THE UNIVERSITY OF HULL

A COMPARATIVE STUDY OF SELECTED ASPECTS

OF IN-SERVICE EDUCATION AS BETWEEN

NIGERIA AND ENGLAND AND WALES

Being a Thesis submitted for the Degree of

Doctor of Philosophy

by

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July, 1987

ABSTRACT

Ph.D. Thesis by Victoria Abba Tekenah
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A COMPARATIVE STUDY OF SELECTED ASPECTS OF IN-SERVICE EDUCATION AS BETWEEN NIGERIA AND ENGLAND AND WALES

This piece of work is concerned with an examination of some selected innovations of in-service education and training available to teachers in England and Wales and how this compares with Nigeria, with special reference to their potential application in the Rivers State.

The four selected aspects of in-service for this study are:

a) the school-focused idea;

b) the induction year;

c) the professional tutor/centre concept;

d) the teachers' centre movement.

Prior to this, the investigator carried out an opinion seeking survey of teachers and educationists in the Rivers State to ascertain their attitudes towards the introduction of such practices in their schools. This formed the basis of the detailed investigation of four teachers' centres and three secondary comprehensive schools in Humberside and North Yorkshire Local Education Authorities.

The main body of the work is divided into four parts comprising of ten chapters and a conclusion. Part A is concerned with the definition and scope of study with a review of the literature.

Part B examines the structure of in-service education in

England and Wales and Nigeria. The design and method of empirical research with the presentation, analysis and interpretation of results and a comparison between the documentary evidence and empirical findings constitutes Part C.

Part D is concerned with recommendations arising from the research especially in respect of the possibility of introducing the selected INSET innovations in the Rivers State of Nigeria.

A summary of the study would be that a great majority of the educationists in Rivers State are in favour of introducing these aspects of INSET into their schools, while the results of the case studies from England and Wales show that most teachers who are engaged in school-focused INSET and attend teachers' centre courses believe the experience to have been beneficial to them by improving their professional competence. Professional tutors and probationers also see the introduction of the professional tutor and arrangements for the induction year as invaluable sources of in-service education. Chief Advisers of in-service education and wardens of teachers' centres in Humberside and North Yorkshire also share similar views.

Certain recommendations and their implications as regards the adoption, part adoption or even rejection of these practices are made by the researcher in the conclusion.

DEDICATION

To   my   parents,

for   very   many   reasons . . . .

ACKNOWLEDGEMENTS

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PART B

STRUCTURAL ANALYSIS

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LIST OF ABBREVIATIONS

ACE: Advisory Council on Education

ACSET: Advisory Committee on the Supply and Education of Teachers

ACSTT: Advisory Committee on the Supply and Training of Teachers

ALGA: Ahoada Local Government Authority

ATC: Advanced Teachers' College

ATCDE: Association of Teachers in Colleges and Departments of Education

ATOs: Area Training Organisations

ATTC: Advanced Teacher Training College

ATTI: Association of Teachers in Technical Institute

BALGA: Brass Local Government Authority

BOLGA: Bori Local Government Authority

CACE: Central Advisory Council for Education

CCDU: Counselling and Career Development Unit

CEDI: Centre for Educational Development and Instruction

CERI: Centre for Educational Research and Innovation

COE: College of Education

CNAA: Council for National Academic Awards

DELGA: Degema Local Government Authority

DES: Department of Education and Science

ECTs: Elementary Training Colleges

GCE: General Certificate in Education

GCSE: General Certificate in Secondary Education

HMI: Her Majesty's Inspector

HO: Null Hypothesis

ILEA: Inner London Education Authority

INIST: Induction and In-Service Training

INSET:	In-Service Education and Training
KELGA:	Ikwerre Etche Local Government Authority
LEA:	Local Education Authority
MOE:	Ministry of Education
MTTP:	Mobile Teacher Training Programme
NACTST:	National Advisory Council on the Training and Supply of Teachers
NAHT:	National Association of Head Teachers
NARE:	National Association of Religious Education
NAS:	National Association of Schoolmasters
NAS/UWT:	National Association of School Masters and Union of Women Teachers
NATFHE:	National Association of Teachers in Further and Higher Education
NATHE:	National Association of Teachers of Home Economics
NCE:	Nigerian Certificate in Education
NCEcc:	Nigerian Certificate in Education by correspondence course
NCTCL:	National Conference of Teachers' Centre Leaders
NERC:	Nigerian Educational Research Council
NFER:	National Foundation for Educational Research
NTI:	National Teachers' Institute
NUT:	National Union of Teachers
OECD:	Organisation for Economic Co-operation and Development
OLGA:	Bonny Local Government Authority
OPPI:	Organisation for the Professional Training of Teachers
OTELGA:	Obigbo/Okrika/Tai Eleme Local Government Authority
PEIP:	Primary Education Improvement Programme
PGCE:	Post-Graduate Certificate in Education
PGDE:	Post-Graduate Diploma in Education

PHCC: Port Harcourt City Council

PSCC: Primary Science Curriculum Centre

PSD: Personal and Social Development

PSSG: Primary School Supervision Course

PTTC: Preliminary Teacher Training Certificate

ROSLA: Raising of the School Leaving Age

SALGA: Sagbama Local Government Authority

SCETT: Standing Committee for the Education and Training
            of Teachers

SITE: Schools and In-Service Teacher Education

SPCK: Society for Promoting Christian Knowledge

TES: Times Educational Supplement

TIPS: Teacher Induction Pilot Schemes

TISEP: Teacher In-Service Education Programme

TRIST: TVEI Related In-Service Training

TTC: Teacher Training College

TVEI: Technical, Vocational and Educational Instruction

UCET: University Council for the Education of Teachers

UGC: University Grants Committee

UNESCO: United Nations Educational, Scientific and Cultural
            Organisation

UPE: Universal Primary Education

UWT: Union of Women Teachers

WASC: West African School Certificate

YELGA: Yenagoa Local Government Authority

INTRODUCTION

This piece of work is concerned with an examination of some selected innovations of in-service education and training available to teachers in England and Wales and how this compares with Nigeria, with special reference to their potential application in the Rivers State.

The four selected aspects of in-service for this study are:

  a) the school-focused idea;

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  c) the professional tutor/centre concept;

  d) the teachers' centre movement.

Prior to this, the investigator carried out an opinion seeking survey of teachers and educationists in the Rivers State to ascertain their attitudes towards the introduction of such practices in their schools. This formed the basis of the detailed investigation of four teachers' centres and three secondary comprehensive schools in Humberside and North Yorkshire Local Education Authorities.

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Part B examines the structure of in-service education in England and Wales and Nigeria. The design and method of empirical research with the presentation, analysis and

interpretation of results and a comparison between the documentary evidence and empirical findings constitutes Part C.

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A summary of the study would be that a great majority of the educationists in Rivers State are in favour of introducing these aspects of INSET into their schools, while the results of the case studies from England and Wales show that most teachers who are engaged in school-focused INSET and attend teachers' centre courses believe the experience to have been beneficial to them by improving their professional competence. Professional tutors and probationers also see the introduction of the professional tutor and arrangements for the induction year as invaluable sources of in-service education. Chief Advisers of in-service education and wardens of teachers' centres in Humberside and North Yorkshire also share similar views.

Certain recommendations and their implications as regards the adoption, part adoption or even rejection of these practices are made by the researcher in the conclusion.

PART A

ACADEMIC CONTEXT

CHAPTER ONE

DEFINITION AND SCOPE OF STUDY

1.1 Statement of Problem and Purpose of Study

The related phenomena of : school-focused/based in-service
education and training; the teachers' centre movement;
induction-year programmes; the concept of the professional
tutor/centre as forms of in-service education and training,
are all vigorous in the United Kingdom and indeed most comparable
countries. They combine in an attempt to raise the professional
competence of the teacher. Member countries in the Organisation
for Economic Co-operation and Development (OECD) have echoed
their support for these aspects of staff development in the
teaching profession.

It occurred, therefore, to the present writer why such
apparently profitable and valuable aspects of in-service education
and training were almost entirely absent in the educational
system of her own country - Nigeria. Throughout her professional
career as a classroom teacher, and later as a deputy head of
a secondary comprehensive school, she has been keenly interested
in the possibilities for professional development of the
classroom teacher. Indeed the rationale for the search for
various innovations in in-service education and training arose
as a result of a small project carried out by the researcher
in 1980 in Government Sea School Isaka in the Rivers State,
as deputy-head of that school. The key issues in the management
of staff motivation in the school were sought and a report
submitted to the Sheffield City Polytechnic for the award of

the Diploma in Education Management.[1]

Results of this survey showed that there was no form of in-service education available that teachers could engage themselves in apart from the traditional course-based in-service provision where teachers depart for a period of time, sometimes up to three years or more, for degree or diploma courses. Even this opportunity was comparatively rare. There was inevitably considerable dissatisfaction among teachers as they were denied the opportunity to attend shorter and in most cases non-award bearing courses to keep up with the educational advancement around them.

Such results obtained in Government Sea School - which was a model school in the Rivers State - epitomised the general trend in schools in that State. It therefore became a challenge for the investigator to research into various innovations in the in-service education and training of teachers; the object being to identify selected aspects that might be transferable from UK, and other developed nations, to Nigeria. The writer has always been mindful of the peculiar context, problems and obstacles obtaining in Rivers State in fields such as communication, finance and staffing. It is due to the context of Rivers State that the writer has chosen not to include some potential aspects of education, such as: distance teaching by radio and television; developing the in-service role of Colleges of Higher Education; self assessment by the teacher. These, the writer considers

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1. Tekenah, V.A. (1980), <u>Key Issues in the Management of Staff Motivation in Government Sea School Isaka, Nigeria,</u> (Unpublished Project Work, Department of Education Management, Sheffield City Polytechnic).

have little practical chance of implementation in the foreseeable future.

The significance of the study is made clear by the immense importance of in-service education and training in the professional life of the teacher. Indeed most governments, including that of the Federal Republic of Nigeria emphasise this aspect of teacher education in their policy statements and aims.[1]

The principal aim of this research therefore is to identify and evaluate selected innovations in in-service education and training that are available to teachers in England and Wales; and Humberside/North Yorkshire in particular.

A second and related aim is to ascertain what aspects of these innovations of in-service education and training could be implemented in Rivers State so as to improve the support of teachers in their search for professional competence and improvement.

The third aim is to furnish or inform the decision makers and teachers in the Rivers State with the knowledge of attempts made in England and Wales, and certain other countries, in the field of in-service education and training.

The period of study involved, extended from October 1984 to March 1987, and therefore included a period in England and Wales when a fair proportion of teachers involved themselves in industrial strike action in their quest for improved conditions of service and remuneration. This had the effect

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1. Federal Republic of Nigeria (1975), National Policy on Education, p. 5.

of curtailing in-service involvement to some degree.

1.2 Formulation of Hypotheses and Research Questions

The research conducted in preparation for the thesis comprised both documentary and empirical dimensions. This section is particularly concerned with the latter.

For the one part of the study which was the survey carried out in Port Harcourt, the Rivers State Capital, a hypothesis was formulated. The survey was seeking the opinions of teachers and educationists as to the possible introduction of selected aspects of in-service education and training. This hypothesis was stated in the Null form, instead of being simply directional, so as to make testing statistically more precise. The Null Hypothesis was that:

> "there would be no difference in the way
> educationists in the Rivers State
> express their views about these
> approaches to in-service education and
> training."

It is appropriate to formulate hypotheses in a study of this kind. Mouly[1], Ary et al[2], Borg[3], Borg and Gall[4] and Burroughs[5] all stress their significance and importance.

1. Mouly, G.J. (1978), Educational Research: The Art and Science of Investigation, Allyn and Bacon, Inc., (Second Edition), p. 63.

2. Ary, D., Jacobs, L.C., Razavieh, A., (1972), Introduction to Research in Education, Holt, Rinehart and Winston Inc., pp. 53 - 72.

3. Borg, W.G. (1981), Applying Educational Research. A Practical Guide for Teachers, Longman, New York and London, pp. 69 - 71.

4. Borg, W.R., Gall, M.D., (1983), Educational Research, Longman, New York, p. 89.

5. Burroughs, G.E.R. (1971), Design and Analysis in Educational Research, School of Education, University of Birmingham, pp. 16 - 20, section 4.

Indeed, Mouly categorically stated that;

> "research should proceed from a hypothesis
> for without a hypothesis an investigation
> can deteriorate into a relatively aimless
> search for data of vague relevance and
> significance." [1]

The stated hypothesis is based on theoretical knowledge and its explanatory power is in the fact that policy-makers in education, and indeed in most professions or establishments, will view certain problems differently from classroom teachers, especially where finance is involved. Secondly, it is testable and verifiable because it permits the drawing of deductions, conclusions or implications in such a way that empirical observations will either support or refute it.

Another part of the empirical work is concerned with aspects of professional development in UK, namely: the phenomena of school-focused in-service education and training, teachers' centres, the professional tutor/centre concept, and the induction year principle. This has been carried out through more detailed case study methods and hypotheses were not formulated; rather, research questions were asked. Various reasons obtained for asking questions rather than formulating hypotheses for this part of the study.

For a hypothesis to be valid, it must be testable. To formulate a testable hypothesis the researcher would be required to compare or show that teachers who have engaged themselves in these selected aspects of in-service education and training are better teachers professionally. This could require the researcher to create a basis for comparison by

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1. Mouly, G.J. (1978), op. cit., p. 63.

conducting a thorough experimental research either by using control groups of teachers or following a particular set of teachers through a course and then evaluating them in terms of their performance. This is beyond the scope of the present study.

The researcher's main concern in these case studies was to ascertain from teachers whether they consider themselves to have benefited professionally from such activities. The research tool was not designed to probe into their past to the extent of making it possible to compare the degree of professional advancement obtained. Nevertheless certain statements might have indicated whether a teacher's confidence as a professional has improved since engaging in school-focused activities, or since attending teachers' centre courses. For this reason the researcher is limiting herself to time-bound association in which items on the questionnaire refer to the same point in time. With such a background to the study, the stating of hypotheses in any form would have been inappropriate.

For such reasons, writers in educational research like Johnson,[1] Borg[2] and Mouly[3] have called for either stating research objectives or research questions.

The researcher is expecting that by the end of the study, from the results obtained, the lone hypothesis would have been rejected or accepted and the following research questions

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1. Johnson, M.C. (1977), <u>A Review of Research Methods in Education</u>, Rand McNally College Publishing Company, Chicago, p. 176.

2. Borg, W.G. (1981), op. cit., p. 72.

3. Mouly, G.J. (1978), op. cit., p. 65.

answered:

a) Is there difference as between selected educationists in
the Rivers State of Nigeria as to alternative approaches to
in-service education and training?

b) What is the view of educationists in the Rivers State in
respect of introducing the various in-service practices in
their schools?

c) What are the views of teachers as to advocates' claims of
improved teacher competence through school-focused in-service
education and training?

d) Is there evidence of the probationary or induction year,
as envisaged by the James Report, being practised in schools.

e) How do recipients of the induction year (the probationers)
view such arrangements for their own professional development?

f) What is the significance of a probationary period for
newly appointed teachers to the profession?

g) What role does the professional tutor play in the
induction process?

h) How far has the teachers' centre movement fulfilled its
objectives and rationale in respect of the type of in-service
education it proposed to give to teachers?

i) Is there potential value in these innovations in in-service
education for replication and development?

j) Is there still potential for improvement in the way these
approaches to in-service education and training are being
utilised and operated in England and Wales?

1.3 Definition of Terms used in Hypothesis and Research Questions

Some of the terms used in the formulation of the hypothesis and research questions need to be defined to eliminate any ambiguities in their meaning. The operational definition is used rather than the lexical one because most of the terms used are not in standard dictionaries of education.[1] Hence the definitions adhered to are those given by educationists to explain their own understanding of the terms. The simplest and most comprehensive definitions will be used as examples.

a) <u>Null Hypothesis (Ho)</u>

Best and Khan[2] defined the Null Hypothesis as:

"a no difference or relationship hypothesis."

This hypothesis thus states that there is no significant difference or relationship between two or more parameters and that results obtained are as a result of the test not by chance. It is in this sense that the Null Hypothesis is used in this present study.

b) <u>In-Service Education and Training (INSET)</u>

The definition chosen to summarise what the writer understands as in-service education and training is the one

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1. Such as: Hills, P.J. (editor) (1982), <u>A Dictionary of Education</u>, Routledge and Kegan Paul;

Page, G.T., Thomas, J.B., Marshall, A.R., (1979), <u>International Dictionary of Education</u>, Kogan Page.

2. Best, J.W., Khan, J.V., (1986), <u>Research in Education</u>, Prentice-Hall, (5th Edition), p. 260.

given by the National Foundation for Educational Research

(NFER) in co-operation with a group of teachers and administrators

from the Surrey Educational Research Association:

> "........... taken to include all those
> courses and activities which a serving
> teacher may participate for the purpose
> of extending his professional knowledge,
> interest or skill. Preparation for a
> degree, diploma or other qualification
> subsequent to initial training is
> included in this definition." [1]

c) Innovation

This term is used in this study to indicate:

> "those attempts at change in an
> educational system which are
> consciously and purposefully directed
> with the aim of improving the present
> system." [2]

d) Teachers' Centres

The notion of what teachers' centres are intended to be,

given by Corbett could be used as a definition:

> "......... very local, very accessible
> places where teachers could meet
> regularly and informally to test,
> display, device and discuss their own
> work and the work of others." [3]

e) School-Focused In-Service Education and Training

This has been defined by various people in the field of

education in different ways. The definition given by Cohen,

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1. Cane, B.S. (1969), In-Service Training, Slough NFER, p. x.

2. Grass, J.R. (1969), The Management of Innovation in Education,
    A Report on a workshop held at St. John's College, Cambridge,
    June 29th - 5th July, 1969, CERI/OECD, p. 13.

3. Corbett, A. (1971), Innovations in Education - England
    and Wales, CERI/OECD, Paris, pp. 11 - 12.

et al is preferred by the writer:

> "all activities which had as a focus the
> needs of a particular school and
> involved either the whole staff, groups
> of staff or individuals taking place
> either on or off the premises." [1]

f) <u>Probationary Year/Induction Year</u>

This is a period of one year during which the probationers
are under supervision before they become 'licensed' teachers.
This period is also referred to as the 'Induction Year'.

g) <u>Probationary Teachers/Probationers</u>

These are certified and salaried teachers but are still
under supervision for a period of one year. They begin their
✳ teaching career as probationery teachers at the end of their
college training.

h) <u>Professional Development</u>

Elliot defines this as:

> "the acquisition of the practical
> competencies and skills required to
> perform particular roles and tasks
> within the system." [2]

He went on to explain that it was no longer a matter of
acquiring theory and then being left to decide for oneself
how it is to be applied. It is in this context that the term
'professional development' is used in this study.

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1. Cohen, L., Thomas, J., Manion, L., (eds), (1982),
    <u>Educational Research and Development in Britain. 1970 - 1980</u>,
    NFER - Nelson, p. 518.

2. Elliot, J. (1983), "School-Focused Inset and Research
    into Teacher Education" : <u>Cambridge Journal of Education</u>,
    vol. 13, no. 2, p. 19.

i) <u>Newly Appointed Teachers</u>

For the purpose of this study, newly appointed teachers
are limited to probationers.

j) <u>Professional Tutor</u>

This is usually a senior teacher appointed to work in
close relationship with student teachers on teaching practice,
probationary teachers, regular teachers and outside agencies
in the provision of relevant in-service education for teachers.
The title is often used for one of the above functions as well
as in respect of them collectively.

1.4 <u>Scope of Study and its Limitations</u>

The findings of the research can be generalised beyond
the immediate accessible population from which the surveyed
group was taken in both populations.

The results of the survey carried out in Port Harcourt
could safely be generalised to include the views of all
secondary comprehensive school teachers and senior officials
(policy and decision makers) of the Ministry of Education in
the Rivers State. The reasons for this possible generalisation
are discussed below in Chapter 6.

In the case of England and Wales, results of the case
studies of the three secondary comprehensive schools and the
four teachers' centres from Humberside and North Yorkshire
could be generalised to include all such secondary schools and
teachers' centres in Humberside and North Yorkshire.

Considerable attempts were taken to eliminate bias in the
results, but the researcher still cannot rule out certain
limitations inherent in the less-than-perfect reliability and
validity of the instruments and tests employed.

The terms 'school-focused' and 'school-based' are used

interchangeably. This is because in spite of the fact that most writers use the word 'based' as purely to mean the geographical setting where the courses are held, there is still that element of the courses being mounted for the professional advancement of the teachers in a particular school or group of schools. For example, Morant wrote:

> "....... work which though taking place on
> a school's premises, is planned by the
> staff of that school for the teachers'
> own professional advancement." [1]

Golby and Fish[2] stated that all manner of exercises might be school-based in the purely geographical sense while school-focused courses might well be conducted outside the school setting.

Going through the different distinctions between the two terms it becomes clearer that the term 'school-focused' is broader in scope and is a stronger and more meaningful idea, and is in process of replacing the school-based terminology. However, because both terms refer to the same type of in-service provision under study, the writer has decided to use both terms interchangeably. Whenever the word 'based' is used purely in the geographical sense, it would be so indicated.

The period of study from October 1984 to January 1987 included the period of the industrial action embarked upon by teachers in England and Wales for better conditions of pay and service. As a result of this action, most school-focused

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1. Morant, R.W. (1981), _In-Service Education Within the School_, Allen and Unwin, p. 41.

2. Golby, M., Fish, M.A., (1980), "School-Focused INSET: Clients and Consultants", _British Journal of In-Service Education_, vol. 6, no. 2, Spring 1980, p. 83.

in-service activities were suspended as teachers' unions did
not permit any additional activities to classroom teaching.
Nevertheless, sufficient information was collected about these
practices for the investigator to be able to make meaningful
recommendations and conclusions.

The research is not going to produce tested results
which categorically say that as a result of attending either
school-focused activities or teachers' centre courses, teachers
have automatically become better performers in the classroom.
This is beyond the scope of this study and is left for further
research in the area of evaluating these aspects of in-service
education and training.

1.5   Study Areas

Two major areas were studied for this research: Nigeria
and England and Wales. Specific areas representing these two
major areas were: the Rivers State in Nigeria and the Counties
of Humberside and North Yorkshire in England and Wales. A
brief description of the geographical and historical background
as well as the organisation of education in these areas would
give the reader an insight into the differences and similarities
as between the areas of study.

a)   Rivers State of Nigeria

The Rivers State of Nigeria is located between longitude
five and eight degrees east and latitudes four and six degrees
north. It is situated in the southernmost part of Nigeria in
the mangrove swamps. It has a population of about 2.3 million
people, and an area of twenty-eight thousand square kilometers
in the Niger Delta. Apart from Lagos State, the Rivers State

is the smallest in area of the nineteen states of the
Republic of Nigeria.

The presence of numerous rivers in the state, many of
them   tributaries within the Niger Delta, make travelling
within the State difficult, and in some cases this has led
to geographical isolation of communities of people.

The major ethnic groups in the state are: Ijaws, Ikwerres,
Etches, Ogonis, Ogba/Egbemas, and there are five major
language groups: Ijo, Lower Niger, Ogoni, Central Delta, and
Delta Edo. The people of the Rivers State are mainly farmers
(inland areas) and fishermen (waterside areas). The state
produces more than three-quarters of Nigeria's mineral oil
(petroleum).

The Rivers State was created from the old Eastern Region
of Nigeria when the twelve-state structure by the Federal
Government came into being in May 1967. Between 1967 and 1977,
the Rivers State operated a Divisional System of administration.
Altogether, eighteen administrative divisions were created
namely: Abua/Odual, Ahoada, Bonny, Bori, Brass, Etche, Ikwerre,
Kalabari, Khana, Koluama, Obio, Ogba/Egbema, Ogbia, Okrika,
Oporoma, Port Harcourt, Tai/Eleme and Yenagoa.

In 1976, the Federal Government directed that all states
should operate a Local Government system of administration.
In response to this directive in 1978, the Rivers State was
re-organised into nine Local Government Authority Areas with
a tenth one carved out in 1979. The present ten Local
Government Authority Areas are:

ALGA   - Ahoada Local Government Authority.

OLGA   - Bonny Local Government Authority.

BOLGA   —   Bori Local Government Authority

BALGA   —   Brass Local Government Authority

DELGA   —   Degema Local Government Authority

KELGA   —   Ikwerre Etch Local Government Authority

PHCC   —   Port Harcourt City Council

SALGA   —   Sagbama Local Government Authority

YELGA   —   Yenagoa Local Government Authority

OTELGA   —   Obigbo/Okrika/Tai Eleme Local Government Authority.

b)   <u>Humberside and North Yorkshire</u>

These are two 'shire counties' within England and Wales both located in the north of England and adjacent to each other. They are predominantly rural, though Humberside in particular contains significant industrial concentrations.

The populations are almost entirely comprised of majority white communities, there being few clusters of Afro-Caribbean or Asian minorities. On the other hand there is a wide range of social conditions with both urban and rural sectors including low-income groups, though to different degree. While agriculture appears to be thriving, the urban areas - especially in Humberside - tend to show a higher than average rate of unemployment as compared with England and Wales as a whole.

Both counties were created in the 1974 reorganisation of Local Government areas in England and some opposition still remains to the change. North Yorkshire (population 653,456) was closer to its predecessor, but Humberside (population 843,282) is a combination of much of what was formerly the East Riding of Yorkshire and the northern zone of the old Lincolnshire. Consequently there is less feeling

of long-standing association with a political unit on the part of the population. Furthermore, the two parts of Humberside lie either side of a major estuary and although there is a road link by suspension bridge, the water barrier to some extent remains in effect.

. . . .

Maps of Rivers State, North Yorkshire and Humberside comprise Appendix 1.

CHAPTER TWO

A REVIEW OF THE LITERATURE

2.1 Introduction

The literature to be reviewed in this study is drawn
from publications in five areas: school-focused/based
in-service education and training; teachers' centres; the
induction year in England and Wales; professional tutor/centre
concept in England and Wales; comparative literature of these
innovations from selected countries e.g. United States of
America, France, Sweden, Norway, Denmark, Switzerland and
Australia. There will obviously also be some reference to
Nigeria.

Bolam,[1] in a paper presented to the Centre for Educational
Research and Innovation (CERI Programme) chose five innovations
of in-service education and training existing and being
practised in England and Wales. The study did not include
Scotland and Northern Ireland. He indicated that several
other innovations might have been chosen but were finally
omitted mainly because it was considered that they either
had their origins or were at least as well developed outside
the U.K. This view was in accord with that of David Warwick,[2]
who revealed that nearly all the proposals made in the James

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1. Bolam, R. (1976), Innovations in In-Service Education and
    Training of Teachers - United Kingdom, CERI/OECD.

2. Warwick, D. (1972), "The Norse Code: Scandinavian
    In-Service Education", Secondary Education, vol. 2, no. 3,
    Summer 1972, pp. 15 - 16.

Report were already in existence in the Scandinavian countries,
Norway, Sweden and Denmark.

Bolam finally chose the following innovations for his
case studies:

a) Teacher Induction Pilot Schemes Project.

b) Developing INSET role of Colleges of Higher Education.

c) Distance Teaching by Radio, TV and especially through
    the Open University.

d) Teachers' Centres.

e) School-Focused INSET.

The last two innovations were examined in the light of the
part played by curriculum development agencies.

The Bolam study has therefore some similarity to that of the
"writer's", but there are also a number of differences. They
are similar in the sense that both studies are looking at
some selected innovations in in-service education and training
in England and Wales, including the use of case studies. They
differ in the reasons and ways of selection and also in their
purposes. While Bolam's reasons for selecting innovations were
based primarily on their origins and how well developed they
were outside the U.K., those of the writer are based on the
length of time given for this piece of work and more importantly
on how potentially adaptable these approaches could be to the
Nigerain situation. Bolam was presenting his work to the OECD
(Organisation for Economic Co-operation and Development) member
countries to enlighten them on how much innovation in in-
service work was being done in England and Wales whereas this
thesis, apart from examining these innovations with the
possible introduction and implementation in the Rivers State
of Nigeria is a presentation for a Doctoral degree.

For the reasons of time limitation and adaptability in my country, I have therefore chosen four innovations of in-service education and training from the vast varieties being practised in England and Wales: they are:

a)   School-Focused INSET.

b)   Teachers' Centres.

c)   Probationary or Induction Year.

d)   Professional Tutor/Centre Concept.

These innovations could vary in their adaptability to the Nigerian context but it is my belief that with careful planning and consideration over a period of time, most could fit well into the educational system of the Rivers State.

2.2   School-Focused In-Service Education and Training

This is a field in which a considerable amount of work has been done in the sense that, because of the activism of its advocates, many schools or groups of schools have adopted it. The literature shows that work has been developed at national, regional and institutional levels.

What is lacking in this field, as will be illustrated below is a systematic and proper evaluation of these activities. There has been very little evaluation carried out, and even what had been done had hardly begun to be documented or described nationally.[1]

This literature review therefore concentrates on projects that have actually taken off, whether nationally, regionally or within individual schools.

The idea of 'school-focused' in-service education is certainly an innovation within the in-service field. Traditionally,

1.   Bolam, R. (1976), op. cit.

opportunities for professional studies by teachers had been associated with university departments of education or colleges of education. Such courses would have been planned, organised and taught in the institutions by their own staff. Courses have normally been award-bearing, though each Institute[1] would also operate short courses for teachers.

Various criticisms have been made by teachers, teacher educators and other interested parties as to the effectiveness of professional development opportunities. Some courses it is claimed do not meet the needs and expectations of the clients in such a way that they feel able in themselves to return to their schools with practical ideas that can be put into operation. Teachers have often returned from such courses with new ideas and have found themselves frustrated by the indifference or opposition of suspicious colleagues. In some cases, members of staff have been receptive to new ideas introduced by a colleague and the schools have been found to lack the necessary structures for encouraging communication and quidance of innovation introduced by one member of staff. These have been attributed to the lack of relationship between what is taught and what is done and a general lack of communication between teachers in relation to in-service experience.

In order to deal with some of these concerns, attempts have been made to offer teachers opportunities to shape the nature and content of somewhat shorter courses than those

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1. Board of Education (1944), <u>Teachers and Youth Leaders</u>, (The McNair Report), London, H.M.S.O.

associated with institutions. The development of school-focused in-service training and education is one such attempt. This area of innovation, its advocates believe, will alleviate most of the constraints associated with traditional forms. In particular the involvement of every teacher in the planning, execution and implementation of programmes is reckoned to be motivating.

The term 'school-focused' was first introduced in the INIST'S (Induction and In-Service Training) initial discussion paper to describe in-service work which:

> "Can take place either on or off the job
> and can be provided by outside agencies
> (e.g. a college or LEA advisers) or by
> the school itself (e.g. a staff
> conference." [1]

Since then there have been a number of definitions, but it is common to all that in-service work is based or focused on the needs and priorities of a particular school or a group of schools with similar patterns.

Henderson defines this approach as:

> "activities which are designed exclusively
> or primarily to improve and extend the
> professional capabilities of teachers." [2]

On the other hand, Baker explains further what characterises school-focused in-service work, defining it as:

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1. ACSTT, (1974), <u>In-Service Education and Training :
   Some Consdierations</u>, (DES Mimeo).

2. Henderson, E.S. (1978), <u>School-Focused INSET - Another
   Perspective</u>. Paper given at a DES Conference on INSET
   in January 1978 at Bournemouth.

"that which is targeted on the needs of
a particular school or group within
the school. The actual activity may
take place on-site (school-based) or
off-site and equally important may be
internally provided by certain school
staff or externally provided by an
outside agency." [1]

Meanwhile Ashton views it as:

"activities expressly undertaken by the
teachers in order to take a problem
or an issue that they had themselves
identified." [2]

and Perry explained it to mean:

"all the strategies employed by trainers
and teachers in partnership to direct
training programmes in such a way as
to meet the identified needs of the
school and to raise the standards of
teaching and learning in the
classroom." [3]

Apart from these definitions, advocates have made clear

the meaning of this term by stressing its benefits and

superiority as compared with the course-based approach.

The James Report, supporting the introduction of school-

focused in-service work, proposed that:

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1. Baker, K. (1980), <u>The Schools and In-Service Teacher
    Education (SITE) Project</u> : A Report on the First Year
    (1978-79), University of Bristol, School of Education.

2. Ashton, P. (1981), In: Donoghue, Ball, Glaister and Hand,
    (eds.), (1981), <u>In-Service: The Teacher and the School</u>,
    Kogon Page, London, An Open University Set Book, p. 15.

3. Henderson, E.S. (1979), "The Concept of School-Focused
    In-Service Education and Training", <u>British Journal
    of Teacher Education</u>, vol. 5, no. 1, p. 21.

"In-service sould begin in schools. It is
here that learning and teaching take
place, curricula and techniques are
developed and needs and deficiencies
revealed. Every school should regard the
continued training of its teachers as an
essential part of its task, for which
all members of staff share responsibility.
An active school is constantly reviewing
and re-assessing its effectiveness and
is ready to consider new methods, new
forms of organisation and new ways of
dealing with the problems that arise.
It will set aside time to explore these
questions as far as it can within its
own resources, by arranging for dis-
cussion study, seminars with visiting
tutors and visits to other institutions." [1]

The subsequent White Paper, which was the Government's policy

statement, also supported this view and proposed that local

authorities and teachers' associations negotiate an agreed

basis for release, bearing in mind the need to strike a

balance between the needs of individual teachers and those of

particular schools. [2]

The School's Council reported:

"We want to highlight what we see as
being the key concepts in our reports.
Among the most important of these is
the idea of the school as a centre for
curriculum development. We believe
the improvement of the secondary school
curriculum must rest upon an acknow-
ledgement of the central role of the
teacher. All worthwhile proposals for
curriculum change are put to the test
in classrooms and only come to fruition
if the practising teacher has the
resources, support training and self-
confidence to implement them. Teachers
are in a unique position to know and
understand the needs of pupils and

1. DES, (1972), Teacher Education and Training, James
    Report, London, H.M.S.O.

2. DES, (1972), Education : A Framework for Expansion,
    Comnd. 5174, London, H.M.S.O., The White Paper.

> from them should come the principle
> pressure for increasing effective
> programmes of teaching and learning.
> Because we see the development of the
> curriculum and the self-development
> of the teacher as being inseparable,
> we call for vigorous programmes of
> in-service education and school-
> based curriculum development both of
> which are essential if the teachers
> are to perform their role to the full." [1]

The Induction and In-Service Training (INIST) sub-committee

of the ACSTT (Advisory Committee on the Supply and Training

of Teachers) laid down the needs of schools and LEAs along-

side those of teachers in in-service activities, in which it

called for school-focused work to be introduced in both

primary and secondary schools:

> "...... a staff development programme
> will be no less necessary for a school
> in a relatively "steady state"
> situation to provide for such needs as
> the introduction of new entrants to the
> profession and of experienced teachers
> new to the school; refreshment and up-
> dating for long serving teachers;
> training of further studies in
> preparation for promotion of or new
> responsibilities in the school." [2]

Some national curriculum projects have recognised the need

of training teachers within schools to meet needs not otherwise

met. For example, the Geography 14 - 18 Project adopted a

strategy of encouraging participating schools to devise their

own examinations in consultation with a G.C.E. Board. This

gave teachers and schools a powerful incentive to institutionalise

curriculum innovation and at the same time encourage in-service

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1. The School's Council (1975), The Whole Curriculum 13 - 16:
   Working Paper 53.

2. Bolam, (1976), Op. cit., p. 11.

participation.[1]

Attempts have also been made by the Department of Education and Science (DES) to take courses into schools in the form of school-based projects:

> "too often in the past it (INSET) has
> been thought of only in terms of
> individual teachers attending courses
> which are designed and provided by
> outside agencies (p. 3) and (11)that
> the basic INSET needs are to do with
> (a) the teacher and his immediate
> needs (b) the needs of functional
> groups within a school and (c) the
> needs of the school as a whole."[2]

This publication offered schools with guidelines for a school-focused approach to its professional development. Suggestions are offered on steps a school can take to identify in-service needs, plan an appropriate programme of action, and evaluate results as a preliminary to further follow up. The paper advised on how programmes of action may be undertaken. This could be done entirely within the school, using its own resources, or by external courses for individual teachers or by drawing on the services of providing agencies in the area. It further stressed that school-based consultancy offered from university is one example of the type of support that a school may obtain externally.

As the 1960s progressed there was an increasing interest in school-focused in-service education and training and the DES funded the Schools and In-service Teacher Education Project (SITE) based at the University of Bristol.[3] The

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1. Ibid.

2. DES. Making Inset Work: <u>In-Service Education and Training for Teachers: A Basis for Discussion</u>, Nov. 1978, p. 4.

3. Baker, K. (1977), Project Proposal: <u>An Evaluation of School-Focused INSET</u>, University of Bristol School of Education.

Project was to explore, in a very practical fashion, the

possibilities and values of providing relatively concentrated

school-focused activities; the part consultancy could play;

and to outline some of the practical problems of doing so.

The Project's definition of school-focused in-service

education and training was:

> "all activities which have as a focus
> the needs of a particular school and
> involve either the whole staff, groups
> of staff or individuals, taking place [1]
> either on or off the premises."

The work was divided into two parts. The first involved

four schools in two authorities (Avon and Wiltshire) from

1978 - 1979.[2] The second part continued from 1979 - 1980

involving forty-six schools in Ealing and Northamptonshire.

The common features of the schemes were that school staffs

as a whole should engage in a process of needs analysis in

order to arrive at an order of priority and a programme of

suggestions for in-service education and training. The LEAs

provided an external co-ordinator whose job it was to be a

link between schools and providers of INSET.

The evaluation consisted of monitoring the negotiations

which led to the schools' INSET programmes, evaluating those

programmes and also specific INSET activities within them.

The approach was by case study and questionnaire. On the

whole, a total of 990 teachers were involved. The main

conclusions of the first year of the project were reported by

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1. Bradley, H. (1982), "In-Service Education", in Cohen, L., Thomas, J., and Manion, L., (1982), (eds), <u>Educational Research and Development in Britain</u>, NFER-Nelson, p. 518.

2. Baker, K. (1979), "The SITE Project: An Experiment in Approaches to INSET", <u>Cambridge Journal of Education</u>, vol. 9, nos. 2 and 3, pp. 175 - 188.

Baker in two papers.[1]

Results showed that schools were stimulated by the project to engage in analysis of their in-service needs. This process raised consciousness of in-service education and training among teachers, who were seen to favour school-focused in-service courses and showed negative views on conventional external courses. The vast majority of teachers thus appeared to want job-related or school-related INSET.[2]

The project also seems to have been more successful in primary than in secondary schools which, with their large size and complex departmental structure, found consensus difficult to reach. Teachers welcomed the provision of supply teachers to enable in-service to take place and one of the useful outcomes of the project appeared to have been an increase in contact and trust between schools and providers of in-service education and training. The growth of consultancy work was well received both in schools and in the providing institutions, but this mode of operation was felt to create problems of staff deployment for the institutions.

Reacting to the results of the project, Bolam observed that this approach to INSET was a positive one for all parties from individual teachers to national authorities. It offered the possibility for the provision of relevant, practical training directed at the self-identified needs of teachers both

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1. Baker, K. (1980), <u>The Schools And In-Service Training Education (SITE Project)</u>:Report on the First Year 1978 - 1979, Bristol, University of Bristol School of Education; Baker, K. (1980), <u>Evaluation Papers for National Conference on School-Focused INSET</u>, Bristol, University of Bristol School of Education.

2. Baker, K. (1981), <u>The SITE Project: Final Report</u> (Mimeo), University of Bristol School of Education.

as individuals and as members of school staffs. Bolam did,
however, include a reminder of the warning mentioned in the
OECD study that school-focused and school-based INSET should
not be seen as an alternative to conventional approaches but
rather as supplementing them.[1]

The DES also conducted a survey of Induction and In-service
Training of Teachers (INIST) in England and Wales, in which
local education authorities were asked if it was their policy
to develop training programmes based on individual schools or
groups of schools.

Keast[2] reported that it was the policy of nearly all the
responding authorities to develop schools or groups of schools
and to provide support for the programmes from the authorities'
advisory service. These reports have clearly demonstrated the
importance attached to school-focused INSET at the national
level. At the regional level, also, this approach has been
taken up by most LEAS. Notable examples are those reported
by Keast,[3] which was the approach adopted by the Devon LEA to
introduce school-focused INSET in schools, and the DES funded

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1. Bolam, R. (1982), "INSET for Professional Development and
    School Improvement", British Journal of In-Service
    Education, vol. 9, no. 1, Autumn 1982, pp. 14 - 17.

