

## **Chapter 4**

### **Analysis of the Study**

#### **4.1 Introduction**

This chapter presents the analysis of data collected through the questionnaire. The objective of the analysis was to highlight the role of principal in the conduct of in-house training in school as perceived by the secondary teachers. The data was computed with the aid of the Statistical Package for Social Sciences (SPSS). The results of the analysis and interpretation were organized and presented in order to answer the research questions:

1. What are the teachers' perceptions of the role of principals in the conduct of in-house training programs in planning, implementing, evaluating, and their need?
  
2. Are there any significant differences in teachers perceptions of the role of principals in the conduct of in-house training in terms of gender, years of teaching experience, and options?

## 4.2 Demographic Data

With reference to Table 4.1, female respondents (80%) outnumbered the male respondents (20%). With regard to number of years of teaching experience as shown in Table 4.2, 20.0% of the respondents

Table 4.1  
Gender of Respondents

Gender	Respondents	
	No.	%
Male	6	20.0
Female	24	80.0
Total	30	100.0

had 5 years or less than 5 years teaching experience, 36.7% of the teachers had held their teaching position from 6 – 10 years, while 26.7% of the teachers had 1 – 15 years teaching experience. The remaining 16.6% had taught for over 15 years.

In Table 4.3 it was found that 40.0% of teachers' option were Languages; 20.0% were Science and Mathematics; 26.7% were Arts and Social Sciences; and 13.3% respondents' option were Technical and Vocational.

Table 4.2

## Years of Teaching Experience of Respondents

Years of Teaching Experience	Respondents	
	No.	%
5 or less	6	20.0
6 – 10	11	36.7
11 – 15	8	26.7
Over 15	5	16.6
Total	30	100.0

Table 4.3

## Options of Respondents

Options	Respondents	
	No.	%
Languages	12	40.0
Science & Mathematics	6	20.0
Arts & Science Social	8	26.7
Technical & Vocational	4	13.3
Total	30	100.0

#### **4.3 The role of principal in the conduct of in-house training as perceived by teachers related to planning**

As shown in Table 4.4, the respondents agree that the principal is the best person to initiate in-house training for teachers (53.3%), but majority of the respondents disagree that the principal knows best what are the in-house training programs that suit the teachers most in school (66.7%). *Majority of the respondents disagree that the principal should determine the time-scale (66.7%) and content (66.7%) of the in-house training programs.*

Meanwhile, majority of the respondents agree that the principal should tell the teachers the expectation of the in-house training (63.3%), and majority of them also agree that the principal is the best person to demonstrate the relationship between the in-house training and school objective (70.0%).

The findings as shown in Table 4.4 indicated that 46.7% of the respondents agree and 46.7% of the respondents strongly agree that the principal should involve teachers in the planning of in-house training.



Table 4.4

**Teachers' Perceptions of the Role of Principal in the Conduct of In-house  
Training Related to Planning**

Teachers' Perceptions Towards principal's role	1	2	3	4	Total	Mean
1. The principal is the best person in your school to initiate in-house training for teachers.	0 0%	10 33.3%	16 53.5%	4 13.4%	30 100.0%	2.8
2. The principal is the person who knows best what are the in-house training programs that suit the teachers most in school.	4 13.3%	20 66.7%	6 20%	0 0%	30 100.0%	2.1
3. The role of the principal is to plan the in-house training according to the qualification, interest, and competency of teachers.	3 10.0%	12 40.0%	11 36.7%	4 13.3%	30 100.0%	2.5
4. The principal should determine the time-scale for in-house training programs.	4 13.3%	20 66.7%	5 16.7%	1 3.3%	30 100.0%	2.1
5. The principal is the best person to determine the content of in-house training programs.	9 30.0%	20 66.7%	1 3.4%	0 0.0%	30 100.0%	1.7
6. The principal should tell the teachers the expectation of the in-house training.	0 0.0%	3 10.0%	19 63.3%	13 26.7%	30 100.0%	3.8
7. The Principal is the best person to demonstrate the relationship between the in-house training and school objective.	0 0.0%	3 10.0%	21 70.0%	6 20.0%	30 100.0%	3.1
8. The principal should involve teachers in the planning of in-house training programs.	0 0.0%	2 6.6%	14 46.7%	14 46.7%	30 100.0%	3.4
9. The principal should allow teachers to determine the time-scale for in-house training programs.	0 0.0%	2 6.7%	17 56.7%	11 36.7%	30 100.0%	3.3
10. The principal should allow teachers to determine the content of in-house training programs	0 0.0%	0 0.0%	15 50.0%	15 50.0%	30 100.0%	3.5

#### **4.4 The role of principal in the conduct of in-house training as perceived by teachers related to implementing**

The data in Table 4.5 indicated that majority of the respondents agree that the principal can conduct in-house training program in school informally (56.7%), but majority of the respondents disagree that the principal should act as instructor in implementing the in-house training in school (66.7%). 50% of the respondents disagree that the principal should demonstrate procedures and techniques which teachers are expected to model during in-house training.

