

A STUDY OF THE IMPACT OF STAFF  
DEVELOPMENT PROGRAMS ON SECONDARY  
SCHOOL TEACHERS IN THE SENTUL ZONE,  
KUALA LUMPUR

BY

JAH LAILAWATI BINTI WANDI

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

MANAGEMENT CENTER  
INTERNATIONAL ISLAMIC UNIVERSITY  
MALAYSIA

NOVEMBER 2000



الجامعة الإسلامية العالمية ماليزيا  
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA  
بِوَسِيْلَتِي اِسْلَامِيَّةٍ اَبْنَاءُ اِبْنِيْنَا مِلْدِيْنَا

868533      man

13/11/03      car

27/4/04      HJ

19/8/04      YAB

£  
LB  
2161  
M4  
J2518  
2000

## ABSTRACT

The purpose of this study was to determine the effectiveness of the staff development programs conducted by the schools and Ministry of Education. The study was also aimed at assessing the impact of staff development programs. In order to achieve this purpose, questionnaires were distributed to 80 respondents who have attended staff development programs organized by the school and Ministry of Education. The major findings of the study revealed that the school and Ministry of Education have made an effort to ensure that teachers are provided with proper training. From the study, the findings also indicated that teachers viewed staff development programs as of very significant importance to job and duties as teachers. Teachers also felt that it is not a waste of time and money attending the program. Other findings include the importance of prior discussion between principals and teachers in deciding who should attend the staff development program. The study suggested that the choice of the right participant should not be at the sole discretion of the principal but rather a collective agreement, which will further determine the effectiveness of the program. The other major finding was that the Ministry of Education and schools should not be satisfied with what they have provided for the teachers' career development. They should improve by exploring new ways of conducting an effective staff development program, as there is room for improvement. Clarity and ease of understanding were two key factors seen by teachers as criteria for programs to have a positive impact on teachers. While the inability to maintain interest was the factor stated by most teachers as a decisive factor in the ineffectiveness of such programs. The major weakness discovered was ineffective communication about the programs to teachers. Clear information about school activities will further enhance the success of the staff development programs

## APPROVAL PAGE

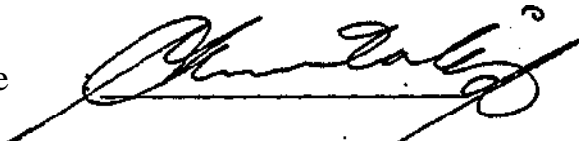
**TITLE OF PROJECT PAPER:** A STUDY OF THE IMPACT OF STAFF DEVELOPMENT PROGRAMS ON SECONDARY SCHOOL TEACHERS IN THE SENTUL ZONE, KUALA LUMPUR

**NAME OF AUTHOR** JAH LAILAWATI BINTI WANDI

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 Dr. Ahmad Zaki bin Hj. Ismail  
Date 17 November 2000

### ENDORSED BY:



Dr. Junaidah Hashim  
Head, Master of Management Program  
Date \_\_\_\_\_ : 17 November 2000



Dr. Obiyatulla Ismath Batcha  
Director, IIUM, Management Center  
Date \_\_\_\_\_ : 17 November 2000

# DECLARATION

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

Date : 17 November 2000

Signature

Name

: Jah Lailawati binti Wandu

© Copyright by Jah Lailawati binti Wandi and  
International Islamic University Malaysia

## ACKNOWLEDGEMENTS

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

First of all I would like to thank Institut Aminuddin Baki (IAB) for giving me the opportunity to be enrolled on this program. My hearty thanks is also due to a few special people for their wisdom, efforts and time in making this paper possible. I am most indebted to my supervisor, Dr. Ahmad Zaki bin Hj. Ismail for his guidance and advice in the preparation and completion of this paper.

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

I would also like to express my greatest appreciation and love to my family especially to my parents (Hj. Wandu bin Jayus and Hj. Khadijah binti Jamik), my husband (Noor Zainee Shah Ibrahim) and my three wonderful children (Ahmad Afiq, Ahmad Aizat and Azhani) for their endless support and understanding in facing the hardship and challenges of the course. My appreciation is also due for my colleagues in Cohort V, especially Siti Anidah binti Mahadi and Normawati binti Jantan, who provided me with moral support, encouragement and a lot of assistance during the course.

