

**THE IMPLEMENTATION OF ESL IN-SERVICE
TRAINING IN KOTA BELUD PRIMARY SCHOOLS:
A STUDY OF THE
SELECTED ENGLISH TEACHERS**

PERPUSTAKAAN
UNIVERSITI MALAYSIA SABAH



**SEKOLAH PENDIDIKAN DAN
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**KRISHNA K.S. @
MOHD. FADZLI BIN ABDUL ROZAN**



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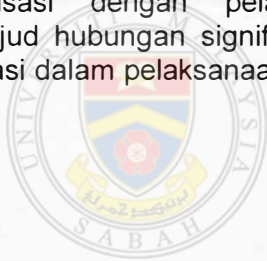
ABSTRACT

THE IMPLEMENTATION OF ESL IN-SERVICE TRAINING IN KOTA BELUD PRIMARY SCHOOLS: A STUDY OF THE SELECTED ENGLISH TEACHERS

The purpose of this research were to identify whether Kota Belud Year 6 English teachers who attended the Contemporary Literature Course organized by Kota Belud District Education Office conducted in-service training in their respective schools and to identify factors that help or inhibit these teachers from conducting in-service training in their respective schools. 57 Year Six English teachers from 57 primary schools in Kota Belud were selected as sample of this research. Statistical Package for Social Science (SPSS) version 13.0 was used to analysis data collected. Correlation test was used to identify relationship between independent variables- Individual/Personal Factors and Organizational Factors- and dependent variable- the conducting of in-service training. The findings of the research showed that there was no significant difference between male and female teachers in the implementation of in-service training based on Pearson Chi-Square ($\chi^2 = 2.74$, $k > 0.05$). In addition, the research showed that there was a strong positive significant relationship ($r = 0.810$, $k < 0.01$), based on Pearson Correlation test, between individual/personal factors and the conducting of in-service training among the teachers involved. However, the research discovered that there was no significant relationship ($r = -0.198$, $k > 0.01$) between the organization factors and the conducting of in-service training. Besides that, the research found that there was a low negative significant relationship ($r = -0.272$, $k < 0.01$) between individual/personal factors and organizational factors.

ABSTRAK

Kajian ini bertujuan mengenalpasti samada guru-guru Bahasa Inggeris Tahun 6 yang mengikuti Kursus Sastera Kontemporari Tahun 6 yang dianjurkan oleh Pejabat Pelajaran Daerah Kota Belud, Sabah melaksanakan kursus dalaman di sekolah masing-masing. Selain itu, kajian ini juga mengenalpasti faktor-faktor yang membantu atau menghalang guru-guru tersebut dari melaksanakan kursus dalam di sekolah. Seramai 57 orang guru Bahasa Inggeris Tahun 6 daripada 57 buah sekolah rendah di daerah Kota Belud dipilih sebagai sample kajian ini. *Statistical Package for Social Science (SPSS) version 13.0* digunakan untuk menganalisa data yang dikutip. Ujian Korelasi digunakan untuk mengenalpasti hubungan antara pembolehubah bebas - faktor individu dan faktor organisasi – dan pembolehubah bersandar – pelaksanaan kursus dalaman di sekolah. Hasil dapatan kajian menunjukkan tidak ada perbezaan signifikan antara guru lelaki dan guru perempuan dalam melaksanakan kursus dalaman berdasarkan keputusan ujian Pearson Chi-Square ($\chi^2 = 2.74$, $k > 0.05$). Di samping itu, ujian keputusan Korelasi Pearson mendapati terdapat hubungan signifikan positif yang kuat antara faktor individu dan pelaksanaan kursus dalaman di sekolah ($r = 0.810$, $k < 0.01$). Walau bagaimanapun, kajian ini mendapati tidak ada hubungan yang signifikan antara faktor organisasi dengan pelaksanaan kursus dalaman ($r = -0.198$, $k > 0.01$). Selain itu, wujud hubungan signifikan negatif yang lemah antara faktor individu dan faktor organisasi dalam pelaksanaan kursus dalaman di sekolah ($r = -0.272$, $k < 0.01$).



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CHAPTER ONE

KEY WORDS

**Professional development, in-service training,
factors affecting transfers, contemporary literature.**



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CHAPTER ONE

INTRODUCTION

1.1 Background

The challenges faced by teachers especially English language teachers in Malaysia are getting tougher nowadays. The effects of globalization have changed the roles of English teachers from dispenser of knowledge to facilitatorship to students in classroom (Arfah, 1992). Thus, English teachers should always develop and prepare themselves professionally in order to be effective in classroom. According to Merant (2000), teachers' knowledge and methodological skills need to be currently updated to enhance teachers' quality in classroom. Administrators and principals need to realize that success in classroom teaching and learning process could be achieved if teachers' behaviors and approaches are aligned with current educational changes. Thus, English as a Second Language (ESL) professional development programs are designed to upgrade and enhanced teachers' skills, expertise and knowledge in order for them to be effective (Furman, 1987). In order words, English as a Second Language (ESL) professional development programs is systematically and specifically designed to develop English teachers personally and professionally in a supporting organization.

