science Education (SIGCSE '13), 245–250.
- Webb, P. T. (2002). Teacher Power: the exercise of professional autonomy in an era of strict accountability. *Teacher Development*, 6(1), 47-61.