*SyukurAlhamdulillah*

# TABLE OF CONTENTS

	<b>PAGE</b>
Abstract	2
Approval Page	3
Declaration	4
Copyright Page	5
Acknowledgements	6
Table of Contents	7
List of Tables	10
List of Figure	12
List of Appendix	13

## CHAPTER ONE: INTRODUCTION

1.1 Background of the Study	14
1.2 Statement of the Problem	17
1.3 Research Objective	18
1.4 Research Questions	19
1.5 Research Hypotheses	19
1.6 Significance of the Study	24
1.7 Limitation of the Study	24
1.8 Definition of Terms	21
1.9 Organization of the Project Paper	23
1.10 Summary	24



## **CHAPTER TWO: LITERATURE REVIEW**

2.1 Introduction	26
2.2 Objectives of Staff Development Programs	27
2.3 Teachers' Staff Development Programs	29
2.4 Planning of the Staff Development Program	32
2.5 Qualities of Staff Development Program	34
2.6 Impact of Staff Development Programs on the Teaching Profession	35
2.7 Effective Staff Development Programs	36
2.8 Theoretical Framework	40
2.9 Summary	44

## **CHAPTER THREE: RESEARCH METHODOLOGY**

3.1 Introduction	46
3.2 Research Design	46
3.3 Sample	46
3.3.1 Rationale of the Sample	47
3.4 Data Collection Procedure	48
3.5 Research Instrument	48
3.5.1 Section A: Perceptions of Staff Development Programs	49
3.5.2 Section B: Awareness, Expectations and Recommendations	51
3.5.3 Section C: Perceptions of Criteria	51
3.6 Data Analysis	52
3.7 Hypothesis Testing and Significance Level	53
3.8 Factor Analysis and Reliability Testing	54
3.9 Summary	54

## **CHAPTER FOUR: DATA ANALYSIS AND FINDINGS**

4.1 Introduction	56
4.2 Analysis of Respondents' Demographic Characteristics	56
4.3 Analysis of Section B	60
4.3.1 Continuous Follow-up Program	70
4.3.2 Training Needs Analysis	71
4.4 Analysis of Section C	71
4.5 Tests of Hypotheses	71
4.5.1 Testing of Hypothesis 1	72
4.5.2 Testing of Hypothesis 2	73
4.5.3 Testing of Hypothesis 3	74
4.5.4 Testing of Hypothesis 4	76

## **CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS**

5.1 Introduction	78
5.2 Major Findings of the Study	79
5.3 Implication of the Study	81
5.4 Recommendations	81
5.5 Suggestions for Further Research	83

<b>REFERENCES</b>	86
-------------------	----

<b>APPENDIX</b>	89
-----------------	----

## LIST OF TABLES

		Page
Table 3.1	Summary of Research Instrument	49
Table 3.2	Summary of Statistical Method Used in the Study	53
Table 4.1	Respondents to the Questionnaires Distributed	57
Table 4.2	Distribution of Gender	58
Table 4.3	The Frequency and Percentage of the Number of Programs Attended by Respondents	59
Table 4.4	The Frequency and Percentage of Respondents' Qualifications	60
Table 4.5	Influencing Factor	61
Table 4.6	Awareness of School's Objective	62
Table 4.7	Teacher's Awareness of the School's Expectations	62
Table 4.8	The Ability of the Program to Meet Teacher's Expectations Before Attending Staff Development Programs	63
Table 4.9	Usefulness in Attending Programs in Terms of Cost and Time Away From Work	64
Table 4.10	Prior Discussion With Principal	65
Table 4.11	Need for Comprehensive Pre-Course Briefings	66
Table 4.12	Experience of Changes in the Performance and Effectiveness As A Result of Attending the Program	61
Table 4.13	Duration of Time Taken	68
Table 4.14	Obstacles in the Application of New Knowledge and Skills	68
Table 4.15	Correlation Between Attending the Program and Salary Increase or Promotion	69
Table 4.16	Recommendation of the Programs to Others	70
Table 4.17	Independent t-test for Comparison of Perceived Effectiveness of Staff Development Programs Between Male and Female Teachers	72

Table 4.18 ANOVA Test for Comparison of Perceived Effectiveness of Staff Development Programs and the Number of Programs Attended	74
Table 4.19 ANOVA Test of Perceived Effectiveness of Staff Development Programs and Qualifications of Teachers	75
Table 4.20 Pearson Correlation of Teachers' Perceived Importance of Staff Development Programs and Their Effectiveness	76