Table 4.5 also illustrated that 66.7% of the respondents agree that the principal should involve teachers in deciding the training methodology of in-house training programs in school. On the other hand, 66.7% of the respondents disagree that the principal should decide the methodology for the training programs. Furthermore, the respondents agree that the principal should allow teachers to identify the instructors for the in-house training programs (70.0%).

It is evident that the respondents agree that the principal should invite experts to implement the in-house training programs (60%) and the experienced teachers are encouraged to participate in conducting the in-house training (60%). The findings showed that majority of the respondents agree that the principal should involve teachers in implementing the in-house training program (63.3%).

Table 4.5

Teachers' Perceptions of the Role of Principal in the Conduct of In-house  
Training Related to Implementing

Teachers' Perceptions Towards Principal's Roles	1	2	3	4	Total	Mean
11. The principal should implement in-house training program for certain group of teacher only.	6 20.0%	12 40.0%	11 36.7%	1 3.3%	30 100.0%	2.2
12. The principal can conduct in-house training program in school informally.	3 10.0%	8 26.7%	17 56.7%	2 6.6%	30 100.0%	2.6
13. The principal should act as instructor in implementing the in-house training in school.	4 13.3%	20 66.7%	3 10.0%	3 10.0%	30 100.0%	2.2
14. The principal should demonstrate procedures and techniques which teachers are expected to model during in-house training.	2 6.7%	15 50.0%	9 30.0%	4 13.3%	30 100.0%	2.5
15. The principal should decide the training methodology or delivery system such as lecture, roles play, workshop, seminar, conference, and etc.	4 13.3%	20 66.7%	5 16.7%	1 3.3%	30 100.0%	2.1
16. The principal should identify the instructors for the in-house training programs.	0 0.0%	16 53.3%	12 40.0%	2 6.7%	30 100.0%	2.5
17. The principal should involve the teachers in implementing the in-house training program.	0 0.0%	0 0.0%	19 63.3%	11 36.7%	30 100.0%	3.4
18. The principal should invite experts to implement the in-house training programs.	0 0.0%	2 6.7%	18 60.0%	10 33.3%	30 100.0%	3.4
19. Experienced teachers are encouraged to participate in conducting the in-house training.	0 0.0%	0 0.0%	18 60.0%	12 40.0%	30 100.0%	3.4
20. The principal should allow teachers to decide the training methodology of in-house training programs in school.	0 0.0%	2 6.7%	20 66.7%	8 26.7%	30 100.0%	3.2
21. The principal should allow the teachers to identify the instructors for the in-house training programs.	0 0.0%	1 3.3%	21 70.0%	8 26.7%	30 100.0%	3.2

#### **4.5 The role of principal in the conduct of in-house training as perceived by teachers related to evaluation**

The results presented in Table 4.6 shown that 56.7% of the respondents agree that the principal is the best person to evaluate the teachers' performance after the in-house training. On the other hand, the respondents agree that the principal should allow the heads of department or the subject teachers (80.0%) and the teachers themselves (70.0%) to evaluate the teachers' performance after the in-house training, and 66.7% of the respondents agree that the principal should at least get the opinion from the heads of departments or subject teachers before evaluating the performance of teachers who are involved in in-house training.

Table 4.6 also showed that majority of the respondents agree that the principal should get feedback from teachers regarding the effectiveness of the in-house training programs (53.4%), and agree that the principal should monitor to ensure that the in-house training programs achieve their objectives (60.0%), and 63.4% of the respondents agree that the follow-up studies are to be conducted by the principal as a mean for evaluation of in-house training programs.

Table 4.6  
 Teachers' Perceptions of the Role of Principal in the Conducting of In-house  
 Training Related to Evaluating

Teachers' Perceptions Towards Principal's Roles	1	2	3	4	Total	Mean
22. The principal is the best person to evaluate the teachers' performance after the in-house training.	6 20.0%	17 56.7%	7 23.3%	0 0.0%	30 100.0%	2.0
23. The principal should get the feedback from teachers regarding the effectiveness of the in-house training programs.	1 3.3%	0 0.0%	13 43.3%	16 53.4%	30 100.0%	3.5
24. The principal should monitor to ensure that in-house training programs achieve their objectives.	1 3.3%	3 10.0%	18 60.0%	8 26.7%	30 100.0%	3.1
25. Follow-up studies are to be conducted by the principal as a means for evaluation of in-house training programs.	1 3.3%	6 20.0%	19 63.4%	4 13.3%	30 100.0%	2.9
26. The principal should get the opinion from heads of departments or subject teachers before evaluating the performance of teachers who are involved in in-house training.	0 0.0%	1 3.3%	20 66.7%	9 30.0%	30 100.0%	3.3
27. The principal should allow the heads of departments or the subject teachers to evaluate teachers performance after the in-house training programs.	0 0.0%	2 6.7%	24 80.0%	4 13.3%	30 100.0%	3.1
28. The principal should allow teachers to evaluate themselves after the in-house training.	0 0.0%	2 6.7%	21 70.0%	7 23.3%	30 100.0%	3.2