2. Keast, D. (1982), "School-Based In-Service and the
    Providers", British Journal of In-Service Education,
    vol. 9, no. 1, Autumn 1982, pp. 22 - 26.

3. Keast, D.J. (1981), "Supporting School-Initiated INSET:
    School-Based INSET in Devon", In In-Service: The Teacher
    and the School, Donoghue, Carol; Ball, Sue; Glaister, Bob,
    and Hand, Geoffrey, (eds), 1981, Open University Centre for
    Continuing Education (INSET), Kogan Page, London.

Bristol-based SITE project, accounts of which had been given by Bolam[1] and Baker[2].

Apart from these official documents expressing the need and importance of school-focused work, the literature reveals a host of others - individual teachers, teacher educators, groups of educationists, heads and all those interested and concerned with the professional growth and competence of the teaching profession. Hoyle advocated that more INSET should be linked with specific school innovations; that it focus on functional groups (e.g. a department team or a whole staff); that schools should establish their own staff development programmes from local professional centres, advisers and teachers.[3] Pennington reminded us of Herzberg's suggestion that the degree of job satisfaction experienced by individuals was strongly determined by five interrelated factors - a sense of achievement, a recognition of worth, the nature of the work engaged in, the degree of responsibility exercised and the prospects for advancement. Assuming this to be so, Pennington then pointed out that school-focused INSET would seem to provide the opportunity to score highly on all these counts. By mounting courses themselves, schools can have no doubt as to what goes into the programme. They can be sure that it is pertinent to their needs and that it acknowledges

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1. Bolam, R. (1978), "School-Focused INSET and Consultancy", Educational Change and Development, vol. 1, no. 1, April 1978, pp. 25 - 31.

2. Baker (1979), op. cit.

3. Keast, D.J. and Carr, V. (1979), "School-Based INSET: Interim Evaluation", British Journal of In-Service Education, vol. 5, no. 3, Summer, pp. 25 - 31.

the organisation and curriculum of the institution concerned.[1]

Henderson[2] distinguished between course-based, school-based and school-focused approaches and concluded that the school-focused model could solve the problems of the other two models. This area was further explored conceptually by Alexander,[3] and by Golby and Fish[4] who examined clients and consultants. A short paper by Beresford and Bridges[5] looked at various means of initiating school-centred INSET.

Let us now consider the attempts made by individual schools to introduce this idea to their teachers.

The concept of school-focused INSET has been defined in a manner that has left little doubt as to who would be doing the focusing. At a national conference organised by the ACSTT/INIST (Advisory Committee on the Supply and Training of Teachers/Induction and In-Service Training) sub-committee at Bournemouth in January 1978, this body identified three main aspects of school-focused INSET which it called steps one,

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1. Pennington, R.C. (1979), "School-Based INSET: An Alternative Model for the Future?", _Educational Change and Development, An International Journal_, vol. 2, no. 1. pp. 31 - 42.

2. Henderson, E.S. (1979), "The Concept of School-Focused In-Service Education and Training", _British Journal of Teacher Education_, vol. 5, no. 1, pp. 17 - 25.

3. Alexander, R. (1980) "Towards a Conceptual Framework for School-Focused INSET", _British Journal of In-Service Education_, vol. 6, no. 3, pp. 137 - 143.

4. Golby, M. and Fish, D. (1980), op. cit., pp. 83 - 88.

5. Beresford, C. and Bridges, D. (1980), "Initiating School-Centred Work", _Journal of Applied Educational Studies_, vol. 9, no. 1, pp. 5 - 12.

two and three as follows:[1]

a) <u>Step One - The definition of needs</u>

This was seen by the committee, not as a survey of what teachers want, or a listing by the head teacher of the school's needs, but a truly professional assessment by the whole staff as to their needs and those of the school and then proceeding to plan themselves.

b) <u>Step Two - The implementation</u>

This calls for the school-staff to plan some <u>activities</u> for themselves calling upon outside help if required. During this implementation period, the committee feels the school must also create the means of making use of the knowledge and skills acquired by its existing staff on off-the-job in-service education so that the whole school shares the benefits and the staff concerned feel that their efforts have been worthwhile.

c) <u>Step Three - evaluation</u>

Finally, all school-focused work should be evaluated for the purpose of the school itself, informing the staff of their progress towards their goals enabling them to redefine needs and modify the process of implementation.

To these three steps, the DES Paper - Making INSET Work[2] added a fourth, namely: 'follow-up of ideas gained'. The paper laid down practical suggestions as to how schools might approach the concept of school-focused in-service education and training and stressed the importance for teachers and schools of making <u>practical</u> use of the knowledge and skills

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1. ACSTT/INIST (1978), op. cit.

2. DES (1978), <u>Making INSET Work</u>, op. cit.

gained. Wray[1] gave five basic criteria for analysing case studies of school-focused in-service education and training. To the three steps given by the ACSTT/INIST, he added the planning stage and the venue of the course.

The case studies the writer proposes to review will therefore be analysed in terms of these basic criteria, in order to ascertain how they relate to well recognised and respected characteristics of school-focused INSET. Thus, in the 'needs definition' area, we would be examining whether the in-service needs of the schools, and hence the aims of the course, were determined by members of school staff or by outsiders or by a combination of both. Likewise in the planning section we shall see whether the course was designed by its participants (teachers of a particular school) or by outsiders alone or a combined effort.

The venue where the course took place is also important. It is necessary to bear in mind that a school-focused inset course may or may not be located in that particular school and that a school-based course, that is which takes place on school premises need not necessarily be school-focused. This latter concept makes some assumptions about the perceived purposes of the course. In this study we are concerned with courses that are school-focused rather than school-based in the geographical sense alone.

At the implementation stage, we shall also be examining the source of impetus and input. We shall then see if the

1. Wray, D. (1984), "Case Studies of School-Focused In-Service Education for Teachers", British Journal of In-Service Education, vol. 11, no. 1, Autumn 1984, pp. 39 - 44.

effects of the courses were evaluated and whether such evaluation was subjective or objective and by whom it was conducted. Finally, we shall examine the particular case studies to see whether there were any follow-up attempts to enable teachers to use the knowledge and skills gained.

The grid format used for this analysis is the one used by Wray[1] in his twenty-eight case-study review of school-focused in-service education and training.

Fifteen case studies are reported in alphabetical order of the reporters' surnames and no special criteria were used in selecting them. None of the case study activities are unique or impractical. Teachers worked in ordinary schools where time was short, with some colleagues reluctant to participate and others having a range of different opinions as to different aspects of INSET. These case studies are therefore reviewed because they provide an opportunity to look at examples of 'ordinary' school-focused and school-based in-service activities. In other words they are realistic. The number selected is of necessity limited. There are in fact many more such examples in operation.

From the case studies reviewed it is evident that the initiative for school-focused INSET arose as a result of the identified needs of the teachers or head teachers themselves. Out of the fifteen case studies only two schools defined their needs in consultation with outside help (case studies 13 and 14). The question as to who defines these needs has no definite answer. In all but two of the case studies (case

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1. Wray, D. (1984), op. cit.

TABLE 1

SELECTED CASE STUDIES OF SCHOOL-FOCUSED INSET

	CASE STUDIES	NEED DEFINITION	PLANNING	VENUE	IMPLEMENTATION	EVALUATION	FOLLOW-UP
1	BEVAN, G. (1981) Head's report of school's response to moving to a new open plan infant school.	Needs defined by head in consultation with staff.	Work was planned by staff in conjunction with LEA Advisers	School-based with some visits to other schools.	Discussion groups involving only staff but some sessions had visiting speakers.	Subjective evaluation reported by staff.	No follow-up reported.
2	BOLAM, R. (1976) A report by an outside consultant of a school-focused inset course for teachers in a Primary School in consultation with the University of Bristol Research Team.	Defined by head in consultation with staff members.	Planned by head, staff and members of the Bristol University Research Team.	Entirely school-based.	Eight weekly meetings with teachers and children in classrooms by tutors from the Research Team followed by discussions.	Not reported.	Not reported.
3	BOLAM, R. (1976) A description of a school-focused inset programme for two infant schools with similar problems.	Needs were defined by staff of both schools.	By staff with the help of an outside educational psychologist.	In-school.	Both theoretical and practical approaches were used by staff and psychologist.	Not reported.	Not reported.
4	BURN, J. (1976) Deputy head's description of a one day conference to discuss mixed-ability teaching and self-evaluation of staff in a comprehensive school.	Defined by an elected group of teachers within the school.	Planned by the elected group of teachers.	All activities took place in the school.	Staff were divided into discussion groups and external speakers were invited.	An assessment of what had been done was supposed to have taken place but the results were not reported.	Not reported.
5	ELLIS, A. (1976) A report by a member of staff responsible for staff development on pastoral care in a secondary school.	Defined by the reporter after consultation with staff.	Planned by reporter in LEA officers and National Marriage Guidance Council.	Most of the activities were school-based but there was a weekend residential course.	External expertise was used in conjunction with discussion goups.	Subjective evaluation by reporter.	Not reported.
6	FELL, R. (1976) Head's report of secondary school's response to school re-organisation.	Determined by head as a response to staff's comments.	Planned by head in consultation with staff.	In-school.	By discussion with teachers.	Not reported.	Not reported.
7	HAMILTON, S. (1981) Description of an Open University student's involvement in an inset activity in a primary school. Reported by the student as a language post holder in the school.	Needs defined by the reporter - the initiator.	By the initiator herself.	Entirely school-based with some home-based study.	Staff discussion groups based on Open University material.	Subjective evaluation by initiator.	Not reported.
8	HEPPER, R. (1981) Report by a deputy head of an inset activity in a community college.	Needs defined by committee of senior staff.	Planned by committee of senior staff.	Mainly school-based with some visits to other establishments.	Staff discussion groups using visiting speakers.	Subjective evaluation only by initiator and reporter.	Not reported.

	CASE STUDIES	NEED DEFINITION	PLANNING	VENUE	IMPLEMENTATION	EVALUATION	FOLLOW-UP
9	HOLDER, M., NEWTON, E. (1973) A report of a comprehensive school devising its own resource centre for inset purposes for its own staff.	Defined by head and staff.	Entirely by head and staff.	School-based.	Two members of staff released from teaching duties each week to follow a week's course at the centre.	Head and staff subjective evaluation only.	Not reported.
10	KEAST & CARR (1979) A report by a consultant and head of primary school of a school-based course on higher reading skills in a combined primary school.	Defined by head and senior staff of school.	Planned by head and reporters (who are also external consultants invited by the school because of expertise in area of higher reading skills.	School-based.	Consultancy mode.	Not reported.	Not reported.
11	LEES, B. (1981) Report of a head-initiated activity in a primary school in Cumbria.	Defined by head.	Planned by head in consultation and with the help of LEA Advisers.	Partly school-based and partly by head attending outside courses.	Staff discussion groups led by visiting speakers and course leaders.	Not reported.	Not reported.
12	MURRAY, G.O. (1980) Head's description of a school-based course in school management in a primary school.	Defined by staff.	Planning was done by a small team of staff members who had earlier been on a management course.	School-based.	Lectures and discussions carried out by planning team.	Objective evaluator was appointed but his evaluation was not reported.	Not reported.
13	PEPPER, R. (1972) A report by the head of an in-service programme for teachers in a comprehensive secondary school about to move into a new school to take full advantage of the latest and best in educational methods.	Needs were defined by head and staff in consultation with LEA representatives.	Planning was done by staff and a selected committee of staff.	Mainly school-based with occasional visits to other schools colleges of education and teachers' centres.	Most sessions were led by teachers from the school e.g. audio-visual, team teaching. Some sessions were led by visiting speakers.	Head's and teachers' subjective comments only.	Not reported.
14	VERRIER, R. (1981) A consultant's report of a school-focused inset in history teaching in a middle school.	By head and head of history with the help of consultants.	By head of history and consultants.	In-school.	Resource packages were supplied by consultants in close consultation with school to meet its specific needs.	An internal, subjective evaluation by initiator - the head of of history.	Not reported.
15	WALTERS, R. (1980) Head's description of a staff development programme in a primary school.	Defined by head from staff requests.	Planned by head, staff and LEA advisers.	In-school.	Mainly run by teachers in the school with occasional help from Teacher Centre Warden.	Subjective evaluation by head.	Not reported.

Case Study References

1. Bevan, G. (1981), "Croyland" in Henderson, E. and Perry, G. (1981), <u>Change and Development in Schools. Case Studies in Management of School-Focused In-Service Education</u>, London, McGraw Hill.

2. Bolam, R. (1976), op. cit.

3. Bolam, R. (1976), Ibid.

4. Burn, J. (1976), "School - The Place For It", <u>Newcastle and Durham Institute of Education Journal</u>, vol.27, no. 132.

5. Ellis, A. (1976), "In-School In-Service Training for Tutors", <u>British Journal of Guidance and Counselling</u>, vol. 4, No. 2, July 1976, pp. 218 - 223.

6. Fell, R. (1976), "In-Service Training", <u>General Education</u>, vol. 26, pp. 26 - 29.

7. Hamilton, S. (1981), "O.U. Student-Initiated INSET Activity in a Primary School in Lewisham", London, in Donoghue, Ball, Glaister and Hand (eds.), (1981), <u>In-Service: The Teacher and the School</u>, Kogan Page, O.U. set book, pp. 37 - 43.

8. Hepper, R. (1981), "Department Head Initiated INSET Activity, In a Community College in Cambridgeshire", in Donaghue, Ball, Glaister and Hand (eds.), 1981, Ibid, pp. 44 - 50.

9. Holder, M. Newton, E. (1973), "A School-Resource Centre", <u>British Journal of Educational Technology</u>, vol. 4, no. 1.

10. Keast, D.J. and Carr, V. (1979), "School-based INSET: Interim Evaluation", <u>British Journal of In-Service Education</u>, vol. 3, no. 5, pp. 25 - 31.

11. Lees, B. (1981), "Head-Initiated INSET Activity in a Primary School in Cumbria", in Donoghue, Ball, Glaister, and Hand, (eds.), op. cit., pp. 51 - 60.

12. Murray, G. (1980), "A Course in School-Management", <u>Secondary Education Journal</u>, vol. 10, no. 1, pp. 7 - 13.

13. Pepper, R. (1972), "In-Service Training at the Thomas Carlton School, Peckham", <u>Forum</u>, vol. 14, no. 2, pp. 50 - 52.

14. Verrier, R. (1981), <u>School-Based In-Service Education: A Case Study of School Consultancy Relationships</u>, University of Sussex Education Area Occasional Paper 8.

15. Walters, R. (1980), "A school-based staff development course", <u>British Journal of In-Service Education</u>, vol. 6, no. 3, pp. 157 - 163.

studies 7 and 11) needs were identified in a purely democratic form in the sense that initiator, staff, and head were all involved.

One of the distinguishing features of school-focused INSET work is that it stems from the needs of particular schools, thus addressing one of the main criticisms made by opponents of institutionally based in-service education located in colleges or universities. The central feature of needs definition in a school-focused INSET is made clear in most definitions, for example: Rosewell[1] and Cohen, Thomas and Manion.[2] Perhaps the definition given by Perry[3] is the most explicit on the issue of needs definition:

> "Any activity which stems directly from
> the identified needs in a particular
> or small group of schools which is
> conducted with the full involvement of
> the group of teachers concerned and
> which by its nature has immediate
> bearing of the life of the whole
> school or a whole section of the
> school."

The weakness of the whole area of needs definition however, is the question of which needs are given priority - the school's needs or the needs of the teachers. These two needs are not always congruent and may even conflict sharply. Henderson[4]

1. Rosewell, Vincent, (1983), "INSET 1983", Education Today, vol. 33, no. 2, 1983, pp. 45 - 55.

2. Cohen, L., Thomas, J., Manion, L., (eds.) (1982), Educational Research and Development in Britain 1970 - 1980, NFER-Nelson, p. 518.

3. Perry, P. (1977), "In-Service Training: A National Perspective", Trends in Education, vol. 3, Autumn 1977, pp. 3 - 6.

4. Henderson, E. (1979), op. cit., p. 20.

expressed his fears over this issue when he said that the professional development of the school as a unit may dominate the professional development of individual members of its staff.

Unlike the needs definition, most of the case studies reveal that planning of in-service work within the school is done in consultation with outside agencies. These outside agencies range from LEA advisers to college lecturers. There is evidence that schools are beginning to recognise the dangers of parochialism inherent in totally self-contained school-focused work. Warnings against parochialism as a result of complete self-reliance have come from such writers as Henderson[1], Warwick[2], and Fish.[3]

Indeed some definitions of school-focused INSET emphasise the need for outside agencies or consultants to be involved:

> "school-focused inset is inset activities
> which can take place on or off-the-job
> and can be provided by outside agencies
> (e.g. college or LEA advisers) or by
> the school itself (e.g. a staff
> conference." [4]

The national and regional attempts by the DES and LEAs respectively to locate more in-service work in schools is

1. Henderson, E.S. (1978), _The Evaluating of In-Service Training_, London, Croom Helm.

2. Warwick, D. (1975), _School-Based In-Service Education_, Oliver and Boyd.

3. Fish, D. (1979), "Curriculum Consultancy and School-Focused Inset", _Exeter Society for Curriculum Studies_, Proceedings 1, 3. pp. 3 - 12.

4. ACSTT, (1974), op. cit.

encouraging. For example, in some places LEAs have organised
school-based LEA INSET DAYS to inform school staff about
external support services, notably Avon, Devon and Sussex.

Universities and Colleges of Education are also developing
work along similar lines. A good example is the University
of Bristol School of Education which co-operates with local
primary schools to mount school-focused activities (e.g. case
study 2). The University of Exeter School of Education
co-operates with Devon LEA for this type of work. In all such
case studies, courses were held on the school premises. In
five schools, as well as being school-based in the geographical
sense, part of the course was held outside the school in other
schools, teachers' centres or establishments, (case studies
1, 5, 8, 11 and 13). It must be stressed here that even the
courses that were held outside the school were designed
exclusively on the needs and particular problems of the schools
concerned. This shows that the venue of the course is not
necessarily relevant to the school-focused idea.

The most popular pattern in the running of the case study
courses was for the school to share the leadership of the
course with outside speakers. This was done in eleven such
cases. The remaining four schools (case studies 6, 7, 9 and
12) relied entirely on their own staff for in-service work.
This suggests that the trend is now towards the use of one
form or the other of external consultancy.

Of the fifteen case studies reported, none had a formal,
soundly organised, objective external evaluation. Some form
of subjective internal evaluation was carried out in nine of
the case studies. These were reported either by the head,

the teachers themselves or the initiator on the basis of
comments made by the participants. Of the remaining six,
one appointed an external evaluator but the results of his
evaluation were not reported (case study 12), while five had
no form of evaluation at all, (case studies 2, 3, 6, 10 and 11).

The lack of evaluation is one of the weakest points of
school-focused INSET. There is a clear need for evaluation
and research into this aspect. The importance of evaluation
in any venture cannot be overemphasised. In view of the time,
money and resources involved, these programmes should be
measured to see if they have met expected outcomes, and if
not, to give recommendations for constructive action. This
is especially important if innovations are involved. Evaluating
these programmes will also bring to light the experiences of
the teachers and trainers involved. Information thus collected
would be of great help to the LEAs and other providing agencies
in that experiences can be distilled, fedback and disseminated.

Internal subjective evaluation is not enough, though self-
evaluation is an important practice to develop. Results
could be biased and inward-looking. The people who evaluate
these courses are the same people who are closely-linked to
them. Independent evaluation is what is needed as it is only
through such means that results could be given credibility
and visibility. It is not surprising that there was no report
of any follow-up work in any of the case-study schools. This
is as a result of lack of evaluation.

Many schools have now actively developed, and are still

developing, the mechanisms and processes needed to ensure
that the in-service education and training of their staff
whether as individuals or as a group is school-focused. In
these schools, use is made of staff meetings, departmental
meetings, one day conferences for corporate self-assessment,
the definition of needs and goals and the initiation of
remedies. Teachers take a more direct responsibility for
identifying these problems and seeking solutions to them.
Supporters see this model as a potentially more effective one
than the traditional course-based type and a means also of
quantitative expansion with teachers playing an important
role in their own career and professional development. Such
a model therefore keeps staff engaged on a co-operative basis,
in a bid to improve the quality of their teaching and hence of
education service.

So, the innovatory idea of school-focused in-service
education has been greeted with considerable enthusiasm as a
means of making teacher education more effective. It would,
however, be even more successful if its weak points are seen
by schools, and attempts made to correct them. At present
most 'success stories' of school-focused INSET are authored by
the principal change agent, and lack both independence of
perspective and assessment of long term impact.

2.3 Teachers' Centres

Another attempt to offer teachers the opportunity to match
theory and practice in educational issues has been the
establishment of teachers' centres. Teachers have always
complained that traditional types of in-service provision

frequently tend to be authoritarian in their patterns and that
this mode of working does not make for thorough, effective
and adequate in-service education. The teachers' centre
concept is an effort to create a situation whereby teachers
who use them come on equal status and see them as 'neutral
ground'. In these centres, policies are expected to be
democratic, teacher oriented and teacher inspired.

There have been a few surveys and investigations of
teachers' centres. These enlighten us as to what the functions
of teachers' centres are, the roles of wardens, teachers'
attendance at such centres, and teachers' views about them.
One such study was that funded by the School's Council and
carried out by the National Foundation for Educational Research
(NFER).[1]

The aims of the research were:
a) to review the current provision of centres in England
and Wales and describe them in terms of purpose (i.e.
specialist versus multi-purpose), staffing, premises, facilities,
number and type of schools served;
b) to study how centres were managed and how decisions
concerning their role and activities were reached;
c) to describe their activities and modes of operation and
examine the centre's part in providing for the in-service
needs of the teachers in their location.

Data was collected from 286 centres and 90 LEAs conducted
more detailed investigations in twelve case study centres,
eliciting the views of over 1,000 teachers.

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1. Weindling, d., Reid, M., Davis, P. (1983), Teachers' Centres:
    A Focus for In-Service Education? School's Council Working
    Paper 74, Methuen Educational.

To do this, the research was designed in two stages.
The first was a survey phase involving both teachers' centres
and LEAs. The second was a series of case studies which
were designed to explore issues which had emerged from the
surveys and from discussions with those involved with centres
and in-service provision. After identifying the population
to be studied (teachers' centres), questionnaires were sent
to centre leaders. This was to gather information such as
which institution should be included in the study. Information
on staffing, management, activities, communications, equipment,
area served and premises of centres were gathered through
these questionnaires. For the twelve case studies, questionnaires
were sent to LEAs to supply details in three aspects of
organisation - administrative, professional and financial.
As one can see this was a very large survey, and not surprisingly
produced a host of revelations about teachers' centres.

Results show that the major influences on the rapid
development of teachers' centres during the 1960s were the
Nuffield Curriculum Projects, the raising of the school leaving
age (ROSLA) and the support of the School's Council. One of
the case studies showed that there was difficulty in defining
the role of the centre and its leader. However, on the whole,
centre leaders saw their role in broad terms as supporting the
professional development of teachers through a wide range of
activities such as the provision of in-service education
courses, curriculum groups, services and resources to meet
the teachers' needs. There was limited funding and this was
clearly seen in the area of staffing. Just under one third
of the multipurpose centres were run by parttime or spare

time leaders and the majority were in rural areas. Many
teachers' centres (43%) were in shared accommodation, with
only a few in purpose-built and the rest in non-purpose-built
houses. Centre leaders viewed this situation with mixed
feelings. On balance it was felt that the advantages out-
wieghed the disadvantages. One economic advantage seen by
most was the sharing of heating, lighting and caretaking costs.
Security, the availability of pupils for in-service demonstrations,
and the use of the library were other advantages mentioned by
centre leaders. A major disadvantage identified was the lack
of identity of the centre. Provision of short courses was seen
as one of the major roles of teachers' centres. Despite this,
in most centres, an important aspect of their work was the
provision of curriculum development groups. It should be
remembered that a major impetus for the growth of centres
came from the Nuffield Curriculum Projects in the 1960s. Some
leaders considered that courses had little lasting effect on
teachers and argued that curriculum development was the corner-
stone of a teachers' centre.

From the survey, it was noticed that centres had very
little work in the area of induction and school-focused work.
Some LEAs had, however, adopted the 'James proposals' and
nominated professional tutors to be responsible for probationers.
A small number of leaders pointed out that they had themselves
developed their own induction programmes. Some activities
located in schools were found but on the whole, involvement
was minimal. This appeared to be due to a number of reasons:

a) it was relatively a new area;

b) it was very time consuming and leaders were already hard-

pressed;

c)   leaders tended to wait for schools to diagnose their own

needs and it seemed very few schools had done so;

d)   leaders were somewhat hesitant to venture into an area

that might be seen as part of the adviser's work and many of

the replies for this survey from the LEAs showed that chief

advisers did indeed see it in that light.

Several leaders expressed the view that they would like to

have more involvement in school-focused INSET.

Ninety per cent of teachers who responded in the case

study schools had been to their local centre at sometime, and

this varied across the 12 centres from 74% to 98%. The survey

revealed that 25% of teachers used it several times a term,

32% about one a term and 27% about one a year. From these

replies, the survey was also able to show that primary teachers

made more frequent use of centres than secondary teachers,

and only 5% of primary teachers had never been to the centre

as compared to 12% of secondary teachers. Forty-nine per cent

of teachers who had used the centres found them helpful to

their classroom teaching; 20% said it helped in organisational

management of their schools or departments, 21% said it had

helped working with other colleagues, while 9% said it had

helped their pastoral or tutorial work and 11% said it had

helped their career prospects.

This was a good piece of survey work covering an extensive

new area. Almost every aspect of teachers' centres was touched

upon and a great deal of light was thrown on our understanding

of what they are for, how they came into existence, how, and

by whom they are funded, and how they   are patronised.

The method of defining the population and hence selecting
the sample by sending to the various official departments
for lists of teachers' centres was certainly the most
appropriate way. The use of case studies for further
investigation into the data collected from the centre leaders
was also appropriate. No other method would have enabled
the researchers to gather that type of information, because
it is only the use of case studies that can draw on the
techniques of observational study and provide a portrayal
of a specific situation in such a way as to illuminate general
principles.

The writer's present research proceeds along similar lines
for the same reasons. However, where I would mainly be
concerned with the management and administration of these
centres for possible implementation elsewhere, this study
looked at almost every aspect of teachers' centres. My sample
would be much smaller as I need to see only a few properly
functioning teachers' centres.

A national survey was carried out by the National Union
of Teachers, (NUT), in 1971 and published in 1972 which looked
at centre resources and the conditions of service of centre
leaders.[1] For this purpose, questionnaires were compiled
and sent to 476 teachers' centres, which was the total at that
time according to the School's Council (April 1971). There
were 167 replies, that is to say, 35% of centres responded.

Results showed that there were more multipurpose urban
centres (120) than either multipurpose rural (29) or specialist
(18) centres. There were also more full-time leaders than

1. NUT (1972), Teachers' Centres: A Survey of Centre Resources
    and Conditions of Leaders, March 1972.

part-time and the highest number of full-time leaders were in
the multipurpose urban centres. This was also confirmed
by the NFER National Survey in which results showed that there
were more full-time leaders than part-time. This confirmation
is made despite the time lapse (eleven years) between the
two surveys. Replies showed again that more primary teachers
used the centres than did secondary teachers. A high
proportion of the centres (81%) said there was no form of
constitution governing them.

This survey revealed almost every aspect of the Warden's
(or Leader's) working life, for example: salary, emoluments,
facilities, car allowance, needs, holidays and sick leave
entitlement, superannuation, type of appointment, method of
appointment, line of responsibility, working arrangements,
location of centres, nature of buildings (e.g. number of
rooms, type of furniture), fees payment to lecturers, and
whether or not wardens had deputies.

The survey revealed a whole range of additional infor-
mation. LEAs varied in their attitude towards teachers'
centres. While some were particularly enthusiastic about the
whole idea, allocating resources to build separate premises
and providing an increasing complement of full-time wardens,
others had little interest and were unwilling to make full-
time appointments. As a result of this range of policy, the
organisation of teachers' centres also varied. While some
were autonomous others were firmly tied to the County Education
Office.

The role and status of warden was found to be debatable.
This still existed in 1983 as shown by the NFER survey.

Leaders thought their salary scale to be inadequate.

This particular survey was a very comprehensive one and
the aims and objectives as set down by the NUT were achieved.
The use of the questionnaire as an instrument of enquiry to
collect the data was very appropriate and the sampling method
(using a list given by the School's Council) was seen as the
most accurate source of the actual number of teachers' centres
in the country.

The only criticism the writer has of this survey is one
that was also expressed by the NUT - that of whether the
results could actually be called national? Could the results
be generalised beyond the population sample? In other words
could the results have been valid and reliable if more
teachers' centres had taken part in the exercise. As noted,
the response rate was very poor. One would have expected that
a body like the NUT carrying out a study of some of its own
members would have elicited a better response. Nevertheless,
even if these results cannot be generalised beyond the particular
population, some compared well with the latest national survey
by the NFER. The survey discovered much about the conditions
of work of centre leaders and about teachers' centres in general.

Regional research by Hollick[1] showed that in Hampshire,
48% and in Kent 42% of teachers' centres were staffed by
serving teachers and this drew a large number of teachers to
those centres. In this survey the point was made evident by
the fact that 35% of teacher applicants failed to obtain a

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1. Hollick, E.J. (1972), A Study of the In-Service Training of
   Primary School Teachers with Particular Reference to Teacher
   Contributions to Teachers' Centres, Unpublished special
   study, University of London, Institute of Education.

place in courses due to oversubscription. This is the direct
opposite of what happens in the traditional type of in-service
education where only a small percentage of the teaching force
is usually involved in the staffing of courses. Brian Cane's
survey[1] supported this view when it revealed that 4% of the
teaching force had been involved in the staffing of courses
in the previous three years.

Bradley, Flood and Padfield carried out three surveys in
the Nottingham area to identify the services provided by
teachers' centres and teachers' opinions of them.[2] Two of
the surveys looked at the then present needs and provisions
and the third one investigated likely future requirements.
The last was undertaken after the White Paper publication so
as to investigate how teachers would like to use their 3%
release time for in-service activities. It thus differs from
the first two for it asked about possible new forms of activity
and new arrangements for teacher release during the school
time.

In the first survey F^1 200 questionnaires were sent to
equal numbers of both secondary and primary school teachers,
mainly volunteers in Kirby-in-Ashfield - a small town in
Nottingham area. The centre served thirty-five primary
schools and ten secondary schools. 123 responded - (66.5%).

The second survey P^2 was based on a teachers' centre in

1. Cane, B. (1969), In-Service Training, Slough NFER.

2. Bradley, H., Flood, P. and Padfield, J. (1975), "What Do
   We Want for Teachers' Centres?", British Journal of
   In-Service Education, vol. 1, no. 3, Summer 1975,
   pp. 41 - 48.

the City of Nottingham serving thirty-four secondary schools
and one hundred and thirty-five primary schools and others.
The sample was selected by taking every tenth name from staff
lists. 187 responded (60%).

Survey B[3], the third one, surveyed 2,000 teachers in
schools representative of the whole of the Area Training
Organisation of the University of Nottingham. The response
rate in this case was 73%.

Both surveys F[1] and P[2] examined what the facilities and
resources in a teachers' centre should be; and for whom it
should cater. This question was looked at from different
angles. F[1] was more concerned with asking teachers what they
would like and P[2] asked them to identify facilities and
resources they had actually used.

Results showed that a majority of teachers in survey F[1]
felt that a teachers' centre should cater mainly for teachers,
but at the same time should provide opportunities for pupil
participation (64.2%). A minority (12.2%) thought teachers'
centres should cater solely for the needs of teachers. Both
surveys revealed that most teachers felt that their centre
should be mainly concerned with educational matters but might
occasionally include topics of general interest and a few
social activities. They noticed that there was a marked
difference between the resources which teachers felt they would
make use of it they existed and those they actually made use
of when they existed. The geographical position of a teachers'
centre was found to affect not only the activities it provided,
but also the use of resources.

56.9% of teachers said they would attend formal lectures

and only a small minority (13%) said they would not. The most
popular type of meeting appeared to be that in which teachers
could learn new techniques or content in various subject areas.
Seventy-seven per cent would attend such meetings; only 4%
would not. Of the 77.2%, 53.6% were primary school teachers.
Results also revealed a considerable amount of support for
workshop meetings.

Survey B[3] showed that teachers' centres were accessible
to nine-tenths of the teaching population. On the whole, the
researchers concluded that the responses posed a challenge
to teachers' centres because they identified a demand for
future activities in addition to and significantly different
from those already being provided by them. They therefore
suggested that teachers' centres both maintain current
activities and assume an expanded role. They perceived that
teachers' centres would serve their clients better if they
left long programmes to other providers and concentrated on
short courses.

The writer's criticism of the survey is in respect of the
methodology. Reasons were not given as to why certain things
were done the way they were. For example, the sampling method
in survey F[1] could lead to portraying results of an atypical
group. The mere fact that those teachers volunteered to take
part showed that results from such respondents could show some
traits which might otherwise not be seen in a more heterogenous
group. Such results could be regarded as very atypical -
representing a group of people with similar views. They
might have volunteered because they did not know much about
teachers' centres and were interested in the idea of taking

part in a survey, or they might represent a small group of people who actually know a lot about teachers' centres. Both groups could give a biased result. The researchers would have shown that all other ways of getting teachers failed before deciding to involve volunteers. Another point about this sample is that we were not told how many of the 35 primary and 10 secondary schools the questionnaires were sent to.

The other observation is about the questions in the questionnaires. It would have been interesting to know what specific questions were asked and if these questions were open-ended or closed. That would have given any critical reader the extent of the area covered and whether the questions were tendentious or not. To the critical reader, it is not enough to be given merely summaries of results.

Despite these criticisms, this research explored the area of what teachers think about teachers' centres, and their resources and facilities. It has also shown how much use teachers make of these centres and what they would like added or removed from existing conditions. The use of the questionnaire and stratified compiling method in Survey F^1 were very appropriate.

Brugelman[1] carried out research into teachers' centres in East Anglia. From the analysis of his data he reported that the existence of centres enabled teachers to influence directly their own professional development in the classroom.

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1. Brugelman, H. (ed.), (1975), The Teachers' Centre - Safari Case Studies, Centre for Applied Research in Education, Occasional Paper Publication, no. 3.

Through the teachers' centres he went on, teachers could make
known their needs for support by specific training courses
or by particular services or materials. He also noticed that
through the teachers' centres, teachers could develop their
own ideas for curriculum development or classroom activities.
The existence of teachers' centres, also facilitated the
exchange of ideas and skills between teachers in different
schools and between teachers of different age ranges of pupils.
Furthermore, the centres function as catalysts, bringing the
teachers into contact not only with good practice in their
own area but also with existing new developments which were
taking place elsewhere in the country. He concluded that
centres had played a large part in achieving good relationships
between classroom teachers and educational administrators which
is an unusual distinction in the educational service in UK,
at least according to popular comment.

Bolam[1] reported an interview that was conducted by
Meredith in 1973 with a small sample of centre leaders.
Interview replies showed that leaders were sceptical about the
value of their training. Most of them were confused as to
what their role should be and how they were to go about it.
This finding agrees with one of the twelve case studies of the
national survey by the NFER. However, attempts were made to
professionalise the warden and this led to a growing awareness
of the need for training in a variety of skills.

Brand[2] investigated how wardens and others saw teachers'

1. Bolam, R. (1976), CERI/OECD, op. cit.

2. Brand, J.H.B. (1972), (The In-Service Education Role of
   the Teachers' Centre), Unpublished M.Phil Thesis,
   University of Nottingham.

centres. He recommended that they should go on the road like mobile libraries. He pointed out that more administrative help was needed for wardens so that they could visit secondary schools and encourage the staff there to join in centre activities. He also asserted that there should be an increase in day-time courses at teachers' centres, and that staffing ratios should be adjusted so that large urban or small rural schools could release teachers with equal ease.

Other related studies are on the role of the teachers' centre warden,[1] attitudes of teachers towards the Huntingdon Teachers' Centre [2] and an enquiry into several teachers' centres during a period of educational change.[3] There was also Mc Kegan's[4] study of teachers' centres wardens and how they saw themselves involved in curriculum development.

Apart from surveys and studies, the literature reveals a host of educationists advocating the need and importance of teachers' centres in INSET, as local curriculum development centres.

1. Spackman, R.C. (1972), (A Consideration on the Role of Teachers' Centre Wardens as an External Change Agent with Reference to Sixth Form General Studies Project), Unpublished M Ed Thesis, University of Bristol School of Education.

2. Bennett, J. (1970), (Huntingdon Teachers' Centre and the Attitudes of Teachers Towards this Teachers' Centre), Unpublished Dip.Ed Dissertation, University of Nottingham.

3. Roff, W.D. (1971), (Teachers' Centres: A Study of Teachers' Centres and their Functions during a Period of Educational Change), Unpublished Dissertation, Cambridge Institute of Education.

4. Gough, R. (1975), "Teachers' Centres as Providers of In-Service Education", British Journal of In-Service Education, vol. 1, no. 3, pp. 11 - 14.

Corbett[1] listed what teachers' centres were intended to
be, namely as very local, very accessible places where
teachers could meet regularly and informally to test, display,
devise and discuss their own work and the work of others.

> "If we are having a curriculum revolution
> .... this is how we hope to
> achieve it. It is at these centres
> that teachers, teacher educators, local
> authority staffs and university workers
> come together with sometimes those of
> the Youth Service or the employers or
> other users of education."

Hubbard and Salt[2] suggested that teachers' centres
should be planned as teaching resources where the word
resources does not refer to books and materials of educational
technology, but also in the sense of work schemes, projects,
photographic materials, and so on.

Stevens, reporting on teachers' centres, described them
as "one of the most remarkable developments in education and
one of the least publicised."[3]

The Plowden Report in favour of teachers' centres had
this to say:

> "Local centres are invaluable in supporting
> the innovations introduced by individual
> teachers, the source of most educational
> progress. They ought to start from a
> knowledge of what local teachers are
> doing. They can provide opportunities
> for teachers to meet others who are a
> little ahead of themselves but whose
> practice is within their reach."[4]

1. Corbett, A. (1971), <u>Innovations in Education - England and Wales</u>, CERI/OECD, Paris, pp. 11 - 12.

2. Hubbard, D.M. and Salt, T.J. (1972), "Teachers' Centres - Some Suggestions For A Strategy", <u>Forum</u>, vol. 14, no. 2, pp. 63 - 64.

3. Stevens, A. (1971), "Centres For Action", <u>Times Educational Supplement</u>, no. 2592, December 17th, p. 14.

4. Central Advisory Council for Education (England) (1967) <u>Children and their Primary Schools</u>, HMSO, The Plowden Report.

while Beresford[1] stressed that:

> "In the daily task of teacher pupil contact,
> a condiserable proportion of teachers are
> using centres for enervation, and some
> are involved in genuine innovation. The
> essence of in-service opportunities at
> centres is the continual process that is
> available when an individual feels he
> needs it rather than the provision of
> instant solutions."

The Nuffield Mathematics Project saw the Teachers' Centre idea as the best means of training teachers, disseminating the trial material, and publicising the results. All of this explains the remarkable importance of teachers' centres both in the continuous training of teachers and in curriculum development.

A summary of the results of investigations and surveys into the part played by teachers' centres in the provision of in-service education shows that on the whole, teachers' centres have provided the type of in-service envisaged by their protagonists: namely the provision of more local, more practical and shorter in-service activities which are directly relevant, and related to the classroom needs of teachers. A large number of teachers make use of their centres.

Surveys also indicated that teachers' centres have very little to do with the induction of probationers and school-focused work. This was shown in particular by the National Survey. [2]

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1. Beresford, C. (1974), "Teachers' Centre Processes and In-Service Opportunities", Cambridge Journal of Education, vol. 4, Easter 1974, pp. 93 - 101.

2. Weindling, D., Reid, M., and Davis, P. (1983), op. cit.

Both the National Survey and the National Union of

Teachers' surveys[1] revealed that most teachers' centres were

multipurpose urban centres and used more often by primary

teachers than by their secondary counterparts. Bradley et al

also showed this trend.[2] A high proportion of teachers' centres

were found to have been staffed by serving teachers -

Cane (1969)[3], Hollick (1972)[4].

There was a discrepancy about the employment status of

the warden. While the National Survey found out that there

were more part-time wardens than full-time, the opposite was

true of the National Union of Teachers' survey.

The idea of a teachers' centre being solely for the

educational advancement of teachers was strongly put forth

by the teachers surveyed in Nottingham by Bradley et al.

