الجامعة الإسلامية العالمية ماليزيا
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA
يونيرسيتي إسلام انتارابغسا ملسيا

EFFECTIVENESS OF PROFESSIONAL DEVELOPMENT PROGRAM IN THE TEACHING PROFESSION: A STUDY ON SECONDARY SCHOOL TEACHERS IN KERAMAT ZONE

DONATED TO THE LIBRARY OF
INTERNATIONAL ISLAMIC UNIVERSITY
BY
Management Center

Date Received : 15/4/99 nmy.

SITI NORITA BT SALIKIN

MANAGEMENT CENTER
INTERNATIONAL ISLAMIC UNIVERSITY
MALAYSIA

DECEMBER 1998

INTERNATIONAL ISLAMIC UNIVERSITY
LIBRARY

Copy no: 612154

Date: 15/12/99 mm (B)

t
LB
1775
S623E
1998

EFFECTIVENESS OF PROFESSIONAL DEVELOPMENT PROGRAM IN THE TEACHING PROFESSION: A STUDY ON SECONDARY SCHOOL TEACHERS IN KERAMAT ZONE

BY

SITI NORITA BT SALIKIN

A PROJECT PAPER SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF MANAGEMENT

MANAGEMENT CENTER
INTERNATIONAL ISLAMIC UNIVERSITY
MALAYSIA

DECEMBER 1998

ABSTRACT

The purpose of the study was to determine the distinctiveness and effectiveness of the professional development programs conducted by the schools and the Ministry of Education. The study was also aimed at finding out the distinctive attributes of the professional development program. To achieve this purpose, questionnaires were distributed to 120 respondents who have attended any of the professional development programs organized by the school and the Ministry of Education.

The major findings of the study revealed that the school and the Ministry of Education have put into practice some necessary measures in ensuring that teachers are provided with proper training (i.e. professional development program). Nonetheless, the study also found some flaws regarding the communication of the programs. The success of the professional development program can only be ascertained if teachers are well informed of the school's activities.

The findings indicated that teachers felt that the professional development program was of significant importance to their jobs and duties as teachers and not a waste of time.

Other findings include the need for prior discussion between principals and teachers regarding the decision for attending any training program. The study suggested that selection of the participants should not be placed on the principal alone without any discussion with teachers as this can lead to ineffectiveness of the program.

The other major finding was that there is still room for improvement at the school level as well in the Ministry of Education. Any organization that wishes to pave its way to success must never be complacent with what it has achieved but rather to find ways to improve and explore new techniques in making the programs more effective.

APPROVAL PAGE

TITLE OF PROJECT PAPER: EFFECTIVENESS OF PROFESSIONAL DEVELOPMENT PROGRAM IN THE TEACHING PROFESSION: A STUDY ON SECONDARY SCHOOL TEACHERS IN KERAMAT ZONE

NAME OF AUTHOR : SITI NORITA BT SALIKIN

The undersigned certify that the above candidate has fulfilled the condition of the project paper prepared in partial fulfillment for the degree of Master of Management.

SUPERVISOR

Signature: _____

Name: Bro. Yusof bin Ismail

Date: 30th December 1998

ENDORSED BY:

_____

Assisstant Professor Dr. Nik Nazli Nik Ahmad
Head, Master of Management Program
Date: 30th December 1998

_____

Associate Professor Dr. Obiyathulla Ismath Bacha
Executive Director, IIUM Management Center
Date: 30th December 1998

DECLARATION

I hereby declare that this project is the result of my own investigations, except where otherwise stated. Other sources are acknowledged by reference notes and a bibliography is appended.

Date: December 1998

Signature: Siti Norita

Name: Siti Norita bt Salikin

© Copyright by Siti Norita bt Salikin and
International Islamic University Malaysia

ACKNOWLEDGEMENTS

In the name of Allah, the most merciful, the most gracious and beneficent. All the praises are for the one God who has given me the strength and courage to complete this study.

My gratitude and appreciation to my supervisor, Bro. Yusof Ismail, without whose patience, content supervision and constructive criticisms I would have been unable to complete the research.

I am thankful to the principals and the teachers in Keramat Zone who participated in the study, and those not mentioned who have helped me in making this study possible.

I am further indebted to all my lecturers and professors and all other staff of Management Center, IIUM for their generous help and assistance with lots of hospitality and contribution.