#### 4.6 The role of principal in the conduct of in-house training as perceived by teachers related to teachers' need

As presented in Table 4.7, 73.4% of the respondents disagree that the principal is the person who knows the type of in-house training program that suited the teachers most in school. Nevertheless, 73.3% of the respondents agree that the role of the principal is to assess teachers' need in order to provide suitable in-house training programs. 53.3% of the respondents agree and 40.0% of the respondents strongly agree that the principal should survey the teachers' interest and needs regarding in-house training programs, and as well as 63.3% of the respondents agree and 36.7% of the respondents strongly agree that the principal should involve teachers to suggest the topics for in-house training programs that suit their needs most.

Table 4.7

Teachers' Perceptions of the Role of Principal in the Conducting of In-house Training Related to Teachers' Need

Teachers' Perceptions Towards Principal's Roles	1	2	3	4	Total	Mean
29. The role of the principal is to assess teachers' need in order to provide suitable in-house training programs.	0 0.0%	0 0.0%	22 73.3%	8 26.7%	30 100.0%	3.3
30. The principal is the person who knows the type of in-house training program that suited the teachers most in school.	3 10.0%	22 73.4%	4 13.3%	1 3.3%	30 100.0%	2.0
31. The principal should survey the teachers' interests and needs regarding in-house training programs.	0 0.0%	2 6.7%	16 53.3%	12 40.0%	30 100.0%	3.3
32. The principal should involve teachers to suggest the topics for in-house training programs that suit their needs most.	0 0.0%	0 0.0%	19 63.3%	11 36.7%	30 100.0%	3.4

**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**

Table 4.8 to Table 4.11 indicated teachers' perceptions of the principal's role in the conduct of in-house training related to planning, implementing, evaluating, and teachers' need in term of gender. According to the data in Table 4.8, there were no difference perceptions between male teachers and female teachers of the principal's role in planning the in-house training programs. The mean values for items 2,3,4,5,6,7,8,and 10 were in the same categories except for the item 1, and 9. Item 1 stated that the principal should allow teachers to determine the time-scale for in-house training programs, the mean value for female was 3.5 and for male was 2.5. These meant that female strongly agree but male agree that statement. In term of the principal is the best person in your school to initiate in-house training programs also depicted different perception among female and male. Female agree (mean = 2.8) that the principal is the best person in school to initiate in-house training for teachers, but male strongly agree (mean = 3.2) that statement.

In Table 4.9, it showed that most of the respondents' (Male and Female) perceptions regarding the role of the principal in the conduct of in-house training in implementing were the same except for the following items: the principal should demonstrate procedures and techniques which teachers are expected to model during the in-house training. The mean value for female were 2.8 and for male were 3.0.

This signified that the female respondents were agree, and the male respondents were strongly agree. Another item was the principal should identify the instructors for the in-house training programs, the mean value for female were 2.7 and male were 3.0. These meant that female agree and male strongly agree that statement.



Table 4.8

The Relationship of the Role of Principal in the Conduct of In-house Training between Gender and Planning

	Gender					
	Female		Male		Total	
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
1. The principal is the best person in your school to initiate in-house training for teachers.	2.8	0.6	3.2	1.0	2.8	0.7
2. The principal is the person who knows best what are the in-house training programs that suit the teachers most in the school.	2.2	0.7	2.5	0.6	2.3	0.7
3. The role of the principal is to plan the in-house training according to the qualification, interest, and competency of teachers.	2.8	0.8	2.5	0.8	2.7	0.8
4. The principal should determine the time-scale for in-house training programs.	2.3	0.8	2.8	0.4	2.4	0.8
5. The principal is the best person to determine the content of the in-house training programs	2.2	0.8	2.2	1.0	2.2	0.8
6. The principal should tell the teachers the expectation of the in-house training program.	3.1	0.6	3.3	0.5	3.2	0.6
7. The principal is the best person to demonstrate the relationship between the in-house training and school objectives.	3.1	0.5	3.0	0.6	3.1	0.6
8. The principal should involve teachers in the planning of in-house training programs.	3.4	0.6	3.3	0.8	3.4	0.6
9. The principal should allow teachers to determine the time-scale for in-house training programs.	3.5	0.5	2.5	0.6	3.3	0.6
10. The principal should allow teachers to determine the content of in-house training programs.	3.5	0.5	3.2	0.4	3.4	0.5

Table 4.9

The Relationship of the Role of Principal in the Conduct of In-house Training between Gender and Implementing