English as a Second Language (ESL) professional development programs are for English teachers to update themselves and bring positive changes in teachers especially in the process of teaching and learning in classroom. This in turn will bring positive

changes to students' learning (Browne and Ritchie, 1991). In general, the objectives of ESL professional development for teachers are as follows :

- 1) To enhance professionally the knowledge of ESL teachers
- 2) To provide orientation for ESL teachers on new teaching techniques, methods and programs related to curriculum
- 3) To increase ESL teachers commitment and motivation

(Ministry of Education,1989)

As many books on educating second language will testify (e.g., Ariza, Morales-Jones, Yahya, & Zainuddin, 2002; Leyba, 1994; Samway & McKeon, 1999; Scarcella,1990), today's classrooms are characterized by ever-increasing diversity, both linguistically and culturally. In the context of emphasizing the urgency of professional development, McLaughlin (1994) argues that today's students are fundamentally different from those of yesterday's in terms of cultural perspectives, languages, family circumstances, values, and norms they bring to their classrooms. These conditions create unprecedented demands for teachers to develop knowledge and skills (Smylie & Conyers,1991) to meet the new challenges in their classrooms.

Professional development programs for English teachers would take as short as one week and as long as one year with the objectives of fulfilling the current needs of the curriculum, introducing new teaching approaches, and introducing innovative ways of utilizing information and communication technology elements in classroom. These programs are offered by Curriculum Development Center, Teachers Colleges, English Language Teaching Center (under Teachers Education Division) and higher institutions

of learning (Ministry of Education, 1989a). Two important divisions which are involved in planning, coordinating and implementing professional development programs including ESL programs are Teachers Education Division and Aminuddin Baki's Institute. In addition, local institutions of higher learning, other divisions under the Ministry of Education, District Education Offices, and public and private institutions do provide professional development programs including ESL programs. Among the professional development related to ESL programs are Revised Curriculum Course, Literature Component for Secondary, Contemporary Literature for Primary, English for Science and Technology for Secondary, and other related courses which are relevant to the teachers and schools.

The implementation of Contemporary Literature has been done in the primary schools starting in 2004 with Year 4, Year 5 in 2005 and Year 6 in 2006. Malaysia's Cabinet Ministers decided and approved this program with the aim of providing an early beginning and foundation in literature and developing pupils understanding of other societies, cultures, values and traditions that will help them in their emotional and spiritual growth (Curriculum Development Center, 2006). Training is done at the state level whereby 3 teachers from each district will be selected to attend the course. Having completed the course, these teachers will return to their respective districts and conduct training at district level. One teacher from each school in the district will attend the course at district level and in turn required to conduct in-service training at their respective school (Curriculum Development Center, 2006).

1.2 Statement of Problem

It is widely believed and promoted that one of the best ways to improve the teaching and learning process is by providing teachers with quality professional development experiences. The centrality of professional development in improving education is expressed by many researchers (Borko, 2004; Guskey, 1986; Guskey & Huberman, 1995; Sparks, 1983) who delve into the complex process of change. Recognizing its importance, many models of professional development have been proposed, and elements that contribute to the effectiveness of such programs have been identified extensively (Joyce & Showers, 1980).

As Guskey (2000) and Fullan (1982) note, the real challenge of professional development is posed only after the implementation process has begun. As important as it is for teachers to have a quality educational experience and acquire many innovative instructional techniques during the participating phase, the more fundamental concern should be whether these new knowledge and skills get implemented into the classrooms.

Maggioli (2006) states that current professional development practices are generally constricted by the following stumbling blocks : top-down decision making, the idea that teachers need to be “fixed”, lack of ownership of the professional development process and its results, the technocratic nature of professional development content, universal applications of classroom practices, lack of variety in the delivery modes, inaccessibility of professional development opportunities, little or no support in transferring professional development ideas to the classroom, standardized approaches to professional development that disregard the varied needs and experiences of teachers, lack of systematic evaluation of professional development, and little or no

acknowledgement of the learning characteristics of teachers among professional development planners.

In Malaysia, all professional development courses catering for teachers in schools, including ESL courses, are conducted by the Ministry of Education and its divisions (including District Education Offices). Teachers who attended courses are required to conduct in-service training for the teachers in their respective schools (Ministry of Education, 1990).