My special appreciation goes to my parents Hj Salikin Mat Jais and Hajjah Esah bt Hosni who have never failed to give me support and encouragement throughout my life. I also wish to express my heartfelt appreciation to my beloved husband (Yahaya Husain), my three wonderful children (Muhammad Anis Farhan, Fatin Farhanah and Maryam Sakeenah) and Moksu Zai for their love, care, patience and support in facing the hardship and challenge during the course. My due appreciation is also for my colleagues in Cohort III especially for Kak Filzah, Kak Eton and Kak Zu for their care and support.

Thank you to all of you!

TABLE OF CONTENT

Table		Page
Abstract		2
Approval Page		3
Declaration		4
Copyright Page		5
Acknowledgement		6
Table of Content		7
Lists of Tables		9
List of Figures		10
CHAPTER ONE: INTRODUCTION		12
1.0	Background of the Study	12
1.1	Statement of the Problem	14
1.2	Research Objective	15
1.3	Research Questions	15
1.4	Research Hypotheses	16
1.5	The Significance of the Study	17
1.6	Definition of Concepts	17
1.7	Organisation of the Project Paper	19
CHAPTER TWO: REVIEW OF THE LITERATURE		21
2.0	Introduction	21
2.1	Concept of Professional Development	22
2.2	Professional Development in the Teaching Profession	23
2.3	The Challenge in Professional Development	26
2.4	Impact of Professional Development on the Teaching Profession	28
2.5	Effective Professional Development Program	29
2.6	Summary and Implication	31
CHAPTER THREE: RESEARCH METHODOLOGY		32
3.0	Research Design	32
3.1	The Sample	32
	3.1.1 Rationale of the Sample	33

3.2	Data Collection Procedure	34
3.3	Research Instrument	34
	3.3.1 Section A	36
	3.3.2 Section B	37
	3.3.3 Section C	38
	3.3.4 Section D	39
3.4	Data Analysis	39
3.5	Hypothesis Testing and Significant Level	40
3.6	Factor Analysis and Reliability Testing	41

CHAPTER FOUR: DATA ANALYSIS AND FINDINGS 43

4.0	Analysis of Respondents' Characteristics	43
4.1	Reliability and Validity Evaluation	44
4.2	Analysis of Section B's Questionnaire	49
	4.2.1 Training Need Analysis	58
	4.2.2 Professional Development as part of Career Development	58
4.3	Test of Hypotheses	59

CHAPTER FIVE: CONCLUSION AND RECOMMENDATION 64

5.0	Major Findings of the Study	64
5.1	Limitations of the Study	66
5.2	Implication of the Study	67
5.3	Suggestions for Further Research	68

BIBLIOGRAPHY 70

APPENDICES 73

LIST OF TABLES

Table		Page
Table 3.1	Summary of Research Instruments	34
Table 3.2	Summary o Statistics used in the Study	38
Table 4.1	Respondent Demographic Characteristics	44
Table 4.2	Factor Loading for Perception toward Professional Development	45
Table 4.3	Independent t-test of Perception toward Professional Development Program and Criteria for Professional Development Program and Language Usage	48
Table 4.4	Independent t-test of Perception toward Professional Development Program and Criteria for Professional Development Program and Mixed Language Usage	48
Table 4.5	Influencing Factor	49
Table 4.6	Awareness toward School Objective	50
Table 4.7	Teachers' Awareness of the School's Expectation When Attending the Program	51
Table 4.8	The Extent the Ability of the Program Meets Teachers' Expectation as Perceived before Attending It	52
Table 4.9	Worthwhileness in Attending Program in Terms of Cost and Time away from Work	52
Table 4.10	Prior Discussion with Principals on the Necessity of the Program	53
Table 4.11	Need for Comprehensive Pre-Course Briefing	54
Table 4.12	Experience of Changes in the Performance and	

	Effectiveness as a Result of Attending the Program	54
Table 4.13	Duration of Time Taken to Put into Practice What Was Learnt from the Training	55
Table 4.14	Obstacles Preventing the Application of New Knowledge and Skills	56
Table 4.15	Correlation between Attending the Program and Salary Increase or Promotion	56
Table 4.16	Recommendation of the Programs to Others	57
Table 4.17	Independent t-test for Comparison of Perceived Effectiveness of Professional Development Program between Male and Female Teachers.	59
Table 4.18	Independent t-test for Comparison of Perceived Effectiveness of Professional Development Program and the Number of Time Attending It.	60
Table 4.19	ANOVA Test of Perceived Effectiveness of Professional Development Program and the Qualifications of Teachers	61
Table 4.20	Pearson Correlation of Characteristics of Professional Development Program and Its Effectiveness	61
Table 4.21	Pearson Correlation of Teachers' Perceived Importance of Professional Development and Its Effectiveness	62
Table 4.22	Summary of the Results of Hypothesis Testing	62