	Gender					
	Female		Male		Total	
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
The principal should implement in-house training program for certain group of teacher only.	2.4	0.9	2.3	0.5	2.4	0.9
The principal can conduct in-house training program in school informally.	2.7	0.8	2.3	0.5	2.6	0.8
The principal should act as instructor in implementing the in-house training in school.	2.5	0.9	2.3	0.8	2.5	0.9
The principal should demonstrate procedures and techniques which teachers are expected to model during in-house training	2.8	0.8	3.0	0.6	2.9	0.7
The principal should allow teachers to decide the training methodology of in-house training programs.	2.5	0.7	2.2	1.0	2.4	0.8
The principal should identify the instructors for the in-house training programs.	2.7	0.6	3.0	0.6	2.7	0.6
The principal should involve teachers in implementing the in-house training programs.	3.3	0.57	3.5	0.6	3.3	0.5
The principal should invite experts to implement the in-house training programs.	3.2	0.6	3.2	0.4	3.2	0.6
Experienced teachers are encouraged to participate in conducting the in-house training	3.4	0.5	3.3	0.5	3.4	0.5
The principal should decide the training methodology or delivery system such as lecture, role play, workshop, seminar, conference, and etc.	3.2	0.5	3.0	0.6	3.2	0.5
The principal should allow the teachers to identify the instructors for the in-house training programs.	3.2	0.5	3.2	0.4	3.2	0.5

Table 4.10 illustrated that the male and female perceptions toward the principal's role in the conduct of in-house training programs in school related to evaluating. All the mean values for the items in Table 4.10 were in the same categories, therefore, there weren't any difference in perceptions toward the principal's role related to evaluating. Both female and male agree that the principal is the best person to evaluate the teachers' performance after the in-house training, and follow-up studies are to be conducted by the principal as a means for evaluation of in-house training programs. They strongly agree with the following items: the principal should get the feedback from teachers regarding the effectiveness of the in-house training programs; the principal should monitor to ensure that in-house training programs achieve their objectives; the principal should get the opinion from heads of departments or subject teachers before evaluating the performance of teachers who are involved in in-house training; the principal should allow the heads of departments or the subject teachers to evaluate teachers performance after the in-house training; and the principal should allow teachers to evaluate themselves after the in-house training.

As presented in Table 4.11, the male and female had the same perceptions toward the principal's role in the conduct of in-house training programs because all the mean values were in the same categories. They agree that the principal is the person who knows the

type of in-house training programs that suit the teachers best in school, and strongly agree the following items: the role of the principal is to assess teachers' need in order to provide suitable in-house training programs; the principal should survey the teachers' interests and needs regarding in-house training programs; and the principal should involve teachers to suggest the topics for in-house training programs that suit their needs most.

Table 4.10

The Relationship of the Role of Principal in the Conduct of In-house Training between Gender and Evaluating

	Gender					
	Female		Male		Total	
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
22. The principal is the best person to evaluate the teachers' performance after the in-house training.	2.3	0.8	2.7	0.8	2.4	0.8
23. The principal should get the feedback from teachers regarding the effectiveness of the in-house training programs.	3.3	0.5	3.5	0.7	3.5	0.7
24. The principal should monitor to ensure that in-house training programs achieve their objectives.	3.1	0.8	3.0	0.0	3.1	0.7
25. Follow-up studies are to be conducted by the principal as a means for evaluation of in-house training programs.	2.9	0.7	2.5	0.6	2.8	0.7
26. The principal should get the opinion from heads of departments or subject teachers before evaluating the performance of teachers who are involved in in-house training.	3.3	0.5	3.2	0.4	3.2	0.5
27. The principal should allow the heads of departments or the subject teachers to evaluate teachers performance after the in-house training.	3.3	1.0	3.8	1.0	3.4	0.7
28. The principal should allow teachers to evaluate themselves after the in-house training.	3.2	0.5	3.0	0.6	3.2	0.5

Table 4.11

The Relationship of the Role of Principal in the Conduct of In-house Training between Gender and Teachers' Need

	Gender					
	Female		Male		Total	
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
The role of the principal is to assess teachers' need in order to provide suitable in-house training programs.	3.3	0.5	3.2	0.4	3.3	0.5
The principal is the person who knows the type of in-house training programs that suit the teachers most in school.	2.4	0.8	2.8	0.4	2.5	0.7
The principal should survey the teachers' interests and needs regarding in-house training programs.	3.4	0.5	3.0	0.9	3.3	0.6
The principal should involve teachers to suggest the topics for in-house training programs that suit their needs most.	3.5	0.5	3.0	0.0	3.4	0.5

Table 12

Perceptions of Teachers Regarding the Role of Principal in Planning, Implementing, Evaluating, Teachers' Need and Gender

Principal's Role	Female	Male
Planning	2.9	2.9
Implementing	2.9	2.8
Evaluating	3.1	3.1
Teachers' Need	3.2	3.0
Total	3.0	3.0

As shown in Table 4.12, generally there were no differences in female and male respondents' perceptions of the role of principal in the conduct of in-house training in terms of planning, implementing, evaluating, and teachers' need. Both female (total mean=3.0), and male (total mean=3.0) respondents strongly agree that the principal should plays his/her role in the conduct of in-house training in school.