This survey also showed the preference by teachers for workshop

meetings and activities.

2.4 <u>The Induction Year</u>

At the end of their college training, student teachers

in England begin their teaching career as probationary

teachers. They are certificated and salaried teachers but

are still under supervision for a complete year before they

become 'licensed'. During this period which is the 'induction'

or 'probationary' year, they are expected to teach to the

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1. N.U.T. (1972), op. cit.

2. Bradley, H., Flood, P. and Padfield, J. (1975), op. cit.

3. Cane, B.S. (1969), op. cit.

4. Hollick, E.J. (1972), op. cit.

satisfaction of the headteacher and the LEA adviser.

In many professions the transition from trainee to full-time operator are much less sudden than in the case of the new teacher. Furthermore, the process whereby a new entrant to a profession is provided with opportunities to gain advice 'on the job' seems to be more adequately dealt with in many other professions. This may well be because the teacher normally operates in relative isolation from colleagues.

Taylor and Dale[1] sampled 3588 probationers and found that in many cases, they were given too little information about the nature and requirements of the post, and then, too late. Nearly one in five learned the age and ability ranges they were to teach less than a month before they started teaching and one in ten found out only on the day they started teaching. Most probationers, according to this survey, were not given any support and were hesitant to seek advice because they knew they were being assessed. They were physically tired because of the work load of preparation and were often struggling with personal problems such as accommodation, travel, and, in some cases, loneliness.

The results also showed that not all probationers were desperate for advice and that a fair proportion of new entrants coped satisfactorily on the basis of their initial training and innate abilities. Nonetheless there are still a large number of probationers who have both personal and professional

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1. Taylor, J.K. and Dale, I.R. (1971), A Survey of Teachers In Their First Year of Service, University of Bristol.

problems in entering the profession. This view has been

expressed by a number of individuals and organisations. The

National Union of Teachers (NUT) disclosed in 1973 that it

had been disturbed for many years over the character, structure

and assessment of the probationary year for newly qualified

teachers.[1] The Union made this known in several papers.[2]

Among others, Collins[3] echoed this disquiet, reporting

the results of three researches carried out by different

university departments of education. The Aberdeen University

Department of Education, and College of Education enquiry was

carried out in 1962 and 1963. In this research 76 men and

166 women returned questionnaires, being a 73 per cent response

rate. Just less than 50 per cent of those who took part were

graduates, and 37 per cent of the total of 242 had done their

two year probationary period in primary schools.[4] The

Birmingham University Institute of Education also conducted

a survey in 1962, this time among 2,000 teachers who had left

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1. NUT (1973), The Induction of New Teachers, Policy
   Statement, London.

2. See for example:
   a) NUT (1970), Teacher Education: the way ahead, Evidence
      to the Select Committe of the House of Commons,
      January, 1970.
   b) NUT (1971), The Reform of Teacher Education, Evidence
      to the James Commission, April, 1971.
   c) NUT (1972), James: a critical appraisal, Policy
      Statement on the James Report, February, 1972.
   d) NUT (1971), The Probationary Year, A Statement by
      National Young Teachers Advisory Committee, September, 1971.

3. Collins, M. (1969), Students Into Teachers, London,
   Routledge and Kegan Paul.

4. The Scottish educational system is different from England
   and Wales, but this has been included because the problems
   of probationers between them are similar.

colleges in the Birmingham ATO (Area Training Organisation) in 1960-61 and 1961-62. The report was based on replies to questionnaires received from 1,169 probationers of whom 104 (men) and 500 (women) were working in primary schools, and 233 (men) and 332 (women) in secondary schools. The heads of schools employing 500 of these probationers were also asked to complete the same questionnaires as the probationers, and 108 of them replied.

The Leicester University School of Education enquired into graduates who had taken up teaching in various schools in 1960, 1961 and 1962. They also surveyed heads of schools in which these probationers had worked. The research commenced in 1961 and was extended in 1964-65 to include LEA (Local Education Authority) officers, heads of colleges, departments and institutes of education. All the questionnaires sent from Leicester were open-ended, and results, as reported by Collins indicated that:

> "despite some horrifying social problems,
> unrealistic expectations, endless names
> to learn, duties to do, lessons to prepare,
> books to mark, field trips to make, games
> to umpire, plays to produce, parent
> meetings to attend, reports to write and
> last but by no means the least, lessons
> to give,"

the majority of probationers enjoyed their first year.[1]

Some years later, Clark and Pococke[2] worked with probationers in Division 8 of ILEA (Inner London Education Authority) with a

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1. Ibid.

2. Clark, J.M., Pococke, S.E. (1971), "Teachers Role Support During The Probationery Year", Bulletin of University of London, New Series, no. 24, pp. 36 - 40.

view to providing role support to volunteer probationers
during the year 1969-70. From a total of 231 probationers
in the Authority, (180 women and 51 men) ten secondary school
teachers and twenty-two primary school teachers showed interest.
These were divided into three groups of eight secondary school
teachers, eight primary school teachers and another group of
six primary school teachers.[1]

During the one year period, probationers were expected
to write reports and attend discussions and studies organised
by the researchers. At the end of the said period, the report
revealed that probationer teachers experienced bewilderment,
disillusionment, anxiety and fear of the enormity of their
responsibility for a class of children. Above all, they
exhibited both mental and physical tiredness. The researchers
concluded that it was necessary to give role support to
probationers for various reasons. Firstly they found that
probationers in primary schools had no previous experience of
the full-time position they find themselves in. Secondly
that they were aware of the gaps in their knowledge of teaching
method and responded positively to constructive help. Thirdly
they pointed out that because of the physical and mental
exhaustion experienced by many probationers, their ability to
cope with stress would become greatly reduced if they were
not supported.

Apart from the aforementioned discrepancy in numbers,
no account was given of the ten probationers who were expected
to take part. From the start of the survey, the response rate

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1. This adds up to 22, but the report said 32 teachers
took part.

was so low that one might have expected the researchers to abandon the study. Perhaps the most disturbing information from this sample was that at the end of the year only four probationers were left! The findings were, however, of educational importance and in general agreed with results of larger and more recent surveys.

The DES (Department of Education and Science) in conjunction with the Research Unit of the School of Education at Bristol University, conducted a fact-finding national survey of teachers in their first year of teaching. The results were submitted to the DES in 1969.[1] Seven major areas of the probationers' views and experiences were investigated: biographical characteristics; training; appointment and placement; in-service guidance; in the classroom and community; outside school; career intentions.

The survey revealed that only about one in ten LEAs were running any general guidance programmes in 1966. There was an apparent lack of agreement about the aims and structures of these programmes, for the survey showed that they varied considerably in terms of length, timing, content, complexity, staffing and probationer outcomes. It was also revealed that there was very little evaluation of such programmes as were being run. Arising from the results of this national survey, the DES commissioned further investigations to study the possibility of developing experimental guidance programmes for

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1. Bolam, R. (1973), Induction Programmes for Probationery Teachers, University of Bristol School of Education.

probationary teachers.

After the publication of both the James Report and the
White Paper in 1972, the DES funded pilot induction schemes
in conjunction with Bristol University School of Education.[1]
This project (TIPS - Teacher Induction Pilot Schemes Project)
was to monitor progress of induction schemes aimed at reducing
the problems of probationers. Invitiations to participate
in this project were sent to Gloucestershire, Monmouthshire,
Inner London, Northumberland and Liverpool; but only the last
two agreed to participate. Some other LEAs did, however,
establish similar schemes without DES support. In most
secondary and primary schools in these other areas, professional
tutors were designated to help probationers as recommended by
the James Report. Bolam and Baker were in charge of the
project with local co-ordinators, Mc Cabe for Northumberland
and Hill for Liverpool.

In Northumberland, 218 probationers and 104 teachers
were selected, from 92 of the county's 243 schools. The
selected schools varied from one probationer in a two teacher
school on the Cumbrian border to fifteen in a large urban high
school. In Liverpool, 758 probationers and 370 teacher tutors
in 339 of the city's 352 schools took part. In broad outline,
the two schemes followed the White Paper proposals interpreted
in the light of relevant sections of the James Report. Thus
both authorities gave reduced (75%) teaching load to probationers

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1. Baker, K. (1976), " A Review of Current Induction Programmes
    For New Teachers", British Journal of In-Service Education,
    vol. 2, no. 3, Summer, pp. 179 - 186.

within their schools, and courses were arranged for them at
outside centres. The main difference between the two schemes
lay in the nature of these outside courses. While Liverpool
set up six professional centres where one-day courses were
held, Northumberland used longer residential courses. The
different approach was largely due to the geographical
dichotomy as between the two regions, especially in respect
of density of population.[1]

All the centres concerned had a co-ordinator appointed
from within the institution whose duties involved planning
and operating the centre-based activities. At first these
activities were meant for probationers alone but on-going
support for teacher tutors, and meetings of heads and heads
of departments were all included.[2] All evaluators took an
illuminative approach, and it was agreed at the outset with
the national committee involved (the INSET sub-committee of
ACSTT) that objective criteria were unattainable so that
judgement would have to be based on: "informed professional
opinion" collected by the standard means of questionnaires
and structured interviews from the probationers; from experienced
teachers in schools, particularly the teacher tutors; from
those responsible for organising the schemes and the external
in-service education and training for probationers. The
evaluators' roles were both formative and summative.

The present researcher and writer has used a similar

1. Cohen, S. (1976), "High Marks for Induction", Times
   Educational Supplement, no. 3178, April 30th, p. 10.

2. Baker, K. (1976), op. cit.

methodology as that adopted by TIPS.

The Bristol team was responsible for the analysis of data from both schemes as well as monitoring the unsponsored schemes in other areas, such as Leeds. The results showed that probationers from both LEAs judged "free time" to be the most effective feature of the scheme. Probationers, teacher-tutors and headteachers were all more favourably disposed towards the school-base programme of INSET than the external mode. Contact with teacher tutors was also valued by probationers, though the team identified a reluctance on the part of tutors to extend their roles beyond general pastoral responsibility into responsibility for improving the professional performance of the probationers through classroom observation and other interactive practices.

The team also discovered that the teacher tutor role proved more costly and less efficient as the number of probationers dropped dramatically during the trial period. On the whole, however, results showed that probationers were happy with the scheme in terms of easing their entry into the profession. There was evidence that many probationers were much better informed about the professional resources in their areas.

Hill,[1] advised other local authorities to emulate the experience gained from Liverpool and make their own contributions to the professional growth of probationary teachers.

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1. Hill, D. (1975), "Experiments in Induction: New Approaches to the Probationary Year", British Journal of Teacher Education, vol. 1, no. 1, January 1975, pp. 29 - 40.

Mc Cabe,[1] reported that induction programmes have provided

a considerable opportunity for teachers to develop professionally

and stressed that:

> "taken as a first stage in the proposed
> in-service programmes it can be seen
> as an important and much needed step
> forward."

From the results of both the pilot schemes and the unfunded

ones, Baker[2] observed that there were five basic models of

approach to the induction of probationers. He listed these as:

a) <u>On-the-Job Traditional Model</u>: in this model, there is no

systematic or structured assistance being given to probationers.

b) <u>Policy-Based on-the-Job Model</u>: some form of structured

staff development and probationer guidance programmes are

being created.

c) <u>Off-the-Job Model</u>: this is similar to the second model but

based outside the school e.g. Avon, Gloucestershire, ILEA.

d) <u>Visiting Tutor Model</u>: in this model, an external visiting

tutor is appointed to help probationers even in the classrooms

(e.g. Leicestershire and Cumbria).

e) <u>The White Paper Model</u>: this model adopted the recommendations

as laid down by the James Report and the White Paper. This

was the model used in the two pilot schemes.

The instruments of enquiry used in these projects represent

a wide range and a reliable way of collecting accurate data.

In this way the evaluators were able to obtain a comprehensive

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1. Mc Cabe, C. (1975), "Developing Induction Patterns in
   Schools", <u>British Journal of In-Service Education</u>,
   vol. 1, no. 3, Summer, p. 54.

2. Baker, K. (1976), op. cit.

and reliable picture of the varieties of opinions held by probationers and others. The sample was adequate.

However, certain criticisms of the project have been expressed. Cohen et al[1] pointed out that because the two schemes were essentially similar, there was no extra information to be gained by comparing them. They commented that, as implementing the full scheme was very costly, it would have been useful if some information about the relative merits of day and half day release or different kinds of tutorial support had been provided. Secondly, they considered the omission of a control as being unfortunate. Such a control group according to them would have made it possible to judge whether "informed professional opinion" was being influenced by the general climate or thinking about induction or by the pilot scheme itself.

The evaluation reports were published nationally by Bolam et al[2] and in each of the pilot areas (Mc Cabe[3] and Davis[4]) in addition to reports of two national conferences and

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1. Cohen, L., Thomas, J., and Manion, L. (eds), (1982), op. cit., p. 514.

2. Bolam, R., Baker, K., and Mc Mahon, A. (1979), Teacher Induction Pilot Schemes: Final National Evaluation Report, Bristol: University of Bristol School of Education.

3. Mc Cabe, C. (1978), Induction in Northumberland: An Evaluation, Newcastle: University of Newcastle School of Education.

4. Davis, J. (1979), The Liverpool Induction Pilot Scheme: a summative report, Liverpool: University of Liverpool School of Education.

numerous interim reports.

Bradley and Eggleston[1] of the University of Nottingham carried out an experiment on three patterns of induction and some of the effects on the teachers involved. Their experiment set out specifically to provide evidence about:

a) whether release for 20 per cent of their time reduces the anxiety level of probationers, reduces their work load and facilitates their induction into the profession;

b) whether one form of release pattern has any advantages compared with others, either for the probationer or for the school;

c) whether assigning particular responsibility for organising the probationer's release time to a person or a group of people improves the efficiency of the process of induction;

d) how probationers subject to different treatments during release time or under the traditional regime, make use of the support-systems in the school and those provided by outside agencies.

Two experimental groups and one control group of probationers were set up. The first experimental group contained probationers with supervised release time of one day per week. The second group were given a similar release time but no supervision. The control group did not have any release time.

The investigators used two main instruments to collect their data. The first was a diary which asked for information

1. Bradley, H.W. and Eggleston, J.F. (1978), "An Induction Year Experiment", Educational Research, vol. 20, no. 2, pp. 89 - 98.

about twenty-two different professional activities which teachers engaged in outside of the time they were actually teaching a class. The second was a sub-adjustment questionnaire containing a series of statements to which the probationers were asked to indicate on a five-point scale how frequently they had experienced certain feelings in the last month; feelings such as:

a) that you have too little confidence to carry out your responsibilities;

b) that you have too heavy a work load, one that you cannot possibly finish during an ordinary work day etc.

Bradley and Eggleston found that the experimental groups enjoying release, tended to give more to extra work than the control group. In all groups it was found that probationers did become more confident and less troubled by the workload as time went on. Results from the questionnaires showed that the experimental group having supervised release had most confidence, less ignorance of supervision procedures and felt less frustration than the two other groups. The unsupervised group was found to have marginally more positive results than the control group.

While headteachers felt the scheme was beneficial to probationers, a majority of them found it presented minor difficulties such as: re-organisation of the timetable for release purposes; problem of having to obtain a supply teacher.

The use of a stratified random sampling method based on seven geographical areas with balanced groups in terms of small and large schools, urban and rural schools and also distribution of men and women teachers was quite appropriate.

However what the present writer finds disquieting about this piece of research is the evidence it set out to provide, and the use of the diary as one of the tools for gathering the necessary data. The purpose of the information gathered by the diary has no direct relationship with the specific objectives of the study.

The study provided some evidence, though not as much as expected, that the 20 per cent release reduced the anxiety level of probationers and also their work load. What it did not ascertain (despite its stated intention), was whether this facilitated their induction into the profession.

The study clearly showed that the release pattern with supervision had advantages compared with the rest. Results showed that there were some minor difficulties in assigning a particular person or group of people to organise the probationer's release time in schools. The fourth objective of the study was not realised.

Despite the fact that this study was centred around primary junior and infant teachers and had quite a number of criticisms, the writer has chosen to discuss it here because of the similarities with her own study. The writer in her study of probationers in selected case study schools in Humberside would be finding out how probationers generally make use of their release time and how relevant they think it is in the induction process. The writer would also be asking head teachers the problems posed by releasing probationary teachers for centre activities and their views about the whole idea of the induction year. The two studies therefore have a degree of comparability.

Earlier in 1967, Dalrymple[1] carried out a survey to find out the needs of the probationers in the New London Borough of Barking.

The results of the survey revealed that the main problem confronting the probationers was transition from the protected role of the student to classroom exposure as a teacher. The outcome agrees with most of the literature on the problems encountered by probationers. Furthermore, it also revealed that at the primary level the problem was one of classroom management in the case of a multiplicity of demands that young children make and of devising adequate means of satisfying them. This point was also evident in the survey by Clark and Pococke.[2] At the secondary level, discipline was the main problem of those who were slow starters.

Another survey was mounted at University College, Swansea to obtain factual knowledge about the probationary year.[3] This was made necessary because of a call made by the National Union of Teachers (NUT) and the Association of Teachers in Colleges and Departments of Education (ATCDE) of the special difficulties of the probationary year. This joint call argued that continued guidance was particularly important during the first year of teaching, and illuminated the need for follow

1. Dalrymple, A.H. (1967), "The In-Service Training of Probationery Teachers", Education for Teaching, no. 73, pp. 48 - 52.

2. Clark, J.M. and Pococke, S.E. (1971), op. cit.

3. Chazan, M. (1963), "First Year of Teaching", Times Educational Supplement, no. 2489, February, p. 185.

up studies of student teachers which would help colleges in the evolution of methods of training. It was against this background that the survey was conducted. It set out to ascertain from the probationers themselves what kind of help and guidance they needed. Ninety-five teachers took part in this survey, and reports revealed that the major difficulty was classroom control. This was also confirmed by Clark and Pococke.[1] Some graduates mentioned being "made to feel uncomfortable" among many non-graduate colleagues. Many of the respondents said they valued their training in the College and that the theoretical knowledge they gained at College had helped considerably. Eleven of the teachers suggested a longer teaching practice period.

From these opinions and replies, the researcher gains the impression that many of the professional difficulties in the early stages of teaching could have been prevented or minimised. Certain suggestions for doing this were given:

a) Employing authorities and head teachers should give full information about both the type and level of work required from a newly qualified teacher. The student needs to know as much about the post he is applying for as the authority does about the applicant.

b) New entrants to the profession would be under the wing of an adviser or senior teacher officially designated for this purpose who would take particular note of the background and training of the student for the specific teaching situations he would be meeting.

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1. Clark, J.M. and Pococke, S.E. (1971), op. cit.

c) Head teachers should give newcomers to the profession more time to enable them to prepare their work adequately and without strain, since it is always disproportionately heavy during the first year. Chazan also advised that:

> "any measure which will make the
> transition from training course to
> first post less abrupt will help the
> young teacher to avoid discouragement
> and disillusion and will lead him to
> the knowledge that his chosen work
> can be both enjoyable and challenging." [1]

The writer's main criticism of this survey is in the way the sample must have been selected. The report did not state the geographical population from which the sample was selected and how it was selected. We can only assume that it must have been in the Swansea area because the survey was conducted by the University College of Swansea. The figure of 95 was given as the total number of probationers who took part, but of what probationer population was this number a part? Since we are not told this, we are unable to deduce the response rate in percentage form either. The number of schools which took part is not known either, the only information being that both primary and secondary school probationers were involved. All these hidden elements of information would have been helpful to a critical reader for a thorough examination and understanding of the survey.

Another point not made clear in the survey report was the instrument of enquiry. It is not clear as to which of the various modes available (e.g. questionnaire, interview, observation, discussions etc.) were employed - or for that

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1. Chazan, M. op. cit., p. 185.

matter whether they were combined in some way.

The idea of indentifying probationers' problems directly from them was a very appropriate method though as the writer has mentioned earlier, by what means we are not told.

Nevertheless, the results revealed in this report and especially the suggestions made, are of considerable importance. It is interesting to note that recommendations made by the James Committee concerning probationers' work load, and care by a professional tutor, had already been suggested by Chazan as early as 1963. The difference was that, while James was a national enquiry, Chazan's was a local one involving maybe only a few schools.

A summary of the various surveys, investigations and researches into the induction year and especially the problems faced by probationers in their first year of teaching show a number of similar and related results.

Taylor and Dale and Clark and Pococke both mentioned the physical exhaustion experienced by probationers and called for support to increase their ability to cope with stress. Surveys have shown the lack of relevant information given to probationers concerning the age range of children to be taught, the syllabus and the amount of work expected of them. Probationers were also faced with the problem of transition from college to the teaching environment especially the element of classroom management.

Results of the Teacher Induction Pilot Schemes (TIPS) and Bradley and Eggleston in particular show the favourable disposition of all concerned towards the introduction of induction programmes for probationers.

The literature search on the probationary year and teachers shows that there had been a great concern by everyone in the field of education about the way probationers were being inducted into the profession and the problems they face on entry. Attempts have been made at various times to alleviate these difficulties by way of surveys, investigations, mounting programmes and suggestions. These problems were envisaged as far back as the early 1960s and have continued up to date. The James Report and the White Paper perhaps were the most powerful voices raised.

> "Nothing has impressed or depressed us
> more than the gross inadequacy of
> the present arrangements for the
> probationary year." [1]

2.5   The Professional Tutor/Centre

The idea of a school-based professional tutor came to national prominence with the recommendations made in the James Report:

> "Every school should have on its staff a
> professional tutor to co-ordinate
> 'second' and 'third cycle' work affec-
> ting the school and to be the link
> between the school and other agencies
> engaged in that work whether the
> professional tutor were the head or
> deputy head as might be the case in a
> small school or a designated member
> of the staff in a larger school. It

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1. Teacher Education and Training: A Report by a Committee of Inquiry appointed by the Secretary of State for Education and Science, under the Chairmanship of Lord James of Rusholme, op. cit., paragraph 3.10.

> would be important for all tutors
> designated as professional tutors to
> be among the first to be admitted to
> 'third cycle' courses, so that they
> would be trained for their new tasks.
> Among the responsibilities of a
> professional tutor would be that of
> compiling and maintaining a training
> programme for the staff of the school
> which would take account both of the
> curricula needs of the school and of
> the professional needs of the
> teacher." [1]

The government shared the view that the teaching profession
itself should play a major role in the induction process. It
thus agreed that professional tutors would need to be designated
and trained for the purpose.[2] These ideas and proposals were
greatly welcomed by teachers and educators alike and the
outcome would be to make the organisation of the induction
year much easier. It was suggested that the creation of the
post of the professional tutor in every school would go some
way towards solving some of the problems associated with the
first year of teaching. Nonetheless the scheme created other
problems, such as who should be selected for the role of
professional tutor and what training they should receive.
There was also the question of additional payment. Literature
is scarce on this aspect of in-service support, but it does
reveal an array of discussions by teachers, teacher educators,
administrators and LEA advisers as to the possibility of its
introduction in schools.

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1. DES (1972), The James Report, op. cit.

2. DES (1972), The White Paper, op. cit.

Some empirical evidence concerning professional tutors may be obtained from the Teacher Induction Pilot Schemes carried out in Liverpool and Northumberland, with Bolam, Baker, McCabe and Hill. Bolam[1] reported that results showed that certain logistic and administrative factors constrained the professional tutor from emphasising his training function. Such administrative problems included timetable arrangements within the schools, and the need for more attention to be given to centre-based courses for probationers. Professional tutors, according to Bolam, felt that their contributions were being undervalued and many of them were uncertain as to how best to proceed in their new role.

Baker[2] reported that one central feature in these schemes was the role of the professional tutor. Most tutors saw their role as pastoral friend and confidante, but differed greatly in their views of the extent to which they should be involved in the assessment function, and also the extent to which classroom observation of the probationer should be part of their role. Reports also revealed that it was an expensive venture to maintain professional tutors. However, despite all the problems and difficulties in the official schemes (White Paper model) the teacher-tutor role was established in about 350 schools and was shown to be practicable. Many of the professional tutors stressed the professional in-service

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1. Bolam, R. (1975), "The Supervisory Role of the Teacher Tutor: A Complex Innovation", British Educational Research Association, Annual Conference University of Stirling, 1st - 4th September 1975.

2. Baker, K. (1976), op. cit. pp. 179 - 186.

benefits which they personally received from their experiences.

Hill,[1] the local co-ordinator in Liverpool for the pilot

scheme, reported that the Liverpool Induction Scheme was

comprised of a number of components:

a)   teacher-tutors - appointment, preparation of teacher-tutors;

b)   professional centres;

c)   induction programmes for professional tutors.

One or more teacher tutors were appointed in all schools

except nursery schools. These were grouped in such a way that

each group could conveniently share the services of a tutor,

and since the number of probationary teachers involved was

ususally very small, no major problems were envisaged. The

appointments of teacher-tutors were temporary - one year and

non-superannuable. They were appointed from within the schools

by managers/governors. The Advisory Committee produced guide-

lines for a preparatory course for teacher-tutors. These

consisted of ten one-day sessions during the summer term at

professional centres.

The response to this recommendation varied considerably

as between LEAs and between schools. In Northumberland and

in Liverpool, the pilot schemes which were following the

White Paper model restricted the teacher-tutor role to the

induction of beginning teachers. This was true of most of the

other unfunded programmes. For example in Leeds, the eight

schools used each had a professional tutor to co-ordinate all

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1.   Hill, D. (1974), The Liverpool Pilot Scheme for the
     Induction of Probationary Teachers - A Progress Report,
     British Journal of In-Service Education, vol. 1, no. 1,
     Autumn 1974, pp. 15 - 17.

three aspects of school-based training just as stated by the James Report: that is to say, student teaching practice, probationary induction and in-service provision for experienced staff.

Bolam[1] reported that some schools had not appointed a professional tutor as such but took up the 'James' suggestions and redefined the role of one of the deputy head teachers. A good example given was the Ashmead Comprehensive School in Reading where the Headmaster, Peter Judge, drew up a job specification for his training deputy head in 1973. Every detail of the job specification and responsibilities were spelt out. John Bull, the man appointed for this job summarised his activities at the end of one year:

> "the aims of school-based teacher develop-
> ment at Ashmead are seen generally as
> two fold: to help the school to become
> more effectively comprehensive and
> educational and assist the staff to
> acquire those skills and support which
> may enable them to gain pleasure and
> satisfaction from their professional
> work."[2]

Kelly, in support of the James Report and particularly the recommendations of the introduction of the professional tutor, agreed that this was:

> "a central figure in a partnership .....
> springboard for professional unity and
> advancement without which there can be
> no real professionalism."[3]

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1. Bolam, R. (1976), CERI/OECD, op. cit.

2. Bolam, R. and Porter, J. (1976), <u>Innovation in In-Service Education and Training of Teachers - U.K.</u> (not including Scotland and Northern Ireland), CERI/OECD, Paris, p. 91.

3. Kelly, A.V. (1973), "Professional Tutors", <u>Education for Teaching</u>, no. 92, Autumn, p. 7.

Gleeson[1] puts forward his own alternative view of the professional tutor in which he sees this person as one who works

> "in close relationship with teachers,
> pupils and researchers towards change,
> rather than an aloof professional
> 'Nellie', induction agent or a super
> wet-nurse."

O'Hara's view of the professional tutor on the other hand is as a major agent in the professional development of the teaching profession with the professional centre as his ally.[2] Judge[3] sees the role of the professional tutor as being very important in two ways:

a) his role in teaching practice;

b) going into colleges and departments of education in order to contribute to their programmes.

The proposals in creating the professional tutor concept envisaged three major tasks for the incumbent: initial training; induction; in-service education. However, there were criticisms following the James Report as to the actual role of the tutor. The role of the professional tutor has been extensively discussed in a number of papers at conferences, such as those by Henderson,[4] Gibson,[5] and

1. Gleeson, D, (1974), "The Professional Tutor: An Alternative View", Education for Teaching, no. 93, Spring, p. 35.

2. O'Hara, E. (1977), "The Teacher Tutor and the Professional Centre - A Vital Link, British Journal of In-Service Education, vol. 4, winter, nos. 1 and 2.

3. Judge, H. (1973), "The Professional Tutor Concept", In Henderson, E.S. (ed)(1973), The Role of the Professional Tutor, p. 2.

4. Henderson, E.S. (ed) (1973), The Role of the Professional Tutor, Paper given at a Conference.

5. Gibson, R. (ed) (1973), The Professional Tutor, Paper arising from a working conference on the James' Committee's proposal for the appointment of professional tutors in schools.

Thomson.[1] Apart from these conferences, there were a number
of articles, reports and papers from others concerned with
the concept. In all these papers and discussions, there
proved to be considerable difficulty in respect of clarifying
the role of the professional tutor.

Results from the pilot schemes in Northumberland and
Liverpool showed that the role of the professional tutor was
significantly reduced to the point of working with probationers
only, and having the title changed to 'teacher-tutor'.

Answers to these two questions - the partial role played
by the professional tutor in the pilot induction schemes, and
the change in name, exposed certain revelations about the
problems of the professional tutor role as perceived by the
James Report. The term teacher-tutor was not a new one to the
educational scene. It was already in use in some schools,
particularly in secondary schools. Teacher-tutors were
practicing teachers who undertook special duties in relation
to students on teaching practice during initial training
courses.[2] One may ask if the change of name indicated that
the major scope of the role of the professional tutor in the
James Report was being abandoned. The real problem was that
it could be alsmost impossible for one person to carry out all
three major tasks successfully. The change of name did not
come by chance as can be seen from the report by Hill:

1. Thomson, D. (1973), op. cit.

2. Austen, E. (1975), "The Role of the Teacher-Tutor",
   Ideas, vol 30, January 1975, pp. 222 - 226.

> "the term professional tutor was dis-
> continued during early discussions
> since the Committee preferred a title
> which indicated a practicing teacher
> in a school." [1]

There is very little literature on the <u>professional centre</u>

concept. The James Report had recommended that the new

teacher be assigned to a specific professional centre and

released for attendance there for the equivalent of not less

than one day per week. Such a centre was perceived as being

responsible for assisting the probationer's professional

development by drawing on appropriate expertise available in

the region. It was also stated in this report that these

centres should give new teachers both a means of sharing

experience with others and a point of reference independent

of their schools and employers. These functions were vaguely

stated and even members of the Committee were not very sure

what the centre was intended to be. Judge, himself a member

of the Committee, conceded this when he described it as: "a

new and rather mysterious institution".[2] In an attempt to

define the professional centre, he said:

> "a place which did second and third
> cycle work, not as a separate place
> stuck into a College of Education or
> round the back of a disused primary
> school." [3]

The offer of the James Report in establishing the concept

of the professional centre was, according to Judge,

1. Hill, D. (1974), op. cit., p. 223.

2. Judge, H. (1973), op. cit., p. 2.

3. Ibid, p. 29.

"an attempt to give very much greater
value to school-based work, to field-
based work and to the relationship of
training institutions to the schools
in which children were being taught."[1]

The idea of introducing this concept then was for it to

provide services that, say, teachers' centres (which were

already existing and were at their peak at the time of the

James Report) could not offer. They were to be concerned

firstly with the training of teachers in their second cycle

and secondly to support teachers in the education of

probationary year. But in practice, the professional centre

concept did not make much progress. Some were established,

especially in pilot schemes, but did not function as the

James Committee would have wanted.

The major conclusion from investigations into the role

of the professional tutor then is that the introduction of

the tutor in schools created some administrative problems for

the head teacher, including the need for a replacement teacher

when the professional tutor is released for centre-based

courses. A further point was that the duties of the

professional tutor were reduced: that is to say, they were

limited to the care of probationary teachers only.

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1. Ibid.

2.6   Innovation in In-Service Education and Training in Other Countries

Eleven of the twenty-four OECD member countries (Australia, Canada, France, Germany/Switzerland, Italy, Japan, Netherlands, Sweden, United States, England and Wales) agreed that broad dissemination of national practices and experiences in the field of in-service education was necessary. They took this step because of the weakness of international and comparative analysis of in-service education.[1]

Member countries of OECD noted the importance of in-service education for technological, economical, cultural, social and political reasons, in the context of a falling demand for teachers. With a smaller infusion of newly trained members it became imperative that serving teachers continue their personal and professional education.

The traditional mode of in-service which was knowledge-based was found to be inadequate. It was increasingly recognised that innovation was needed in in-service work, and that it had to take into account the characteristics and needs of the users. Innovations such as the aforementioned school-focused, job-embedded approaches, and the development of teachers' centres were all popular with those member states participating.

Let us now look at the efforts made by these countries either before or after the 1978 meeting in this area based on

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1. CERI/OECD (1978), Innovation in In-Service Education and Training of Teachers: Practice and Theory.

the four innovations the writer has chosen as already existing

in Britain.

From the questionnaires sent by the European Council to

member Economic Common Market countries to identify the

principal innovations in this field, it was observed that

Sweden was the only country in which the political reform of

the school system was directly associated with a new policy

for teachers in-service.[1] In Sweden, in-service training

and re-training are held to be necessary for two important

reasons: first as an agent of innovations in organisation,

curriculum and method, and second as a means of building up

the professional self confidence and commitment of teachers.[2]

The forms of in-service work employed there include study-

days, courses of various lengths, the involvement of consultants,

studies of professional practice for vocational teachers in

comprehensive secondary schools, study visits and individual

study for which special anthologies have been prepared.

The practice in Sweden comparable to school-focused

in-service work in England is that of the 'study-days'. 'Study

days' are a form of compulsory in-service for all teachers in

primary and secondary schools. During these days, sometimes

up to a week, all schools are closed to enable teachers to

meet in groups to study and plan their curriculum. The

programmes are drawn up by the teachers themselves based on

the needs of their particular schools. Consultants are

1. Reguzzoni, M. (1976), "European Innovations in Teachers'
    In-Service Training", in: Lomax, D.E. (ed) (1976), European
    Perspectives in Teacher Education, John Wiley and Sons,
    chapter 12.

2. Maclure, S. (1971), Innovation in Education - Sweden,
    Technical Report, CERI/OECD Paris.

involved where necessary.[1]

Some of the proposals made in the 'James Report' bear a strong resemblance to what had been existing for some time in Sweden. The Central Body in Sweden, the Lansskdnamnd, comprising twenty-four county boards is the equivalent of the Regional Councils for Colleges and Departments of Education and the National Council for Teacher Training envisaged for England. The equivalent of a professional centre are activities carried out within the departments of Continued Teacher Training and the County Boards. The professional tutor, sabbatical leave and teachers' centres have all been existing in Sweden for some time.[2] Teachers' Centres are in two forms: the larger university linked centres and the smaller municipal centres. All the Scandinavian countries, Norway, Denmark and Sweden have similar innovations in in-service education.

In the U.S.A. the most developed of all these innovations is the teachers' centre. While the centre concept had its origin in Britain in the 1960s in response to the Nuffield Mathematics Project, since its inception, it has been taken up strongly in the U.S.A. where it has proliferated and diversified into a number of models, and types. Jenkins[3] described the four most common models. The first is where a

1. Marklund, S. and Eklund, H. (1976), Innovation in In-Service Education and Training of Teachers - Sweden, CERI/OECD Paris.

2. Warwick, D. (1972), "The Norse Code: Scandinavian In-Service Education", Secondary Education, vol. 2, no. 3, Summer 1972, pp. 15 - 16.

3. Jenkins, K. (1978), Critical Issues in Centering: A Position Paper, Eric Doc.

university enriches a particular set of public schools through in-service and staff development activities in exchange for these schools assuming greater responsibility for pre-service candidates. The second variant which is even more public oriented is that where state agencies arrange for universities to provide services to individual public schools or school systems. A third model places the university at the hub of a consortium network with several public school system, being served by a regularly located centre affiliated with the university. In the fourth model, the centre is a teacher-generated, teacher-focused and teacher-maintained entity. There is little formal affiliation with agencies like State Departments of Education or universities.

Bell and Peightely[1] provided a taxonomy of teacher centre types:

a)   consortium - three or more co-operating institutions or organisations

b)   partnership - two institutions or organisations

c)   autonomous - a single controlling unit

d)   special focus - a centre with a primary concern such as individualised instruction, reading or open education.

An alternative taxonomy was given by Targer:[2]

a)   The Independent Teacher Centre

b)   The Almost Independent Teacher Centre

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1.   Pfeiffer, I.L. and Dunlap, J.B. (1982), Supervision of Teachers: A Guide to Improving Instruction, Oryx Press.

2.   CERI/OECD (1978), op. cit.

c)   The Professional Organisation Teacher Centre

d)   The Single Unit Teacher Centre

e)   The Free Partnership Teacher Centre

f)   The Pre-Consortium Teacher Centre

g)   The Legislative, Political Consortium Teacher Centre.

With all these varied models of Teachers' Centres it would be difficult to have a single comprehensive definition that would sustain itself in the U.S.A. Jenkins[1] defines a teachers' centre:

> "as a place of open exchange that focuses
> its organisation, attention and energies
> towards creating a co-operative
> relationship between teacher preparation,
> institutes and public school systems.
> Its primary function is to co-ordinate
> programmes and assist in the delivery
> of services implicit in on-going
> teacher education,"

whereas Lezotte[2] defined them as:

> "designed to provide programmes and
> experiences that will enhance the
> teacher's instructional effectiveness
> in the classroom."

In the U.S.A. as opposed to the practice in England, where teachers at work in the LEA have fashioned the Teachers' Centres, the role of the co-ordinator and the university has been much more significant. For example, the assignment of the University of Maryland of about half of its student teachers to centres is evidence of developments on a very large scale. By contrast,

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1.   Jenkins, K. (1978), op. cit.

2.   Lezotte, L. (1979), Teachers' Centres: The New Market Place for Teacher Educators? One Point of View. A Resounding Maybe, Eric.

in England, teachers' centres play very little part in pre-
training.

Another difference is that most centres in the U.S.A.
serve the needs of others in the community besides teachers.
In consequence, centres in the U.S.A. range from the small and
informal to the large and bureaucratic: from centres of ten
to twelve teachers to a large system-wide service that serve
a multitude of purposes.

School-focused in-service education and training activities
could be found in most American schools, though ongoing
collaboration with a university is more normal there. For
example, in the Des Moines School, there is a working
relationship with the Drake University that makes it possible
for their in-service courses to be used in qualifying for
graduate degrees. In this situation the in-service programmes
are intended primarily to fill the gap between contemporary
theory and classroom practice.[1]

In Australia, teachers' centres developed in the 1970s
following a broad mandate given by the Schools Commission in
1973 for the improvement of primary and secondary education.[2]
The importance of further training and support during the first
year of teaching has been recognised by several of the States
of Australia, though the responsibility for the induction of

1. Rubin, L.and Howey, K. (1976), Innovation in In-Service
    Education and Training of Teachers - U.S.A.,
    CERI/OECD Paris.

2. Thornbury, R.E. (1981), The International Pattern of
    Teachers' Centres, Unpublished PhD thesis of the
    University of Leicester.

'first-year-out' teachers (probationers) rests with the
schools: in the primary schools with the principal or his
deputy; in the secondary schools often with an appropriate
senior teacher. Methods used range from the informal, such
as social meetings, to very formal conferences between new and
experienced teachers.[1]

The equivalent of a professional tutor as recommended by
the James Report is taken up in Australia by existing staff
without any additional training. The school itself acts as
the 'professional centre'.

In West Germany, there have been attempts at introducing
school-focused in-service education and training and teachers'
centres into the continuing education of the teacher. The
type of school-focused activities practised there is however
slightly different from its English counterpart. In the FDR,
there is a central body staffed with educationists who have
been teachers at some stage of their career development.
They carry out in-service activities in the teaching of all
school subjects and school oriented issues, such as media,
school law, school administration. They take all types of
schools and levels into account. Teachers are thus sent by
their schools to such institutions, and the model lies some-
where between traditional in-service education and the school-
focused concept as practised in England. There are no real
school-based courses and activities, apart from the routine

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1. Skilbeck, M., Evans, G. and Harvey, J. (1976), Innovation
    in In-Service Education and Training of Teachers -
    Australia, CERI/OECD Paris.

staff meetings. Advisory centres exist to which the teacher
can turn with any specific instructional problems. Libraries
and media resources are expanded for this particular purpose.
This does, therefore come close to being an equivalent of
the British teachers' centre idea.[1]

In Nigeria where hopefully some of these innovations
would be implemented, there is no comparable form in existence.
There have been many proposals for in-service provision for
teachers in that country but all were or are of the traditional
type. The real needs of schools are totally ignored. One
might argue that since the curriculum is drawn up nationally
and must be followed, there is little school-based in-service
work, and the number of teachers' centres or probationer care
system is very small.