LIST OF FIGURES

Figure		Page
Figure 1.1	Organizational Professional Development	22
Figure 1.2	Key Characteristics of Good Teacher in-Service Programs	23
Figure 1.3	Elements of Effective Professional Development	29

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

In recent years, the effort of many organisations, both in the public and private sectors have been directed towards creating a performance culture which is characterised by a search for a strategies that improve the contributions of individuals to the overall success of the organisation. These efforts are being channelled into identifying, planning and implementing plans and programs to achieve a world class civil service (Ahmad Sarji, 1994). The change in effort is never easy nor smooth sailing. It tests patience, and involves reviewing as well as exploring existing and new paradigms. It is a continuous search for new solutions for old problems.

The Malaysian Ministry of Education, being part of the government body, is responsible in improving the contributions of teachers to the nations. The teacher is the primary source of instruction in most societies and has been recognised as such by most curricula and forms of classroom organisation. The need to improve the motivation and the quality of teachers is greater now than ever. "Teacher maintenance" is crucial, as teaching was one of the few professions where it was assumed that training and professional development were an endless effort. Furthermore, teachers' skills, methods

and knowledge needed updating (Education for All Summit of Nine-Population Countries, 1994; Dhamotharan, 1988).

Do students benefit when teachers participate in professional development programs? McNeil (1970) held that the connection has not been firmly established: "Professional leaders seem to have assumed that learners will be better served if teachers become more self-directed, become more mature, and reach their own personal goals." (Tracy, 1990). In fact, teachers have continuously participated in the professional development program but deficiencies still exist in the education system (Scanlan, 1985). It is imperative that nobody is really sure whether professional development is the answer to improving teacher effectiveness, students' achievement, and school success.

The above mentioned claims on the needs for professional development are still being contended. A successful professional development program is not tantamount to making teachers more effective or it may be effective in particular setting but not in another.

In this paper, a number of principles are presented as framework for the professional development program that enhance the evolution of quality and productivity of teachers. The research is based on a survey conducted among Secondary School teachers within the Keramat Zone of Gombak, Selangor. It was prompted by the researcher's experience with the professional development program. She is greatly perturbed by the state of teaching profession. At times, she is bewildered by the accusations and criticisms thrown at teachers whom many people believe to be ineffective, incompetent, inefficient, and

lacking commitment to their professional. Professional development program was perceived to be a possible solution in upgrading individual performance. The aim of the paper is to shed further light into the effectiveness and appreciation of the professional development in general.

1.2. Statement of the Problem

In today's increasingly competitively world, professional development program is gaining the same kind of status as other areas in human resource management. In order to try and achieve the organisational goals and aims, every organisation must be able to design program that satisfies these goals.

In the case of Malaysian Education, the importance of professional development programs in the teaching profession is gaining more and more awareness. Ideally, the program should be designed in such a way that the outcomes of the program can be clearly stated and measured to give direction to improvement efforts. This study intends to provide a status quo report of factors that may lead to the distinctiveness of the professional development program.

1.3. Research Objective

The primary purpose of the study is to determine the distinctiveness and effectiveness of the professional development programs conducted by the school or the Ministry of Education. The study is a progression of a study done by Ainul Azmin in Kuala Lumpur Stock Exchange (KLSE). She suggested that further study could be made to find out the best training tailored for a particular organisation with its own unique business operation. Stemming from that, the present study intends to find out the effectiveness of professional development programs focusing on the education system and school scenario in Malaysia. Some of the areas may cover programs that are job-oriented and those that enhance skills, knowledge, and abilities necessary to strategic goal attainment.

1.4 Research Questions

This study in particular aims to address the following questions:

(1) What are the distinctive attributes of professional development program?

(2) What are the critical factors that lead to the success of the professional development?

(3) What are the critical factors that lead to the failure of the professional development program?

(4) To what extent do perceptions of teachers influence the effectiveness of professional development program?

1.4. Research Hypotheses

The hypothesis and the previous research study done on the subject are summarised.