#### **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 number of years of teaching experience**

Table 4.13 to Table 4.17 indicated that the teachers' perceptions of the principal's role in the conduct of in-house training related to planning, implementing, evaluating, and teachers' need in terms of number of years of teaching experience. According to the data in Table 4.13, the respondents' years of teaching experience did not show any difference in perceptions toward the principal's role in the conduct of in-house training related to planning. If there were some differences in respondents' perceptions toward the principal's role, the differences in means values were very small, such as item 1 (mean value: 2.3, 2.9, 3.0, 3.0), and item 5 (mean value: 2.3, 1.9, 2.4, 2.2).

The respondents from the group of 6-10 years of teaching experience disagree that the principal is the best person to determine the content of the in-house training programs, but other groups agree with the statement, and this group agree that the principal is the best person to demonstrate the relationship between the in-house training and school objectives. Meanwhile, other groups agree the statement.

The group from 11-15 years of teaching experience strongly agree that the principal is the best person in school to initiate in-house training for



teachers, and other groups agree the statement. Finally, the group from 5 or less years of teaching experience agree that the principal

Table 4.13

The Relationship of the Role of Principal in the Conduct of In-house Training between Years of Teaching Experience and Planning

	Years of teaching experience									
	5 Or Less		6-10		11-15		Over 15		Total	
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
1. The principal is the best person in your school to initiate in-house training for teachers.	2.3	0.5	2.9	0.7	3.0	0.5	3.0	1.0	2.8	0.7
2. The principal is the person who knows best what are the in-house training programs that suit the teachers most in the school.	2.0	0.6	2.3	0.5	2.5	0.9	2.2	0.8	2.3	0.7
3. The role of the principal is to plan the in-house training according to the qualification, interest, and competency of teachers.	2.8	0.8	2.7	0.7	2.8	1.2	2.6	0.9	2.7	0.8
4. The principal should determine the time-scale for in-house training programs.	2.5	0.6	2.1	0.7	2.5	0.9	2.6	0.9	2.4	0.8
5. The principal is the best person to determine the content of the in-house training programs	2.3	0.5	1.9	0.7	2.4	0.9	2.2	1.1	2.2	0.8
6. The principal should tell the teachers the expectation of the in-house training program.	2.8	0.4	3.0	0.6	3.5	0.5	3.4	0.6	3.2	0.6
7. The principal is the best person to demonstrate the relationship between the in-house training and school objectives.	3.2	0.4	2.9	0.3	3.3	0.7	3.2	0.8	3.1	0.6
8. The principal should involve teachers in the planning of in-house training programs.	3.2	0.8	3.3	0.7	3.6	0.5	3.6	0.6	3.4	0.6
9. The principal should allow teachers to determine the time-scale for in-house training programs.	3.2	0.8	3.4	0.7	3.4	0.5	3.0	0.7	3.3	0.6
10. The principal should allow teachers to determine the content of in-house training programs.	3.2	0.4	3.6	0.5	3.5	0.5	3.4	0.6	3.4	0.5

should tell the teachers the expectation of the in-house training program, and other groups strongly agree the statement.

In Table 4.14, it was found that the number of years of teaching experience did not depict any differences in perceptions regarding the principal's role in the conduct of in-house training related to implementing, except in item 14 which, the principal should demonstrate procedures and techniques which teachers are expected to model during in-house training. The group from 6 –10 years of teaching experience agree, and the other groups strongly agree the statement.

Table 4.15 illustrated that there were no different perceptions among teachers of the principal role in the conduct of in-house training in term of years of teaching experience, except for the item that the principal should monitor to ensure that in-house training programs achieve their objectives; follow-up studies are to be conducted by the principal as a means for evaluation of in-house training programs; and the principal should get the opinion from heads of departments or subject teachers before evaluating the performance of teachers who are involved in in-house training. The mean values for the above items were either agree or strongly agree.

It was found in Table 4.16 that the number of years of teaching experience did not depict any differences in perceptions among the groups of the number of years of teachers' teaching experience for the principal's role in the conduct of in-house training in term of teachers' need.

