LIST OF CONTENT		PAGE	
Abstract List of Conte	gementents.	ii . vi	
Chapter 1: I	ntroduction		
1.1 1.2 1.3 1.4 1.5	Introduction Significance of the study Statement of the problem Purpose of the study Limitation of the study Definition of terms	. 5 6 6 . 7	
Chapter 2: F	Review of Literature		
2.1 2.2 2.3 2.4 2.5 2.6 2.7	Introduction In-service training for teachers in Malaysia The importance of in-service training In-house training in school. Training model The role of principal in Malaysia. Conclusions	. 10 14 20 . 23 26	
Chapter 3: N	Methodology		
3.1 3.2 3.3 3.4 3.5 3.6	Introduction. Research method. The sample. Instrumentation. Pilot study. Analysis of data.	28 29 29	

LIST OF CONTENT	(CONTINUED)
-----------------	-------------

Chapter 4: Analysis of the Study

4	1 Introduction	32
4	2 Demographic Data	33
4	3 The role of principal in the conduct of in-house training	
		35
4	4 The role of principal in the conduct of in-house training	
	as perceived by teachers related to implementing	37
4	5 The role of principal in the conduct of in-house training	
	as perceived by teachers related to evaluating	39
4.	6 The role of principal in the conduct of in-house training	
	as perceived by teachers related to teachers' need	41
4.	7 The teachers' perceptions of the principal's role in the	
	conduct of in-house training related to planning,	
	implementing, evaluating, and teachers' need by	
	gender	42
4	8 The teachers' perceptions of the principal's role in the	
	conduct of in-house training related to planning,	
	implementing, evaluating, and teachers' need by	
	years of teaching experience	51
4.	- The teachers perceptions of the principal cross in the	
	conduct of in-house training related to planning,	
	implementing, evaluating, and teachers' need by	
	options	9
Chapter	5: Summary, Conclusions, and Recommendations	
5.	1 Summary and Conclusions	67
5.		
5		
		•
Reference	es	/3

Appendix: Questionnaire

List of Tables

Tabl	e	Page
4.1	Gender of Respondents	33
4.2	Years of Teaching Experience of Respondents	34
4.3	Options of Respondents	34
4.4	Teachers' Perceptions of the Role of Principal in the Conduct of in-house Training Related to Planning	36
4.5	Teachers' Perceptions of the Role of Principal in the Conduct of in-house Training Related to Implementing	38
4.6	Teachers' Perceptions of the Role of Principal in the Conduct of in-house Training Related to Implementing	40
4.7	Teachers' Perceptions of the Role of Principal in the Conduct of in-house Training Related to Teachers' Need	41
4.8	The Relationship of the Role of Principal in the Conduct of In-house Training Between Gender and Planning	44
4.9	The Relationship of the Role of Principal in the Conduct of In-house Training Between Gender and Implementing	45
4.10	The Relationship of the Role of Principal in the Conduct of In-house Training Between Gender and Evaluating	. 48
4.11	The Relationship of the Role of Principal in the Conduct of In-house Training Between Gender and Teachers' Need	49
4.12	Perceptions of Teachers Regarding the Role of Principal in Planning, Implementing, Evaluating, Teachers' Need and Gender	50
4.13	The Relationship of the Role of Principal in the Conduct of In-house Training Between Years of Teaching Experience and Planning	52
4.14	Relationship of the Role of Principal in the Conduct of In-house Training Between Years of Teaching Experience and Implementing	55

Table	e (continued)	Page
4.15	Relationship of the Role of Principal in the Conduct of In-house Training Between Years of Teaching Experience and Evaluating	56
4.16	Relationship of the Role of Principal in the Conduct of In-house Training Between Years of Teaching Experience and Teachers' Need	57
4.17	Perceptions of Teachers Regarding the Role of Principal in Planning, Implementing, Evaluating, Teachers' Need and Years of Teaching Experience	58
4.18	Relationship of the Role of Principal in the Conduct of In-house Training Between Options and Planning	60
4.19	Relationship of the Role of Principal in the Conduct of In-house Training Between Options and Implementing	62
4.20	Relationship of the Role of Principal in the Conduct of In-house Training Between Options and Evaluating	63
4.21	Relationship of the Role of Principal in the Conduct of In-house Training Between Options and Teachers' Need	64
4.22	Perceptions of Teachers Regarding the Role of Principal in Planning, Implementing, Evaluating, Teachers' Need and Option	65