Despite the central control in education both at the
Federal and State levels, through their respective ministries
of education, schools have some degree of autonomy, and this
includes action taken in respect of professional competence
and growth of the teaching force without necessarily sending
a teacher on a long course. While there are certain aspects
of work where school-based INSET cannot give the teacher what
is required, for example, acquisition of higher knowledge and
the finance or status that accompanies that, there are other
areas where head teachers could improve professional develop-
ment of their staff through short locally or institutionally

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1. Frey, K., Posch, P., Kroll, U., Cavadin, J., Lattman, U.P.,
   Fischler, H., and Arregger, K. (1976), <u>Innovation in
   In-Service Education and Training of Teachers</u> - Germany/
   Switzerland, CERI/OECD Paris.

based programmes of action.

Many secondary school teachers in Rivers State have been working for up to ten or fifteen years without going for any course anywhere, including not even in their schools. This is one category of teachers to be upgraded professionally. Another category is those who have attended external courses and have returned to their schools. This group need professional upgrading in view of the relative lack of practical experience associated with many external courses, not to mention their irrelevance to local circumstances. But in the Rivers State there is no form of school-based INSET. The nearest activity to it is the normal staff meeting!

The Federal Government of Nigeria has created a National Body, the NTI (National Teachers Institute), based in Kaduna with branches in every state, to look into the in-service education of teachers.[1] These are not fully functional at present, but with careful planning and foresight, they could be developed into more meaningful centres where teachers can make use of facilities and resources to improve their competence. They would then be equivalent to teachers' centres in England.

The concepts of professional centres or tutor and probationer care systems do not exist in Nigeria either. There are no specially organised programmes for the induction into the profession of newly qualified teachers. The only time probationers are looked after professionally is during their teaching practice which comprises only about six weeks of their initial training. During this period, they are sent to

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1. NERC, (1980), Centres for Educational Innovation in Nigeria, The National Co-ordinating Centre for NEIDA.

schools for the first time to put into practice all that has been learnt in their various pedagogical classes, and are assessed by their college tutors rather than the schools.

2.7 Summary

Having undertaken a search of the literature on her four selected innovations in INSET, namely: school-focused INSET, teachers' centres, the induction year, and the professional tutor/centre concept; the writer is confident that her research is not of the replication or extension type. Although there are related writings in respect of these innovations, none has the particular empirical data or focus of the present study.

Most of the literature read to date supports these four approaches, stressing the importance of introducing or improving these methods alongside the traditional type. Commentators believe the benefits to be very significant in improving the professionalism of teachers, which had been ignored to some extent by the tradition method.

However, none of the proponents called for a combined study of all these innovations. Consequently, the closest piece of work to the present study was that of Bolam.[1] So from this review of the literature it is quite clear that the study the writer had carried out is unique, especially

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1. Bolam, R. (1976), op. cit.

in its empirical dimensions. In any case, since all these
innovations emanated from the 1960s and 1970s they are still
new for research purposes. Most of the information obtained
in the literature comprising the review is therefore based
on primary sources, where individuals describe events which
they personally observed or witnessed or even carried out.
Certainly, in Nigeria most principals have not realised the
significance of improving the professional development of
their staff, though the writer, as a deputy head, perceived
this some years ago, and has therefore been motivated to
undertake her own research and contribute to the literature
of INSET.

PART B

STRUCTURAL ANALYSIS

CHAPTER THREE

IN-SERVICE EDUCATION IN ENGLAND AND WALES AND NIGERIA:

A DEVELOPMENTAL DISCUSSION

3.1 Aspects of the History of INSET in England and Wales

The beginnings of in-service education and training in
England and Wales could be put as far back as the eighteenth
century when the so-called monitorial system began to spread
widely in the elementary schools. The basis of this scheme
was that the teacher taught the older pupils who then taught
the young ones. This could be regarded as an embryonic form
of teacher training by apprenticeship. Since the introduction
of this system by Joseph Lancaster and Andrew Bell, it
prospered and led to more systematic forms for example that
which was introduced in 1846 by Sir James Kay-Shuttleworth
which was the pupil-teacher system, in which certain schools
which had received a favourable report from an inspector were
recognised as suitable for the training of pupil-teachers -
the so-called 'Payment by Results' system. During this period
which was the later part of the nineteenth century, a series
of local associations concerned with in-service education and
training were formed.[1] This was partly as a result of the
recognition of the need to protect teaching methods against
critical evaluation by inspectors. The parent voluntary
organisations undertook the organisation of courses while the

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1. Johnston, D.J. (1971), Teachers In-Service Education,
    Pergamon Press.

National Society employed a small body of peripatetic teachers.[1]

Before 1900, the most significant way for teachers to improve both personally and professionally was to attend demonstrations and summer schools organised on a limited scale by the Department of Arts and Science. Such courses were seen by teachers to improve their examination results and hence increased their salaries.[2]

Into the twentieth century education became more meaningful. By 1925, the Board of Education was able to report the existence of short vacation courses mainly for teachers in rural areas. These courses were organised by the Board itself, Local Education Authorities and the universities. There were also a few examples of part-time courses and series of lectures arranged in the winter term, especially in London but also in other major centres. The Board of Education recommended the extension of course provision particularly in term-time, and continued:

> "We look forward to a time when
> supplementary courses will have been
> formally adopted as a national
> policy and when arrangements for all
> teachers to attend them at regular
> intervals of a few years will have
> become part of the national system
> of education." [3]

1. Edmonds, E.L. (1958), "SPCK and Early Inspection in Anglican Church Schools", Studies in Education, vol. 3, pp. 50 - 59.

2. Edmonds, E.L. (1967), "Education for Responsibility: Fifty-teacher Staff Colleges", British Journal of Educational Studies, 15, pp. 243 - 252.

3. Henderson, E.S. (1978), The Evaluation of In-Service Teacher Training, London, Croom Helm, p. 24.

The first major stimulus for in-service education and training of teachers came when the Board of Education established one year 'supplementary courses' to provide teachers with two years of initial training the opportunity of a third year. Despite the outbreak of the second world war there was a steady increase in the provision of this type of in-service training.[1]

The McNair Committee reported that in 1938, approximately 7,000 teachers attended short full-time courses, 700 attended one-term courses and 47,000 attended part-time courses. The Report also said that courses in physical education pedagogy, handwork, art and music in that order were most in demand, or at any rate were most fully provided.[2] The Committee recommended expansion in 1944:

> "Our view is ... that when circumstances
> make it practicable, every teacher who
> makes suitable proposals for the use of
> the period should be allowed a sabbatical
> term on full pay after five years'
> continuous teaching, and that, where
> the circumstances and proposals of the
> teacher warrant, the period will not be
> limited to one term." (paragraph 99). [3]

The McNair Report clearly set the scene for many of the post-war developments in the in-service education of teachers. It commented that the pre-war provision had been "by no means

1. DES. (1966), Further Training for Teachers, (Reports on Education, No. 28), London, H.M.S.O.

2. DES. (1944), Teachers and Youth Leaders, (Board of Education), (The McNair Report), London, H.M.S.O., p. 17, paragraph 50.

3. Ibid, p. 28.

equal to the demand" and recommended:

> "that the Board of Education should
> make possible both an increase in the
> participation of HMI in short courses
> and generous grants in aid of courses
> conducted by area training authorities
> (ATOs) and other suitable bodies." [1]

In particular this committee foresaw the need for ample

provision of short courses for emergency-trained teachers and

noted that:

> "Among teachers generally, there are
> always some who do not appreciate
> the significance of their subjects
> until they have had some experience
> of teaching them under normal school
> conditions, and a term's course after
> say, five years of teaching would be
> of inestimable value to them." [2]

The Report went on to recommend that one of the responsibilities

of the new ATOs should be the provision of courses of many

kinds:

> "refresher courses for those who may be
> getting stale or at any rate need to
> bring their knowledge and practice up
> to date, courses designed to assist new
> developments ... courses providing
> advanced instruction for those seeking
> to improve their qualifications in
> particular subjects which specially
> lend themselves to intensive study
> after a teacher has had some experience
> of teaching such as psychology, or
> citizenship or the special problems of
> rural schools." [3]

The state of INSET at about the time of the inception of

the ATOs could be described in terms of three types of courses

for non-graduate qualified teachers. These were, supplementary

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1. Ibid, p. 137, paragraph 507.

2. Ibid, p. 137, paragraph 506.

3. Ibid, p. 136, paragraph 504.

courses for serving teachers to raise their professional
qualifications substantially; special courses[1] for experienced
serving teachers and short refresher courses intended as a
contribution to the personal education of teachers in rural
schools. They were concerned with the general subjects of
education but not with the teaching of these subjects.[2]

Presently growing interest in the continuing training
of teachers appears to have begun in the late 1960s and early
1970s, and was greatly influenced by two different kinds of
publications. One consisted of a series of enquiries, both
local and national, into teachers' and headteachers views on
the provision of in-service education and training.[3] The
other set of enquiries were national commissions set up to
investigate the provision of one aspect or other of education:
the 'Plowden Report', the 'Grittins Report', the 'Newson Report',
the 'James Report' and the aforementioned White Paper ...
'A Framework for Expansion'.

The first set of publications concerning teachers' views

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1. Advanced Diploma Courses.

2. Richardson, C.A. et al (1953), <u>The Education of Teachers in England, France and the U.S.A.</u>, Paris, UNESCO, pp. 88 - 92.

3. See for example
a. Cane, B.S. (1968), "In-Service Training: Surprising Interest", <u>Education</u> 16, August 1968, p. 181.
b. Cane, B.S. (1969), op. cit.
c. Gale, E.J. (1971), "In-Service Training Needs", <u>London Educational Review</u>, Sample Issue, pp. 6 - 8, 13 - 16.
d. Townsend, H. (1970), <u>DES Survey of In-Service Training for Teachers 1967</u>, London, H.M.S.O. National;
e. Lewis, I. (1975), <u>In-Service Training in York</u>, Education Department, University of York;
f. Bradley, H. (1974), <u>In-Service Education After the White Paper</u>, Nottingham, University of Nottingham School of Education.

of in-service education provided evidence of teacher responses
to previous patterns of in-service courses which had been
provided by the old ATOs. These surveys provided evidence
that the climate of teacher opinion was in process of change
and that patterns of courses designed to fit past circumstances
might no longer be appropriate in the context of non-selective
education. For example, Cane commented in respect of his
NFER national sample survey:

> "the provision of in-service may be
> excellent and the arrangements
> beyond reproach but it can still be
> ineffective if the opportunities
> for teachers to apply the training
> in their school work are very
> limited and non-existent." [1]

Bradley[2] and Lewis[3] came to similar conclusions on the basis
of their local enquiries in Nottingham and York respectively.

The second set of publications included recommendations
to the government on possible ways of improving and increasing
the continued training of teachers. Authors of such reports
relating to every aspect of education all recognised the
importance of in-service education. The Plowden Report for
example firmly recommended the continuing development of in-
service and advanced courses for practising teachers. As the
Report puts it:

> "The three year course is no more than
> a basis, in-service training provides
> a necessary super-structure."

It went on to recommend further that:

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1. Cane, B.S. (1969), op. cit., p. 53.

2. Bradley, H. (1974), op. cit.

3. Lewis, I. (1975), op. cit.

> "all teachers should have a substantial
> period of in-service training at least
> every five years (paragraph 1027) and
> that short courses should be arranged
> for new or prospective head teachers
> and deputies." (paragraph 1028) [1]

The Grittins Report emphasised the need for an immediate and substantial increase in the provision of in-service training in several fields of primary education (paragraph 28.5.1). The committee also recommended that provision should be made for 'universal' INSET whereby teachers should be allowed a period of secondment on full salary on the basis of a minimum of one week per year of service (paragraph 28.6.1). In addition to this the committee recommended that all teachers should feel an obligation to attend a minimum of perhaps sixty hours in-service training in each period of five years (paragraph 28.6.2). [2] The Newsome Report similarly stressed the need for wider provision of in-service training in the secondary fields with which it was particularly concerned. [3]

In consequence, the 1960s saw INSET expanded considerably. In the words of Circular 7/64 (paragraph 1):

> "the secretary of state believes that
> the time has now come to expand and
> develop the established arrangements
> for the further training of serving
> teachers to meet the needs of the
> greatly enlarged teaching force of
> the future." [4]

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1. DES. (1967), <u>Children and their Primary Schools</u>, Central Advisory Council for Education, England, H.M.S.O. (The Plowden Report).

2. DES. (1967), <u>Primary Education in Wales</u>, Central Advisory Council for Education, Wales, H.M.S.O. (The Grittens Report).

3. DES. (1963), <u>Half Our Future</u>, Central Advisory Council for Education, England, H.M.S.O. (The Newsome Report).

4. DES. (1964), <u>Courses for Further Training for Teachers</u>, (Circular 7/64), London.

The James Report, which was examined in detail in the previous chapter, gave the highest priority to the expansion of opportunities for in-service work in its recommendations for re-organisation. The committee considered that pre-service training, induction and in-service training should be seen as a continuing and interrelated process, in which the:

> "essential pre-requisite is that there
> must be adequate opportunities for
> the continued education and training
> for all teachers at intervals through-
> out their careers." [1]

Only then, the committee felt, could initial training be as functional as appears to be necessary at that stage. To this end, the Report recommended that at least one term in every seven years and later one in five should be devoted to in-service work.

The James Report was followed eleven months later by the Government's White Paper - Education: A Framework for Expansion in December 1972, which fully accepted the Report's priorities and its specific proposal that 3% of the teaching force should be released from the classroom at any one time - this was a four fold increase on existing provision. This, the White Paper felt, would be "a necessary investment in the future quality of the teaching force", and expressed its intention to commence the release of teachers for in-service purposes beginning in the 1974/75 session and continuing progressively to reach a target of 3% release by 1981.

The DES gave its backing to the recommended expansion of in-service provision in many circulars directed to LEAs and

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1. The James Report, op. cit., p. 68, paragraph 6.5.

others, as well as in the White Paper of 1972 and the Green Paper of 1977.[1]

Prior to the White Paper, there was no agreed definition of in-service education, and statistical data about in-service education was inadequate. It was entirely left to individual teachers to decide whether or not they wanted to attend an in-service course. Not that there is any form of compulsion on the part of the teachers to attend in-service activities in the mid 1980s, but teachers are certainly made more aware of the need and importance of INSET, and given a lot of support and advice on the variety of courses available to them.

Since the major reports and recommendations cited above, there has been a radical restructuring of teacher education. In the area of in-service education, there has been a remarkable growth of one term and one year courses and an increasing proportion of the longer courses is now offered outside the Universities in Colleges of Education, Polytechnics and other higher education colleges. One cannot trace the developmental trend of in-service education from the turn of the nineteenth century to present day without mentioning how much the concept itself has grown and become increasingly complex. Earlier concepts of in-service education largely viewed it as a means of improving teachers' examination results which in turn meant an increase in salary, whereas in contemporary terms INSET is perceived in much wider perspectives: see for example the definition provided by Bolam:

1. DES. (1977), Education in Schools : A Consultative Document, London, H.M.S.O., 1977.

> "those educational training activities
> engaged in by primary and secondary
> school teachers and principals,
> following their initial professional
> certification, and intended mainly or
> exclusively to improve their
> professional knowledge, skills, and
> attitudes in order that they can
> educate children more effectively." [1]

The DES defined in-service education and training as:

> "any activity which a teacher under-
> takes after he has begun to teach,
> which is concerned with his
> professional work." [2]

Henderson adds to this by defining in-service education as:

> "everything that happens to the
> teacher from the day he takes up
> his first appointment to the day he
> retires which contributes directly
> or indirectly to the way in which
> he executes his professional duties." [3]

In-service education therefore is the second stage of education for the modern teaching profession and may take place at any time after pre-service or initial training, either as full-time or as part-time study during the potentially continuous professional life of the teacher. It may consist of carefully planned, sustained work over a lengthy period leading to a further qualification in the form of an advanced certificate, diploma or higher degree. It may equally be a

1. Bolam, R. (1983), "In-Service Teacher Training in Developing Countries", in: Bude, U., Greenland, J. (1983), In-Service Education and Training of Primary School Teachers in Anglophone Africa, Nomos Verlagsgesellschaft Baden-Baden, pp. 133 - 141.

2. DES. (1970), Survey of In-Service Training for Teachers, 1967, (Statistics of Education: special series no. 2), London, H.M.S.O.

3. Henderson, E.S. (1977), "The Growth of In-Service Education and Training in the U.K.", British Journal of In-Service Education, vol. 3, no. 3, Summer 1977, pp. 163 - 174.

'casual' study, pursued irregularly in the evenings or during vacations and in no sense leading to measurable recognition for purposes of salary or of promotion. In its broad sense then, in-service education covers not only such long established activities as organised courses and conferences but also all sorts of informal activities arising out of the work of teachers' panels, committees, study groups, individual studies and so on.

The most important developments which increased the complexity of the pattern of in-service education in Britain were the significant spread of teachers' centres in the 1960s and 1970s and the still new but increasingly popular concept of school-focused INSET. Teachers' centres developed as a result of curriculum development by the Schools Council and by independent bodies such as the Nuffield Foundation which were used for the collection and refining of ideas by the project team. School-focused INSET began with teachers and educationists becoming more dissatisfied with the traditional course-based type of in-service provision. This trend enables schools to organise their own in-service education based on their particular problems and needs.

Among other innovations that have affected INSET in England and Wales are distance learning and teaching which makes use of radio and television (e.g. the Open University) and the careful planning of the induction year for the care of probationers. For this task, a special place, the professional centre has been recommended to assist the professional tutor.

From this brief historical survey, we can now turn to the nature of INSET in contemporary England, and see to what

extent some of the hopes and plans mentioned above have actually come to pass and operate as intended.

3.2   The Provision and Funding of INSET in England and Wales

There are very many forms of INSET available to teachers in England and Wales, and a number of different agencies involved.

Johnston has given a comprehensive list of fifteen forms of INSET in which teachers can participate. The list constitutes Table 4.

a) Providers

The principal providers of short courses in the 1950s and early 1960s were: the Ministry of Education; Teachers' Professsional Associations; Area Training Organisations; Local Education Authorities. Between 1956/57 and 1961/62, short ministry vacation courses were organised at the rate of seventy-five to eighty-five per year involving 3,500 to 4,000 teachers.[1] Local Authority short courses also increased substantially during the late fifties and early sixties. LEAs were coming more and more to recognise their responsibility to diagnose their teachers' needs, to monitor teaching problems. This was done by maintaining a flow of advice and practical assistance both through daily informal contacts with organisers, inspectors, and advisers and through organised courses. The majority of these LEA courses were in the evenings and weekends.

1.   Hinchcliffe, G. (1961), "Repair and Maintenance: a survey
     of teachers' courses", Educational Review, vol. 13,
     pp. 83 - 99.

TABLE 2

FORMS OF IN-SERVICE EDUCATION AS GIVEN BY JOHNSTON[1]

1. Personal interview
2. Correspondence courses
3. Single lectures
4. Informal activities
5. Conferences
6. Short week-end courses
7. Short evening courses
8. Short courses in school time
9. One term evening course
10. One term full-time course
11. One term or longer school teacher fellowship
12. Vacation courses
13. One year (or longer) full-time courses
14. Teachers' centre courses
15. School-based/focused activities

Source:[1] Johnston, D.J. (1971), op. cit.

At that time the universities monopolised the provision of long courses.[1]

As the complexity of in-service education increased so did the number of providing agencies from the late 1960s to present time. The principal agencies involved in the provision of in-service education continued to be the DES, LEAs, University Institutes of Education, Colleges of Education, and Polytechnics. Other national bodies organising in-service courses include the contributions made by the College of Preceptors, the British Association for the Advancement of Science, the National Committee for Audio-Visual Aids in Education, and others.[2] Professional bodies like the NUT, (National Union of Teachers), the NAS/UWT, (National Association of School-masters/Union of Women Teachers) still provide some INSET for teachers as do residential adult colleges and voluntary agencies.[3]

The DES has its team of advisers in the form of HMIs (Her Majesty's Inspectors) who are responsible for a number of important aspects of INSET, including the approval of courses, the organisation of short non-award bearing residential courses, and widely contributing to the planning and imple-mentation of local courses of study. It also supports one-term full-time courses which are available in all three terms of

1. Stanley, B. (1963), "Further Professional Studies by Teachers in the U.K.", In: Bereday, G.F.Z. and Laureys, J.A. (eds.) (1963), The Education and Training of Teachers, (Yearbook of Education), London, H.M.S.O., pp. 156 - 161.

2. Morant, R.W. (1981), In-Service Education Within the School, Allen and Unwin.

3. Whittaker, J. (1982), "The Role of Organisers of In-Service Teacher Education - An Institutional View", British Journal of In-Service Education, vol. 9, no. 1, Autumn, pp. 27 - 30.

the academic year.[1] However, while at the time of writing
the DES still supports such programmes, regional committees
involving the LEAs and major institutions in each area
continue to operate. The aim is to make sure that what
is provided by way of INSET compares closely to the perceived
needs, and are not so dependent on the whims and personal
interests of teacher trainers. In fact the LEAs have long
been the major providers of in-service education, but the new
arrangements will strengthen their hand in qualitative terms.
They also have advisers/inspectors, wardens of teachers'
centres and advisory teachers who work part-time as teachers
and part-time as consultants.[2]

LEAs support and maintain three kinds of <u>teachers' centres</u>
through which some of their in-service provision is made. The
<u>local multipurpose centre</u> is generally staffed by a warden
with other professional and technical assistance and used for
day-time and early evening courses. The <u>local specialist centre</u>
is of similar nature to the multipurpose centre but offers a
high degree of skill, information and expertise in one subject
area. The <u>residential centre</u> provides opportunities for more
intensive work and an important social element.

As a provider of a variety of forms of in-service education,
the LEA needs to determine its own balance of priorities to

1. Stephens, J. (1982), "Roles in In-Service Education",
    <u>British Journal of In-Service Education</u>, vol. 9, no. 1,
    pp. 47 - 52.

2. Rosewell, V. (1983), "Inset 1983", <u>Education Today</u>,
    vol. 33, no. 2, pp. 45 - 55.

see which agency it may either directly or indirectly support.
It has the direct responsibility for the maintenance of
teaching standards.[1]

Chadwick's investigation into in-service provision in
one LEA revealed considerable activity. There were short
non-award bearing courses run at teachers' centres; residential
courses run by advisers; informal provision such as school-
based initiatives and series of meetings held by advisers in
schools with teachers of that particular school; between 12 -
14 teachers were sent on full-time secondment for a year;
teachers were encouraged to apply for award-bearing part-time
courses, and there were also a variety of non-award bearing
short courses of less than one month's full-time equivalent
open to all teachers, covering numerous subjects and themes
and provided by the local polytechnic. This authority is
reckoned to be characteristic.[2]

The seriousness with which most LEAs have applied them-
selves to the task of in-service provision is reflected not
only in the rapidly growing number of advisers employed but
also in the support they provide in the form of teachers'
centres. LEA courses can on the whole be characterised as
responding to need and teacher oriented.

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1. Ayles, N.W. (1975), "The Problem of Initiatives", British
   Journal of In-Service Education, vol. 1, no. 2, Spring 1975,
   pp. 30 - 33.

2. Chadwick, J. (1983), "The Size, Purpose and Use of
   In-Service Education", Education Studies (Abingdon),
   vol. 9, no. 1, March 1983, pp. 31 - 36.

The University Institutes and Departments of Education
are still engaged in providing INSET despite the demise of
the ATO's. This provision ranges from single meetings to short
course to one year or more full-time and part-time award-
bearing from certificate to doctoral standard.[1]

The nature of the courses provided by universities is
sometimes criticised as being undemocratic in the sense that
they are offered to teachers without any consultation as to
content. Until 1987 the universities have been under no
compulsion to keep their in-service contribution within any
locally or nationally determined framework of what teachers need.
There are new pressures.   Traditionally they have no means
to require or to persuade teachers to attend their courses.
Universities are responsible primarily to values and standards
of scholarship and professional competence. They uniquely
combine a great variety of levels and types of study. This
will be maintained under the new system but the fields for
which teachers will be seconded and supported will be decided
by local and national government. Both colleges and polytechnics
which are part of the 'public sector' of higher education,
usually provide in-service in co-operation with one or more
LEAs, since most of them are funded and governed by LEAs
anyway.

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1. a) Taylor, W. (1975), "The Universities and In-Service
       Education", British Journal of In-Service Education,
       vol. 1, no. 3, Summer 1975, pp. 5 - 9.
    b) Mattock, G. (1973), "In-Service Training Provision:
       Universities", In: Watkins, R. (1973) (ed), In-Service
       Training: Structure and Content, Ward Lock.

Contributions made by professional bodies like the College of Preceptors is worth mentioning. The College has conducted most valuable short vacation courses on educational administration in particular. It has instituted a series of introductory, intermediate and advanced courses on this subject leading to the award of a diploma in school management. The college programme is available at a number of universities.[1]

Some voluntary organisations contribute to in-service education nationally and locally. These include bodies like the Field Studies Council, and the Workers' Educational Association, and the Society for Education through Film and Television.[2]

b) Funding

There are several sources from which money can be obtained for the cost of providing in-service activities. The INIST Sub-Committee on In-Service Education outlined the financial position as follows:

i) the salaries of teachers released;

ii) expenditure on the provision of courses;

iii) financial support to teachers (payment of tuition fees, travelling and subsistence allowances);

iv) expenditure on LEA advisory services and LEA administrative costs.[3]

There is now also the funding available from the DES Training Grant Scheme introduced in 1983.

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1. Johnston, D. (1983), "The In-Service Training Role of the College of Preceptors", Education Today, vol. 33, no. 2, 1983, pp. 30 - 36.

2. Johnston, D.J. (1969), "In-Service Evolution", Education for Teaching, 80, pp. 4 - 10.

3. Bolam, R. (1976), op. cit.

In providing institutions maintained by LEAs (chiefly Colleges of Higher Education, Polytechnics and Teachers' Centres) the maintaining LEA charges some of the cost of 'approved courses' - (these are courses lasting four weeks or more full-time or its equivalent part-time) to the Advanced Further Education 'Pool' - this being the mechanism whereby most of the work leading to degrees, diplomas and certificates undertaken in polytechnics, colleges of education or higher education is supported. The rest of the cost of in-service education is met from the rates.

Where a course does not come under the umbrella of an 'approved course', for example short courses or conferences, run by advisers or teachers' centres, the full cost is met by the LEAs from the rates.

In voluntary institutions of higher education, mostly Church Colleges, the cost of in-service work generally is included in the total annual grant paid by the DES for maintaining these institutions,[1] whereas INSET provided by national bodies and private bodies are funded by tuition fees received from participants.

In universities, the cost of most in-service work is included in the total grant for funding all activities received from the University Grants Committee (U.G.C.). The cost of providing courses and other patterns of study in these various institutions is normally determined after taking into account income received from tuition fees.

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1. Ayles, N.W. (1975), op. cit.

The DES/Regional courses which are provided by the combination of the three most important providers - the DES, LEAs and Universities were until 1987 funded by the DES. Each year, the DES made available sums of money to finance courses which are planned as a result of consultation between HMIs, represen- tatives of the LEAs and the universities. These courses respresent an important attempt to bring together the distinctive contributions to in-service education by the three major providers.

. . . .

Looking back over the various kinds of in-service education available to teachers one is very aware of the involvement of many interested parties, and the complexities of the networks of interaction and co-operation. In reeent times, however, because of economic constraint, the scale of in-service provision has been considerably reduced. In the following chapter we shall be examining the case for a restoration of the level of support previously enjoyed, or even more, but first it is necessary to provide an account of the provision of INSET in Nigeria.

3.3 In-Service Provision in Nigeria

The provision of in-service education for teachers has always been felt necessary by the successive governments in Nigeria. Even before Independence, indeed as far back as 1945, the Elliott Commission[1] made it clear that there was a need for

1. Report on the Commission on Higher Education in West Africa, (Cmd. 6655), London, H.M.S.O., 1945, The Elliott Commission.

upgrading the professional as well as academic knowledge of teachers. Steps were taken to realise this qualitative improvement. In 1953, the Eastern Region Policy for Education proposed that:

> "It will be the policy to organise and
> encourage refresher courses, teachers'
> lectures and all forms of in-service
> training which are calculated to make
> the teacher professionally better." [1]

Later federal commissions, for example the Ashby Commission[2] and the United Nations Educational and Scientific Cultural Organisation[3] (UNESCO) also advocated more provision of in-service for all grades of teachers. Vacation courses were set up in the universities and in each region. The Federal Government also contributed by embarking on INSET for teachers at the federal level. These efforts and proposals were, however, short-lived, in-service provision became overtaken by the rush to develop initial teacher training, especially in relation to the priority attached to UPE.

In due course, though, it was UPE and its effects that produced a renewed enthusiasm for in-service provision in Nigeria, especially the Federal Government's espousal of this policy in 1976.[4] The effect on primary school enrolment was

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1. Eastern Region of Nigeria (1953), <u>Policy for Education Paper</u>, no.6, p. 4.

2. Federal Ministry of Education Nigeria (1960), <u>An Investment in Education: A Report of the Commission on Post School Certificate and Higher Education in Nigeria</u>, (The Ashby Commission).

3. Lewis, L.J. (1965), <u>Society, School and Progress in Nigeria</u>, Pergamon Press.

4. Federal Republic of Nigeria (1975), <u>The Third National Development Plan 1975 - 1980</u>, vol. 1, Federal Ministry of Economic Development, Lagos.

dramatic as the following table shows.

TABLE 3

PRIMARY SECTOR ENROLMENT IN NIGERIA 1976 - 1982

Date	Enrolment
1976	4,700,000
1977	7,000,000
1980	11,500,000
1982	14,000,000 (projected)

Source: Centre for Educational Innovation in Nigeria (1980),
Published by the Nigerian Educational Research
Council, (NERC) - the national co-ordinating centre
for NEIDA.

To cope with the growth of pupil enrolment, untrained, unqualified and sub-qualified teachers were recruited in very large numbers. In turn this created a need for further teacher support in training terms, and so the Federal Government established institutes which would have the basic task of upgrading various categories of teachers as well as the curriculum. The National Teachers' Institute (NTI) in Kaduna was one such institute. In addition, all state ministries of education were asked to devise ways of upgrading their teachers.

Apart from these governmental institutions, other bodies were created that cater for the training and retraining of teachers. For example, the Nigerian Educational Research Council (NERC) established in the 1960s to evaluate the legacy of the inherited colonial system of education. There was also

the Primary Education Improvement Project (PEIP) established
in 1970 at the Ahmadu Bello University in Zaria, to reduce
the imbalance of education between the north and south of
Nigeria. This obviously had an interest in the training and
re-training of educational personnel including teachers.

Among other things Ahmadu Bello University Institute of
Education offered a corespondence course leading to the NCE
(Nigerian Certificate in Education), beginning in July 1976
with 88 students. By 1977/78 the number enrolled had increased
to 263, with 270 in 1979/80. The target group for this
programme were qualified practising professional Grade II
teachers.[1] Before this correspondence opportunity, the Ahmadu
Bello Institute ran a Teacher In-Service Education Programme
(TISEP) which commenced in January 1967.[2] This programme was
launched to upgrade primary school Grade III teachers to
Grade II level. A state in-service co-ordinator was appointed
in each of the ten northern states whose schedule of duties
includes the co-ordination of TISEP within the given state.
It was the success of this programme that encouraged the
Institute to mount a similar programme at a higher level.[3]

1. NERC (1980), Centre for Educational Innovation in Nigeria:
    The National Co-ordinating Centre for NEIDA.

2. Russell, M. (1967), "Courses For In-Service Teachers in
    Northern Nigeria", Teacher Education, vol. 8, pp. 110 - 116.

3. Aleyideino, S.C., Hayes, H.W.R. (1971), "TISEP: A Well
    Planned In-Service Programme That Didn't Quite Work",
    Teacher Education, vol. 12, pp. 19 - 23.

The mobile Teacher Training Programme was yet another attempt designed to upgrade the professional competence of primary school teachers in Northern Nigeria.[1] Established in 1971 to improve primary school education through training of teachers on the job, it was hoped that the MTTP would supplement teacher production through teacher training institutions, since there was a continued trend of increasing demand for education and a shortfall of competent teachers.

The universities on their own, contribute greatly to in-service provision. Courses are organised for all grades of teachers in most of the older universities, that is to say: Ibadan, Nsukka, Zaria, Lagos and Benin. Courses leading to the award of initial diplomas and certificates in education, the Bachelor's degree in education, the postgraduate certificate or diploma in education, taught masters degrees and research degrees up to PhD are all available in these well established universities.

In addition, Ibadan, Nsukka and Benin run special courses for the part-time Associateship Certificate in Education through the Colleges of Education affiliated to them. Most of the University Institutes and Departments of Education also run short non-award bearing and award bearing courses.

The objectives of the National Teachers' Institute (NTI) are worth mentioning in more detail as it is the main federal INSET agency. It was created after consultation between

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1. Kolawole, D. (1980), "The Mobile Teacher Training Programme in Nigeria", In: Hoyle, E. and Meggary, J. (1980), (eds), Professional Development of Teachers. World Yearbook of Education 1980, Kogan Page, pp. 228 - 238.

Nigerian educationists and UNESCO experts to cater for teachers

on the bases of the following objectives:

a) to assist in the upgrading of unqualified and untrained

teachers to Grade II level;

b) to assist in the upgrading of Grade II teachers and WASC

holders (West African School Certificate) to NCE level (Nigerian

Certificate in Education);

c) to provide post graduate qualifications in education for

graduate tutors who lack this qualification;

d) to offer diplomas, certificates and testimonials in

language arts and communication skills, environmental studies

and skills, social and cultural studies, religious and moral

studies;

e) to foster research (with the co-operation of the Nigeria

Educational Research Council and universities) in those areas

which are relevant to the long term needs of education

generally;

f) to use the most modern techniques of distance education,

including radio, audiotapes, film and television;

g) to train staff in the development of self-instructional

materials to improve teaching techniques and results.[1]

From these objectives, it is clear that non-graduate teachers

would be upgraded while graduate teachers would be provided

with the facilities to acquire post graduate qualifications.

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1. a) Lassa, P. (1983), "The National Teachers' Institute (NTI)",
       In: Greenland, J. (1983), (ed), The In-Service Training
       of Primary School Teachers in English Speaking Africa,
       McMillan, pp. 223 - 229.
   b) Wali, H.S. (1980), "The National Teachers' Institute
       Kaduna, Nigeria", About Distance Education, no. 10,
       December 1980, pp. 6 - 9.

The headquarters of the NTI is in Kaduna but it has
branches in each state as well as a zonal field services
superstructure where the country is divided into five zones.
The NTI is divided into five main departments with an assistant
director to run each department. The overall boss is the
Director of Programmes, who co-ordinates all the activities
of the Institute.

So, by providing such national in-service programmes as
the NTI, the PEIP and the MTTP, the Federal Government has
made efforts to stand by its commitment to the nation's teachers:

> "all teachers in our educational
> institutions from pre-primary to
> university will be professionally
> trained ... since a large number of
> our primary school teachers are
> below Grade II certificate or are
> untrained, all such teachers will
> be assisted to advance to Grade II
> within the shortest time possible
> through in-service courses to be
> organised by State Ministries of
> Education and financed by the Federal
> Government. In pursuance of this
> objective, government will give
> greater emphasis to in-service
> education than hitherto." [1]

From the foregoing, the Federal Government's stand on
in-service education is clear, but whereas State Ministries
of Education have been urged to provide in-service education
for their teachers; some states have taken this up while others
have a poor record. Notable examples of states that have
established their own in-service programmes are Bendel, Kano,
Jos and on a much smaller scale, Rivers, Imo, Anambra and Cross
River.   In addition, the Federal Government conducted and

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1. Federal Republic of Nigeria (1975), National Policy on
    Education, (Lagos, Federal Ministry of Information), p. 5.

still continue to run in-service programmes with representatives from all the states in areas such as continuous assessment, science and maths teaching and guidance and counselling through the Research and Planning Division of the Federal Ministry of Education.[1]

In Bendel State, the Primary Science Curriculum Centre (PSCC) at Abraka College of Education was established following the general and global awareness of the utility of science as a vehicle of progress, and a means of acquiring an improved outlook on development. The main goals of the project were firstly to accelerate the development of desirable scientific attitudes, interests and certain basic concepts in children, and secondly to enrich their environment and broaden their horizons to increase their enjoyment of exploration and investigation.

The Kano Educational Resource Centre which started in 1970 as an in-service centre, performs various functions - curriculum development work, inspection, conducts examinations on in-service courses, holds seminars, conferences, and miscellaneous activities such as plays, exhibitions, visits and exchanges.

The Teachers' Resource Centre in Jos is a way of meeting the critical need for the training of emergency teachers as well as developing and using innovative methodology and technology. Its major activities therefore include school super-

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1. Osibodu, B. (1982), In-Service Training of Primary School Teachers in Selected States of Nigeria, An Inset Africa Project Document.

vision, the provision of in-service courses, development of
mathematics and reading programmes and other primary education
improvements. In addition to this, the Primary School
Supervision Course (PSSC) trains the teacher trainers. The
formal award for this course is the Certificate in Educational
Administration and Planning of the Institute of Education,
Zaria.[1]

The Rivers State administration realises that it still
retains a large number of unqualified teachers in its schools.
In pursuance of the Federal Government policy that all teachers
in every educational institution should be professionally
trained, the Rivers State Ministry of Education has organised
and supported a variety of in-service programmes through the
Centre for Educational Development and Instruction (CEDI).[2]
These courses are aimed at helping the various categories of
primary school teachers to obtain the necessary qualification,
knowledge and skill in their subject areas. Sub-qualified
and unqualified teachers are upgraded to Honorary Grade II
level. Teachers are also trained to take up new roles and
initiatives, for example the annual headteachers' course.

The Rivers State also accepts the aspect of the National
Policy which states that the Teachers' Grade II Certificate
should be the minimum qualification for any teacher in its

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1. Centre for Educational Innovation in Nigeria (1980),
    op. cit.

2. Onwuka, U. (1982), In-Service Training of Primary School
    Teachers in the Four Eastern States of Nigeria,
    An Inset Africa Project Document.

service as an interim threshold. Meantime arrangements are being made to make the Nigerian Certificate in Education (NCE) the minimum qualification for the teaching career by the year 2000.[1]

In addition to these courses, the Centre for Educational Development and Instruction (CEDI) holds a one-week seminar on one of the key school subjects such as English language, mathematics, science, and social studies for head teachers and their deputies. Head teachers appreciated this initiative so much that it has become a regular practice. Every vacation, one week is selected for the seminar and each time only one subject is treated. The purpose of the seminar is to teach the participants how best to handle specific text books in the classroom situation. It is expected that when the heads and their deputies get back to their respective schools, they would assemble their teachers and share their new experience with them in the interest of their pupils. In other words, institute a form of school-based INSET.

The Rivers State College of Education, which is affiliated to the University of Ibadan, organises part-time courses leading to the Associateship Certificate in Education. The University of Port Harcourt which is a federal institution, offers opportunities to non-graduate teachers with the Nigerian Certificate in Education to upgrade themselves. This it does by mounting a twelve month B.Ed course - (teachers spend three months of every long vacation for four years) for serving

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1. Nigerian Educational Research Council (1980), <u>Perspectives of Quantities and Qualities in Nigerian Education</u>, A Synthetic Report of the Bagauda Seminar, September 1 - 5, 1980, p. 67.

teachers. The National Union of Teachers (NUT) in the Rivers State, also organises in-service courses for teachers, and the local branch of the National Teachers Institute (NTI) in the Rivers State provides some in-service courses for primary school teachers.

The main agencies for the provision of in-service education and training for teachers in the Rivers State are therefore:

a) The Ministry of Education (MOE) and its various arms.

b) The Teacher Training Colleges.

c) The Nigerian Union of Teachers.

d) Faculties and Institutes of Education of the University
    of Port Harcourt and the College of Education.

e) The Rivers State branch of the National Teachers Institute.

The Rivers State programme of in-service education and training for primary school teachers is not too different from that of the rest of the country especially the other Eastern States: Imo, Anambra, and Cross River. However, mention must be made here of the fact that the Ministry of Education provides no significant systematically organised in-service programme for secondary school teachers. The only possible avenue of professional development for teachers whether subject based or not is to attend external courses at their own expense and often at considerable personal inconvenience.

Nigeria being a 'developing country', sees the quality of its teachers and therefore of their in-service education and training, as an integral part of national progress.