Table 4.14

The Relationship of the Role of Principal in the Conduct of In-house Training between Years of Teaching Experience and Implementing

	Years of teaching experience									
	5 Or Less		6-10		11-15		Over 15		Total	
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
11. The principal should implement in-house training program for certain group of teacher only.	2.7	0.5	2.2	1.1	2.4	0.9	2.6	0.9	2.4	0.9
12. The principal can conduct in-house training program in school informally.	2.2	0.8	2.8	0.8	2.6	0.7	2.6	0.9	2.6	0.8
13. The principal should act as instructor in implementing the in-house training in school.	2.8	0.4	2.4	1.1	2.5	0.9	2.2	0.5	2.5	0.9
14. The principal should demonstrate procedures and techniques which teachers are expected to model during in-house training	3.0	0.6	2.6	0.5	3.0	1.1	3.0	0.7	2.9	0.7
15. The principal should allow teachers to decide the training methodology of in-house training programs.	2.7	0.5	2.2	0.8	2.6	0.9	2.4	0.9	2.4	0.8
16. The principal should identify the instructors for the in-house training programs.	2.8	0.4	2.6	0.5	2.9	0.6	2.8	0.8	2.7	0.6
17. The principal should involve teachers in implementing the in-house training programs.	3.0	0.0	3.4	0.5	3.3	0.5	3.8	0.5	3.3	0.5
18. The principal should invite experts to implement the in-house training programs.	3.0	0.0	3.2	0.6	3.3	0.7	3.4	0.6	3.2	0.6
19. Experienced teachers are encouraged to participate in conducting the in-house training	3.0	0.0	3.4	0.5	3.6	0.5	3.6	0.6	3.4	0.5
20. The principal should decide the training methodology or delivery system such as lecture, role play, workshop, seminar, conference, and etc.	3.0	0.0	3.4	0.5	3.1	0.6	3.0	0.7	3.2	0.5
21. The principal should allow the teachers to identify the instructors for the in-house training programs.	3.0	0.0	3.3	0.5	3.1	0.6	3.4	0.6	3.2	0.5

Table 4.15

The Relationship of the Role of Principal in the Conduct of In-house Training between Years of Teaching Experience and Evaluating

	Years of teaching experience									
	5 Or Less		6-10		11-15		Over 15		Total	
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
22. The principal is the best person to evaluate the teachers' performance after the in-house training.	2.3	0.8	2.3	0.9	2.5	0.8	2.4	0.9	2.4	0.8
23. The principal should get the feedback from teachers regarding the effectiveness of the in-house training programs.	3.0	1.1	3.6	0.5	3.8	0.5	3.4	0.6	3.5	0.7
24. The principal should monitor to ensure that in-house training programs achieve their objectives.	2.7	1.0	3.0	0.6	3.4	0.5	3.2	0.5	3.1	0.7
25. Follow-up studies are to be conducted by the principal as a means for evaluation of in-house training programs.	2.7	0.8	2.7	0.7	3.1	0.4	2.8	0.8	2.8	0.7
26. The principal should get the opinion form heads of departments or subject teachers before evaluating the performance of teachers who are involved in in-house training.	2.8	0.4	3.4	0.5	3.3	0.5	3.4	0.6	3.2	0.5
27. The principal should allow the heads of departments or the subject teachers to evaluate teachers performance after the in-house training.	3.5	0.6	3.6	0.5	3.1	0.6	3.6	1.1	3.4	0.7
28. The principal should allow teachers to evaluate themselves after the in-house training.	3.0	0.0	3.2	0.6	3.3	0.7	3.2	0.5	3.2	0.5

Table 4.16

The Relationship of the Role of Principal in the Conduct of In-house Training between Years of Teaching Experience and Teachers' Need

	Years of teaching experience									
	5 Or Less		6-10		11-15		Over 15		Total	
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
29. The role of the principal is to assess teachers' need in order to provide suitable in-house training programs.	3.0	0.0	3.3	0.5	3.4	0.5	3.4	0.6	3.3	0.5
30. The principal is the person who knows the type of in-house training programs that suit the teachers most in school.	2.3	0.5	2.3	0.8	2.6	0.9	2.8	0.5	2.5	0.7
31. The principal should survey the teachers' interests and needs regarding in-house training programs.	3.0	0.0	3.4	0.7	3.4	0.5	3.4	0.9	3.3	0.6
32. The principal should involve teachers to suggest the topics for in-house training programs that suit their needs most.	3.0	0.0	3.6	0.5	3.5	0.5	3.2	0.5	3.4	0.5

Table 17

Perceptions of Teachers Regarding the Role of Principal in Planning, Implementing, Evaluating, Teachers' Need and Years of Teaching Experience

Principal's Role	5 or less	6 -10	11 -15	Over 15
Planning	2.8	2.8	3.1	2.9
Implementing	2.8	2.9	2.9	3.0
Evaluating	2.9	3.1	3.2	3.1
Teachers' Need	2.8	3.2	3.2	3.2
Total	2.8	3.0	3.1	3.1

Table 4.17 illustrated that there were no differences in teachers' perceptions of the role of principal in the conduct of in-house training in terms of planning, implementing, evaluating, teachers' need, and number of years of respondents' teaching experience, except for the group of those who work for 5 years or less. The total mean value for this group was 2.8, whereas, other groups were 3.0 (6 - 10 years), 3.0 (11 - 15 years), and 3.1 (over 15 years).

