AN EVALUATION OF TEACHERS' PERCEPTION OF PETRA IN-SERVICE TEACHER TRAINING PROGRAMMES

By

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Abstract

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This study was conducted to describe the teachers' of English as a foreign language and supervisors' attitudes towards the in-service teacher training programme they attended for teaching PETRA 5 textbooks. More specifically, this study attempted to answer the following questions:

1 - How do the EFL teachers (male and female) of PETRA textbooks who attended the In-service Teacher Training Programme for Teaching PETRA 5 textbooks as trainees evaluate and see this training programme?

2 - What do the EFL teachers of PETRA 5 textbooks suggest to improve the effectiveness of any similar future training programme?

3 - What are the EFL teachers' problems and needs for teaching PETRA textbooks?

4 - How do the EFL teachers and supervisors (male and female) who participated in the in-service teacher training programme for teaching PETRA 5 textbooks as trainers...
evaluate and see this training programme? What do they suggest to improve any similar future in-service teacher training programme?

5 - Do the trainees' attitudes towards the in-service teacher training programme for teaching PETRA 5 textbooks vary with respect to each one of the following variables:
   a - academic qualifications,
   b - teaching experience,
   c - sex,
   d - training relevant to PETRA?

6 - Do the trainers' attitudes towards the In-service Teacher Training Programme for Teaching PETRA 5 textbooks vary with respect to each one of the following variables:
   a - years of experience.
   b - training relevant to PETRA?

The population of the study consisted of all the EFL government teachers of the basic education stage (male and female) in Irbid, N.Ghour, Al-Kourah and Bani-Kananeh districts who taught PETRA textbooks, and attended at least one in-service teacher training programme for teaching PETRA textbooks as trainees. It also consisted of all the EFL teachers and supervisors (male and female) who attended the same training programme as trainers in the same four districts.

The sample of the study consisted of 181 EFL government teachers at the basic education stage (95 males and 86 females) in
Irbid, N.Ghour, Al-Kourah and Bani-Kananeh districts who taught PETRA 5 textbooks and attended the in-service teacher training programme for teaching that textbook as trainees. It also consisted of all the EFL teachers and supervisors (male and female) who attended the same training programme in the same four districts as trainers. They were 19 male teachers and one female teacher.

For the purpose of the study, two evaluative questionnaires, one for the trainees and the other for the trainers were developed. The trainees' scale covered the following areas: the design of the programme, the objectives of the programme, the contents of the programme, the time distribution, the trainers, the instructional activities, the content of PETRA 5, planning, methods of teaching, PETRA components, evaluation, testing, students' problems, teachers' needs and suggestions. The trainers' scale covered the same areas.

Analysis of variance (ANOVA) was used to test the hypotheses of the study. The basic descriptive statistical mean, standard deviation and percentage frequency were also used to describe the trainees' and trainers' responses on both of the two scales.

The study presented the following findings:

1 - There were no statistically significant differences in the trainees' attitudes towards the training programme with respect to sex, academic qualifications, training relevant to PETRA and teaching experience at $\alpha = 0.05$.

2 - There were no statistically significant differences in the trainers' attitudes towards the training programme with respect to the training relevant to PETRA at $\alpha = 0.05$. 

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3 - There were statistically significant differences in the trainers' attitudes towards the training programme with respect to teaching experience at $\alpha = 0.05$.

The study also indicated that the trainees' and trainers' attitudes towards the training programme were positive regarding all the subscales. It also indicated that testing should be given more time; provision of more qualifications to trainers; launching regular training; the duration of the programme should be longer; and more sessions should be given for micro-teaching.

On the basis of these results. It is recommended that a similar study to this one should be conducted in other parts of Jordan to establish the reliability of those training programmes. It is also recommended to conduct a study using a standard observation checklist of the teaching/learning situations.