## LIST OF FIGURE

		Page
Figure 1	Basic Framework for Thinking About Effective Teaching	38

## **LIST OF APPENDIX**

	Page
Appendix 1 Questionnaire: A Study of the Impact of Staff Development Programs on Secondary School Teachers in the Sentul Zone, Kuala Lumpur.	88

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Education is an important investment for a country. The development of any country is based fully on its education system. If the standard of the education system of one country is very high, efficient, effective and with a properly planned curriculum, the country will develop progressively. Teachers have a key role to play in the success of the education system. In the almost global pursuit of improvement in the delivery of education and increased student achievement, the effects of teacher development and subsequent classroom performance are logical subjects for investigation.

Malaysia is still in the process of upgrading and improving the standard of its teachers' performance. This is being done with the objective of pursuing and achieving the economic plans and policies of the country in facing the challenges of the next century (Education in Malaysia, 1992). The Ministry of Education is responsible for formulating and implementing the government policies relating to teachers and other personnel.

Recent educational literature has stressed the need for changes and new priorities in education. Moreover, changes in social and economic environments are continuously

forcing new responsibilities on the schools so that students will be able to meet the future demands of society. Therefore, the development of staff development programs is very important and critical due to this demanding need for change in school education. Staff development programs are needed to prepare teachers to collaborate with the business community without sacrificing the students' academic needs (Futrell et al., 1991). Staff development needs to directly reflect the needs of the students and community. It is up to staff developers to utilize various strategies to coach or guide teachers through the transition phase and into a reformed classroom.

Time is an indispensable factor in the development of teaching skills. Staff development is the facilitation of growth (McCarthy, 1982). Through staff development, an organization can also develop competent and confident workers, create a better workplace, and improve the quality of the product. Even the exceptional person who enters the profession at a very high level of competence will experience many pressures for change and growth. As the needs of students change, corresponding alterations and modifications are needed in teaching methodology and skills.

Do students benefit when teachers participate in staff development programs? McNeil (1970) noted that the connection has not been firmly established. According to Tracey (1990), professional leaders seem to have assumed that learners will be better served if teachers become more self-directed, more mature, and reach their own personal goals. In actual fact, teachers have continuously participated in staff development programs but deficiencies still exist in the education system (Scanlan, 1985). It is obvious



that nobody is really sure whether staff development is the solution to improving teacher effectiveness, students' achievement and thus, the success of the school.

The Ministry of Education has also organized staff development programs aimed at upgrading and updating the professional skills of teachers and education officers in educational administration, school management, educational planning, research and other specializations. Several divisions in the Ministry carry out these tasks. They are the Educational Planning and Research Division, the Aminuddin Baki Institute, the Teacher Education Division, the Examination Syndicate and the Schools Division. Staff development planning for the Ministry of Education is being undertaken by the Educational Planning and Research Division (Education in Malaysia, 1992).

The staff development programs involve various training strategies ranging from in-house training, job enrichment, job rotation, attachment to educational institutions, short study visits, short courses and post-graduate degree programs. Some of these programs are:

- a) Twinning Programs – a joint effort between the Ministry of Education and higher educational institutions in Malaysia or abroad;
- b) Undergraduate in-service programs at local universities; and
- c) Post-graduate courses leading to higher degrees. These courses are conducted both in local and foreign universities, mainly in the United States of America, the United Kingdom, Australia, Canada and Japan.

To date, many education officers have been given the opportunity to pursue post-graduate studies at the Master's and Doctoral levels in various specialized educational areas (Educational in Malaysia, 1992).

In this paper, a number of principles are presented as a framework for the staff development programs that enhance the development of quality and the productivity of teachers. The research is based on a survey conducted among secondary school teachers within the Sentul Zone, Kuala Lumpur. It was prompted by the researcher's experience with the staff development programs. She is very much concerned by the state of the teaching profession and confused by the accusations and criticisms thrown at teachers whom the public believes to be ineffective, incompetent and lacking in commitment to their profession. Staff development programs were perceived to be a possible solution in upgrading individual performance. The aim of this paper is to provide an insight into the effectiveness of the staff development programs in general.

## **1.2 Statement of the Problem**

Over the years, numerous studies have been conducted to identify the behavior of successful and unsuccessful teachers. However, teaching is a complex process. Some teachers are considered profoundly successful, though they "break" many rules, procedures or methods. On the other hand, other teachers are found to be unsuccessful although they follow set of rules and procedures. Some educational researchers have concluded that we cannot distinguish between 'effective' and 'ineffective' teachers, that

no one knows for sure or agrees what the competent teacher is, that few authorities can “define, prepare for, or even measure teacher competence” (Ornstein, 1990).