#### 4.9 The teachers' perceptions of the principal's role in the conduct of in-house training related to planning, implementing, evaluating, and teachers' need by options

As shown in table 4.18, the Art and Social Science group strongly agree (mean=3.4) that the principal is the best person in school to initiate in-house training for teachers, but the other groups agree the statement (Languages, mean=2.6, Science & Mathematics, mean=2.7, Technical & Vocational, mean=2.8). The technology and Vocational group agree (mean=2.8) that the principal should involve teachers in the planning of in-house training programs, and the other groups strongly agree (Languages, mean=3.3, Science & Mathematics, mean=3.7, Art & Social Science, mean = 3.6). The mean value 3.1 from Arts and Social Science group indicated that they strongly agree that the role of the principal is to plan the in-house training according to the qualifications, interests, and competency of teachers, and other groups agree with the statement (Languages, mean =2.8, Science & Mathematics, mean =2.5, Technical & Vocational, mean = 2.3). other than the above items (1, 3, 5, 8), the mean values for all items were in the same categories.



Table 4.18

The Relationship of the Role of Principal in the Conduct of In-house Training between Options and Planning

	Option									
	Languages		Science and Mathematics		Art and Social Science		Technical and Vocational		Total	
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
1. The principal is the best person in your school to initiate in-house training for teachers.	2.6	0.7	2.7	0.8	3.4	0.5	2.8	0.5	2.8	0.7
2. The principal is the person who knows best what are the in-house training programs that suit the teachers most in the school.	2.3	0.8	2.0	0.9	2.5	0.5	2.3	0.5	2.3	0.7
3. The role of the principal is to plan the in-house training according to the qualification, interest, and competency of teachers.	2.8	1.0	2.5	0.8	3.1	0.6	2.3	0.5	2.7	0.8
4. The principal should determine the time-scale for in-house training programs.	2.6	0.7	2.0	0.9	2.4	0.7	2.0	0.8	2.4	0.8
5. The principal is the best person to determine the content of the in-house training programs	2.4	0.8	2.0	0.8	2.1	1.0	2.0	0.0	2.2	0.8
6. The principal should tell the teachers the expectation of the in-house training program.	3.1	0.7	3.2	0.8	3.4	0.5	3.0	0.0	3.2	0.6
7. The principal is the best person to demonstrate the relationship between the in-house training and school objectives.	3.1	0.7	3.2	0.8	3.2	0.4	3.0	0.0	3.1	0.6
8. The principal should involve teachers in the planning of in-house training programs.	3.3	0.5	3.75	0.8	3.6	0.5	2.8	0.5	3.4	0.6
9. he principal should allow teachers to determine the time-scale for in-house training programs.	3.2	0.6	3.5	0.6	3.4	0.7	3.0	0.8	3.3	0.6
10. The principal should allow teachers to determine the content of in-house training programs.	3.3	0.5	3.8	0.4	3.4	0.5	3.3	0.5	3.4	0.5

The data in Table 4.19 indicated that there did not depict any difference in perceptions of teachers in term of options and the principal's role in the conduct of in-house training related to implementing. All the mean values were in the same categories. The items from 11 – 16 in Table 4.19 showed that the mean values were between 2.2 –2.9, and the mean values for items 17 -21 were between 3.0 – 3.5.

In Table 4.20 it showed the teachers perceptions of the role of principal in the conduct of in-house training related to evaluating in term of options. The mean values for all the groups in Table 4.20 were in the same categories except for the item that the principal should monitor to ensure that in-house training programs achieve their objectives. For that item (item 24), the mean value for Arts and Social Science was 3.5, and Science and Mathematics was 3.0, and mean values for Languages, Technical and Vocational were 2.9, and 2.8 respectively. Both Science and Mathematics, and Arts and Social Sciences groups strongly agree (mean = 3.0) with the item 25 that follow-up studies are to be conducted by the principal as a means for evaluation of in-house training programs, and both Languages (mean = 2.7), and Technical and Vocational groups (mean=2.8) were agree the statement.

Table 4.19

The Relationship of the Role of Principal in the Conduct of In-house Training between Options and Implementing

