Chapter 5

Summary, Conclusions, and Recommendations

5.1 Summary

The purpose of this study was to determine the role of principal in the conduct of in-house training as perceived by teachers in Catholic Secondary School, Petaling Jaya, and to determine whether had any different perceptions in terms of gender, years of teaching experience, and options of respondents toward the role of principal in the conduct of in-house training.

The questionnaire consisted of two parts. The first part was designed to gather demographic information, and the second part consisted of 32 items for four main areas: planning, implementing, evaluating, and teachers' need. Questionnaires were administered to 30 teachers in Catholic Secondary School, Petaling Jaya. The return rate was 100 percent.

The statistical treatments applied to the data obtained from the 30 questionnaires included frequencies, percentages, and means to describe the demographic variables and the principal's role in the conduct of in-house training. The study answers to the following questions:
1. What are the teachers' perceptions of the role of principals in the conduct of in-house training programs in planning, implementing, evaluation, and their need?

The following were ascertained in analyzing the various responses:

1. Concerning the principal's role in planning the in-house training programs, majority of teachers perceived that the principal should involved teachers in determine the content, and time-scale for in-house training programs although the principal is the best person to determine the relationship between the in-house training and school objectives. Furthermore, the teachers also agreed that the principal should tell the teachers the expectation of the in-house training programs.

2. Regarding the implementation of in-house training, majority of teachers want to involve themselves especially in identify the instructors for the in-house training, decide the training methodology or delivery system, and they also agreed to invite experts to implement the in-house training programs. Besides, majority of teachers agreed that experienced teachers should participate in conducting the in-house training.
3. With respect to the evaluation of in-house training programs, majority of teachers agreed that the principal should get the feedback from teachers regarding the effectiveness of the in-house training programs, monitor to ensure that the in-house training programs achieve their objectives. Likewise, the principal should get the opinion and allow the head of departments or subject teachers to evaluate teachers' performance before and after the in-house training programs, and teachers also want to evaluate their performance themselves after the in-house training.

4. Regarding the teachers' need of in-house training programs, the teachers agree that the principal should survey the teachers' interest, needs, and involve teachers in determining the topics for in-house training programs that suit their needs most.

2. Are there any differences in teachers' perceptions of the role of principals in the conduct of in-house training towards gender, years of experience, and qualification?

There were no difference in perceptions in terms of teachers' gender, years of teaching experience, and options towards the principal's role in the conduct of in-house training programs. Nevertheless, the mean for the male teachers were higher than the female teachers regarding
the items which the principal should initiate the in-house training for teachers, the principal knows best what are the in-house training programs that suit the teachers most, the principal should determine the time-scale, and tell the expectation of the in-house training program. This showed that male teachers prefer the principal to decide than involve them in making decision concerning the in-house training programs.

5.2 Conclusions

From the study, several conclusions can be reaches concerning the teachers' perceptions of the role of principal in the conduct of in-house training in school.

The teachers perceived that the principal should involved them in planning, implementing, and evaluating the in-house training programs as well as survey the teachers' need in order to provide an effective course. This statement was supported by Drummond (1979) that "in-service education (or staff development) should be managed by the people who work in the building and should deal with the individual group problems and aspirations found there." Ainsworth (1976) also mentioned that many in-service programs are planned for the teachers rather than with or by the teachers.
This study also showed that the respondents agree that the principal should initiate the in-house training programs in order to achieve objectives of the school and for staff development. A studied by NEA (National Education Association, 1973) stated that teachers want to continue to improve, they want to be current. Besides, teachers' need also shouldn't be neglected. Daresh (quoted by Marsha Botello and Naftaly S. Glasman, 1999) revealed that the value of professional development will increase if it is linked more directly to district and school priorities. Moreover, administrator in-service programs should be based on the specific goals, needs, and interests of the participants.

Therefore, the principal can play his/her role with the teachers involvement in the conduct of in-house training in term of planning, implementing, evaluating, and assessing teachers' need.

5.3 Recommendations

This study showed that the principal should realized the important of teachers' involvement in the conduct of in-house training especially in planning, implementing, evaluating, and teachers' need. The following recommendations are made as a result of the conduct of this study:
1. Since the teachers involvement is important for in-house training, the principal shouldn’t only conducting the in-house training programs instruct by the Ministry of Education, State Education Department (JPN), or District Education Office (PPD), but should take the initiative in conducting the in-house training that suit the teachers most in school.

2. In-house training should be arranged continuously for teachers so that they can improve their professional knowledge and skills.

3. Every school is unique and they understand their shortage and needs most. Therefore, the school even can play its role in conducting the pre-service, and in-service or in-house training, but the curriculum of training program is control by the center office.

4. Additional study should be conducted to include all 14 states in Malaysia.

5. Further study should add in the perception from the principals.