Research shows that little emphasis is placed on school-based in-service program (in-service training) and such trainings are far removed from the schools (Hord and Boyd, 2000). In the year 2004, the Malaysia National School Inspectorate revealed that 75% of teachers who attended courses failed to conduct in-service training in their respective schools (National School Inspectorate, 2005). In addition to that, Academic Management Sector of Sabah State Education Department mentioned in its annual report that 60 % of teachers who attended courses failed in any way to conduct in-service training as instructed (Academic Management Sector, 2005). It is a similar case that occurs in the district of Kota Belud. 55 % of the English teachers in the district who attended courses did not conduct in-service training (Language Unit, 2005)

The implementation of in-service training in schools is important as it helps teachers to improve and upgrade their skills and providing them opportunity to learn new methods and approaches in their teaching (Showers, 1995). It also helps ensure that teachers learn new knowledge and skills in turn upgrade teachers' professionalism.

It is also a tool to develop human resource (teachers) in order to achieve the organization's objectives (Showers, 1995).

Failure in conducting in-service training means teachers who do not have the chance to attend the particular course are deny of newly acquired knowledge and skills that are important for them to perform their job effectively and enhance organizational effectiveness (Mohammed Sani, 2003). Thus, this will affect the quality of teaching and learning in the classroom and would bring considerable effect to students' achievement (Wanzare and Ward, 2000).

1.3 Purpose of the Study

As previously mentioned, although quality teaching is widely believed to be the key to enhancing student learning (Darling-Hammond, 1997) and many diverse attempts to provide quality teaching via professional development have been made (Frechtling, Sharp, Carey, & Vaden-Kierman, 1995). Teachers' acquired knowledge and skills may not translate into their classroom practice for various reasons.

Broad and Newstrom (1992) noted characteristics associated with transfer, in this context, the implementation of in-service training. Trainee characteristics which includes ability and aptitudes, personality and motivation. Work environment characteristics includes supportive organizational climate, pre-course discussion with superior, opportunity to use knowledge and skills and post-training goal settings and feedback.

Parry (2000) in his research identified three sets of factors that can help or hinder the transfer of learning : personal/individual factors, instructional factors and organizational factors. Personal factors involve teacher's motivation, ability, attention and relevance. Instructional factors involves course design, emphasis, instructor and instructor's follow up and organizational factors involves transfer climate, time and timing and degree of fit.

The purpose of this study, therefore, is to identify and investigate factors that help or hinder Year 6 English teachers in Kota Belud who attended the Contemporary Literature Course for Year 6 in August 2006 from conducting in-service training in their respective schools.

1.4 Research Objectives

This research hopes to achieve the following objectives :

1. To identify whether Kota Belud Year 6 English teachers who attended the Contemporary Literature Course organized by Kota Belud District Education Office conducted in-service training in their respective schools
2. To identify factors that help or inhibit Kota Belud Year 6 English teachers who attended the Contemporary Literature Course organized by Kota Belud District Education Office from conducting in-service training in their respective schools

1.5 Research Questions

This research hopes to answer the following questions :

1. How many Kota Belud Year 6 English teachers who attended the Contemporary Literature Course organized by Kota Belud District Education Office conduct in-service training in their respective schools ?
2. Why do some of the Kota Belud Year 6 English teachers who attended the Contemporary Literature Course organized by Kota Belud District Education Office failed to conduct in-service training in their respective schools ?
3. What are the individual/personal factors of Kota Belud Year 6 English teachers who attended the Contemporary Literature Course that affect them in conducting in-service training in their respective schools ?
4. What are the organizational factors that affect Kota Belud Year 6 English teachers who attended the Contemporary Literature Course in conducting in-service training in their respective schools ?
5. How does individual/personal factors of Kota Belud Year 6 English teachers who attended the Contemporary Literature Course affect them in conducting in-service training in their respective schools ?

6. How does organizational factors affect Kota Belud Year 6 English teachers who attended the Contemporary Literature Course in conducting in-service training in their respective schools ?

1.6 Research Hypotheses

The research hypotheses are stated in the Null form (Ho) and Alternative Form (Ha) with 0.01 significant levels :

1. Ho1 ... there is no significant difference between male and female teachers of Kota Belud Year 6 English teachers who attended the Contemporary Literature Course and the conducting of in-service training in their respective schools

Ha1....there is a significant difference between male and female teachers of Kota Belud Year 6 English teachers who attended the Contemporary Literature Course and the conducting of in-service training in their respective schools

2. Ho2...there is no significant relationship between the individual/personal factors of Kota Belud Year 6 English teachers who attended the Contemporary Literature Course and the conducting of in-service training in their respective schools

Ha2...there is a significant relationship between the individual/personal factors of Kota Belud Year 6 English teachers who attended the Contemporary Literature Course and the conducting of in-service training in their respective schools