During the most recent development plan period (1981-85) the Federal Government aimed to meet normal expansion needs of pre-service initial training programmes for primary teachers

and to work on qualitative improvements of the existing facilities for training.[1] While initial training programmes will continue to take cognizance of changes in methodology and curriculum, teachers in the service should be exposed to innovations if the policy is carried through efficiently.

. . . .

Almost all the in-services courses available to teachers in Nigeria appear to be award-bearing and of the traditional course-based type. There is hardly any form of informal activity along the lines of school-focused INSET. The closest approximation is the Primary School Supervision Course in Plateau State where head teachers, after receiving in-service for their specialist roles, are later responsible for the training of unqualified teachers in their own schools.[2] The importance of introducing the school-focused idea will be discussed in greater detail below.

One form of innovation of in-service education that is becoming increasingly popular with the educational planners and economists in Nigeria is the use of distance learning. This form is preferred in that it gives everybody a chance of upgrading themselves and secondly it is economical to the

1. Federal Republic of Nigeria (1975), The Third National Development Plan 1975 - 1980, vol. 1, Federal Ministry of Economic Development, Lagos.

2. Ayot, H. (1983), "Training Inset Trainers", In: Bude, U. and Greenland, J. (1983), op. cit., pp. 90 - 94.

system in that the teacher is not removed from the classroom.[1]
The three established courses operated in this way in Nigeria
are: the Teacher In-Service Education Frogramme (TISEP), the
various activities of the National Teachers Institute, the
Nigerian Certificate in Education by correspondence course
(NCEcc) and courses offered in the recently founded Open
University. There may be possibilities in such large-scale
operations, but their dependence upon the maintenance of an
advanced technology makes them vulnerable in the Nigerian
context.

The writer is therefore of the view that most benefit
can be derived from more locally formulated and operated INSET
activities. In order to come through to that view and justify
it, it will be necessary to examine further the rationale of
the provision of INSET in England and Wales and Nigeria.

1. Osibodu, B. (1983), "In-Service Education and Training
    of Primary School Teachers: A West African View", In:
    Bude, U and Greenland, J. (1983), Ibid, pp. 107 - 109.

CHAPTER FOUR

IN-SERVICE EDUCATION IN ENGLAND AND WALES
AND NIGERIA : RATIONALE

Whereas the previous chapter described the provision for INSET that has developed over a long period in both countries, here we are concerned with the rationale behind it, which in turn results in certain structures and operations becoming favoured or customary.

4.1 The Rationale and Purpose of In-Service Provision for Teachers in England and Wales

It is now generally accepted that initial training, whether for entry to a skilled craft or a profession, is never adequate to last for a working lifetime. In the teaching profession in England and Wales although evident, this sentiment has operated to a very limited extent. The DES, the teachers' organisations and the LEAs have all, as described in Chapter Four, been agents of provision, but not very great conviction. As a result, the system being voluntary, INSET initiatives have affected a relatively small proportion of the teaching force, whereas the James Report contained the first really serious proposals in this field. Most educationists would have preferred the provision of one term of INSET every five years as recommended by the McNair Committee in 1944.

One of the problems is lack of clarity and definition even when political will to aid INSET is apparent. Several attempts have been made to define INSET. For example the

National Foundation for Educational Research (NFER) in
co-operation with a group of teachers and administrators
from the Surrey Education Research Association, defined in-
service training as:

> "... taken to include all those courses
> and activities in which a serving
> teacher may participate for the
> purpose of extending his professional
> knowledge, interest or skill.
> Preparation for a degree, diploma, or
> other qualification subsequent to
> initial training is included within
> this definition." [1]

whereas Rudduck defined the term in-service education as:

> "covering all those forms of training
> designed to help practising teachers
> to become more efficient." [2]

Hewett widened the field still further:

> "Any structured educational experience
> undergone by a teacher in service." [3]

Hewett elaborated further to mean:

> "educational experiences which are
> specifically designed to improve the
> professional expertise and competence
> of serving teachers." [4]

Watt sees in-service education as:

> "all measures enabling teachers to
> carry out their job in school and
> contributing to their professional
> development." [5]

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1. Cane, B.S. (1969), op. cit.

2. Rudduck, J. (1980), "Making the Best of In-Service",
   Junior Education, March 1980, p. 11.

3. Hewett, S. (1973), "In-Service Training Provision : Colleges
   of Education", In: Watkins, R. (1973), (ed), In-Service
   Training: Structure and Content, Ward Lock, p. 41.

4. Ibid.

5. Watt, J. (1983), "In-Service Education: an Opportunity for
   Growth?", Educational Review, vol. 35, no. 2, June 1983,
   pp. 195 - 201.

While Hass defines it as including:

> "all activities engaged in by the
> professional personnel during their
> service and designed to contribute
> to improvement on the job." [1]

Morant's definition of in-service is:

> "education intended to support and
> assist professional development that
> teachers ought to experience through-
> out their working lives." [2]

The last-named went on to explain that the starting point of

INSET should be when the newly qualified entrant to the

teaching profession takes up the first appointment in school,

and it should continue through to retirement. The view given

by Harris is that in-service education is:

> "any planned programme of learning
> opportunities afforded staff members
> of the schools ... for purposes of
> improving the performance of the
> individual in already assigned
> positions." [3]

For administrative convenience, however, narrower

definitions are often adopted, For example the United States

Department of Health, Education and Welfare has described

in-service training as:

1. Hass, G.C. (1957), "In-Service Education Today", In:
    Henry, N.B. (ed), In-Service Education for Teachers,
    Supervisors, and Administrators. The 56th Year Book of
    National Society for the Study of Education, 1957,
    pp. 13 - 14.

2. Morant, R.W. (1981), op. cit., p. 1.

3. Harris, B.M. (1980), Improving Staff Performance Through
    In-Service Education, Boston, Allyn and Bacon Inc.

> "a programme of systematised activities,
> promoted or directed by the school
> system, or approved by the school
> system, that contributes to the
> professional or occupational growth
> and competence of staff members
> during the time of their service to
> the school system." [1]

Bell writing about in-service education defines it as:

> "the development of the individual
> which arises from the whole range of
> activities by which teachers can
> extend their personal education,
> their professional competence and
> their understanding of educational
> principles and techniques." [2]

From these attempts to identify the bounds of INSET, the rationale is clear for all teacher training; that is to say it should be continuous in career terms. This in turn implies regular and direct impact in the classroom and would seem to favour school based modes of INSET, at least in principle.

Rationale and practice could to some extent be affected by definition. For example Eggleston[3] and Morris[4] show a preference for the phrase "in-service education of teachers" rather than "in-service training of teachers". This distinction however, is not really clear. Eggleston sees in-service education as courses leading to recognised qualifications

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1. Henderson, E.S. (1977), op. cit., p. 63.

2. Bell, L.A. (1979), "The Organisation of In-Service Education", British Journal of In-Service Education, vol. 5, no. 3, pp. 46 - 51.

3. Eggleston, J. (1965), "Teacher Training", In-Service Education 125, pp. 438 - 439.

4. Morris, R. (1966), The In-Service Education of Teachers, University of Exeter, Institute of Education, Exeter.

whereas Morris is concerned almost exclusively with curriculum development.

A good deal of the 'education versus training controversy' seems to reflect concern about the status of the teaching profession, though it may be noted that training is considered perfectly acceptable terminology in the medical and legal professions. Common sense would indicate that both dimensions are important, for as much as we need well educated teachers, we also need teachers trained in the skills of the profession. Henderson,[1] has therefore stated that since the distinction between the two phrases is not clear, it would be better to use the portmanteau phrase "in-service education and training" - INSET and this is what the writer has chosen to do thus far. He has also given a wider definition of in-service education and training as being:

> "structured activities designed
> exclusively or primarily to improve
> professional performance." [2]

Such a definition could easily include for example a problem solving exercise, perhaps in the curriculum or administrative field, with a small group of teachers from the same school or locality. It may even involve discussion on a one to one basis with a person whose role is encouraging the development of teachers' professional skills within a school. At this scale one may envisage the possibility of INSET being sufficiently coherent to be able to relate to real problems in schools.

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1. Henderson, E.S. (1978), The Evaluation of In-Service Teacher Training, London, Croom Helm.

2. Ibid.

Indeed coherence and continuity are notions that run through most of the major reports and commissions that have examined this issue and have therefore been cited above. For example, the Grittins Report argued that:

> "every teacher should from time to
> time undertake retraining to escape
> from professional conservatism and
> complacency."[1]

and the Warnock Report[2] recognised the need for increasing in-service education so that serving teachers could be adequately prepared to meet the special educational needs of handicapped children.

The James Report[3] which brought the in-service education of teachers to prominence clearly stated the need for a planned programme.through which teachers could improve their competence.

Both the HMI Primary Survey[4] and the HMI Secondary Survey[5] drew attention to the need for teachers to have the opportunity for continuous professional development after the period of initial training. The Schools Council Pamphlet No. 6. published in 1970, also saw the importance of in-service education:

1. The Grittins Report, op. cit.

2. DES (1978), Special Education Needs, Report of the Committee of Enquiry into the Education of Handicapped Children and Young People, (The Warnock Report), H.M.S.O.

3. The James Report, op. cit.

4. DES (1978), Primary Education in England, London, H.M.S.O., pp. 122 - 126.

5. DES (1979), Aspects of Secondary Education in England, London, H.M.S.O., p. 144.

> "at this moment in time, we must not
> underestimate the enormous volume of
> new ideas, methods and materials that
> is flooding ... our schools ...
> teachers become uncertain as to their
> objectives. It is essential that we
> maintain a balance between encourage-
> ment of new aspects of education and
> maintenance of the old through in-
> service education." [1]

The National Union of Teachers has always been deeply

committed to the furthering of professional growth of teachers.

It believes that INSET will act as a catalyst in process of

professional growth. In a 1981 paper,[2] the NUT enumerated the

reasons why in-service education is an imperative. These

included the rapid rate of changes: technological, economic,

cultural, social and political, and emphasised that in the

face of these changes it is essential for the educational

system in general and teachers in particular:

> "to review and develop teaching methods
> and curricula to update their know-
> ledge of their subject and develop new
> areas or specialisms (e.g. in shortage
> subjects, multicultural studies or
> teaching children with special
> educational needs.)" [3]

The Union thus indicated that if LEAs are to reap the full

benefit of a mature and experienced teaching force they must

also invest in this force by providing   more INSET, and

particularly with the teachers' existing work environment,

thus allow for sideways expansion at a time when fewer new

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1. Schools Council (1970), <u>Teachers' Centres and the Changing Curriculum</u>, A report on three national conferences, Pamphlet 6, p. 23.

2. NUT (1981), <u>The Importance of In-Service Education in the Professional Development of Teachers</u>, p. 6, paragraph 4.2

3. Ibid, p. 6, paragraph 4.2.

jobs are becoming available.

The Standing Committee for the Education and Training
of Teachers in the Public Sector, (SCETT), in support of
in-service provision for teachers, issued a policy statement
in which it advocated that there is an obligation for every
teacher and every LEA to accept the continuing professional
development of teachers, the extension of their knowledge,
the regular review and development of their training, managerial
and other relevant skills. It condemned the notion that a
teacher can operate for 40 years on the basis of an initial
course combining education and training without any serious
further training as:

> "hardly conducive to a dynamic and
> responsible approach to the education
> of children in so rapidly changing
> society." [1]

Individual educationists are not left out of this frantic
call for INSET activities for teachers even in a period of
financial constraint. Indeed some writers say that INSET is
more necessary now because of the present climate of retrench-
ment and contraction of initial training. Rosewell[2] pointed
out that if stagnation in the teaching profession and a
dramatic drop in the quantity of the education provided in
our schools are to be avoided it is essential that there should
be increased opportunities for teachers to attend in-service

1. Lee, G.M., Gough, R.(1984), "A SCETT Policy Statement on
    In-Service Education and Training of Teachers : Strategies
    for Consideration", British Journal of In-Service Education,
    vol. 10, no. 2, pp. 2 - 5.

2. Rosewell, V. (1983), op. cit.

courses.

Watt[1] stressed that teachers need in-service education
and training to keep them as highly qualified as possible
and to thereby <u>sustain morale</u> because they are faced with ever
diminishing promotion prospects. She further argued that
since INSET is part of the notion of continuing education,
its underlying assumption of the rights of individuals to
have access to educational provision throughout their working
lives should be maintained and stressed. INSET should be
"a vehicle of increased efficiency", she argued. Perry takes
up the same point[2] and introduced the rationale of reduced
mobility as an aspect of career blockage. She pointed out that
change in the system, refreshment for the professional body,
updating and strengthening of individual knowledge and
professional skills can now only be achieved by adequate and
appropriate in-service provision since both the output from
initial training and career mobility are greatly reduced.
This might include retraining in a new subject or skill area.

Each teacher and each school must, at any rate in the
decentralised system of England and Wales, have individual and
distinctive needs. For example a primary teacher may be more
concerned with updating knowledge of child development and
approaches to learning, while a secondary school teacher of,
say, biology will need continually to keep up to date with
developments in that subject.

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1. Watt, J. (1983), op. cit., p. 195.

2. Perry, P. (1977), "In-Service Training: A National Perspective",
    <u>Trends in Education</u>, vol. 3, Autumn 1977, pp. 3 - 6.

It would greatly strengthen the rationale of INSET if it could be more widely recognised that pre-service education cannot possibly provide more than an introduction to the profession. Corey[1] stressed this aspect some 30 years ago when he said:

> "planned programmes in in-service
> education are essential to adequate
> professional improvement of school
> personnel. The demands now being
> made upon schools make it imprac-
> ticable to place full dependence
> upon pre-service preparation and
> the initiative of the individual to
> better himself in service."

Britton[2] pointed out that because of change in knowledge, techniques, and organisation, there is need for continual access to INSET support. Lord James[3] supported this view when he enumerated the reasons as to why INSET is so vital. He identified a 'communication gap' that threatens teacher credibility but can be bridged by INSET.

Henderson[4] takes as his rationale the various needs of the teacher at different times and levels of career: induction, extension, refreshment and conversion. This, he argued can only be satisfied by the provision of planned in-service courses for each stage of need.

INSET should indeed be seen as a high priority by all those concerned with provision of schooling. In UK there

1. Corey, S.M. (1957), "Introduction", In: Henry, N.B. (1957), (ed), In-Service Education, (56th NSSE Yearbook, NSSE, Chicago), pp. 1 - 10.

2. Briton, E. (1973), "Teachers and In-Service Training", In: Watkins, R. (1973), op. cit.

3. Lord James (1973), "The James Report's Third Cycle", In: Watkins, R. (1973), (ed), Ibid.

4. Henderson, E.S. (1978), op. cit.

should certainly be a national policy of some kind. Several

writers support this view. For example, Pepper[1] argued:

> "in-service training is no longer a
> luxury but an educational necessity."

while Warwick wrote:

> "in-service education is no longer
> a luxury for the few it is one of
> the necessities of educational life."[2]

and Whitehead commented:

> "if schools are to respond to the
> needs and demands of our society
> then it is obvious that the in-
> service education and training of
> teachers must become a major
> national priority."[3]

The need for continuous learning on the part of teachers

has been strongly emphasised by Bar and Sloma who describe it

as "one of the necessities of life".[4]

So without doubt INSET is one of the educational scenes

that meets with approval from all concerned, but its status

has not been supported structurally and financially. Perhaps

the 1987 restructuring will provide the more central focus it

deserves and the regional committees[5] will really be in tune

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1. Pepper, R. (1972), "In-Service Training and the Thomas
   Calton School Peckham, London", Forum, 14, p. 52.

2. Warwick, D. (1975), School-based In-Service Training,
   Edinburgh, Oliver and Boyd, p. 9.

3. Whitehead, S. (1980), "A Call for Action: Towards a development
   plan for the in-service education and training of teachers
   and others in the education service", Secondary Education
   Journal, vol. 10, no. 1, March, pp. 3 - 4.

4. Cropley, A.J. and Dave, R.H. (1978), Life Long Education
   and the Training of Teachers, UNESCO, Institute for
   Education, chapter 3, pp. 41 - 43.

5. The newly established committees, (variously named - in
   Humberside, for example the County Consultative Committee),
   reflect the change in funding from the DES to LEAs in respect
   of the provision of a significant proportion of INSET.

with the disparate needs of all schools under their aegis.

Large scale politico-cultural changes also provide a rationale for certain dimensions of teacher education, for example the creation of the European Community which has distinct educational implications for member states. <u>Co-operative study and research</u> can be helpful here. Researches by the Organisation for Economic Co-operation and Development (OECD) of which England and Wales are a part show the need for a continuous education of the teacher to meet with changes in the school system and changes arising from the changing role of the teacher.[1]

So in conclusion it is evident that there should be a coherent, vigorous and effective in-service provision in England and Wales, and each of the elements of the rationale alluded to above has a significant input to make.

4.2 <u>The Need, Purpose and Importance of In-Service Education and Training for Nigerian Teachers</u>

As hinted above in-service education and training is in the process of expanding and being interwoven more than ever in the fabric of both initial training and curriculum development in many countries. This world wide concern for INSET is shown by researches and conferences carried out by OECD[2] and

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1. Reguzzoni, M. (1976), "European Innovation in Teachers' In-Service Training", In: Lomax, D.E. (1976), (ed), <u>European Perspectives in Teacher Education</u>, John Wiley and Sons, chapter 12, pp. 161 - 178.

2. OECD (1982), <u>In-Service Education and Training of Teachers - a condition for educational change</u>, Paris, OECD, 1982.

by the Centre for Educational Research and Innovation (CERI).[1]

In developed and highly industrialised countries like the U.S.A. and Britain, certain reasons mainly due to the explosion of knowledge, changes in teaching techniques and methods, societal values and, especially in Britain, the contraction of initial training and redundancy of teachers, accentuate the need for renovation and development of INSET.

In the case of Nigeria, there are additional reasons why careful thought should be given to the provision of a planned in-service programme. Firstly, the complete overhaul of the existing educational system which is under way, calls for a special kind of INSET provision. Secondly, the problems faced by newly developing countries, of which Nigeria is an example, are particularly acute in in-service education.[2] Indirectly, it could be argued that INSET holds the key to national development and that the quality of a nation's teaching force is vital. Individually and collectively, Nigerians believe a major part of the country's future depends on the quality of education provided for its children now, so it is obvious that the teachers themselves have to be well equipped for the task. The Federal Government has stated officially that "a nation cannot rise above its teachers",[3] but long before 1977

1. CERI/OECD (1978), Innovation in In-Service Education and Training of Teachers: Practice and Theory, Paris.

2. UNESCO (1970), Practical Guide to In-Service Teacher Training in Africa, UNESCO 5616.

3. Federal Republic of Nigeria, National Policy on Education, (1977), Lagos, Federal Government Press.

it was also stated that:

> "the fabric of the educational system
> and the success of the policy is
> dependent upon there being sufficient
> supply of skilled teachers at all levels."[1]

Even earlier, Bigelow, in an introduction to a study sponsored

by UNESCO on the education of teachers in England, France

and the U.S.A. proclaimed:

> "these (the teachers) constitute the
> most vital factor in any educational
> system, upon their number, their
> devotion and their quality the effec-
> tiveness of all education arrangements
> must chiefly depend." [2]

If national development does depend to a large extent in

the quality of education in the classroom then positive steps

will have to be taken to build up INSET beyond the rather

loose network of provision described in the previous chapter.

There are still many unqualified or under-trained teachers in

Nigeria, largely due to the Civil War and its aftermath. The

system as a whole is in a state of flux, but this particular

principle was shown to be relevant even in 1956 when Hamilton

wrote:

> "The system of training teachers is
> the keystone of any national educational
> system. In a rapidly developing country
> such as Nigeria, the efficiency of
> teacher training will be the main deter-
> mining factor in the success or failure
> of education to meet the country's needs." [3]

1. Lewis, L.J. (1964), "Prospects and Educational Policy in Nigeria", In: Weiler, H.N. (1964) (ed), Education and Politics in Nigeria, Verlag Rombach, pp. 239 - 254.

2. UNESCO (1953), The Education of Teachers in England, France and the U.S.A., Paris, UNESCO, p. 11.

3. Hamilton, E.R. (1956), "The Training of Teachers in Nigeria", West Africa, 18th August 1956, p. 609.

If Nigeria really believes that an educated nation is
a developed nation, then fresh and more vigorous ways must
be sought to introduce and implement a <u>properly planned programme</u>
of INSET for its teachers, if only to keep pace with the
spectacular increase in the number of pupils occasioned by
UPE. Throughout this period, educational planning has been
taking shape, thus making for orderly and efficient development
of education, but there are still some vital shortcomings among
which is the provision of in-service education for teachers on
the scale that the new system will need. It is extremely
urgent to upgrade the masses of untrained and unqualified
teachers that were recruited as a result of UPE, some of whom
have now completed a decade in the classroom.

Already, as is inevitable the secondary school teachers
will need to be re-equipped to meet a mass secondary sector
with all that non-selective entry can imply. This point was
well made by the Director of the National Teachers' Institute
when he reported that 94% of teachers in Niger and Borno
States were unqualified and 90%, 85% and 81% of teachers in
Kaduna, Bauchi and Gongola States respectively were unqualified.[1]
The article went on to reveal that the situation was not too
different in the south which is regarded as more educationally
advantaged. For example, there are 64%, 54%, 53% and 52% of
unqualified teachers in Cross Rivers, Anambra, Ogun and Oyo
States respectively.

The Government's urgent task therefore is to upgrade all
unqualified and untrained teachers to keep them up to date for

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1. New Nigerian, February 1982.

what the nation expects of them. But also the trained
teachers need refreshing in their subjects and their professional
development, and some need retraining in new areas. Many of
these trained teachers received their preparation for teaching
over twenty years ago during which time enormous technological
and cultural changes have occurred in Nigeria, not least the
widespread migration of peoples within that vast country,
producing multicultural contexts in rapidly growing urban
settlements. In particular this trend causes very difficult
problems of language in education.

In-service education is also needed for teachers taking
up new roles such as headship or deputy headship or inspector
of education.

There is also the question of the introduction of new
curricula, in the reformed education system of Nigeria,
popularly known as '6-3-3-4' (6 years primary; 3 years junior
secondary; 3 years senior secondary; 4 years higher education).
The enormous changes expected as a result of this new system
cannot be properly effected without a considerable amount of
INSET for teachers.

In any case there have been dramatic changes in the
composition of the teacher force in Nigeria. Grade II is now
the standard qualification for the primary teacher and eventually,
it is hoped that the NCE (Nigerian Certificate in Education)
would be regarded as the lowest level of the teaching profession.
This will require INSET too.

In summary, it is clear that INSET is crucial to Nigerian
educational development for three main reasons:

a) to increase the individual teacher's morale which is

fundamental to creating an effective and well motivated

teaching force;

b) to enable teachers to acquire further qualifications and

skills because a qualitative improvement in the teaching force

is essential to improved pupil performance;

c) to provide a continuous stimulation and challenge to the

teachers through a clear career structure with rewards for the

willingness to upgrade skills and performance.

A few researchers in Nigeria have realised the central

nature of INSET. For example, Oguntonade[1] made an elaborate

list of resommendations following investigations he carried

out on serving teachers' opinions of an in-service course. He

recommended among other things that the provision of in-service

courses for science teachers in Nigeria should be a regular

annual exercise and, as far as possible, method oriented. He

went further to analyse the types of courses run, and advised

that all in-service courses should take place during the long

vacations. A survey carried out by Ukaonu[2] in Lagos State to

ascertain what should constitute in-service education for

teachers, called for recommendations on similar lines.

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1. Oguntonade, C.B. (1975), "An Analysis of Nigerian Science
   Teachers' Opinions on an In-Service Course", African
   Journal of Educational Research, vol. 2, no. 1, April,
   pp. 153 - 170.

2. Ukaonu, W.U. (1980), "In-Service Education Programmes for
   Teacher Trainers: Guidelines and Implications for Nigerian
   Teachers in Post Primary Institutions", West African
   Journal of Education, vol. XXI, no. 1, February 8th,
   pp. 53 - 70.

The Inset Africa Project team[1] not only stressed the importance of in-service education and training in the professional life of the teacher. They went on to argue strongly for new forms of in-service such as school-based focused courses and in-service provided at Teachers' Centres.

The warning given by Elsbree and Reuter,[2] is as true for teachers as anyone else:

> "human beings in all walks of life
> get into ruts and unless people are
> encouraged to get out of them, the
> ruts get deeper."

For INSET to be the dynamic force that it needs to be, there must be innovation. Therefore in the next chapter we shall be examining selected innovations and their limitations.

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1. Greenland, J. (1983), _The In-Service Training of Primary School Teachers in English-Speaking Africa_, MacMillan.

2. Ukeje, B.O. (1966), _Education for Social Reconstruction_, MacMillan and Co. (Nigeria) Ltd., p. 177.

CHAPTER FIVE

SELECTED INSET INNOVATIONS AND THEIR LIMITATIONS

5.1   The Need for Innovation in INSET

The term 'innovation' has been subject to various

definitions; according to Thomas[1] it means:

> "specific and planned changes within
> any process of reform."

For Kolawole[2] an innovation in education:

> "is a new way of looking at the old
> ideas in an existing or new philo-
> sophical theorem."

A report on a workshop held at St. John's College, Cambridge

defined 'innovation' as:

> "those attempts at change in an
> educational system which are
> consciously and purposefully
> directed with the aim of improving
> the present system.[3]

While change is fundamental to human nature, these definitions

all imply a degree of planning. Like in other disciplines,

there is a need for systematic changes in education, INSET

included.

Traditional forms of in-service education seem to be

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1. Thomas, H. (1971),   Innovation in Education- Germany, Paris,
    CERI/OECD, p. 5.

2. Kòlawole, D.O. (1980),   "Primary Education Improvement
    Project (PEIP) - A Major Curriculum Innovation 1968 - 1978",
    West African Journal of Innovation, vol. XXI, no. 1,
    February 1980, p. 39.

3. Grass, J.R. (1969),   op. cit., p. 13.

concerned more with the transmission of solutions than with
the study of problems. The emphasis has been on extending
the teacher's knowledge rather than on helping him to apply
the knowledge he has already possessed. This pattern of
INSET has been modelled on pre-service education and training.
It tends to ignore the fact that most participants are
experienced teachers with as much to contribute as to receive.
This is internationally true. Eleven of the twenty-four
members of the Organisation for Economic Co-operation and
Development (OECD) - Australia, Canada, France, Germany/
Switzerland, Italy, Japan, Netherlands, Sweden, U.K. (not
including Northern Ireland and Scotland) and the United States
of America - agreed that broad dissemination of national
policies and experiences in the field of in-service education
and training was necessary.[1]

Another body, the Organisation for the Professional
Training of Teachers (OPPI) housed a study seminar in Milan
on INSET methods and reached the conclusions that innovatory
methods were necessary in the provision of in-service activities.
In-service training according to the new method proposed by
the OPPI is carried out essentially by the teacher himself in
the concrete situation in which he finds himself at the level
of the school.[2]

1. Bolam, R. (1978), Innovation in In-Service Education and Training of Teachers, Practice and Theory, CERI/OECD.

2. Reguzzoni, Mario (1976),"European Innovations in Teachers' in-Service Training", In: Lomax, D.E. (1976), European Perspectives in Teacher Education, John Wiley and Sons.

Among the various types of innovations put forward by
the advocates for change, the writer has selected four,
bearing in mind the obstacles and problems of implementation
in her own country. These are the four on which the literature
review focused above, namely: school-focused INSET; the
induction year; the teachers' centre movement; and the
professional tutor/centre concept.

5.2   Selected Innovations and their Significance

a)   The School-Focused Idea

The idea of in-service work being focused in schools was
brought to prominence in the 1970s. At an influential national
conference organised by the ACSTT/INIST Committee in Bournemouth
in 1978 the school-focused idea emerged under the phrase:
'The Thinking School'.[1] A Schools Council report in 1975 also
stressed the importance of school-focused in-service when it
stated:

> "it is in the school itself that most
> of the problems of curriculum develop-
> ment are manifest and it is in the
> school that they should be studied
> and tackled." [2]

The same emphasis on the school taking up its own in-
service work was given further encouragement in a DES publication
'Making Inset Work', which urged schools to develop their own

1.   Bridges, D. and Eynon, D. (1983), Issues in School Centred
     Education, Homerton College Cambridge, p. 4.

2.   Schools Council (1975), The Whole Curriculum 13 - 16,
     Working Paper 53, London, Evans/Methuen, chapter 5, p. 88.

professional responsibility.[1]

Skilbeck, pointed out that the school is still little

appreciated in curriculum development partly because of a:

> "lingering tendency of society to treat
> it as a recipient of policy and other
> kinds of wisdom generated in the
> loftier parts of our society."

He asserted:

> "I do not believe that any substantial
> reform movement for the school curriculum
> can proceed unless questions of
> curriculum review, planning, design,
> development, implementation and
> innovation are placed quite centrally
> in the context of school life."[2]

Partington, of Waltham Forest Local Education Authority, wrote:

> "there will remain an important inset
> role for university and college-based
> secondments and for shorter courses
> in teachers' centres or professional
> centres, but I am convinced that a
> major change of emphasis to school-
> focused activities is necessary if a
> major advance is to take place both
> in the personal development of teachers
> and in the effectiveness of their
> professional work."[3]

whereas Greenwood asks:

> "what better places to hold meetings
> which attempt to initiate change than
> in the places which ought to be the
> recipients of the new idea?"[4]

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1. DES, (1978), _Making Inset Work: In-Service Education and Training for Teachers. A Basis for Discussion_, November 1978.

2. Skilbeck, M. (1984), _School-Base Curriculum Development_, Harper Education Series, preface p. XII.

3. Partington, G. (1976), "School-Focused Inset", _British Journal of In-Service Education_, vol. 3, no. 1, p. 37.

4. Greenwood, B. (1973), "Regional Curriculum Development Through Local Teachers' Cetnres", In: Thornbury, R.E. (ed), _Teachers' Centres_, Darton, Longman and Todd, chapter 6, p. 106.

and Gough warned:

> "if we wish to avoid change without
> progress, then development in education
> must start in the classroom at the
> stage where the teachers and children
> are and it must proceed from this
> base in a manner which is realistic.
> In order to achieve this, it would
> appear necessary and not merely
> desirable for teachers to be heavily
> involved and committed in their own
> in-service education." [1]

Another major weakness of the traditional type of in-service provision is the lack of teacher participation in the process itself. Gough[2] stressed the importance of teacher involvement in their own in-service activities when he argued that it is necessary not only because teachers will learn a great deal from other teachers or because teachers working together will help solve many of our educational problems but most importantly because curriculum development if it is to be really effective starts and is maintained in the classroom. In this way the teacher is the professional rather than the teacher trainer. In any case, school focused INSET is more economic in terms of both money and time.[3]

Furthermore, schools are placed at the centre of the decision-making process rather than being regarded as peripheral.[4]

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1. Gough, R.G. (1973), "Professional Support for the City Teacher", In: Thornbury, R.E. (ed), Teachers Centres, Darton, Longman and Todd, chapter 7, p. 128.

2. Ibid, p. 123.

3. Bridges, D. and Eynon, D. (1983), op. cit., p. 4.

4. Morant, R.W. (1981), op. cit., chapter 3, p. 27.

In this way the manner in which INSET is planned and introduced is likely to be more appropriate and the content more immediately relevant.

So advocates for school-focused INSET have a strong case,[1] though whether there is the will to operate in this way in all schools is open to question. Current disputes in England and Wales over teachers' pay and conditions of work may well place severe constraints on this mode of operation and impede its further development. For leading advocates of school-focused work are not necessarily in the schools themselves where teachers' and pupils' needs can be identified more easily.[2]

Goddard and Goodall[3] asserted that if INSET is to be effective such needs must be determined by schools and teachers and the process of development designed specifically to meet those needs. Proponents of this concept are of the view that it is only by operating in this way that teacher talent in respect of generating INSET at school level can be discovered. In the security of their own schools teachers may be more confident in expressing what they really think about their own needs. Making the identification of needs much easier reduces the likelihood of mismatch and removes many of the barriers to implementation, especially as it is cheaper. It

1. Eggleston, R. (ed) (1981), School-Based Curriculum Development in Britain, A Collection of Case Studies, Routledge and Kegan Paul, p. IX.

2. Warwick, D. (1975), School-Based In-Service Education, Edinburgh, Oliver and Boyd, chapter 1.

3. Goddard, D and Goodall, R. (1980), "School-Focused Inset - The Implications for Teachers' Centres", Insight, vol. 3, no. 3, pp. 12 - 13.

could enhance the prospects of action-based research in terms
of the nature of the individual and organisational resistance
to change.

The new structure for INSET decision-making that comes
into force in 1987 provides an opportunity for more school-
focused INSET to be provided. Whether this opportunity is
lost due to current disputes in the profession plus the
opposition of vested interests in the traditional providing
institutions is a matter for future research to review.

b) The Induction Year.

The innovation of a more effective induction year would
fit very well with an increase in school-focused INSET. Many
critics[1] have condemned existing arrangements for the
probationary year as being inadequate, stressing that it
should be systematically planned not only in respect of the
probationer but also the teaching force as a whole. The
probationary year they say should be seen as the beginning to
a professional life rather than the end of initial training.

1. See for example:
  a.Mawby, B.J. (1966), "A Wasted Year", Forum, vol. 8, Spring
     1966, pp. 53 - 54.
  b.Kelly, A.V. (1973), "Professional Tutors", Education For
     Teaching, no. 92, Autumn 1973, pp. 2 - 7.
  c.Benton, E. (1966), "Probationary Problems", Forum, vol. 8,
     Spring 1966, pp. 51 - 56.
  d.Marks, Ivan, (1971), "Helping Probationers", Times Educational
     Supplement, no. 2946, November 5th, p. 28.
  e.Moorhead, C. (1971), "New Course Gives Probationers a Safety
     Valve", Times Educational Supplement, no. 2910, 26th February,
     1971, p. 9.
  f.Palmer, R. (1963), "Teachers in Their First Year", Forum,
     vol. 5, no. 3, Summer 1963, pp. 97 - 99.
  g.Bolam, R. (1971), "Guidance for Probationary Teachers",
     Trends in Education, no. 21, January 1971, pp. 41 - 48.

Viewed in this way it would more obviously be a central feature of INSET.

Porter[1] pointed out that the induction period is the essential bridge between training and teaching and much of the quality and response to future in-service opportunities are depended upon what is done in the first year of teaching and that it is also a key stage in the professionalisation of the teacher.

Calling for the need and importance of a systematically planned induction year, Phillips wrote:

> "no one perhaps, feels less qualified,
> less secure, than the young man or
> woman at the start of a new career.
> The young teacher feels particularly
> vulnerable. Alone with his class for
> most of the day ... with like the
> vagrant no visible means of support
> ... he often sees ahead of him a
> lifetime of the kind of difficulties
> and insecurities he is experiencing
> now. He will not be encouraged by
> assurances that time will remove all
> his uncertainties and make the rough
> places smooth."[2]

Likewise, Mawby stressed the need for reinforcement:

> "most students go to their first
> teaching posts far from well
> equipped for their work. College
> has broadened their knowledge, has
> given them opportunity to teach, has
> introduced them to psychology, but
> has not examined with them the day to
> day classroom situation which can tax
> the ingenuity and patience of even
> the experienced teacher."[3]

1. Porter, J. (1975), "In-Service Education of Teachers and the Colleges of Education", In: Adams, E. (1975) In-Service Education and Teachers' Centres, Pergamon International Library, pp. 85 - 86.

2. Phillips, P. (1975), "Helping the Young Teacher", Trends in Education, vol. 4, December 1975, pp. 4 - 7.

3. Mawby, B.J. (1966), op. cit., p. 53.

Craddock[1] criticised the current probationary year arrangements on the grounds that there was nowhere a clear definition of the standards to be applied before a teacher can be passed. He described the system as "pernicious as fagging" and warned that "unhappiness drives more young people out of teaching than do inadequate salaries". Kelly[2] adds to these criticisms by pointing out the lack of support given to young teachers in their first posts in areas such as the acquisition of lodgings, especially in the big cities; also the cost of transport if such accommodation cannot be found near to the place of work.

Condemnations of the probationary year were brought to prominence by the aforementioned James Report. The James Committee called unanimously for a better planned probationary year, and the Government responded with a DES memorandum in April 1973.[3] This was issued as a consultative document and suggested that pilot schemes should be planned in five areas in the academic year 1973/74, as the planning year when evaluation procedures would be designed, professional tutors trained and pre-pilot experiments carried out. Estimates of cost were drawn up by June 1973 and arrangements made to launch the scheme in October of the same year. In the event, however,

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1. Craddock, W.J. (1970), "Young Teachers on Trial", Education, vol. 136, 28th August 1970, p. 171.

2. Kelly, A.V. (1973), op. cit.

3. McCabe, C. (1974), "The Initial Planning of a Probationary Year. Induction Course", British Journal of In-Service Education, vol. 1, no. 1, Autumn 1974, p. 29.

only two LEAs, (Liverpool and Northumberland), went on with the scheme; the other three dropping out for 'financial reasons'.

Apart from these two government funded innovations, unaided schemes were introduced by a number of other LEAs, (Avon, Clywd, Cumbria, East Sussex, Gloucestershire, ILEA, Leeds, Newcastle and Northamptonshire).

Several reports echoed the success of these innovations. Dennett,[1] with respect to the Liverpool scheme revealed in 1976 that for the eighteen months the scheme had been in progress, the number of probationary teachers leaving the profession during the first year had dropped dramatically, so had the number of new teachers put on extended probation. Similar successes were recorded by Dell[2] and Cohen.[3] This is clearly an innovation that should not be allowed to drift away as other pressures on the teaching profession in England and Wales build up.

c) The Professional Tutor Concept

The James Report envisaged that the Professional Tutor would have three major functions,[4]

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1. Dennett, M. (1976), "Initiating Right", The Teacher, vol. 28, no. 15, April 9th 1976, p. 3.

2. Dell, L.   (1983), "Teachers Are Made Not Born", Education Today, vol. 33, no. 2, pp. 4 - 22.

3. Cohen, S. (1976), "High Marks for Induction", Times Educational Supplement, no. 3178, 30th April 1976, p. 10.

4. James Report, op. cit., paragraph 3.50.

a)   supervision of students on teaching practice;

b)   induction of new teachers;

c)   advising colleagues on in-service opportunities.

The importance of the professional tutor concept was further

stressed by Judge[1] when he wrote that the professional tutor

should be seen as a part of an integrated programme which

was devised by the James Committee to deal with a particular

constellation of problems. He lists a variety of problems.

The first according to Judge was concerned with the unhealthy

split between the schools in which teachers were experiencing

their teaching practice and induction, and on the other, the

training establishments. The second problem was the weakness

of authority in respect of both teaching practice and the

probationary period for new teachers. A third issue which,

according to Judge existed before the concept of a professional

tutor was introduced, was that of finding the right relationship

between the theory and practice in teacher training.

The professional tutor innovation was to resolve all three

problems, but Judge warned that the professional tutor must

be firmly on the school side in order to make any impression

at all. While based in school, and an ongoing practitioner,

it is important for this tutor to be going into colleges,

polytechnics and university departments of education in order

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1.   Judge, H.G. (1973), "The Professional Tutor Concept", In:
     Henderson, E.S. (ed), The Role of the Professional Tutor,
     Proceedings of a Conference held at St. Hilda's College,
     Oxford on July 5th-6th, 1973, pp. 27 - 35.

to contribute to their programmes.

d) The Teachers' Centre Movement

The teachers' centre movement or idea was developed separately from university 'refresher' courses, graduate education, workshops or other forms of in-service education. It originated mainly from two sources.

Firstly from the Nuffield Projects in the 1960s, which required pilot areas to provide a meeting place for teachers taking part in the Project so that they could discuss and amend content in the light of experience and make materials to assist them in the classroom.[1] The second major source was the Schools Council which was particularly vigorous and influential in advocating the development of centres throughout the country especially through their Working Papers No. 2 and No. 10.

Working Paper No. 10 - the 'Little Red Pamphlet' as Thornbury[2] called it, called for LEAs to respond to the expressed wishes of the teachers to come together to conduct curriculum development for themselves.[3] Working Paper No. 2 stressed the theme of developing such centres in connection with raising of the school leaving age to 16 (ROSLA). A third

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1. Mathews, G.(1973), "A Beginning of Teachers' Centres", In: Thornbury, R.E. (ed) (1973), Teachers' Centres, Darton, Longman and Todd, chapter 4, pp. 49 - 50.