In line with the Malaysian education system, the importance of staff development programs in the teaching profession is gaining more and more acceptance. Ideally, the development programs 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. Therefore, this study intends to provide an actual insight that may lead to the effectiveness of the staff development programs.

### **1.3 Research Objective**

The primary intention of the study is to determine the effectiveness of the staff development programs conducted by the school or the Ministry of Education.

This study is a progression of a study done by Zainal bin Rashid (1997). He suggested that further research could be made to assess the impact of staff development programs on the education system and the school scenario in Malaysia.

## 1.4 Research Questions

This study in particular aims to address the following questions:

- a) What are the attributes of staff development programs?
- b) What are the factors that lead to the success of staff development programs?
- c) What are the factors that lead to the failure of staff development programs?
- d) To what extent does the perception of teachers influence the effectiveness of staff development programs?

## 1.5 Research Hypotheses

The hypotheses to be tested in this study are:

Hypothesis 1: There is a difference in the level of perceived effectiveness of the staff development programs between male and female teachers;

Hypothesis 2: There is a difference in the level of perceived effectiveness of the staff development programs and the number of programs attended;

Hypothesis 3: There is a significant relationship between the perceived effectiveness of staff development programs and the qualifications of teachers; and

Hypothesis 4: There is a significant relationship between the perceived importance of staff development programs and their effectiveness.

## **1.6 Significance of the Study**

From the results of this study, it is hoped to produce a clear picture to the Ministry of Education in Malaysia as to whether sufficient attention has been devoted to the existing staff development programs.

Findings from this study may also be used for the planning of more effective and efficient programs and a system that will enhance the quality of teachers' performance.

## **1.7 Limitations of the Study**

- a) This study will be limited to 80 respondents, teachers from secondary schools in the Sentul Zone, Kuala Lumpur. In order to receive responses from at least 80 respondents, 20 teachers will be selected at random from each school;
- b) Since the sample taken for this study will be limited to only four schools in the Sentul Zone, the results of this study cannot be generalized;

- c) The limited availability of accurate and up-to-date statistical data on the staff development programs of schoolteachers;
- d) The problem of obtaining an accurate measurement of performance effectiveness and the actual variables that have a direct impact on staff development programs will affect the result of this study; and
- e) Since most of the questions required respondents to do a self-assessment, most probably the respondents will not be totally honest when answering the questions.

## **1.8 Definition of Terms**

For the purpose of this study, the following definitions will be used:

### **Staff Development**

Staff development programs for teachers can be defined as “ programs or activities that are based on identified needs, that are collaboratively planned and designed for a specific group of individuals in the school district, that have a very specific set of learning objectives and activities; and that are designed to extend, add or improve immediate job-oriented skills, competencies or knowledge with the employer paying the cost. ” ( Orlich 1989:140)

Staff development can also mean management development which is defined as a systematic effort to train, educate and develop individuals who aspire to the management ranks (Rothwell and Kazanas, 1993).

Based on a report by the Council for School Performance in Georgia (1998) staff development can be defined as:

“An organized learning opportunity for teachers to acquire knowledge and skills to help them become more effective teachers. Staff development may consist of activities such as a single workshop, a conference, a workshop series or organized peer coaching and study group sessions. A staff development may be sponsored by many entities including the school, district education department, state education department, colleges or professional networks and organizations.”

## **Effectiveness**

According to Drucker (1976), effectiveness means doing the right thing by selecting appropriate goals and then achieving them.

Effectiveness is also defined as the non-personal dimension and refers to the productivity measure of the school (Bernard, 1988).

Teaching effectiveness refers to the ability of a teacher to help a designated learner achieve desired education outcomes (Alkin and Marvin, 1992). Moreover, teaching effectiveness means taking students from wherever they are and structuring learning opportunities so that they reach the objectives set for the course (Ramsden et al, 1995).

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

- a) Reaction;
- b) Learning;
- c) Behavior; and
- d) Results

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

## **1.9 Organization of the Project Paper**

The contents of this research consist of five chapters. Chapter One discusses the background of the study, the statement of the problem, research objectives, research questions, research hypotheses, the significance of the study, and definition of terms.