	Option									
	Languages		Science and Mathematics		Art and Social Science		Technical and Vocational		Total	
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
1. The principal should implement in-house training program for certain group of teacher only.	2.2	0.9	2.3	1.2	2.6	0.7	2.5	0.6	2.4	0.9
2. The principal can conduct in-house training program in school formally.	2.4	0.8	2.8	0.8	2.9	0.6	2.3	1.0	2.6	0.8
3. The principal should act as instructor in implementing the in-house training in school.	2.3	0.9	2.5	0.8	2.8	1.0	2.5	0.6	2.5	0.9
4. The principal should demonstrate procedures and techniques which teachers are expected to model during in-house training.	2.9	0.9	2.7	0.5	2.9	0.5	2.3	0.5	2.7	0.7
5. The principal should allow teachers to decide the training methodology of in-house training programs.	2.6	0.8	2.2	0.8	2.6	0.7	2.0	0.8	2.4	0.8
6. The principal should identify the instructors for the in-house training programs.	2.8	0.6	2.6	0.8	2.8	0.5	2.8	0.5	2.8	0.6
7. The principal should involve teachers in implementing the in-house training programs.	3.3	0.5	3.5	0.6	3.4	0.5	3.0	0.0	3.3	0.5
8. The principal should invite experts to implement the in-house training programs.	3.3	0.5	3.0	0.6	3.3	0.7	3.0	0.0	3.2	0.5
9. Experienced teachers are encouraged to participate in conducting the in-house training.	3.5	0.5	3.5	0.6	3.4	0.5	3.0	0.0	3.4	0.5
10. The principal should decide training methodology or delivery system such as lecture, role play, workshop, seminar, conference, and etc.	3.0	0.6	3.3	0.5	3.3	0.5	3.3	0.5	3.2	0.5
11. The principal should allow teachers to identify the instructors for the in-house training programs.	3.2	0.6	3.2	0.4	3.4	0.5	3.0	0.0	3.2	0.5

Table 4.20

The Relationship of the Role of Principal in the Conduct of In-house Training between Options and Evaluating

	Option									
	Languages		Science and Mathematics		Art and Social Science		Technical and Vocational		Total	
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
22. The principal is the best person to evaluate the teachers' performance after the in-house training.	2.2	0.9	2.2	0.8	2.9	0.4	2.3	1.0	2.4	0.8
23. The principal should get the feedback from teachers regarding the effectiveness of the in-house training programs.	3.3	0.9	3.3	0.5	3.8	0.5	3.5	0.6	3.5	0.7
24. The principal should monitor to ensure that in-house training programs achieve their objectives.	2.9	0.8	3.0	0.6	3.5	0.5	2.8	0.5	3.1	0.7
25. Follow-up studies are to be conducted by the principal as a means for evaluation of in-house training programs.	2.7	0.8	3.0	0.6	3.0	0.5	2.8	0.5	2.8	0.7
26. The principal should get the opinion from heads of departments or subject teachers before evaluating the performance of teachers who are involved in in-house training.	3.3	0.6	3.3	0.5	3.3	0.5	3.0	0.0	3.2	0.5
27. The principal should allow the heads of departments or the subject teachers to evaluate teachers' performance after the in-house training.	3.6	0.8	3.5	0.6	3.3	0.7	3.3	0.5	3.4	0.7
28. The principal should allow teachers to evaluate themselves after the in-house training.	3.3	0.6	3.0	0.0	3.3	0.7	3.0	0.0	3.2	0.5

Table 4.21

The Relationship of the Role of Principal in the Conduct of In-house Training  
between Years of Options and Teachers' Need

	Option									
	Languages		Science and Mathematics		Art and Social Science		Technical and Vocational		Total	
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
29. The role of the principal is to assess teachers' need in order to provide suitable in-house training programs.	3.3	0.5	3.3	0.5	3.3	0.5	3.0	0.0	3.3	0.5
30. The principal is the person who knows the type of in-house training programs that suit the teachers most in school.	2.6	0.9	2.5	0.6	2.6	0.5	1.8	0.5	2.5	0.7
31. The principal should survey the teachers' interests and needs regarding in-house training programs.	3.6	0.5	3.0	0.6	3.1	0.6	3.3	0.5	3.3	0.6
32. The principal should involve teachers to suggest the topics for in-house training programs that suit their needs most.	3.4	0.5	3.3	0.5	3.5	0.5	3.3	0.5	3.4	0.5

The data presented in Table 4.21 showed that the respondents' perceptions of the principal's role in the conduct of in-house training in terms of teachers' option and teachers' need. The mean value for all the groups were in the same categories except the item that the principal is the person who knows the type of in-house training programs that suit the teachers most in school (item 30). The Technical and Vocational group disagree (mean =1.8), but Languages (mean =2.6), Science and Mathematics (mean = 2.5), and Arts and Social Science (mean = 2.6) agree the statement.

Table 22

Perceptions of Teachers Regarding the Role of Principal in Planning, Implementing, Evaluating, Teachers' Need and Option

Principal's Role	Languages	Science & Mathematics	Arts & Social Science	Technical & Vocational
Planning	2.9	2.9	3.1	2.7
Implementing	2.9	2.9	3.0	2.7
Evaluating	3.0	3.0	3.3	3.0
Teachers' Need	3.2	3.0	3.1	2.9
Total	3.0	3.0	3.1	2.8

As presented in Table 4.22, there were no differences in teachers' perceptions of the role of principal in the conduct of in-house training in

terms of planning, implementing, evaluating, teachers' need, and teachers' options, except for the group of Technical and Vocational, which the total mean for that group was 2.8, but the group for Languages was 3.0, Science and Mathematics was 3.0, and Arts and Social Science was 3.1.