2. Thornbury, R.E. (1973), "The Fastest Vehicle in a Vacuum", In:Thornbury, R.E. (ed) (1973), Teachers' Centres, Darton, Longman and Todd, chapter 2, p. 18.

3. Schools Council (1967), Raising the School Leaving Age Working Paper No. 2, London, H.M.S.O.

source of influence was given by some as the North Western

Regional Curriculum Development Project.[1]

An additional impetus for the development of teachers'

centres came from the results of Cane's two surveys undertaken

in 1967 which sharply illuminated shortcomings in existing

in-service education for teachers.   From these two surveys

which were funded by the National Foundation for Educational

Research (NFER), Cane[2] deduced from his findings that the

provision of local rather than national or regional in-service

education was urgently needed.   He concluded that emphasis

on local courses would remove the need for residence and meet

the complaints of teachers about the cost of travel and the

constraints of related fatigue after a day's work.

His evidence and arguements proved very effective and a

host of supporters followed up the case, stressing the

importance and educational value of teachers' centres in both

in-service education and curriculum development.   For example,

Thornbury,[3] Pepper[4] and Thompson,[5] who stated in respect of

the innovative aspect:

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1. Schools Council (1967), Curriculum Development: Teachers'
    Groups and Centres, Working Paper No. 10, London, H.M.S.O.

2. Cane, B. (1969), In-Service Training, Slough, NFER.

3. Thornbury, R.E. (1973), op. cit.

4. Pepper, D. (1972), "Training Teachers in the Secondary
    School", London Educational Review, vol. 1, no. 1,
    Spring, pp. 55 - 60.

5. Thompson, E.M. (1972), "Teachers' Centres: Why They Were
    Established by Local Education Authorities Instead of
    Institutes of Education", Durham Research Review, vol. 6,
    no. 29, Autumn, pp. 685.

> "teachers' centres do much to develop and
> maintain security and confidence ...
> centres have clearly new and useful
> function which is neutral, together
> teachers can decide what is best for
> them in their particular situation."

Gale[1] himself a warden of a teachers' centre stressed the

immediacy and relevance in that:

> "the provision of courses that meets
> the needs of teachers within the
> local situation is one of the
> strengths of the local teachers'
> centre."

while Khan asserted that:

> "the teachers' centre idea ensures that
> teachers' demands decide the pattern
> of the local inset programme and not
> a committee remote from the classroom
> dictating the programme from an
> ivory place."[2]

Proponents for this movement therefore believe and argue

that centres have accepted that the classroom teacher is a

professional in every sense of the word, and that the

traditional course-based INSET on the 'non-participatory' model

detracts from the professional status by placing the teacher

in the position of a student merely receiving lectures. Such

traditional approaches often fail completely to tap the

experience of professionals eager to 'give out' as much as

'to consume'. The Teachers' Centre provides a territorial

base that safeguards the confidence of the classroom practitioner.

1. Gale, E.J. (1971), "In-Service Training Needs", London Educational Review, Sample Issue, pp. 6 - 8 and 13 - 16.

2. Kahn, Harry (1973), "The New Professionals", In: Thornbury, R. (ed), Teachers' Centres, London, Darton, Longman and Todd, p. 78.

In their own locale, teachers gain the opportunity to identify their needs and participate freely and fully in the planning and organisation of INSET. The flexibility of teachers' centres also enable their members to be in close touch geographically and psychologically not only with the schools but also the advisory services of the LEA.

In particular, teachers' centres have the unique characteristic of encouraging teachers to mix socially as well as professionally, thereby helping to break down barriers between different groups of teachers and educationists. A teacher in Bradley, Flood and Padfield's survey commented thus:

> "an informal, social atmosphere would
> be the most suitable in which to
> exchange ideas and become acquainted
> with new and available teaching
> material." [1]

It is the 'neutral democracy' and responsiveness of teachers' centres to the needs of teachers which has already done most to transform INSET in many English LEAs.

So the idea of territorial and organisational neutrality is fundamental to their rationale and innovative potential.

> "Teachers' centre should be a 'middle
> ground' which is relatively free of
> constraints and pressures on the
> individual teacher." [2]

Greenwood[3] called them 'islands of neutrality' where power structures have no part to play.

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1. Bradley, H., Flood, P. and Padfield, P. (1975), "What do we Want for Teachers' Centres?", British Journal of In-Service Education, vol. 1, no. 3, Summer 1975, p. 42.

2. Beresford, C. (1974), "Teachers' Centre Processes and In-Service Opportunities", Cambridge Journal of Education, 4 Easter, p. 93.

3. Greenwood, B. (1973), "Regional Curriculum Development Through Local Teachers' Centres - Some Reflections", In: Thornbury, R.E. (ed) (1973), op. cit., chapter 6, pp. 92 - 93.

Let us now consider the types and functions of teachers'
centres in England.

i) Types of Teachers' Centres

No two teachers' centres look alike physically or organised
in the same way.[1] Nonetheless, Mathews[2] identifies three main
elements:

. a working room where teachers can try out materials and
   make their own;

. a discussion room - probably includes a library where
   teachers can exchange problems and ideas in a relaxed and
   comfortable atmosphere;

. a refreshment area - this varies from pantry to cafeteria
   but the central thing is, every centre has a tea urn and
   toilet facilities.

Within this broad structure centres vary enormously in almost
every respect. While some are housed in old country houses,
redundant school buildings, parts of existing schools or
colleges, others are purpose-built. Some centres specialise
in particular aspects of the curriculum such as mathematics,
English language, or science, while others are multi-purpose
facilities. The eclectic nature of the phenomenon was well
illustrated by an NUT survey[3] of teachers' centre wardens
which revealed that practically any building could be considered

1. Sandilands, A. (1971), "A Place to Pull Ideas", The Teacher,
    vol. 17, no. 23, June 4, p. 3.

2. Mathews, G. (1973), op. cit., chapter 4, p. 54.

3. NUT (1972), Teachers' Centres: A Survey of Centre Resources
    and Conditions of Service of Leaders.

suitable for a teachers' centre. While some were outstanding

examples of educational poverty, others were luxuriously

endowed.

A national survey - The Teachers' Centre Project (1979 -

1981),[1] funded by the Schools Council and based at the NFER

in Slough, which was the first detailed national study of

centres in England and Wales also confirmed the extremely

varied nature of teachers' centres in terms of provision, and

function. Some centres have a full-time warden, an assistant

warden, a range of assistants and secretarial help while others

may have only a part-time warden or secretary.

Despite all these variations in the provision of facilities

and activities there is no doubt that the central theme of

teachers' centres as being places run by teachers for the

professional development of teachers is upheld in most cases.

ii) Functions of Teachers' Centres

The Schools Council Working Paper No. 10 which was cited

by many teachers' centres in the national survey[2] as the

impetus that initiated their establishment, anticipated the

functions as being three-fold when it stated:

> "to focus local interest and to give
> teachers a setting within which new
> objectives can be discussed and
> defined and new ideas on concept and
> methods in a variety of subjects can
> be aired ... to contribute to the
> evaluation of materials before they
> are published, to keep local teachers
> informed of development elsewhere."[3]

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1. Weindling, D., Reid, I. (1983), "Inset, Curriculum Development
   and Teachers' Centres", Educational Research, vol. 25, no. 3,
   November 1983, pp. 163 - 170.

2. Ibid.

3. Schools Council Working Paper No. 10, op. cit., p. 6.

It is interesting that the status or role of the warden or centre leader was not specified. However in 1970 after about three years of experience, a conference report identified particular skills necessary for a teachers' centre warden to develop:

> "a greater expertise in group discussion work, a social understanding of behavioural psychology of the work done on curriculum planning of related fields of sociology and a working knowledge of resources and information needed by teachers." [1]

These thus would be seen as the functions of a centre leader or warden.

In addition to such national publications, individuals have written and put forward and have carried out surveys on what they feel and think about the functions of teachers' centres and centre leaders. For example, Redknap[2] gave six functions of teachers' centres as follows:

. as bases of inset;

. as centres for curriculum development;

. as resource centres;

. as information providers;

. as social centres for teachers;

. as centres for community involvement.

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1. Schools Council (1970), op. cit., p. 25.

2. Redknap, c. (1977), Focus on Teachers' Centres, NFER Publishing Company, pp. 24 - 46.

Beresford[1] commenting on the functions of teachers'
centres advised that they should not merely be concerned
with problem solving but with development and evaluation as
well. That is to say development in structural as well as
curricular terms, and self-evaluation as well as evaluation
of others.

An additional function was reported by Gough[2] that was
apparently unique to Burnley Teachers' Centre which had taken
on the role of an accommodation bureau for teachers in its
area, especially those newly arrived. This obviously supported
young teachers in their induction year.

Cane's survey[3] confirmed all the above-mentioned functions,
as did those of Bradley[4] and Brugelman[5], but Cane added the
idea of:

> "observing demonstration lessons or
> teaching activities by other teachers."

Over the period of their operation, differences between
teachers' centres have increased, and no real concensus has
emerged as to what the parameters of their functions and

1. Beresford, C. (1974), "Teachers' Centre Processes and In-
   Service Opportunities", <u>Cambridge Journal of Education</u>, 4,
   Easter 1974, p. 100.

2. Gough, R.G. (1973), op. cit., p. 115.

3. Cane, B. (1969), op. cit., p. 63.

4. Bradley, H.W. (1974), <u>In-Service Education After the White
   Paper, A Survey of the Opinions of Teachers, Nottingham</u>,
   University of Nottingham School of Education.

5. Brugelman, Hans (ed) (1975), <u>The Teachers' Centre, Safari
   Case Studies</u>, Centre for Applied Research in Education,
   Occasional Publication no. 3.

operations should be. It is in the nature of their neutral and dynamic contribution that this should be so.

. . . .

From this brief account of four main INSET innovations in England over the last quarter century, and mostly emanating from the buoyant period of the 1960s as regards change, it would appear that all have been successful. However, they do have their limitations and these must be considered too.

5.3 The Limitations of Selected INSET Innovations

a) In Respect of School-Focused INSET

Although school-focused INSET undoubtedly represents an advance in meeting teachers needs as compared with more traditional methods, there are dangers and difficulties involved that should not be underestimated. The chief such difficulty is that it assumes levels of leadership and expertise among school staffs, that may well not be available. It assumes that every school staff includes talents in the areas of developing curriculum materials and diagnosing individual and group problems among ones peers. This is just not credible, especially with respect to small schools, which means many in the primary sector. Significant levels of motivational expertise are involved without the advantage of being a 'new face' to the teachers in question.

Consultants are therefore inevitable, and the question then arises about selection. How will most school staffs have the experience of consultants available? It could become merely

a matter of chance contact.

So attendance at local and national INSET courses is important for the cross fertilisation of ideas and the development of experience of varying practices. Visits to other schools, as well as to institutions of higher education, remain important. Henderson,[1] confirmed by research that attendance on courses can assist teachers in redefining needs. Hicks,[2] in supporting this view, stated that school-focused INSET is a very valuable compliment to other forms of in-service but in no way replaces them. Indeed it often generates greater demands for courses at teachers' centres and elsewhere and for opportunities for further study and qualifications. Porter wrote:

> "there was no panacea for professional
> development and for some aspects the
> traditional course will remain the
> most effective model."[3]

Not all in-service education can be concerned with innovation,[4] and the danger of parochialism must be guarded against.[5] There can be a tendency towards the anecdotal if

1. Henderson, E.S. (1975), Some Personal And School Outcomes of In-Service Training, Unpublished Ph.D Thesis, University of Reading.

2. Hicks, D. (1983), "In-Service Education In a Local Education Authority", Education Today, vol. 33, no. 2, 1983, p. 29.

3. Porter, G.R. (1980), The Development of School-Based and School-Focused Inset, p. (i) Preface.

4. Maw, J. (1975), "The Young Teacher, the School and Curriculum Innovation", London Educational Review, vol. 4, no. 1, Spring 1975, p. 26.

5. Henderson, E.S. (1978), The Evaluation of In-Service Teacher Training, London, Croom Helm.

the more detached view derived for disinterested academic study is missing,[1] and introspection can also arise from continual focus on the particularity and ideosyncracy of one's own school situation.[2] Schools cannot meet all the requirements of staff so teachers need to develop their knowledge, skills and perspectives in a wider context.[3]

Fish[4] condemned the idea of carrying out school-focused work mainly from inside the school. Neither head nor adviser he pointed out can know all that is relevant and new, and warned that unless there is some fresh thinking from outside, then dogmatism, inbreeding and ignorance would become ingrained. Rosewell supported this view.[5]

Another significant weakness of school-focused INSET is the tendency towards a lack of evaluation and fundamental research in relation to the activities undertaken. Several

1. Wasp, D. (1983), "Theory and Practice in In-Service Education", Education Today, vol. 33, no. 2, p. 66.

2. Keast, D.J. (1979), "School-Based Course: Some of the Issues", Exeter Society for Curriculum Studies, Proceedings 1, 2, p. 13.

3. Hoyle, E. (1973), "Strategies of Curriculum Change", In: Watkins, R. (1973), (ed), In-Service Training: Structure and Content, Ward Lock.

4. Fish, D. (1979), "Curriculum Consultancy and School-Focused Inset", Exeter Society for Curriculum Studies: Proceedings 1, 3, p. 2.

5. Rosewell, V. (1983), "Inset 1983", Education Today, vol. 33, no. 2, 1983, pp. 45 - 55.

writers[1] have stressed that only a small minority of schools

are engaged in evaluation of their own school-focused activities,

and wondered if schools can sustain a climate of change or if

school-focused programmes reported as being successful by

heads or teachers remain politically viable on the long term

if evaluated by an impartial observer.

Enthusiasm for school focused INSET can also lead to

obsession with change and a consequent lack of stability.[2]

Some heads reported that the in-service activity in their

schools had become esoteric concerned more with the intellectual

needs of staff than the practical needs of pupils. Henderson[3]

has reminded us that the professional development of individual

members of staff and the real needs of pupils are not necessarily

congruent, and school-focused INSET can be no better than

traditional methods in bringing them closer together. What

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1. See for example:
   a. Haile, B.N. (1984), "School Evaluation - Self Evaluation is Not Sufficient", British Journal of In-Service Education, vol. 10, no. 2, pp. 14 - 15.
   b. Henderson, E.S. (1979), "School-Focused Inset Evaluation", In: Bradley, H. (ed)(1979), "In-Service Education and Training", Cambridge Journal of Education, vol. 9, nos. 2,3, pp. 165 - 174.
   c. Hargreaves, A.(1982), "The Rhetoric of School-Centred Innovation", Journal of Curriculum Studies, vol. 14, no. 3, pp. 251 - 266.
   d. Bolam, R., Porter, J. (1976), Innovation in In-Service Education and Training of Teachers, U.K., CERI/OECD.
   e. Eraut, M., Seaborne, P. (1984), "In-Service Teacher Education: Developments in Provision and Curriculum", In: Alexander, R.J., Craft, M. and Lynch, J. (1984), (eds), Change in Teacher Education: Context and Provision Since Robbins, Holt, Rinehart and Winston, chapter 8, pp. 161 - 199.

2. Beresford, C. and Bridges, D. (1980), "Initiating School-Centred Work", Journal of Applied Educational Studies, vol. 9, no. 1, p. 6.

3. Henderson, E.S. (1978), op. cit.

is still needed is a continuation of the two.

b) <u>In Respect of Teachers' Centres</u>

Advocates of the teachers' centre movement clearly realise that, like all other forms of innovation, it has its problems and limitations.

The chief difficulty constraining the further development of teachers' centres would appear to be the release of teachers. Thornbury[1] made three suggestions to solve this problem:

i) by more flexible timetabling;

ii) by the use of replacement staff: of pool of peripatetic supply teachers or even student teachers to replace staff who would like to go for in-service courses in teachers' centres;

iii) by altering teachers' contracts to include required but supported commitments of time during the year for in-service education.

Another limitation is that teachers' centres cannot meet all the needs for in-service education. Clearly they have most to offer at the non-award bearing level especially the non-traditional end of the spectrum of INSET. For longer and more abstract study, the questions of validation, accepted standards and mutual acceptance of qualifications become important and therefore require the input of higher institutions.

The ultimate measure of   success for teachers' centres lies with client control and support. Do they really help teachers to become more effective as teachers? If not they may be mere social clubs. This needs to be researched. What

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1. Thornbury, R.E. (1973), op. cit., p. 30.

is needed is scientifically conducted evaluation and research into the progress and contributions teachers' centres have made as innovations of INSET in England. Part of the empirical work that follows below is concerned to support this point.

c) In Respect of the Induction Year and Professional Tutor

The limitations of the induction year and professional tutor have been expressed among the criticisms of the James Report - the report that brought both concepts into the lime-light - and the White Paper that followed it. Such criticisms have been extensively dealt with in my critical analysis of the James Report above, so only a few additional points will be made here.

Bolam[1] criticised the White Paper proposals for the Induction Year as "lacking clarity, communicability and being complex". The White Paper he said was vague about the changes it recommended in the actual process of induction and in-service training and about defining the functions of the professional tutor.

While supporting the need and importance of the professional tutor in the school in promoting collaborative development of resources through in-service education, Maw[2] warned of the danger of the tutor adopting an authoritarian or paternalistic stance in the socialisation of the young teacher. This she says could arise if the professional tutor's responsibilities

1. Bolam, R. (1973), "Improving the Induction Year: Some Comments on the White Paper Proposals", Secondary Education, vol. 3, no. 3, Summer 1973, pp. iii - vi.

2. Maw, J. (1975), op. cit., p. 26.

are restricted to the induction year and not to staff

development as a whole including his/her own. She continued:

> "if the appointment of the professional
> tutor is linked to these complementary
> conditions then it becomes possible to
> conceptualise him as the internal
> consultant, facilitator of diagnosis,
> co-ordinator of resources and link to
> external agencies for resource
> development."

Dell[1] indicated that induction programmes have not been fully

implemented in the LEAs in their entirety in terms of the form

envisaged by both the James Report and the White Paper

proposals. Most LEAs simply refused to adopt the model because

it entailed little time off teaching for the inductees and

modest remuneration for the additional work undertaken by

teachers. The Director of Education outlined the situation:

> "although it has not been possible to
> continue the induction scheme in its
> present form, the advisory committee
> is convinced that the scheme has been
> worthwhile. I share this view and
> hope that it will be possible to re-
> introduce the scheme in its full form
> once the present financial difficulties
> have been eased. In the meantime, I
> am sure that new teachers are given all
> the help and guidance that they need." [2]

. . . .

This chapter concludes the documentary survey element of

the thesis which has moved from a review of the nature and

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1. Dell, L.   (1983), op. cit., pp. 4 - 22.

2. Quoted from Ibid, p. 22.

development of teacher training in England and Nigeria to
a particular consideration of initiatives in the in-service
sector. Parts A and B have therefore provided the necessary
background for the empirical research undertaken by the
writer in order to illuminate further some of the issues
identified in the literature.

The thesis turns now to the design and application of
that empirical work.

PART C

EMPIRICAL RESEARCH

CHAPTER SIX

RESEARCH DESIGN AND METHODS

This chapter on methods is concerned with the planning
or design of the study. It describes the purposes of the study
and how it was carried out. This includes a description of
the type of research, size of sample and how they were selected,
variables and controls employed, sources and methods of
gathering data, reliability and validity of instruments used
in collecting data, the description of the statistical procedure
employed in analysing the results, and the overall sequence
of activities.

6.1   Description of Research Procedures

The word 'research' has been defined in various ways in
all academic fields. This variety of definitions is due to
the diverse nature of activities termed 'research'. However,
a few definitions from the literature can give us an idea of
what is meant by 'research'.

The Encyclopaedia of Social Sciences defines research as:

" ... manipulation of things, concepts
or symbols for the purpose of generating
and to extend, correct or verify know-
ledge whether that knowledge aids in
the construction of a theory or in the
practice of an art." [1]

1. Encyclopaedia of the Social Sciences (1934), New York,
McMillan, vol. 13, pp. 330 - 334.

Best states that research is:

>"a systematic and objective analysis
>and recording of controlled obser-
>vations that may lead to the develop-
>ment of generalisations, principles
>or theories resulting in prediction,
>and possibly ultimate control of
>events." [1]

Cohen and Manion on the other hand, write of research as:

>"universally a thorough and systematic
>search for trustworthy and meaningful
>knowledge." [2]

while Wise, Nordberg and Reitz define research simply as:

>"characteristically and inevitably a
>systematic inquiry for verified
>knowledge." [3]

and Mouly writes:

>"research is best conceived as the
>process of arriving at dependable
>solution to problems through the
>planned and systematic collection,
>analysis and interpretation of data.
>It is the most important tool for
>advancing knowledge, for promoting
>progress and for enabling man to
>relate more effectively to his
>environment to accomplish his
>purposes and to resolve his conflicts." [4]

Educational research too is defined in various ways. Some

1. Best, J.W. (1981), Research in Education, New Jersey, Prentice - Hall Inc., 4th Edition, p. 18.

2. Cohen, L. and Manion, L. (1985), Research Methods in Education, London, Croom Helm, pp. 17 - 18.

3. Wise, J.E., Nordberg, R.B. and Reitz, D.J. (1967), Methods of Research in Education, Boston, D.C. Heath and Co.

4. Mouly, G.J. (1978), "Educational Research", The Art and Science of Investigation, Allyn and Bacon Inc., Second Edition, p. 12.

definitions show that educational research has the same general

goals as other researches. This is implied in the definition

given by Ary, Jacobs and Razavieh which states:

> "when the scientific method is applied
> to the study of educational problems,
> educational research is the result." [1]

Other definitions of educational research imply that the

goals of educational research are quite unique to the study

of education, for example the definition given by Travers:

> "an activity directed toward the
> development of an organised body of
> scientific knowledge about the
> events with which educators are
> concerned." [2]

Sharing this same view is the definition given by Peters and

White:

> "systematic and sustained enquiry
> carried out by people well versed in
> some form of thinking in order to
> answer some specific types of
> questions." [3]

Hayman, stressing the uniqueness of educational research,

writes:

1. Ary, D., Jacobs, L.C. and Razavieh, A. (1972), <u>Introduction to Research in Education</u>, Holt, Rhinehart and Winston Inc., p. 21.

2. Travers, R.M.W. (1958), <u>An Introduction to Educational Research</u>, New York, McMillan Co. Inc., p. 44.

3. Peters, R.S. and White, J.P. (1969), "The Philosopher's Contribution to Educational Research", <u>Educational Philosophy and Theory</u>, vol. 1, pp. 1 - 15.

"educational research is a carefully
directed, formal, systematic and
intensive process which is closely
tied to theory and to theory develop-
ment. Ultimately however, it has a
unique and specific purpose and that
is to provide information (or knowledge)
through which education can be made
more effective." [1]

Research in education can be classified from many points of view. Classification can be done according to discipline (e.g. psychological, philosophical, sociological etc.) or according to the methods employed in carrying out the research (e.g. historical, descriptive, experimental) or even according to the type of data gathering procedures (e.g. interviews, observations, testing etc.) and according to purpose (e.g. pure, applied, action, evaluation and analytic).

Different writers have thus produced different types of research using either one or more of the above classifications. Best[2] gives five main types of research:

a)   Fundamental or Pure;

b)   Applied;

c)   Action;

d)   Assessment, Evaluation and Descriptive;

e)   Experimental.

Cohen and Manion[3] in their classification give the following:

a)   Historical;

b)   Developmental;

1.   Hayman, J.L. (1968), Research in Education, Foundations of Education Series, Columbus, Ohio, Charles E. Merrill Publishing Company, p. 3.

2.   Best, J.W. (1981), op. cit., p. 21.

3.   Cohen, L. and Manion, L. (1985), op. cit., pp. 47 - 208.

c) Survey;

d) Case Study;

e) Correlation;

f) Action;

d) Experiments, Quasi Experiments and Single Case Research;

e) Ex-post Facto Research.

Sax[1] classified educational research as:

a) Analytic;

b) Descriptive;

c) Experimental.

Bailey[2] gives his classification of educational research as:

a) Applied;

b) Pure.

Using topic, purpose and hypothesis testing typologies, Borg and Gall[3] classify educational research as:

a) Historical;

b) Evaluation;

c) Experimental;

d) Observational;

e) Survey.

A simple dichotomy between quantitative and qualitative or psychometric and reflective/illuminative classification was given by Verma and Beard.[4]

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1. Sax, G. (1979), _Foundations of Education Research_, New Jersey, Prentice-Hall Inc., p. 17.

2. Bailey, K.D. (1978), _Methods of Social Research_, London, Collier-McMillan, pp. 15 - 16.

3. Borg, W.R. and Gall, M.D. (1983), _Educational Research_, New York, Longman, pp. 30 - 31.

4. Verma, G.K. and Beard, R.M. (1981), _What is Educational Research? Perspectives on Techniques of Research_, Gower. p. 35.

Going through all these various ways and methods of clasifying educational research, the design of research could thus be either experimental (e.g. psychometric approach) or non-experimental (e.g. case study, interview, observation).

In this present study, the descriptive non-experimental method of observation was employed. This descriptive method has been chosen because it is primarily concerned with portraying the present - the status quo of a phenomenon or problem being researched into; describing currently existing conditions with the hope of modifying them later. As Best puts it:

> "a descriptive study describes and
> interprets what is. It is concerned
> with conditions or relationships that
> exist, opinions that are held, pro-
> cesses that are going on, effects that
> are evident or trends that are
> developing. It is primarily concerned [1]
> with the present ....."

This method of research suits the researcher best which is to study how schools and teachers in Britain (North Yorkshire/ Humberside) practise and organise the different forms of in-service education available to them.

To fully understand the meaning of the concepts, school-focused in-service education and training, teachers' centres, professional tutor/centre, and probationary teacher/year to the point of possibly intoducing them in another culture, one needs to describe them in detail, hence the use of the descriptive method of research.

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1. Best, J.W. (1981), op. cit., p. 93.

Bailey[1] describes this method as a means of answering the question, "What is happening?" In a way the researcher is asking this question about the selected forms of in-service education which are now termed 'innovations' of in-service. When this question has been answered, the researcher would then be in a position to make recommendations depending on the results and the available resources in the receiving system as to the adoption, part adoption or refusal of these innovatory forms of in-service education.

Two types of the descriptive method of research were used - the survey and the case study. Each was considered appropriate in gathering a particular type of information.

The survey method was used as a preliminary study of the opinions of the receiving community while the case study provided the necessary information about the various ways innovations of in-service were being practised in British schools. The observation method was used to complement the information got through the case study method.

Through the cross-sectional survey conducted in Port Harcourt (Rivers State) the opinions of educationists in Rivers State about the introduction of these innovations were sought. It was quite appropriate to sample the opinions of those who would eventually put into practice the results of the research. It was not enough for the researcher alone to be convinced of the great importance and benefits teachers could gain from such a study. A positive attitude towards these innovations from those for whose benefits it was being

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1. Bailey, K.D. (1978), op. cit., chapter 3, p. 31.

researched was necessary to boost the morale of the researcher.

Cohen and Manion[1] describing the survey method as the most commonly used descriptive method in educational research gave the various purposes of survey as:

a) describing the nature of existing conditions;

b) identifying standards against which existing conditions can be compared;

c) determining the relationships that exist between specific events.

The researcher in this study was not interested in the characteristics of individuals as individuals, rather was interested in gathering information about what the general population of educationists thought about the introduction of other forms of in-service provision. This broad generalised information about the characteristics of the education population then formed the basis on which the second part of the research rested.

The appropriateness of the use of the survey method for collecting such information is not hard to find in the literature. Researchers have always used it to indicate prevailing conditions or particular trends. Verma and Beard,[2] Borg and Gall[3] all stress the use of the survey method in collecting information about percentage of respondents who hold or do not hold a certain opinion.

1. Cohen, L. and Manion, L. (1985), op. cit., p. 94.

2. Verma, G.K. and Beard, R.M. (1981), op. cit., p. 59.

3. Borg, W.R. and Gall, M.D. (1983), op. cit., p. 403.

The Plowden Committee[1] which was appointed to report on the state of primary school children in Britain in 1967, used the survey method to collect a wealth of information on children, teachers and parents. This survey undoubtedly had a wider scope but the central theme was to describe the nature of existing conditions and identify standards against which these existing conditions could be compared.

A smaller survey was carried out by Jackson and Marsden[2] involving a detailed study of the backgrounds and values of eighty-eight working class adults who had achieved success through selective secondary schools.

Tomlinson[3] used the survey method to find out the views of parents and teachers in multicultural schooling.

Quite a number of surveys have been carried out in the field of in-service education trying to find out among other things, views of teachers about content, structure, contact patterns of in-service provided, the extent of teacher involvement in in-service training and personal in-service needs of teachers. These include Thorne,[4] Henderson,[5] Lawrence,[6]

1. Central Advisory Council for Education, (1967), <u>Children and Their Primary Schools</u>, London, H.M.S.O., The Plowden Committee.

2. Jackson, B. and Marsden, D. (1962), <u>Education and the Working Class</u>, London, Routledge and Kegan Paul.

3. Tomlinson, S. (1981), "Multicultural Schooling: Parents' and Teachers' Views", <u>Education</u>, vol. 9, no. 1, pp. 16 - 21.

4. Thorne, E. (1978), "A Case of Teachers' Preferences", <u>British Journal of In-Service Education</u>, vol. 4, no. 3, pp. 178 - 183.

5. Henderson, E.S. (1975), "The Extent of Teachers' Involvement in In-Service Training", <u>British Journal of In-Service Education</u>, vol. 2, no. 1, pp. 29 - 33.

6. Lawrence, G. (1975), "In-Service Training - What the Teachers Want", <u>British Journal of In-Service Education</u>, vol. 1, no. 2, Spring, pp. 49 - 53.

Nichols and Weeks,[1] Robins and Wormald,[2] and Raggett and Raggett.[3]

The survey data for this present study was collected by an opinionnaire using a five-point Likert-type response scale. The researcher then went on to study the meaning and application of the various innovations of in-service education in Britain using a few selected secondary comprehensive schools and teachers' centres in North Yorkshire and Humberside.

The case study method was considered the most appropriate method for collecting this type of information because it endeavours to understand the whole unit of study in relation to the environment. Since the main aim of the researcher in the second part of the study was to examine the way these innovations were being practised in British schools, it was necessary to probe deeply into the dynamics of their operation. This method allowed the researcher to study in great depth these various phenomena in a way no other method could have done. This in-depth study was necessary if meaningful recommendations were to be made as regards the adoption, part adoption or even outright rejection of these innovations in

1. Nichols, C.A. and Weeks, L.H. (1975), "In-Service Training - Teachers' Preferences Today", British Journal of In-Service Education, vol. 3, no. 2, Spring, pp. 26 - 29.

2. Robins, L. and Wormald, E. (1977), "Ambitions and Realities: In-Service Education at Worcester", British Journal of In-Service Education, vol. 3, no. 2, Spring, pp. 120 - 124.

3. Raggett, M.St.J. and Raggett, F.A. (1978), "Teachers as Students: A Study of the Perceptions of Teachers Studying on a Full Time Degree Course", British Journal of In-Service Education, vol. 4, no. 3, Summer, pp. 172 - 176.

the Rivers State of Nigeria.

Various definitions and purposes of the case study from the literature would support its use in this study.

The use of case studies especially of an individual has been an existing procedure in medicine and medical research. Apart from individual cases, case studies have been made of all types of communities, such as institutions, colleges, churches etc. The main aim of such studies has-been for the purpose of understanding better the culture and the development of variable relationships.

Sax defines case study as:

> "... any relatively detailed description and analysis of a single person, event, institution or community." [1]

According to Cohen and Manion,[2] the case study researcher typically observes the characteristics of an individual unit - a child, a clique, a class, a school or a community; the purpose of such observation being to probe deeply and to analyse intensively the multifarious phenomena that constitute the life cycle of the unit, with a view to establishing generalisation about the wider population to which that unit belongs.

Young[3] remarked that the most meaningful numerical studies in social sciences were those which were linked with exhaustive case studies describing the interrelationships of factors and of processes.

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1. Sax, G. (1979), op. cit., p. 77.

2. Cohen, L. and Manion, L. (1985), op. cit., p. 120.

3. Young, P.V. (1966), <u>Scientific Social Surveys and Research</u>, Englewood Cliffs, New Jersey, Prentice Hall Inc.

Stake, stressing the importance of case studies, writes:

> "Case studies can be expected to continue
> to have an epistemological advantage
> over other enquiry methods as a basis
> for naturalistic generalisations." [1]

Nisbet and Watt define case study succintly as "a systematic investigation of a specific instance".[2] In addition to such definitions of case studies, the literature also gives a host of investigators and researchers who have used the case study method in similar conditions with amazing results that would probably not have been available by any other method.

A Notable one was the study by Richardson[3] of Nailsea School (which was in the process of changing from a selective secondary school to a comprehensive school). The main aim was to find out how the school administration adapted to this change. Data was collected by sitting in on meetings, interviewing staff and head and carrying out observations as a non-participant observer. This information collected about this school was published in a book, The Teacher, the School and the Task of Management. Such wealth of information would not have been available if the researcher had attempted to study a large number of schools instead.

1. Stake, R. (1980), "The Case Study in Social Enquiry", In:
    Simons, H. (1980) (ed), Towards A Science of the Singular,
    Care Occasional Publications, No. 10, Centre for Applied
    Research in Education, University of East Anglia, p. 73.

2. Nisbet, J. and Watt, J. (1978), Case Study, Rediguide 26,
    Guides in Educational Research, University of Nottingham, p. 4.

3. Richardson, E. (1973), The Teacher, the School and the Task
    of Management, Heinemann.

Hargreaves[1] used the participant observational method of case study in his study of a secondary modern school. By being able to participate fully as a member of the group he was studying, he had access to information that would other-wise not have been made available to him.

Hamilton[2] carried out studies of two comprehensive schools to study a new science syllabus and how the syllabus was implemented. He interviewed and observed teachers in the classrooms and gave questionnaires to pupils.

Other such studies include, Shipman's[3] analysis of curriculum change, Hamingson's[4] evaluation of the Humanities Curriculum Project - Towards Judgement, the Safari Project carried out by Norris,[5] Dickinson's[6] study of incidence of curriculum

1. Hargreaves, D. (1967), <u>Social Relations in a Secondary School</u>, London, Routledge and Kegan Paul.

2. Hamilton, D. (1975), "Handling Innovations in the Class-room: Two Scottish Examples", In: Reid, W.A. and Walker, D.F. (1975), (eds), <u>Case Studies in Curriculum Change</u>, London, Routledge and Kegan Paul, chapter 5.

3. Shipman, M. (1974), <u>Inside a Curriculum Project: A Case Study in the Process of Curriculum Change</u>, London, Methuen.

4. Hamingson, D. (1973), (ed), <u>Towards Judgement</u>, London, Schools Council.

5. Norris, N. (1977), <u>Safari: Theory in Practice</u>, Norwich, University of East Anglia, Centre for Applied Research in Education.

6. Dickson, N.B. (1975), "The Head Teacher as Innovator: a Study of an English School District", In: Reid, W.A. and Walker, D.F. (1975), <u>Case Studies in Curriculum Change</u>, Routledge and Kegan Paul, pp. 136 - 178.

change, and Griffith's[1] examination of the provision and organisation of school-focused in-service education and training in ILEA (Inner London Education Authority).

The idea of innovations of in-service education and training is new and is atypical so to be able to have an in-depth study of the phenomena one needs to have a very close study of a sample of the schools that practise these approaches - hence the case study of a few selected schools. By using this method, the researcher was able to understand the provision of school-focused in-service education, the care of the probationary teacher, and the role of the professional tutor in each of the schools studied. The study of the teachers' centres showed their general life cycle and functions.

Best[2] gives a variety of ways by which data may be collected for the study of a single case. These include:

a) Observation by researcher;

b) Interview with the subjects;

c) Questionnaires to the subjects;

d) Collecting recorded data from schools, newspapers etc.

In this particular study, all four measures were used to collect information from the different groups of subjects concerned.

The use of all these various measures to study single cases is quite appropriate because of the diversity of questions and information sought.

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1. Griffiths, G. (1984), "School-Focused Inset in ILEA", British Journal of In-Service Education, vol. 10, no. 2, Spring, pp. 16 - 22.

2. Best, J.W. (1981), op. cit., p. 108.

Weindling and Reid[1] used a variety of means to collect information from the different groups of subjects involved in their national survey of teachers' centres. This provided the team of investigators with a wealth of information concerning the role and functioning of teachers' centres in the years from 1979 - 1981.

Lambert[2] and his associates carried out case studies of sixty-six boarding schools throughout England and Wales using a variety of techniques including focused, depth interviews, and questionnaires.

Bradley[3] advocated the use of case study for the specific study or evaluation of staff development projects in schools using questionnaires and interviews.

6.2   Description of Subjects and Sampling Procedures

Because the study involved two main populations - North Yorkshire/Humberside and Rivers State two groups of subjects participated in the investigation.

To make meaningful recommendations on which of the innovations studied should be implemented or not, the writer decided that it would be helpful to know what people in the field of education in Rivers State thought about these forms of in-service education. To this end a short simple opinion-naire was constructed for educationists in Port Harcourt.

1.   Weindling, D. and Reid, M.I. (1983), "Inset, Curriculum Development and Teachers' Centres", Educational Research, vol. 25, no. 3, pp. 163 - 170.

2.   Lambert, R., Bullock, R. and Millham, S. (1975), The Chance of a Lifetime? London, Weidenfeld and Nicholson.

3.   Bradley, J. (1983), "Evaluating Staff Development Schemes", Educational Research, vol. 25, no. 2.

The different groups of educationists chosen for this
exercise were:

a)   Secondary school teachers;

b)   College of Education lecturers;

c)   Principals (Heads) of schools;

d)   Ministry of Education officials.

The secondary school teachers were chosen because this
study was based on secondary schools, this limitation was made
clear from the beginning. The choice of principals was based
on the fact that they were the key persons responsible for
the failure or success of any in-service programmes in the
schools. The College of Education lecturers were included
in the survey merely to see how educationists other than class-
room practitioners reacted to such a movement. The inclusion
of the Ministry of Education officials – the chief Inspectors
of Education (CIE Research, CIE Planning, CIE Secondary
Education, CIE Technical Education, CIE Teacher Education,
CIE Inspectorate, CIE Educational Services, CIE Examinations
and CIE Adult Education) is obvious – they are the policy
makers and would be responsible for financing such programmes
if and when they were adopted. Their views were thus very
valuable.

Due to factors of size and relative inaccessibility, it
was practically impossible to survey the opinions of every
educationist in the Rivers State in the four categories men-
tioned. The   researcher therefore endeavoured to collect
information from a sample of three of the groups while the
whole population of one group was studied. The target
population therefore could be described as educationists from

secondary schools, College of Education and Ministry of
Education in the Rivers State. This target population was
further narrowed down to an accessible population of the
various groups of educationists in Port Harcourt - the City
capital.

Since the researcher was out merely to seek the opinions
of educationists in Port Harcourt as regards the introduction
of other forms of in-service education in the Rivers State,
it was decided earlier on to have only a representative research
sample of about 100 educationists. The application group was
eventually reduced to sixty-two.

To this end, only two secondary schools were chosen by
systematic random sampling from a short list of ten schools
by choosing every fifth school. This limitation of the
number of secondary schools was also a precaution as as not
to have a great dominance by classroom teachers which could
easily have occurred if more secondary schools were included:
as there is only one College of Education from which to get
the College lecturers and only nine chief inspectors of education
from the Ministry of Education.

Opinionnaires were administered at random to both teachers
in the secondary schools and lecturers in the College of
Education. The principals for the study came from the two
secondary schools and the College of Education hence making
their selection on opportunity sampling. In the case of the
Chief Inspectors of Education, the whole population was studied.

The researcher is confident that the application group
was representative of the accessible population and this in
turn was representative of the target population because of
the care taken to eliminate bias including the use of probability

sampling where possible. Hence from the results obtained

from the application group, generalisations could be made

about the target population. The possibility of this general-

isation leap from research sample to target population is also

stressed by Borg and Gall[1] on the condition that the researcher

can demonstrate that the accessible population is comparable

to the target population on a few variables that appear most

relevant to the study.

In the present study it is not very hand to show that

schools and teachers in the application sample are similar

to those in the accessible population. One strong point in

its favour is that because of the rigid centralised form of

educational system, all teachers and all schools experience

identical conditions of service and hence will have very

similar opinions about certain educational issues. Likewise,

the accessible population could be shown to exhibit similar

characteristics with the target population.

The smallness of both the research and application samples

could be defended by the fact that the survey was only a part

of a larger study and the researcher was only out to have a

cross-sectional study on which to lay the basis for further

studies. Fox also defended small sample size when he asserted:

> "sample size is far less important than
> sample representativeness, no data is
> sounder that the representativeness of
> the sample from which they were obtained[2]
> no matter how large the sample."