No	Variable	Hypothesis Statement	Previous Study
H_1	Gender	There is no difference in the level of perceived effectiveness of the professional development program between male and female teachers	None
H_2	Number of programs attended	There is no difference in the level of perceived effectiveness of the professional development program and the number of times attending the program.	None
H_3	Qualification	There is no significant relationship between the perceived effectiveness of professional development program and the qualifications.	None
H_4	Characteristics of program	Characteristics of perceived professional development programs have no influence on the perception toward professional development program.	Van Tudler, M
H_5	Perceived importance of program	There is no significant relationship between the perceived importance of professional development program and its effectiveness.	Joy and Shower, 1988

1.5 Significance of the Study

Specifically, the findings of this study can provide insights to the Ministry of Education in Malaysia as to whether sufficient attention has been specified in the existing professional development programs. The empirical data of the study also provide further understanding regarding the present professional development in the teaching profession. They reveal weaknesses or strengths within the program, which can be used by the respective personnel in planning a more effective and efficient program. It is also served to stimulate further discussions and debates on the training and development of human resources.

In the process of devising better professional development programs, teachers and principals have to be aware of the differences between quality and quantity of job excellence and learn to reward teacher accordingly.

1.6 Definition of Concepts

1.6.1 Professional Development

- In the old days, professional development was called in-service with the intent of "up-dating the teachers' skills, knowledge base, and to get everyone charged up for the school" (Pierce, 1996, p.1).

- Professional development suggests a process whereby teachers become more professional "...one would expect a professional person to be highly ethical within the terms of that profession, highly committed..."(Dean, 1991, p.5).

- Professional development can therefore be seen as "an increase in some aspect of professionalism and can legitimately be applied to the development of individuals or groups if the purpose of the activity is the increase of professionalism" (ibid. p.5)

1.6.2 Effectiveness

- The term 'effectiveness' is concerned with how far a course or activity has brought about the intended result pertaining to the acquisition of professional knowledge and skills expected of a teacher (Koh, et al., p.5)

- In gauging the effectiveness of a professional development program, there are four categories of outcomes that can be measured (Dessler, 1997):

  (1) Reaction

  (2) Learning

  (3) Behaviour

  (4) Results

The program may succeed in terms of the reactions from trainees, increased learning, and even changes in behaviour. However, if the results are not achieved, then in the final analysis, the program has not achieved its goals.

1.7 Organization of the Project Paper

The study is organised into five chapters. The first chapter discusses the background of the problem, the statement of the problem, research objectives, research questions, research hypotheses, the significance of the study, the limitation of the study, and definition of several important terms.

Chapter Two deals with the review of the literature. It discusses the concept of professional development, professional development in the teaching profession, the challenge in professional development, the impact of professional development on teaching profession, and the best practice for professional development program.

Chapter Three outlines the research design, sample, rationale of the sample, data collection procedure, research instruments, data analysis, hypothesis testing and significant level, and factor analysis and reliability testing.

Chapter Four elaborates the data analysis by examining the characteristics of the respondents, the reliability and the validity of the test, and the results of the hypothesis tests.

Chapter Five explains the major findings, the limitations of the study, the implication, and recommendations for further research.

CHAPTER TWO

REVIEW OF THE LITERATURE

2.0 Introduction

Teaching profession in today's world is more turbulent, chaotic and challenging than ever before. Globalization has significantly altered the nature and the intensity of competition (Hammer & Champy 1993). It has become quite evident that public schools in general, are beginning to reflect the rapid changes. As a result, the need for teachers to critically examine their professional development has become increasingly important in order to be effective teachers.

As they progress in their careers, teachers need to be encouraged to remain aware of the new findings in content, pedagogical research an innovative teaching strategies and techniques (Miller, 1990). Therefore, professional development program such as peer coaching, teacher as researcher, an appropriate teaching strategy and a partnership between teacher, the professional staff development leader and the school administer can be systematically designed in the professional development program to improve the probability of meaningful teacher and professional staff development (Miller, 1990).

2.1 Concept of Professional Development

In the fifty years in which professional development has been a major topic of interest to organizational scholars, most of the focus has been on growth both institutional and individual (Super, 1957; Feldman, 1988). Particularly from the mid-1940s to the mid 1980s, most organizations struggled with career management issues attendant to rapid growth; how to gear up for large-scale hiring, how to train and orient large numbers of new employees, and how to identify and groom sufficient numbers of young executives for promotion to top management. Individuals, too, mainly focused their energies on professional development issues related to growth; how to get fast-track career paths, how to avoid career plateau, and how to get the right promotions for advancement into the executive suite (Feldman, 1996). Considering the need to continually grow competencies and to 'mine' learning out of experience, it should not be surprising that employee training and development will take on a significantly greater role in a core competence organizations (Hagan, 1996).

As suggested by Feldman, organization can modify the specific professional development activities they provide for employees at different career stages as shown in *Figure 1.1:*