1. Borg, W.R. and Gall, M.D. (1983), op. cit., p. 241.

2. Fox, D.J. (1969), The Research Process in Education,
    New York, Holt, Rhinehart and Winston Inc., pp. 346 - 351.

The main part of the investigation involved the study
of how schools and teachers in Britain practised the various
selected forms of in-service education. Subjects for this
part of the study were chosen from a specified population.
In all, eight groups of educationists were selected as the
appropriate people to provide the necessary information.
These were:

a)   Classroom teachers engaged in school-focused activities;

b)   Deputy Heads responsible for in-service programmes;

c)   Heads of schools;

d)   Professional tutors;

e)   Probationer teachers;

f)   Wardens or Centre Leaders of teachers' centres;

g)   Teachers attending teachers' centre courses or activities;

h)   LEA officials - finance section.

As with the survey subjects, these different groups of
educationists were chosen for the study because it was believed
that each group had something specific to say about each of
the selected innovations and/or can give related information
about the study. Data was collected from these subjects using
interviews, questionnaires, observations and recorded information.

The selected schools and institutions have phenomena that
are typical of schools and institutions all over the country
that have embraced the idea of looking at the in-service
education of their teachers in other ways apart from the
traditional course-based method. These schools are thus
viewed as examples of a group of schools with similar charac-
teristics hence it was assumed that an in-depth study would
provide insights into the provision of in-service through
other means. It would have been impossible and irrelevant to

study all schools that practised these approaches.

The target population for the study therefore included all secondary comprehensive schools that were engaged in school-focused activities and all teachers' centres in Britian. Because of the impossibility of studying this broadly defined target population as stated above, an experimentally accessible population was sought from which the research sample was drawn. This accessible population defined by geographical area consisted of all comprehensive secondary schools with school-focused in-service programmes and all teachers' centres in North Yorkshire and Humberside. The selection of this geographical area is merely as a result of proximity to the researcher's place of study.

Three secondary schools were selected by purposive or expert choice sampling based on the judgement of their typicality and representativeness. The whole accessible population of the teachers' centres were studied - hence the four teachers8 centres were not selected from the accessible population by any form of sampling. The total population of the teachers in the selected secondary schools and those who attended teachers' centre activities were automatically involved in the case studies. The total sample studied was 283 respondents.

This is quite appropriate because in case study method, the search is not for a random sample to be able to make generalisations from a specific population, rather it is for a case that is relatively a pure example of the phenomenon under investigation. It would have been a futile research if the schools were picked at random without knowing whether they

practised the different approaches of in-service education
or not.

The use of case studies in educational research has been
criticised for its limited value in establishing generalisations[1]
but at the same time distinct advantages have been found by
researchers in this type of research especially if the units
are representative of a larger population and also if the case
study is supplemented by other forms of research.[2]

Stressing the necessity for generalising case study
results, Kennedy wrote:

> "yet unless there are generalisable
> findings from studies of single cases,
> the contribution of these studies will
> be of equally limited utility."[3]

On the same breadth, Borg and Gall stressed:

> "research findings should be
> generalised to some degree beyond the
> sample used in the study or else the
> research cannot provide us with new
> knowledge, cannot advance education
> as a science and is largely a waste
> of time."[4]

Cohen asserted that:

> "case study research entails observing
> characteristics of an individual unit
> - a pupil, a clique, a class, a school,
> a community with the intention of

1. Stake, R. (1980), op. cit., p. 64.

2. Lawson, K.S. and Lovell, K. (1970), op. cit., pp. 40 - 41.

3. Kennedy, M.M. (1979), "Generalising From Single Case Studies",
    Evaluation Quarterly, vol. 3, no. 4, p. 662.

4. Borg, W.R. and Gall, M.D., (1983), op. cit., p. 239.

> exploring attributes of that unit so
> as to establish generalisations about
> the wider population to which it
> belongs." [1]

Generalisation in case study work is therefore desirable. Confield and Tukey[2] described the generalisation inference as having two spans. One is a statistical span connecting the sample to a population just like the sample. The second span connects the sample to a population assumed or believed to be sufficiently similar to the study sample that findings apply there as well. Adelman, Jenkins and Kemmis[3] gave three possible kinds of generalisations from case study work:

a) from instance studied to class it purports to represent;

b) from case bound features of the instance to a multiplicity of classes;

c) generalisations about the case. - studies do not begin by asserting the instance.

In this present study, a combination of the second type of generalisation given by Confield and Tukey and the first one by Adelman and associates is what is aimed at. As much as possible, the researcher wants to have her findings apply

1. Cohen, L. (1982), "Educational Research Methods", In: Cohen, L. Thomas, J. and Manion, L. (1982), (eds), <u>Educational Research and Development in Britain 1970 - 1980</u>, NFER - Nelson, chapter 36, p. 438.

2. Confield, J. and Tukey, J. (1956), "Averaging Values of Mean Squares in Factorials", <u>Annals of Mathematical Statistics</u>, 27, pp. 907 - 949.

3. Adelman, C., Jenkins, D. and Kemmis, S. (1980), "Rethinking Case Study: Notes from the Second Cambridge Conference", In: Simons, H. (1980), (ed), <u>Towards a Science of the Singular</u>, Care Occasional Publications No. 10, Centre for Applied Research in Education, University of East Anglia.

to other similar situations that are represented by the

research sample. Hence the results are generalised to all

schools and teachers' centres in North Yorkshire/Humberside

that exhibit similar characteristics. And finally this

generalisation could be extended to similar schools in

Britain.

6.3   Sources and Methods of Gathering Data

Research techniques or tools vary in complexity in respect

of their design, administration and interpretation. Each is

appropriate for the collection of certain kinds of information.

For the present study, because of the diversity of information

sought and the fact that each data gathering tool has its own

particular weakness or bias, a battery of tools was used,

each supplementing the other to generate more adequate data.

This is supported by Lin where he states that:

> "to obtain precise and generalisable
> data, the multimethod approach to
> data collection is the most desirable
> .... because the more the multi-
> methods differ, the more the confidence
> a researcher has in the found
> relationship." [1]

Dunham and Smith also write:

> "the unique strengths and weaknesses
> of both interview and questionnaires
> suggests that a combination of the
> two techniques provides the most
> effective organisational survey
> programme." [2]

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1.   Lin, N. (1976), Foundations of Social Research, Mc Graw-
     Hill Inc., p. 203.

2.   Dunham, R.B. and Smith, F.J. (1979), Organisational Surveys,
     An Internal Assessment of Organisational Health, Glenview,
     Illinois, Scott, Foreman and Co., pp. 14 - 15.

Scales have been developed to measure the extent to which
an individual has favourable or unfavourable feelings towards
a person, a particular group, institution or educational
practice. Attitudes and opinions are often measured in
educational research because of their possible predictive
value. Hence the researcher was interested in measuring the
attitudes of educationists in the Rivers State towards the
introduction of innovations of in-service education and training.
The scale technique has been widely used and many different
types of scales have been developed including the equal-
appearing interval scale, the method of graded dichotomies,
the method of summated ratings, scalogram analysis, scale
discrimination techniques etc. However, for the purpose of
this study, the method of summated ratings which was introduced
by Likert in 1932[1] was employed. This opinionnaire contained
twenty-one questions of the multiple type answers on a 5-point
scale ranging from strongly agree, agree, don't know to disagree
and strongly disagree. For scoring purposes, the five positions
were arbitrarily given weights of five to one with the highest
value given to the responses that demonstrated the greatest
degree of favourableness to the topic. The total score for
each subject was calculated as the sum of the values assigned
to each item.

The choice of an opinionnaire rather than any other
measure (e.g. open or closed form of questionnaire, interview,
observation) to elicit information regarding the beliefs and

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1. Likert, R. (1932), "A Technique for the Measurement of
   Attitudes", Archives of Psychology, no. 140.

attitudes held by educationists in Rivers State about other forms of in-service provision was because of the difficulty in assessing attitudes.

According to Verma and Beard attitudes like personality traits may be difficult to assess from observation of behaviours and are at least as difficult to assess by questions or interviews. They write:

> "questionnaires cannot directly assess enacted attitudes i.e. attitudes which are displayed in action but are limited to assessing avowed attitudes i.e. attitudes people say they have." [1]

Condemning the use of the questionnaire (open-ended or close-ended form) in studying people's attitudes. Borg and Gall argued:

> "the use of a questionnaire which is actually a collection of one-item tests is satisfactory when one is seeking out a specific fact but when questions get into the area of attitudes and opinions the one item test questionnaire becomes unreliable." [2]

The ordinal measurement scale by Likert as a method of summated ratings with its five-point scale measuring the degree of agreement and disagreement was employed for certain reasons. This scale allowed the percentage responses for each individual statement and it was possible to report percentage responses by combining the two outside categories: strongly agree and agree; disagree and strongly disagree. This made it possible for the researcher to know the total score for each respondent and a discussion for each item.

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1. Verma, G.K. and Beard, R.M. (1981), op. cit., p. 110.

2. Borg, W.R. and Gall, M.D. (1983), op. cit., p. 422.

Secondly, it was possible to indicate the highest and lowest answered response rubrics of each individual respondent. This was possible because the scale enabled respondents to mark the items on the opinionnaire. The researcher was then able to give an overall picture of the degree of agreement or disagreement of the respondents sampled. The other possible scales e.g. Guttman's, Thurstone's, would not have provided the information sought since they are better in studying attitude change and group differences.

Quite a lot of researchers and educational writers have used this Likert method of summated ratings in seeking people's attitudes towards social or educational problems. Brittan[1], reported of a survey carried out in 1972 by the NFER (National Foundation For Educational Research), for the DES (Department of Education and Science) on teacher opinions on aspects of school life on multiracial education.

Teachers' opinions were sought on more than forty questions relating to school life - curriculum, mother-tongue, school organisation and pupils. These questions were asked on a Likert type five point scale ranging from strongly agree, agree through neutral to disagree and strongly disagree. A total of 510 teachers completed the opinionnaire, a response rate of approximately 70 per cent.

The researchers found out that the needs of multiracial schools were not being fully understood and recognised by the teachers involved and called for the evaluation of the Schools

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1. Brittan, E. (1976), "Multiracial Education 2, Teacher Opinions on Aspects of School Life", Educational Research, 18, pp. 182 - 191.

Council/NFER project "Education for a Multiracial Society", to make some contribution to the subject.

Richardson[1] undertook a study to discover whether any change of attitudes towards teacher participation in school decision making occurred amongst a group of student-teachers between the completion of their college course and the end of their probationary year.

A random sample of 350 students was taken which represented 12% of the third and fourth year student teachers attending twelve English Colleges of Education in 1973/74 academic year. He used a questionnaire containing sixty-seven item statements to which respondents were to indicate on a five-point likert type scale how strongly they agreed or disagreed with each item statement.

Results showed among other things that intending secondary school teachers expressed a broader range of views about teacher autonomy than intending primary school teachers. Intending secondary school teachers expressed opinions which were more democratically oriented towards teacher participation in school decision making than those expressed by intending primary school teachers.

Taylor and Sayer[2] used the Likert type opinionnaire to assess the attitudes of teachers towards the 9 - 13 middle school. Each of the twenty items was either definitely

1. Richardson, G.A. (1981), "Student-Teacher Attitudes Towards Teacher Participation in School Decision Making", Educational Research, vol. 24, no. 1, pp. 62 - 63.

2. Taylor, G.H. and Sayer, B. (1983), "Attitudes of Teachers Towards the 9 - 13 Middle School", Educational Research, vol. 25, no. 1, February 1983, pp. 71 - 74.

favourable or unfavourable and were to be answered on a five-point scale of 5, 4, 3, 2, 1 for favourable items and 1, 2, 3, 4, 5 for unfavourable items. A high total score on the opinionnaire was intended to indicate a favourable attitude towards the 9 - 13 middle school and a low score indicated an unfavourable attitude.

Taylor's investigation explored some aspects of attitudes held by teachers towards the 9 - 13 middle school. A majority of teachers included in the sample held favourable attitudes but when the attitudes of the sub-groups males and females were compared, significant differences were revealed. The males were more positively disposed than the females.

Other users of the Likert type scale are mentioned by Trenfield[1], Huettig and Newell.[2]

Questionnaires are used in education to obtain information about current conditions and practices. Drever defines a questionnaire in the Dictionary of Psychology as:

> "a series of questions dealing with some psychological, social, educational etc. topic or topics, sent or given to a group of individuals, with the object of obtaining data with regard to some problems, sometimes employed for diagnostic purposes or for assessing personality traits."[3]

1. Trenfield, W.G. (1965), "An Analysis of the Relationships Between Selected Factors and the Civic Interests of High School Students", Journal of Educational Research, 58, pp. 460 - 462.

2. Huettig, A. and Newell, J.M. (1966), "Attitudes Towards Introduction of Modern Mathematics Program by Teachers with Large and Small Numbers of Years' Experience", Arithmetic Teacher 13, February 1966.

3. Lawson, K.S. and Lovell, K. (1970), op. cit., p. 85.

Lawson and Lovell describing the questionnaire to be the most effective method of eliciting information, define it as:

> "any formally organised list of questions which are presented in a uniform manner to a number of persons." [1]

The questionnaire as a tool was used to collect information from two of the eight groups of educationists concerned in the study. These are the teachers in schools engaged in school-focused in-service work and teachers who attend teachers' centres courses and activities.

The questionnaire was preferred here for two main reasons. Firstly, the type of information sought from these two groups of teachers was factual about the provision and benefits of in-service through school-focused programmes and teachers' centres courses that they had attended or participated in. Secondly, because of the large number of teachers involved (259) the best and easiest way to collect this information that would cover a wide range of activities in a limited period was the use of the questionnaire.

The questionnaire was constructed on the closed-form where respondents were asked to tick the appropriate response box or rank order their responses from a list of suggested responses. The open or unstructured type of questionnaire was avoided for certain reasons. It is much easier to quantify information collected with closed questionnaire, comparison of answers and results is made easier when a closed form is used and requires a minimum of writing by the respondent. It was the intention of the researcher to make a comparison

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1. Ibid, p. 86.

between the empirical and documentary evidence of all the
phenomena studied and also between schools to present a
clearer picture of the status quo of innovations of in-service
education and training in the schools studied.

The Quintadimensional Plan of question design by Gallup[1]
was made use of extensively in the sequence or ordering of
the questions on the questionnaire. This technique allowed
the researcher to start off with very broad general questions
and then progressively narrowing down the scope to very
specific questions probing respondents' views and enquiring
how strongly these views were held. This psychological order
helped respondents to organise their own thinking to present
logical and objective answers.

The general pattern of questioning is adapted from the
'checklist' survey method used by Griffiths[2] in his study of
school-focused activities in selected schools in ILEA. For
his study he developed a criterion for identifying 'good'
school-focused in-service education and training by investi-
gating the attitude of the school as a whole towards in-service
training relating to specific school-focused in-service
projects through head teachers, heads of departments, class
teachers.

Through this method the writer was able to study the aims
of in-service education and training with the schools and how
in-service activities are planned, programmed, recorded and

1. Oppenheim, A.N. (1966), _Questionnaire Design and Attitude Measurement_, London, Heinemann, p. 40.

2. Griffiths, G. (1984), op. cit., pp. 16 - 22.

evaluated within the schools studied.

The use of the questionnaire for this part of my study is appropriate and could be supported by other users and writers. Bradley[1] advocated the use of the questionnaire in case study work where it is necessary to cover the total college population.

A research interview has been defined as:

> "a two person conversation initiated
> by the interviewer for the specific
> purpose of obtaining research-
> relevant information and focused by
> him on content specified by research
> objectives of systematic description,[2]
> prediction or explanation."

This oral questionnaire in a face to face relationship was used to collect information from the remaining six groups of educationists. This tool was chosen for this part of the study because of various reasons. Firstly, the number of respondents in each group was small and only a detailed examination of their views would have brought about the kind of information sought. And lastly, the interview is a very powerful instrument in gathering information having direct bearing on the topic being discussed.

In all six interviews, an interview guide or schedule was produced which listed in the desired sequence the questions that were to be asked during the interview. Three main types of interview schedules were used.

The semi-structured type, where basically, the questions called for short, check responses. They provided the respondent for making a yes/ no/ not sure or checking an item

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1. Bradley, J. (1983), op. cit., p. 142.

2. Cannell, C.F. and Khan, R.L. (1968), "Interviewing" in:
    Lindzey, G. and Aronson, E. (1968), (eds), <u>The Handbook of
    Social Psychology, vol. 2, Research Methods</u>, New York,
    Addison-Wesley.

from a list of suggested responses. This semi-structured

type of interview was preferred because in addition to providing

short easily quantifiable responses, both the respondents and

the researcher were allowed some degree of freedom to expanciate

their questions and responses. By this addded feature, the

researcher was able to collect as much information as possible

from the respondent while at the same time keeping the responses

in a quantifiable way. This type of interview schedule was

used with the head teachers.

The second type of interview schedule used was the

completely unstructured, open type where the respondent was

free to give as much information as he could. This form of

interview was used with the LEA officials to elicit information

about the financing of these various forms in in-service

provision in the LEAs. The richness of the information sought

could not have been collected in detailed form if other

restricted types of interviews were used.

The third type of interview was a combination of closed,

semi-structured and open types of interviews. It is possible

to have a continuum of all three different types of questions

on an interview guide depending on the type of information

needed from the respondents. Since some of the information

needed was factual, others attitudinal, and yet others mere

speculation, the researcher constructed a questionnaire to

collect these different types of information from the remaining

four groups of respondents. These were the probationers,

professional tutors, deputy heads and centre leaders or wardens.

Questions ranged from yes/ no/ not sure/ don't know short

responses to checking the appropriate response from a list of

suggested responses to the very open-ended questions that
required the respondent to either give his impression or
expanciate on a point. Respondents were also asked to add
any other specified response.

This combination of all three forms of questioning merely
provided for more detailed information to work with. While
the structured questions gave factual information, the semi-
structured and open ones allowed more probing by encouraging
respondents to respond openly to obtain more complete data.

In addition to all these various uses of the interview
and questionnaire in collecting data, added information was
also collected by requesting college records and attending
both teacher centre courses and school-focused in-service
programmes. The researcher, therefore, participated in the
activities she was observing.

The use of mechanical instruments such as videos, cameras,
tape recorders were not necessary because the researcher was
not observing behaviour, rather was observing the type of
courses, the availability of resources, the rate of attendance
by teachers, and in general, how these activities were organised
and administered.

The checklist or laundry-list technique consisting of a
prepared list of items which were thought to be relevant to
the problem being investigated was constructed in the form of
a questionnaire. This unsophisticated, modified observation
sheet enabled the researcher to check for the presence or
absence of items.

The information gathered by this method was mainly used
to cross-check that gained by other measures. However, the

practical experience gained in these exercises would no
doubt be helpful in setting up similar projects in the
future.

6.4 Validity and Reliability of Tools Used

In educational and indeed in all research, researchers
need to employ valid and reliable measuring procedures to
ascertain that comparable results would occur upon retest of
the sample. These two qualities are therefore essential to
the effectiveness of any data gathering procedure. A measure,
test or technique is said to be valid if it measures what it
claims to measure and reliable when it measures consistently.

The four main types of validity are:

a) Content validity;

b) Predictive validity;

c) Construct validity;

d) Concurrent or congruent validity.

Content validity is concerned with the actual content of
the items on the test or tool while predictive validity enables
the user to select individuals who will succeed in a course
or occupation. A test or technique is said to have concurrent
validity if it correlates highly with a well known test and
construct validity of a test is evaluated by analysing meanings
or test scores in terms of psychological concepts; involving
a long interplay between observation, reasoning and imagination.

Reliability of a test or measure is estimated by some
index of reliability. These include:

a) the coefficient of internal consistency of a given test -
this is the internal consistency reliability.

b) test retest reliability or test stability - this is the
    measure of reliability in terms of consistency over time.

c) parallel form reliability - this involves constructing
    parallel forms of the test.

c) split-halves - test reliability can also be estimated
    when the test is administered to a group of students on
    only one occasion by dividing into odd and even numbered
    items.

Two scores are thus found for each student. These scores are
then correlated.

Certain steps were taken in the study to reduce biased
results by increasing both validity and reliability of the
selected instruments.

The inherent problems in the Likert scales such as being
somewhat inexact and failing to measure opinion with the
precision one would desire, inequality of intervals between
positions and lack of a neutral point[1] were ignored as other
researchers have shown that they are outweigned by their
merits.

Oppenheim,[2] refuting the criticisms of the Likert Scales
pointed out that percentile norms or standard deviations norms
can be calculated if a sample of sufficient size is available
and the Likert Scales satisfy this criterion by splitting up
people within the same group. About the neutral point on the
scale, Oppenheim argued that a neutral point was not necessarily
the mid-point between two extreme scale scores and moreover,
scores in the middle region could be due to lukewarm response,
lack of knowledge or lack of attitude in the respondent leading
to many 'uncertain' responses.

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1. Best, J.W. (1981), op. cit., p. 185.
2. Oppenheim, A.N. (1966), op. cit., p. 140.

Reliability of summated rating scales including Likert type scale were verified by experiments carried out by various researchers who found the reliability coefficient to be quite high.

Murphy and Likert[1] found reliability co-efficient for their 'Internationism Scale' of twenty-four items ranging from .81 to .90. Their 'Imperialism Scale' of twelve statements gave co-efficients ranging from .80 to .92. The 'Negro Scale' of fourteen statements yielded co-efficients ranging from .79 to .91.

Rundquist and Sletto[2] reported co-efficients ranging from .78 to .88 for various summated scales of twenty-two statements each.

Hall[3] indicated that Likert Scale with even fewer statements gave high reliability co-efficients.

Tittle and Hill[4] compared the effectiveness of various types of attitude scales (Likert, Guttman, Semantic Differential, Thurstone, Self Rating), in predicting objective indices of

1. Murphy, G. and Likert, R. (1937), _Public Opinion and the Individual_, New York, Harper, p. 48.

2. Rundquist, E.A. and Sletto, R.F. (1936), _Personality in the Depression_, Mineapolis, University of Minnesota Press.

3. Hall, O.M. (1934), "Attitudes and Unemployment", _Archives Psychology_, no. 165, p. 19.

4. Tittle, C.R. and Hill, R.J. (1967), "Attitude Measurement and Prediction of Behaviour: An Evaluation of Conditions and Measurement Techniques", _Sociometry_, 30, pp. 199 - 213.

voting behaviour. The Likert Scale was superior to all the other scale types. It yielded a mean correlation co-efficient of .54 with the objective indices of voting behaviour.

The opinionnaire which was used in the survey was constructed on the Likert type scale and was tested mainly for content validity because the primary concern was with expressed and inventoried responses as opposed to concurrent, construct and predictive validity.

The three possible types of questionnaires were used to reduce bias caused by each one. The chief disadvantage of the closed form which is loss of spontaneity and expressiveness on the part of the respondent was counteracted by asking a few open-ended questions to which respondents answered freely unemcumbered by a prepared set of replies. The semi-structured type questions with fixed alternative responses provided a certain degree of freedom by permitting the respondent to qualify his answer if he was not satisfied with the alternatives given. In this way, certain replies which the investigator did not anticipate were obtained, thus making the data richer.

Steps taken to ensure the reliability of the questionnaires in the present study were typically focused on how to write good questions and an accuracy in coding and tabulating the data.

Payne[1] showed how the wording of questionnaire items can greatly influence how individuals respond.

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1. Payne, S.L. (1951), The Art of Asking Questions, Princeton, Princeton University Press.

The fact that the length of a test is related to the reliability,[1] care was taken not to have either too many or too few questions on the questionnaire. Reliability was also estimated by comparing responses of some alternate forms from the literature to the one used in this study.

Realising that the smaller the percentage of responses, the smaller will be the degree of confidence placed in the adequacy of the data collected, steps were taken to reduce the occurrence of large numbers of non-responses. Such steps included attaching a letter of introduction explaining the purpose of the research and the important contribution their replies would make towards the professional advancement of fellow teachers elsewhere.

Secondly, heads of schools and centre leaders were used as 'go-betweens' in administering the questionnaire. It has been said that respondents act more quickly and favourably when asked by their bosses to fill in questionnaires.[2]

Thirdly. the use of the 'go-betweens' also avoided the use of the mailed questionnaire which has a serious disadvantage of increasing low response rate.

Fourthly, the problem of time lapse between the time the questionnaire is received and read, and the time it is completed, which is also associated with mailed questionnaires, was avoided by asking respondents to kindly return fully completed questionnaires within a limited period to enable the

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1. Johnson, M.C. (1977), _A Review of Research Methods in Education_, Chicago, Rand McNally College Publishing Company, p. 107.

2. Best, J.W. (1981), op. cit., p. 167.

researcher to carry out the rest of the investigation.

Contacting the respondents before sending a questionnaire has been found in several studies to increase the response rate.[1] This precontact took the form of letters to the Heads and Wardens and LEA officials. The letters identified the investigator, the purpose of the study and requested their co-operation and permission to use their schools and their teachers. It was only after receiving favourable replies that the researcher conducted her interviews and questionnaires.

The internal validity of the questionnaires was maintained by ensuring that the right questions were aksed in the least ambiguous way sampling significant aspect of the purpose of the investigation.

In addition to the preliminary check that was made on the questions in order to locate ambiguities, it was desirable to have a pretest or pilot study of the questionnaires before using them on the research sample. The importance of pre-testing has been pointed out by a host of writers (Travers,[2] Dyer,[3] Borg and Gall,[4] Cohen and Manion,[5] Johnson,[6]

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1. Borg, W.R. and Gall, M.D. (1983), op. cit., p. 427.

2. Travers, R.M.W. (1978), op. cit., p. 330.

3. Dyer, J.R. (1979), op. cit., p. 243.

4. Borg, R.W. and Gall, M.D. (1983), op. cit., p. 425.

5. Cohen, L. and Manion, L. (1985), op. cit., p. 109.

6. Johnson, M.C. (1977), op. cit., p. 153.

Hayman,[1] Ary et al,[2] and Lin.[3]

For the pre-test, a sample of individuals with similar characteristics as those of the research subjects was selected. The pre-test form of questionnaire provided space for the respondents to make comments about the questionnaire itself. They were particularly asked to indicate whether questions seemed ambiguous to them or whether provision should be made for certain responses that were not included in the questionnaire and any other part that they thought could lead to improving the instrument. This pilot study took place between November and December 1985.

The comments received were read and studied and were found to provide some specific information on how the question-naire could be improved. The revised questionnaire was administered to the selected research sample.

To ensure external validity of the results obtained through the questionnaires, as much as possible, unbiased probability sampling was done to be able to generalise to a greater population that the sample studied. Even where non-probability methods of sampling were used, they were used to include a representative sample of the accessible population.

The test re-test, and equivalent forms of measuring reliability which both require a second administration of the questionnaire, were not possible because of the difficulty in

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1. Hayman, J.L. (1968), op. cit., p. 76.

2. Ary, D., Jacobs, L.C., and Razavich, A. (1972),
    op. cit., p. 87.

3. Lin, N. (1976), op. cit., pp. 199 - 200.

getting respondents' co-operation even for the first one.

All interviews with all six groups were standardised on an interview schedule and like the questionnaire, contained structured, semi-structured and non-structured questions.

Lawson and Lovell[1] give two different purposes of interview, firstly to seek information which is factual in nature - what the subject 'knows' and secondly, to seek information on attitudes, opinions and beliefs - what the subject 'is'. In this study both types of information were sought. The questions were thus constructed to elicit factual and subjective information.

Verma and Beard[2] advised the use of both structured and unstructured approaches of interviewing, depending on the type of information sought.

The use of the completely open-ended type of questions especially in interviewing the LEA officials, despite its major disadvantage of difficulty in quantifying results, was two fold. The researcher knew little or nothing about the financing of in-service projects in the LEAs studied, and to have a thorough knowledge of this, the respondent would have to be given complete freedom in answering questions. Secondly, the number of subjects was small so quantification of results did not create any problems.

As with the questionnaire, steps were taken to estimate the reliability and validity of the data collected by the

1. Lawson, K.S. and Lovell, K. (1970), op. cit., p. 116.

2. Verma, G.K. and Beard, R.M. (1981), op. cit., p. 14.

interviews.   The intermal validity of the interview was
maintained by controlling the design in various ways.   The
questions on the interview schedule were carefully designed
and structured to ensure that significant information was
elicited from them.   This was done by selecting only those
questions that were essential to the purpose of the investigation.
The critical judgements of experts in the field of enquiry
were also consulted in helping to select relevant questions.

Internal validity was also checked by the way the inter-
view was conducted.   A rapport was established to keep the
interviewee at ease and the purpose of the interview was
explained, stressing both the confidentiality and anonymity of
the replies.

The research sample was carefully chosen to represent a
wider population to which it could be generalised.   To test
the reliability and therefore consistency and truthfulness of
the answers received from the respondents, the same information
was sought in several ways at various stages by restating
questions in slightly different forms and also by asking the
same questions to different related groups.

To have a complete and accurate record of the entire
interview, to ensure that the richness of the replies was
preserved, a tape recorder was used during the interviews.
The use of this device was convenient and inexpensive and
obviates the necessity of writing during the interview which
is always a distracting influence to both interviewer and
interviewee.   It also gives a more detailed information than by
making notes after the interview had finished.

The researcher also had the opportunity of replaying

the tapes as often as necessary for complete and objective analysis of the results.

It may be said that the researcher's presence at teachers' centres courses and school-focused programmes might have changed the atmosphere thereby affecting her observation. Precautions were taken to reduce this effect. The researcher's intentions and responsibilities were made known to the members of the group to avoid ethical questions of invasion of privacy. With time, the researcher's presence was taken for granted, viewed as a part of the natural setting and had little or no effect on what was being observed.

6.5 Statistical Treatment - description of statistical procedures used in analysing data

The choice of the statistical procedures used in this study were influcenced by two major factors. These are:

a) the type of research questions asked.

b) the type of data obtained from the research instruments.

The questions asked in the survey were mainly of the descriptive type which sought to identify the characteristics of educationists as a group about their views of the introduction of other forms of in-service education in the Rivers State. From the analysis of these results, attempts were made to discover if the respondents differed in their opinions significantly.

In the case studies carried out in North Yorkshire and Humberside, descriptive questions were again used to find out the present status of how schools practised these innovations of in-service education. The data obtained from the survey

were analysed by the use of both descriptive and inferential statistics. The descriptive statistics showed the frequency distribution of the subjects' responses on every item. This analysis showed the responses of the sample as well as the various sample groups. From this frequency distribution, the percentages of respondents' means, modes, medians and standard deviations are calculated. The advantage of the descriptive statistics was that they enabled the researcher to use one or two numbers e.g. (mean and standard deviation) to represent all the individual scores of subjects in the sample.

However, because descriptive statistics oversimplifies the data distorting one's understanding of how individual respondents performed in the study, inferential statistical techniques were used to make inferences from sample statistics to the population parameters. This idea is supported by Borg and Gall[1] who state that the more statistical techniques with which one is familiar, the more varied are the analyses that one can apply to one's research data.

The inferential statistics made use of the Chi-square test (x^2) to show the relationship of the sub-group responses. The use of this test enabled the researcher to decide reasonably whether some factor other than chance (sampling error) accounts for the apparent relationship; and also to show how reliable the researcher can infer that phenomena observed in a limited group will also occur in the unobserved larger population of concern from which the sample was drawn.

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1. Borg, R.W. and Gall, M.D. (1983), op. cit., p. 357.

Since the Null Hypothesis states that there is no
relationship, this test merely evaluates the probability
that the observed relationship results from chance. The
rejection or non-rejection of the stated hypothesis was based
on the 0.05 or 5% alpha level of significance which is often
used as a basis of rejection in educational and psychological
circles.

Sophisticated statistical methods were avoided as much
as possible for certain reasons. The aim of the writer was
to present the results in the simplest terms to the focal
audience of the study - these are secondary school teachers
and administrators of education in the Rivers State. Such
results were to enable them to understand and accept or reject
the recommendations made. It is assumed that such an audience
like the researcher may be quite innumerate hence the simple
statistical methods.

Brown et al[1] in their study showed that 'jargon locked'
reports were perceived to be more technical and more difficult
to understand by the readers than the 'jargon free' reports,
and suggested that the style of an evaluation does affect
audience perceptions of the evaluation.

This point was also stressed by McIntosh when she observed:

> "Very often it (statistical information)
> is presented in ways which are not
> easily comprehensible to non-numerate
> decision makers. The use of elaborate

1. Brown, R.D., Braskamp, L.A. and Newman, D.L. (1978),
   "Evaluator, Credibility, as a Function of Report Style -
   Do Jargon and Data Make a Difference?" Evaluation
   Quarterly, vol. 2, no. 2, May, pp. 331 - 349.

> statistical tests may be designed
> to impress fellow academicians. It
> is likely to be a barrier to the
> majority of the decision makers." [1]

The data obtained from the case study investigation were also analysed by using both descriptive statistics and inferential statistics. The use of inferential statistics here was not to test hypotheses but to enable the researcher to compare results of the different teachers' centres and schools and also to answer the research questions stated earlier on in the study.

6.6   Sequence of Activities

The replication of any study requires knowledge of the sequence of activities followed by the researcher,[2] hence a fairly detailed sequence of how she carried out her investigation is outlined.

For the survey carried out in Port-Harcourt, the researcher armed with a letter of introduction from her supervisor, approached the Chief Inspectors of Education in the Rivers State Ministry of Education, the Principal of the College of Education, and the two principals of the two secondary schools studied (see Appendix 5C for Letter of Introduction).

It was only after the permissions of the principals were sought and granted that the researcher approached the teachers. Each of the schools was visited up to five times between May

1.   McIntosh, N.E. (1979), "Barriers to Implementing Research in Higher Education", Studies in Higher Education, vol. 4, no. 1, p. 81.

2.   Sax, G. (1979), op. cit., p. 414.

and July distributing questionnaires and collecting back completed ones. In each of the schools, the vice-principal was asked to assist the researcher in the distribution and collection of questionnaires. A letter explaining the purpose of the study and the importance of respondents' replies was attached to each questionnaire (see Appendix 2A for Survey Questionnaire). Sixty-two of the ninety-eight questionnaires given out in Fort-Harcourt were received fully completed.

Case studies were conducted in Britain of four teachers' centres and three secondary comprehensive schools. Letters were written on behalf of the researcher by her supervisor to the four wardens, the two Chief Advisers and the three heads of the secondary schools, introducing the researcher, explaining the nature of the research. The letter also sought their co-operation and permission for the researcher to talk to them and their staff. Visits were made to these various institutions and offices only after favourable replies expressing interest and willingness were received.

Each of the teachers' centres were visited up to seven times within a period of four months in the Autumn term including the Easter holidays as well. During this time the researcher was introduced to groups of teachers by the wardens, her purpose explained and attended in-service courses as one of them. Some questionnaires were distributed by warden, others by course leaders and others personally by researcher to teachers at courses. 210 questionnaires were given out and 164 fully completed ones were received. Wardens were interviewed during this period.

Visits were made to schools during the autumn and summer

terms. In all schools, the researcher was handed over to
the teacher in charge of in-service education by the head.
Most of the communication after the initial exchange of letters
was done through this teacher. Questionnaires were handed
to him for distribution to teachers. This same teacher was
responsible for collecting fully completed questionnaires
for the researcher. The rest of the teaching staff - the head,
the deputy head in charge of in-service education, the
professional tutor and the probationers were interviewed.

The Chief Advisers were interviewed for their views on
the funding of in-service in their LEA. All interviews were
recorded and played back to respondents at the end of the
interview.

All respondents in the study were guaranteed anonymity.
(see attached letter to questionnaires in Appendix 2).

CHAPTER SEVEN

PRESENTATION AND ANALYSIS OF THE RESULTS OF THE SURVEY

CONDUCTED IN THE RIVERS STATE OF NIGERIA

This survey was carried out in order to ascertain the opinions of educationists in respect of innovatory forms of in-service education and training of teachers.

7.1 Abstract of the Survey

To be able to make meaningful and useful recommendations on which of the innovations of in-service education and training studied in the U.K. (not including Scotland and Northern Ireland) should be implemented in the Rivers State of Nigeria, the writer decided it would be helpful to know what selected persons in the field of education think about these forms of in-service education and training.

The opinionnaire constructed for this purpose was a closed one comprising multiple choice answers using the Likert Scales with two levels of agreement and disagreement and one neutral position designated 'Don't Know', (see Appendix 2A).

The different groups of educationists chosen for this study were: secondary school teachers; college of education lecturers; Ministry of Education officials (policy-makers) and principals of secondary schools in the Rivers State.

Because the researcher was merely seeking opinions as to the introduction of INSET in the Rivers State, it was decided to have only a small representative sample. Two secondary schools were selected randomly from a short list of

ten. The limitation of secondary schools was a precaution
so as not to have a dominance by any one group of respondents,
there being only one College of Education and one Ministry of
Education. The Ministry of Education officials were chosen
from the seven chief inspectors of education who are directly
in charge of official policies as regards the administration
and management of education in the Rivers State.

Variables of age and sex were excluded because the
researcher was not making a sufficiently detailed study, rather,
it was a very general device to provide an initial check on
the writer's claims and arguments that such forms of in-service
education and training were needed and would be welcome in the
State by some of those concerned with the welfare and improve-
ment of the teaching profession there.

It was assumed or hypothesised that there would be
differences of opinion as between the categories of educationists
responding agreement or disagreement. The hypothesis should
be stated in the directional form since the researcher has a
reasonably high expectation concerning the relationship that
exists between the variables, but bearing in mind the view of
Borg and Gall,[1] namely:

> "statistical hypothesis should be
> stated in directional form only when
> there is little or no possibility that
> the findings will yield a difference
> or relationship in the opposite
> direction."

The fact that the directional hypothesis calls for a one-tailed
test (i.e. if a direction occurs, it occurs in only one
direction) led the researcher to adopt the method of stating

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1. Borg, W.R. and Gall, M.D. (1983), op. cit., p. 90.

both a working hypothesis and a statistical one, which is a valid procedure.[1]

The working hypothesis stated reflects the expectations of the researcher based on theory and previous researches that the views of different categories of educationists, especially classroom teachers, heads and local education authority advisers or inspectors on educational matters, are not always congruent. Hence the working hypothesis assumes that there will be differences of opinion among the various groups of educationists affecting their level of agreement or disagreement.

The statistical hypothesis is stated in the null form and is set up to make testing of the working hypothesis statistically more precise. This null form therefore states that there will be no difference in the way educationists express their views about these approaches to in-service education and training. Best[2] gave three reasons for using the Null Hypothesis:

a) verification of one consequence of a positive hypothesis does not prove it to be true;

b) verifying a positive hypothesis provides a rather inconclusive test;

c) observed consequences that may be consistent with a positive hypothesis may also be compatible with equally plausible but competing hypothesis.

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1. Ibid, p. 89.

2. Best, J.W. (1981), op. cit., chapter 8, p. 270.

So, even though the researcher has definite reasons for expecting certain relationships or certain differences to occur between the different groups of educationists in the Rivers State, the use of the null hypothesis is preferred. It is also statistically testable which enables the researcher to compare obtained findings against chance expectations.

98 respondents were served with the same opinionnaire delivered personally by the researcher. 62 fully completed forms were received giving a response rate of 63.3 per cent.

The survey revealed that there were no significant differences in the level of agreement or disagreement in respect of the different forms of in-service education for teachers. It also showed a strong support for INSET in general.

7.2 <u>Presentation and Interpretation of Results</u>

The opinionnaire contained twenty questions of the multiple type answers ranging from 'strongly agree' to 'strongly disagree' with categories of 'agree', 'don't know' and 'disagree'. (see Appendix 2A for opinionnaire).

The first nine questions (1 -9) were centred around the need and importance of school-focused in-service education and the next five (10 - 14) dealt with the contribution that teachers' centres could make to the professional development of the teacher while the last six questions (15 - 20) were aimed at highlighting the immense importance of having a care system for newly qualified teachers using the services of a trained professional tutor.

The results are analysed in two broad forms. Firstly,

the comprehensive or collective responses of all respondents
are shown in a tabular form. This presentation shows the
general trend of agreement or disagreement to each statement
by each respondent. The higher the mean and mode scores, the
greater the perceived agreement with the statement.

Secondly, the results of the chi-square test (X^2 test)
which test the null hypothesis that there will be no differences
in their opinions is also shown in a tabular form. The choice
of composite tabular presentation is merely to avoid repetition
and also because of its simplicity in portraying results.
Frequency tabulation tends to be used to summarise data and
makes interpretation straightforward. Its main features are
sample size and percentage. The writer decided to have a
composite table for each of the two types of statistics
employed in the survey - frequency and cross tabulation.

A blanket interpretation and analysis of the results of
the cross tabulation is also preferred and used here to avoid
repetition since in all cases the null hypothesis was retained.
This layout of cross tabulation results was also used by the
Radical Statistics Education Group,[1] when they presented
the results of a survey carried out to compare male and
female students' attitude to twelve teaching activities.

The rejection or non-rejection of this stated hypothesis
is based on the 0.05 or 5% alpha level of significance which
is often used as a basis of rejection in educational circles.

1. Radical Statistics Education Group (1982), Reading Between
the Numbers: A Critical Guide to Educational Research,
BSSRS Publication Ltd.

Occurrences falling below this limit therefore will be deemed
to be statistically significant because they will be highly
unusual, and deemed insignificant if they fall outside or above
this 5% level of significance. Hence the null hypothesis will
be _rejected_ if the significance or probability value obtained
is below the 5% level, because the null hypothesis forecasts
a "no significant relationship" and a relationship exists.
On the other hand, if the probability or p value or significance
level is greater than the stipulated 5% level then it is
insignificant and the null hypothesis which states a "no
significant relationship" is upheld.

A. Interpretation of Frequency Tabulations in Appendix 3A
    Analysis of the Respondents' Replies to Statements

STATEMENT 1

It would be beneficial to have some form of in-service
education and training within the school for members of staff.

Replies to the above statement   show that
59.7% of the respondents sampled, strongly agree, a further
30.6% completely agree with it. 9.6% disagree with such a
statement, 4.8% doing so quite strongly. Nobody showed
neutrality or indecision.

These results clearly show that most of the respondents,
90.3% are in favour of having some form of in-service education
and training within the school for members of staff.

STATEMENT 2

There are some general school problems (e.g. discipline)
which could be dealt with by in-service activities for the

whole staff.

It shows that 77.4% of respondents agree with the above statement, 22.6% doing so strongly. 16.1% disagree and the remaining 6.5% expressed neutrality. However no respondent disagree strongly.

Results here again show that a majority of those sampled (77.4%) are in support of the statement that calls for in-service activities for the whole staff to solve some general school problems like discipline.

STATEMENT 3

Such school-focused/based activities have a major role to play in the professional life of the teacher. Without them, the quality of education provision is lower than it should be.

Appendix 3A indicates that 66.1% of respondents agree with statement 3 above, 27.4% of that figure agreeing quite strongly. 8.1% expressed neutrality, while a total of 25.8% disagree with 8.1% doing so strongly.

On the whole again, a majority of the respondents, 66.1% completely agree with the fact that school-focused activities have a major role to play in the professional life of the teacher and that they actually affect the quality of the education provided for our pupils.

STATEMENT 4

Every teacher in school has something to offer and something to learn from his or her colleagues.

Results   show that a total of 96.8% of

respondents agree with statement 4, with a high percentage

of 58.1 agreeing strongly. 3.2% strongly disagree while no

one   · disagreed or was neutral.

This provides a picture of total agreement among those

examined that teachers have something to offer and something

to take away from other colleagues on in-service courses.

STATEMENT 5

Every school has its own peculiar problems and such

inherent problems could be solved only by setting up in-service

education for the teachers of that particular school.

From the figures   it could be seen that quite

a substantial number of the respondents, 45.1% disagree with

the above statement, 3.2% expressing strong disagreement.

However, a greater majority of 54.9% support the statement,

19.4% doing so strongly. There was no response from the

'Don't Know' response mode.

A majority of respondents are seen to favour school-

focused INSET.

STATEMENT 6

Teachers need more opportunities to see how other teachers

teach.

90.3% of respondents sampled agree with the above state-

ment with a very strong agreement from 24.2%. 8% expressed

disagreement, 3.2% quite strongly. The remaining 1.6%

stayed neutral.

The general trend therefore is towards agreement that teachers need more opportunities to see how other teachers teach as is evident from the figures in Appendix 3A.

STATEMENT 7

The major agent in any school capable of bringing about school-based in-service teacher education and training is the head teacher.

Replies to the above statement show that 70.9% of respondents agree with it, 17.7% doing so strongly. 24.2% however disagree, 4.8% expressing disagreement quite strongly and the remaining 4.8% did not know.

Results here again show a majority of the respondents (70.9%) in total agreement to the idea of the head teacher initiating school-focused inset activities.

STATEMENT 8

To make sure that every teacher benefits from such activities, there should be some degree of compulsion on the part of the teachers to attend.

A total of 79% of the respondents sampled expressed agreement with the above statement, 24.2% of them agreeing strongly. 12.9% disagree with the idea of compulsion, and 6.5% did not express any opinion.

It is evident from the results that a majority of educationists are in favour of some form of compulsion on the part of the teachers to ensure that every teacher benefits from such inset provision.

STATEMENT 9

Teachers are the best people as professionals to discuss their own professional advancement.

Replies to this statement show that 85.5% of respondents are in favour of teachers being responsible for their own professional advancement. 14.6% however, disagree with it while no one expressed neutrality.

Here again more people are in favour of the statement.

STATEMENT 10

Teachers would benefit from colleagues other than those in their own schools, discussing professional matters with them.

Appendix 3A data shows that 85.5% of respondents believe in the above statement that teachers would benefit from colleagues outside their own immediate environment, 29% of them agreeing strongly. 11.3% expressed disagreement and 2 (3.2%) were neutral. Nobody however, strongly disagreed with the statement.

This clearly shows that a large majority of respondents (85.5%) as against 11.3% are willing to mix with colleagues from other schools or departments to discuss professional matters as they expect to benefit from such a get-together.

STATEMENT 11

Teachers need to meet periodically to discuss such topics as recent educational developments or other important publications relating to their profession.

Results   show that 53.2% of respondents
strongly agree to have periodical meetings to discuss
educational developments. A further 43.5% of respondents
are in total agreement while 2.3% disagree, with 1.6% doing
so quite strongly. No one expressed neutrality.

It is obviously desirable from the figures for teachers
to meet from time to time to discuss problems peculiar to
them as professionals with other colleagues as shown by replies
of 96.7% who are in total agreement.

STATEMENT 12

There is thus a need for teachers to get together in a
neutral location and atmosphere, feeling free to expose their
weaknesses and strengths in a mutual search for improvement.

A total of 95.1% of respondents are in total agreement
with the above statement, 45.2% agreeing strongly. While no
one expressed neutrality, 4.8% expressed disagreement, with
1.6% doing so strongly.

This shows that a large majority of educationists sampled
from among the educationists of the Rivers State see the need
for teachers to get together in a neutral setting to discuss
their problems by being open with one another in their criti-
cisms, with the common aim of improving their professionalism
as teachers.

STATEMENT 13

Teachers will feel freer and more relaxed to explore
new techniques, improvise equipment for the classroom and
exchange ideas in workshop situations staffed by their own

colleagues.

Appendix 3A shows. that 85.5% of respondents favour the above statement, 22.6% of them strongly, while 11.3% disagree with it. 3.2% expressed neutrality.

Educationists in Rivers State clearly believe as can be seen from these results that if teachers could get together in a neutral place, say a teachers' centre or resource centre or education centre, they would feel much freer and relaxed to explore new techniques.

Another point raised from the replies is that the educationists sampled would like these centres to be staffed by teachers or other members in the educational field who at one time might have been teachers themselves.

STATEMENT 14

Such a neutral meeting place if it exists, would improve teachers' professional growth in a positive and constructive way.

The replies to the above statement in   show that 93.6% of respondents are in complete support of it, 33.9% very strongly. 4.8% disagree with this, with 1.6% disagreeing quite strongly, and the remaining 1.6% retain a neutral position.

Respondents are overwhelmingly in favour of a neutral place to improve teachers' professional growth.

STATEMENT 15

A newly trained teacher would inevitably meet problems in settling down during the first year of teaching.

Replies to statement 15 above show   that a total of 92% of respondents agree and foresee the problems that a newly trained teacher might face in his or first year of appointment. Breaking this figure down, we can see that 45.2% of those agreeing stress strong agreement. 6.5% of respondents express disagreement and 1.6% remained undecided. Nobody expressed strong disagreement with the statement.

Results to Statement 15 show that a large majority, 92% of those sampled are apprehensive of the problems that newly trained teachers might face in their first year of teaching.

STATEMENT 16

Newly trained teachers therefore need structured guidance and support in order to be able to carry out their job effectively.

Because of the envisaged problems that a newly trained teacher will inevitably be faced with in his first year of teaching, 92% of respondents believe that there should be structured guidance and support for such teachers in order for them to function effectively; 32.3% of this figure agreeing strongly. A total of 5.8% of respondents disagree with it, 3.2% of them strongly. Nobody expressed neutrality.

Results thus show that 92% of respondents sampled are in favour of Statement 16.

STATEMENT 17

Such newly trained teachers should be systematically and properly inducted not only into the school itself but also into the teaching profession in general.

88.7% of respondents expressed total agreement with the above statement as can be seen in Appendix 3A, while 9.6% of them disagree, 4.8% of them strongly, the remaining 3.2% being neutral.

There is therefore a majority agreement as to the need and importance of introducing a newly trained teacher into the teaching profession as well as into the particular school he or she has been sent.

STATEMENT 18

It would be easier for a new teacher to know that an experienced teacher has been designated to take care of him/her professionally and to whom to turn for help.

80.7% of respondents are in agreement with the above statement, 22.6% of them quite strongly. A total of 17.7% of those sampled disagree, 1.6% doing so quite strongly and the remaining 1.6% remained neutral.

STATEMENT 19

There should be a planned programme in every school which is specifically geared towards the care of the newly trained teacher.

Appendix 3A shows that 80.6% of respondents agree with Statement 19 above, with strong agreement from 14.5%.

17.7% expressed their disagreement, 4.8% of them doing so

strongly and the remaining 1.6% expressed neutrality.

From these results it is evident that most educationists

in the Rivers State would like to see a planned programme

which is specifically geared towards the care of the newly

trained teacher in every secondary school in the state.

STATEMENT 20

It is the duty of the Principal or Headmaster to initiate

such a scheme for newly trained teachers and appoint appropriate

member of staff for the care of these new teachers.

Replies to the statement above indicate that 74.2% of

the educationists sampled expressed their agreement, 16.1%

disagree, 1.6% doing so strongly and the remaining 9.7%

recorded a 'Don't Know' reply.

A majority of educationists, 74.2% believe that the

Principal is the key figure in any school to initiate any

support system for newly trained teachers sent to his/her

school.

B.   Interpretation of Cross Tabulation Results in Appendix 3A

With the help of the chi-square test (X^2-test), the null

hypothesis which states that there will be no significant

difference of opinions in the way educationists in Rivers

State agree or disagree with statements concerning the impor-

tance and introduction of other forms of in-service education

and training was tested.

Appendix 3A provides an item by item comparison of the

opinions of educationists in the Rivers State who expressed

agreement or disagreement on aspects of in-service education and training for teachers.

In all twenty statements, the probability value or significance level is far above the 5% alpha level hence the results are not significant. This leads the researcher to retain the null hypothesis in all twenty statements.

This shows that educationists in Rivers State irrespective of their role and status, have markedly similar opinions about innovatory forms of in-service education and training.

7.3 Discussion and Conclusions

From the information obtained and analysis of results, it is overwhelmingly clear that educationists sampled in the Rivers State are without doubt in favour of introducing new forms of in-service education and training for teachers.

With the exception of Statement 5 which has a mode of 2, the rest have modes of 4 and 5. The high rate of disagreement with Statement 5 could stem from the argument that since all schools are government controlled and administered and managed under the same body, they are bound to experience very similar problems. This may be true for central administrative issues but is not true when it comes to internal problems idiosyncratic to individual institutions. However a majority of 54.9% still agree with the statement.

Although results show in Statement 7 that a majority of respondents are in agreement, (70.9%) one would have expected a higher percentage agreeing. It could well be that educationists in Rivers State expect classroom teachers to initiate such programmes themselves rather than wait for the

Principal to do so.

Replies to Statement 20   show a significant

percentage (14.5%) of those sampled in disagreement with it.

The researcher is well aware of the hectic nature of the

Principal's role in Rivers State and would tend to agree with

respondents if they say that teachers should not wait for

the Principal to lead, but instead to initiate schemes of

support for newly appointed teachers. However, the total

support of the Principal for any such scheme, in both financial

and material terms is obviously essential.

On the whole, the most commonly favoured replies are in

the 'agree' and 'strongly agree' response rubrics.
The mean and the median values also show the respondents'

preference for the 'strongly agree' and 'agree' response

categories - the higher the mean, mode and median values, the

greater the perceived agreement with the statements.

Contrary to expectations, results show that there are no

significant differences in the way educationists answered the

questions. The difference between means was not great enough

to reject the null hypothesis, hence the researcher retains

it. One concludes therefore that there was no significant

difference and that chance or sampling error probably accounted

for the apparent differences.

One would have expected the Chief Inspectors of Education

as policy makers to show some hesitation about such an idea

for the common and now widely used excuse "because of financial

stringency" or "considering the fact that we are now experiencing

economic crisis". As policy makers it was also expected that

they would either stay neutral or disagree with most of the questions because of the extra work this might demand of their departments.

The College of Education lecturers were expected to show little or no sympathy as regards the professional advancement of the classroom teacher as there is more often a feeling of superiority on their side.

The replies of the Principals were expected to be different from those of the classroom teachers from an administrative and management point of view. Considering the fact that the introduction of such a scheme in the secondary school would involve the head in additional administrative duties such as having to arrange for a replacement teacher, or appointing a competent tutor to take charge of in-service education and training.

Classroom teachers were of course expected to agree to most, if not all, statements as they are geared towards the professional advancement and betterment of their profession.

Reasons for such a general favourable and similar attitude towards innovations of in-service education in the Rivers State as shown from the survey are many and varied.

Firstly, most if not all educationists in the Rivers State and indeed all those sampled were at one time or the other classroom teachers.

A second reason could well be that all concerned with education in the Rivers State irrespective of their places of work or positions have come to realise that traditional in-service education is not the only way of improving the teacher especially when it comes to professional competence

in the classroom. It is possible that the policy maker in the Ministry might have received complaints from teachers either officially or unofficially about how inappropriate a particular course-based in-service course might have been. It all goes to show that educationists are now making a concerted effort to help their own colleagues. The problems of educationists can only be solved by fellow educationists.

A third reason for the enthusiasm towards these innovations of in-service education could be that just because they are innovations, and as such novelties, educationists want to give them a try and assess or evaluate their effectiveness in actually improving the professional competence of the class-room teacher.

A fourth reason could be due to contermination by internal validity problems e.g. sampling error. It could be that the sample was not large enough, even if it is respresentative for the test (chi-square test), to detect any relationship. The chi-square test produces significant results when the sample is large even when the actual relationship is low. This is actually a weakness of the test. It does not favour small samples and cannot show any relationship even when there could be one. However, the smallness of the sample has been defended elsewhere in this study. It appears small but is fully representative as in some cases, e.g. the Ministry of Education officials, a whole group of subjects without sampling were examined.

Any of the reasons given above could have attributed to retaining the null hypothesis. But as Ary et al[1] warn, the

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1. Ary, D., Jacobs, L.C. and Razavieh, A. (1972), op. cit.,
   p. 329.

investigator does not know which of these is true and therefore should not claim any one of them as the explanation for her results.

Although the data did not lead to rejection of the hypothesis, the row and column categories may have been related. This concurs with Entwistle and Nisbet's[1] argument that because two or more groups are not statistically different, we cannot treat them as if they were alike.

Burroughs[2] states that a hypothesis is never accepted but either rejected or not rejected, hence in this survey the null hypothesis is a tenable (not disproved) possibility but not accepted.

Results of the chi-square test therefore show a contradiction to expected outcome, but such contradictory results should not be condemned, for according to Ary et al[3], contradictory results indicate that a question is not settled and may stimulate further research. They went on to stress:

> "theory is tentative and should not
> deter someone from telling it like
> it is."

Interpretation of this retained null hypothesis rests on the fact that evidence for a clear conclusion is not available.

Whatever their reasons, it is evident that the types of in-service innovations advocated for the Rivers State by the

1. Entwistle, N.J. and Nisbet, J.D. (1976), op. cit., p. 306.

2. Burroughs, G.E.R. (1971), Design and Analysis in Educational Research, University of Birmingham School of Education, section 4, p. 20.

3. Ary, D., Jacobs, L.C. and Razavich, A. (1972), op. cit., pp. 328 - 329.

researcher namely:

a. school-focused activities;

b. probationary care for the newly appointed teacher;

c. the professional tutor;

d. the access to teachers' centres;

would be welcomed in the State by the people for whose benefit this call is made - the classroom teachers and the people who have the authority to implement them - the Ministry of Education policy makers.

As a point of interest, it should be added that the statements relating to the establishment of Teachers' Centres (i.e. Statements 10 - 14), received the highest percentage of agreement.

In conclusion, the large majority of agreement to the statements is a positive sign that such a major addition to the educational practice of the Rivers State might have a chance of support and success. This gives the researcher confidence in calling for the early introduction of such innovations in the Rivers State of Nigeria.

CHAPTER EIGHT

PRESENTATION, ANALYSIS AND INTERPRETATION OF CASE STUDY RESULTS CONDUCTED IN FOUR TEACHERS'CENTRES IN NORTH YORKSHIRE AND HUMBERSIDE

8.1 Description of Case Study Teachers' Centres

The choice of the use of case studies for investigating the role played by Teachers' Centres in the provision of INSET in England and Wales has been discussed at length in earlier chapters. Its main advantage is to have a closer and more detailed examination of centres in their local contexts.

Accordingly, in this part of the research, case studies were made of four such centres within the LEAs, North Yorkshire and Humberside.

Each of these centres was visited by the researcher for up to four months carrying out interviews with wardens, participating fully in activities, attending courses and delivering questionnaires to teachers. The researcher, whenever possible, also had informal discussions with teachers. Because some of the courses were mounted in schools, the researcher had the opportunity of visiting such schools.

Altogether, 210 questionnaires were distributed to teachers personally, and through wardens; 164 were returned fully completed - a response rate of 78.18%. This group of teachers, which was not selected in any specific way, thus represents the total population of teachers in North Yorkshire and Humberside who make use of their teachers' centres. A

short description of each case study centre follows.

A. Case Study Centre 1

The centre is situated in a former bank in the centre of
a town in South Humberside. Folowing its establishment in
1969, it shared accommodation with a College of Technology.
It is now the sole occupier of its present unadapted building,
and develops its own activities without consulting other
agencies.

Its early work was to develop Nuffield Maths and Science
Projects, with more general INSET activities developed from
1972.

The centre serves about 1,800 teachers from primary (100),
secondary (15), tertiary (1) and special (4) schools, and has
a catchment of about 60 miles radius. It is run by a full-
time permanent male warden under a constitution drawn up by
teachers. A management team comprising twenty teachers
determines the overall policy of the centre. There is no
deputy warden but a secretary and caretaker are employed on
a full-time basis.

Teachers who do not wish to pursue an award-bearing
programme are given the opportunity to have short-term
attachments to the centre to develop areas of special interest,
for example, the provision of materials for use in schools,
video programmes to be used for INSET. Such periods of
secondment usually last for about six months.

The centre provides a pool of equipment, resources and
services to teachers, including: photocopying; off-set printing;
transparency making; large case embossing; slide copying;
micrograph printing for headings and transparencies. It also

has hardware such as: video cameras; still cameras; cassette
and reel to reel recorders; ink and spirit duplicators; heat
copier; large-print typewriters; projectors; record players;
giant staplers; viewers for slides; 35mm film strips. It has
a well equipped library.

In terms of accommodation, the centre has: four meeting
rooms; one resource micro unit; a central office; a warden's
office; one reprographics room; a kitchen; toilets. This
is quite adequate for a centre of its size, in relation to
the number of teachers it serves.

B. <u>Case Study Centre 2</u>

This is situated on the outskirts of a major urban area
in Humberside. It was established in 1966 thus making it one
of the very early centres that was opened as a direct result
of developing Nuffield Mathematics and Science Projects.

It moved out of older and more central accommodation in
1986 and now occupies a slightly adapted building that was
once a junior high school.

The accommodation, in terms of rooms, is suitable for a
centre serving about 4,600 teachers, with a catchment extending
up to 80 miles distant. There are no residential services
but there are facilities for car parking and a catering service
that provides free lunch for teachers on courses.

The centre is well equipped with reprographic machinery:
electronic stencil cutters; photo copiers; duplicators; cameras;
tape recorders; television sets; complete video/tape/camera
system; and computer terminals.

It also has rooms for educational technology, practical
subjects such as domestic science, workshops, laboratories,

and a host of seminar and discussion rooms. It is therefore a multipurpose centre but does have a specialist unit for remedial education.

The centre is led by a male warden employed by the LEA on a permanent full-time basis. Its activities are governed by an elected management committee comprised of teachers from all categories of schools and educational institutions. There is secretarial support and a caretaker, but no deputy warden.

The catchment includes primary (120), middle (50), secondary (24), sixth form (2) and special (20) schools.

Teachers are seconded from time to time by the LEA to develop or initiate projects, to solve problems in current debate, for example in the Personal and Social Development Unit (PSD), and the General Certificate of Secondary Education Group (GCSE).

C. Case Study Centre 3

This is situated in a large converted school building in the centre of a town in   Yorkshire which has its own LEA. It shares its building with an Educational Computer Centre and a Child Guidance Centre, but the only facilities they share are the car park and the dining room.

The centre was established in the 1960s in response to the development of Nuffield Mathematics and Science Projects. It is a multipurpose centre serving about 2,750 teachers from primary, middle, secondary, special education and tertiary institutions in its political area. This is a geographically compact LEA and so teachers do not have to travel far to reach the centre, the catchment limit being about 10 miles.

The centre is run by a full-time permanent male warden. There is no constitution governing the centre's activities, but there is an advisory committee that acts as a management committee comprising of LEA officials, teachers' organisations, representatives, LEA advisors and members of the local Institute of Higher Education.

There is no deputy warden but there are both part-time and full-time secretaries and cleaning staff. In addition, there are ten advisory teachers based at the centre who run courses both in schools and at the centre.

The centre is very short of rooms especially meeting and discussion rooms. There is inadequate space for the ten advisory teachers who have to share three small rooms between them, but there are adequate toilet and kitchen facilities, and a good provision of resources and equipment such as a well stocked educational library, photocopiers, video cameras, projectors and slides.

D. Case Study Centre 4

This is situated in the centre of a cathedral city in the premises of a College of Higher Education in North Yorkshire. It shares certain facilities with the college, but at the same time has its own specially-adapted section of the building. It does, however, make use of some of the college rooms in the evenings. College lecturers are sometimes used to lead INSET sessions.

The centre is multipurpose and was opened in the 1960s to develop Nuffield Maths and Science Projects. It now serves about 3,000 teachers from primary (200), secondary (50), tertiary (2) and special (4) institutions. It is run by a

Director employed on a full-time permanent basis by the LEA

in co-operation with the college.

The activities of the centre are governed by a constitution.

There is also an advisory committee of INSET representatives

from schools, groups of schools, and colleges in its area.

The overall policy of the centre is determined by a management

committee consisting of the Director, the Deputy Director,

the Chairman of the General Advisory Committee, three members

elected by the Committee, six teachers appointed by the North

Yorkshire Consultative Panel of Teachers' Organisations and

one member each nominated by the university in the area, and

the college where the centre is housed.

There is a part-time Deputy Director who works just a

few hours per week. There are two part-time and two full-

time secretaries. It makes use of the college's cleaning

staff, toilet facilities, dining room and bars. It however,

has its own kitchen for light refreshments.

The centre is well-equipped in terms of material

resources: video cameras; video machines; duplicating and

photocopying machines; stencil cutters; television sets; a

wide range and variety of educational tapes; a computer. It

also has several workrooms, and a large lounge for meetings

and exhibitions.

8.2 Presentation of Findings

In this section, the findings of the case studies in-

volving four teachers' centres in the North Yorkshire/Humberside

area are presented with the help of simple statistical and

descriptive methods, plus a few serendipitous findings, not

necessarily expected by the writer such as the TRIST (TVEI Related In-Service Training), TVEI (Technical Vocation and Educational Instruction) and the PSD (Personal and Social Development) project being introduced to teachers in the Humberside Authority.

A. Overview of Statistical Procedures

As has been mentioned in Chapter 7 some of the data obtained from the case study investigations were subjected to both descriptive and inferential statistical analysis. The data received through the questionnaires from teachers making use of the teachers' centres fall into this category.

However, the information obtained from the Wardens and Chief Advisers through interviews was analysed subjectively. This is appropriate because of the small sample - four Wardens and two Chief Advisers.

With the use of descriptive statistics, the frequency distributions, means, mode, median and standard deviation were calculated to show how each individual in the sample responded. Also, in this particular investigation, the chi-square results enabled the researcher to make comparisons between the different variables such as, sex of the respondents, type of school teaching, scale of teachers, level of academic qualifications, teaching experience, marital status, age and so on.

B. Description of Findings Pertinent to Each Question

All interviews conducted were tape recorded to enable the researcher to give a fuller account of events. Interviews were conducted with the four wardens of the teachers' centres and the two chief advisers for INSET. In both groups questions

were presented to respondents in the same manner thereby ensuring uniformity, reducing any biases that might have occurred as a result of inconsistency in asking the questions.

The bulk of the data was collected from teachers who attend these centres by means of a questionnaire designed to elicit information in the following areas:

a. the importance of courses offered by teachers' centres for teachers' professional development;

b. reasons for attending centre courses;

c. types of activities provided;

d. relevance of such activities to classroom performance;

e. evaluation of effectiveness of teachers' centres and the kind of in-service they provide.

The results of these three groups of subjects are presented to give an overview of the role and cost of in-service education provided by teachers' centres.

8.3 Results of Replies to Interviews, Questionnaires and Observations of Case Study Teachers' Centres

A. Wardens' Responses:

i) Case Study 1

This warden has held the post for fourteen years. He, however sees himself as a 'facilitator' in the INSET network, with the prime purpose of providing for pupils in the classroom an improved service through enhancing the quality of the teachers.

The rationale underlying the Teachers' Centre Movement according to him is the localised nature of centres. This centre gives priority to workshop and in-service education

courses followed by provision of resources, both soft and hardware. There is little formal structured support for uplifting teachers' knowledge of basic teaching subjects. Condemning the type of in-service education provided in tertiary institutions as being irrelevant to the needs of the teachers on their return to schools, the warden strongly advocated the type of INSET provided by teachers' centres instead. Courses are more practically oriented, though theory still occupies an important place.

Subjects offered on in-service courses here include new curricula, new methodology, classroom organisation, instruction in the classroom of educational equipment and classroom management. The problem-centred approach is favoured.

The determination of provision is dependent upon the interests of teachers and their schools. Course programmes tend to be flexible in order to cater for any unexpected problems that might arise. This feature, the warden stressed, is the central ethos of this particular centre.

Teachers' needs are identified through teachers' centre representatives appointed by schools, and Centre activities are made known to teachers through termly brochures and individual course notices sent to schools. The warden has also helped run some school-focused INSET at two primary schools and one secondary school in the area concerned.

Despite its record of activity, a minority of teachers surveyed did not know of the existence of the Centre. Problems listed by the warden that deter teachers from attending courses there are: timing of courses; family commitments; and an inquisition from a minority of activist teachers. To attract

more teachers, the warden considers there is need to look more
seriously into the match between provision and need. He does,
however, praise the LEA for its generosity in the provision
of funds for the running of the centre. Additional funds are
received through the Morrelle Fund Grant for curriculum
development (£200.00 a year), and also from sale of goods from
the centre. Not surprisingly, the warden believes strongly
that the Teachers' Centre Movement has succeeded in its role,
but is keen to reach the minority who do not attend. He
would also like to see non-teachers in the 'welfare services'
such as police and social workers, using the centre, but
because the constitution is made up solely by teachers this
is not permitted by its own regulations!

ii) Case Study 2

The Warden sees his role as supporting the professional
development of teachers through the diagnosis of teachers'
needs and the provision of INSET courses and curriculum groups.
He sees the purpose of his Centre's work as being one of
professional people taking charge of their own professional
development, as opposed to INSET provided in Colleges of
Education and similar settings. The concept of being in
command of what one is receiving according to him is one of
the main assets of the teachers' centre context.

Courses at this centre are not organised in any one
particular orientation but cover theoretical, as well as
practical work so long as it is teachers' needs as they
perceive them. Both solution-centred (using mainly experts)
and problem-centred (diagnosing and studying problems) approaches
are used.

Decisions on programmes of activities is a joint res-
ponsibility of the warden, teachers, LEA advisers and the LEA
Office. A wide variety of other organisations such as
publishers, and broadcasting companies, also offer courses
there.

Teachers' expertise is drawn upon as well as outsiders,
and flexibility is maintained in the programme so as to
accommodate shifts in topicality.

Teachers' needs are identified through an elected steering
committee made up of teachers in the 'catchment' schools.
According to the warden this has not proved to be a very
effective method and is in process of reform. Activities
are made known to teachers through posters and a weekly
diary.

Reasons identified by the Warden for teachers' non-
attendance at centre courses include: distance from the Centre;
family commitments; the location of the centre itself.
According to him, the centre should be located near where
people live and work. At present some teachers travel
considerable distances to participate. The attendance rate
of 8½ attendances a year per teacher could be increased if
the centre were relocated so as to give maximum access.

The warden is clearly fully in support of the teachers'
centre movement and advises the opening of such a facility
accessible to every teacher in the country. Not surprisingly,
he advises teachers who do not make use of their centres to
take advantage of them and also encourage the participation
of non-teachers.

iii) <u>Case Study 3</u>

Here again, the name 'warden' is used for the head of the centre, but in this case the incumbent is also the: adviser for humanities; the TRIST co-ordinator; and the GCSE area co-ordinator for his area.

Predictably perhaps therefore he sees his role primarily as a co-ordinator of INSET provision and the person completely in-charge of the centre. The most important aspect of his job according to him is the preparation of the INSET programme which requires detailed and balanced considerations and planning.

This centre concentrates on workshop and in-service education courses followed by a more structured formal support for elevating the teachers' knowledge of basic teaching subjects. Other areas in which the centre is interested is primary headship; administration; computer centre.

In this warden's view INSET provided by teachers' centres differs from that in Colleges of Education in respect of orientation relevance and qualification. While teachers' centre courses are usually more relevant, more practical and pragmatic, courses in Colleges of Education tend to be theoretically orientated and leading towards some sort of certification.

The general orientation of courses in this centre takes the form of informal discussion, workshops and seminars. Subjects offered on in-service courses include: new curricula; new methodology; classroom organisation for probationers; instruction in the classroom use of equipment. A combination of both problem-centred and solution-centred approaches is

used.

The programme of activities is decided by all those concerned - warden, teachers and LEA advisers, the main criteria being the interest of the schools involved and topical developments such as GCSE and TVEI. Like Centres 1 and 2, the schedule is flexible to accommodate any new need that may arise.

These needs are identified through questionnaires sent to schools and also through heads and advisers own perceptions of schools. Centre activities are made known to teachers through termly brochures sent to heads and a weekly bulletin which deals with all educational matters. The Centre is clearly very closely linked with schools in the area, which is one where teachers do not travel far to attend courses, a maximum of ten miles.

Factors identified by the Warden that deter some teachers from attending the Centre are: timing of courses; irrelevance of courses; family commitments. To attract more teachers the Warden advises that relevance to the classroom should always be a priority.

In this case there is an acute need for more space, as well as for funds additional to the LEA allocation. The Warden considers that the benefits teachers derive from this centre justify the amount of money spent on it and is convinced of the key role of Teachers' Centres in INSET. He urges communities without centres to develop them, but does not agree with the facilities being available to non-teachers.

iv) Case Study 4

The 'Director' here, as the leader is called, holds a
masters degree in education and taught English for eleven
years.

His role is defined in the constitution adapted in 1979.
As well as being responsible for the day to day running of
the centre, he is also responsible for advising on INSET.
The rationale underlying the Teachers' Centre Movement in his
view, is that adults should be given an opportunity to have
a large say in the nature of their education because they
learn most under such conditions. In his centre, he has
achieved this objective by simply giving teachers a relatively
free hand.

This centre provides both workshop and INSET courses,
which the Director, like his counterparts in the three other
centres in this study, sees as much more relevant to the
needs of teachers than are the offerings of tertiary insti-
tutions. A variety of 'subjects' are offered including:
new curricula; new methodology; classroom organisation;
instruction in respect of utilising technical equipment. A
combination of both solution-centred and problem-centred
approaches is employed. The programmes is drawn up on the
basis of a consensus between Director, teachers and LEA
advisers: the main criterion being teachers' interest.

Teachers' needs are identified through meetings of
teachers' representatives in schools and also through Director's
visits to schools. Centre activities are made known to
teachers through termly brochures sent to headteachers and
posters sent to schools twice a term.

This centre is very closely linked with schools in its area, and the Director has helped in running some school-focused INSET. Most teachers in the area have utilised the facilities of the centre but some are deterred by so-called irrelevance of courses and family commitments. Schools need to be able to identify their own in-service needs more actively and accurately, and therefore to be frequently reminded of the centre's potential to assist them.

The budget in this case is £65,000 per year for the running of the centre and the college in which it is housed provides the remaining 45 per cent of the cost. The centre generates additional funds from the sale of goods.

The Director here strongly believes in the Teachers' Centre Movement, and urges any community without a centre to develop one without delay. He also believes in such centres being made available to non-teachers, within locally agreed limits.

B.   Advisers' Responses

Interviews were conducted with the Chief Advisers responsible for INSET in the areas concerned. As with the Wardens, an open-ended interview schedule was drawn up to collect information about the funding of in-service education and training in general, including school-focused INSET, induction year courses, and teachers' centres courses in their respective LEAs. In this section, only the replies to questions relating to the funding and operation of teachers' centres will be considered.

i)   <u>Adviser 1</u>

At present, the County of North Yorkshire has twelve
teachers' centres plus a residential in-service college.
These centres vary from small, unmanned units to large well-
equipped centres with staffing.

According to this adviser, the major costs in running
teachers' centres are those relating to staffing and teacher
replacements. In general, there is no charge for teachers
attending teachers' centres courses and activities, except in
the residential in-service centre where the proportion of the
costs due to residence are borne by the teachers attending.
This is subsidised and represents about a quarter of the real
cost of subsistence. As an example, the cost in 1986, to the
teacher, would be about £9 for a weekend.

The Chief Adviser justified the financial outlay involved
with a strong belief in the professional value of such
facilities, stressing the accessibility of local resourses
like these.

ii)   <u>Adviser 2</u>

The Humberside Local Education Authority runs three
major teachers' centres with full-time staff, and four minor
centres with part-time staff. The minor centres consist of
single rooms and are actually designated 'in-service centres'
rather than teachers' centres. They are, however, well-
furnished and equipped and are out in the country areas. This
adviser identifies the same categories of cost as did Adviser 1,
estimating salary costs to be about 50 per cent of the total.

There is no charge for teachers attending teachers' centre
courses and activities, and no attempts by centres to raise

money through sale of goods or services such as teaching aids,
photocopying audio-visual items, although charges are made out
of cost to non-INSET users. He justified spending so much
money on the running of teachers' centres by asserting their
centrality in respect of INSET. He argued that if teachers'
centres were excluded from the INSET structure, the LEA would
still have to spend just as much money on providing support
facilities in a more diffused and less accessible form. He
supports the teachers' preference for a neutral place where
they and indeed non-teachers can meet and discuss educational
issues as well as utilising practical facilities.

C. Teachers' Responses

The first sub-section below, deals with the frequency
distribution and percentage of the total sample to the
questions, and the second shows respondents' replies in
relation to variables of age, sex, marital status, type of
current school, and qualifications held. The format in both
sub-sections is that of tables and figures with a brief
textual description. This is standard procedure in the
presentation of empirical evidence of this kind.

The full results of the survey comprise Appendix 3B.
In this sub-section the frequency distribution and percentage
of the total sample by the variables and the replies of the
respondents to all twenty-one questions are presented in
tabular form.

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TABLE 4

FREQUENCY DISTRIBUTION AND PERCENTAGE OF SAMPLE
BY TEACHERS' CENTRE (VARIABLE I)

VALUE	TEACHERS' CENTRE	FREQUENCY(N)	PERCENTAGE(%)
1	TEACHERS' CENTRE 1	46	28.0
2	TEACHERS' CENTRE 2	38	23.2
3	TEACHERS' CENTRE 3	32	19.5
4	TEACHERS' CENTRE 4	48	29.3
	TOTAL	164	100.0

Forty-six teachers (28.0%) of the total of one hundred and sixty-four teachers came from Teachers' Centre 1, thirty-eight (23.2%) came from Teachers' Centre 2, thirty-two (19.5%) from Teachers' Centre 3 and the remaining forty-eight (29.3%) were drawn from Teachers' Centre 4.

TABLE 5

FREQUENCY DISTRIBUTION AND PERCENTAGE OF
SAMPLE BY SEX (VARIABLE 2)

VALUE	SEX	FREQUENCY(N)	PERCENTAGE(%)
1	MALE	48	29.3
2	FEMALE	116	70.7
	TOTAL	164	100.0

Out of the total of one hundred and sixty-four teachers who responded to the questionnaire, forty-eight (29.3%) were males and one hundred and sixteen (70.7%) were females.

TABLE 6

FREQUENCY DISTRIBUTION AND PERCENTAGE OF

SAMPLE BY AGE (VARIABLE 3)

VALUE	AGE	FREQUENCY(N)	PERCENTAGE(%)
1	20 - 25	8	4.9
2	26 - 30	11	6.7
3	31 - 35	36	22.0
4	36 - 40	46	28.0
5	41 - 45	24	14.6
6	46 - 50	29	17.7
7	OVER 50	10	6.1
	TOTAL	164	100.0

Eight (4.9%) teachers of the total of one hundred and sixty-four were aged between twenty and twenty-five, eleven (6.7%) were between the ages of twenty-six and thirty, thirty-six (22.0%) fell into the age group of thirty-one to thirty-five, forty-six of them (28.0%) were aged between thirty-six and forty, twenty-four teachers (14.6%) were between the ages of forty-one and forty-five, while twenty-nine teachers which formed (17.7%) of the total were between forty-six and fifty years of age and the remaining ten respondents (6.1%) were over fifty.

TABLE 7

FREQUENCY DISTRIBUTION AND PERCENTAGE OF

SAMPLE BY MARITAL STATUS (VARIABLE 4)

VALUE	MARITAL STATUS	FREQUENCY(N)	PERCENTAGE(%)
1	SINGLE	26	15.9
2	MARRIED	126	76.8
3	ANY OTHER	12	7.3
	TOTAL	164	100.0

Twenty-six of the respondents (15.9%) were single, and one hundred and twenty-six were married, while the remaining twelve (7.3%) were either divorced or separated, categorised as 'ANY OTHER'.

TABLE 8

FREQUENCY DISTRIBUTION AND PERCENTAGE OF SAMPLE BY

HIGHEST QUALIFICATION HELD (VARIABLE 5)

VALUE	HIGHEST QUALIFICATION HELD	FREQUENCY(N)	PERCENTAGE(%)
1	TEACHERS' CERTIFICATE	82	50.0
2	B.ED	38	23.2
3	B.A	18	11.0
4	B.Sc	1	0.6
5.	PGCE/PGDE	10	6.1
6	ADVANCED DIPLOMA	8	4.9
7	MASTERS DEGREE	6	3.7
8	Ph.D	1	0.6
	TOTAL	164	100.0

Eighty-two respondents (50.0%) had a Teachers' Certificate, thirty-eight (23.2%) held a B Ed, eighteen (11.0%) possessed a B.A, one respondent (0.6%) had a B.Sc, ten teachers (6.1%) held a PGCE/PGDE, eight respondents (4.9%) had Advanced Diploma, while six (3.7%) had a Masters degree and the remaining one respondent (0.6%) possessed a Ph.D.

TABLE 9

FREQUENCY DISTRIBUTION AND PERCENTAGE OF SAMPLE BY

TEACHING EXPERIENCE (VARIABLE 6)

VALUE	TEACHING EXPERIENCE	FREQUENCY(N)	PERCENTAGE(%)
1	UNDER TWO YEARS	3	1.8
2	2 - 5 YEARS	10	6.1
3	5 YEARS	3	1.8
4	5 - 10 YEARS	41	25.0
5	OVER 10 YEARS	107	65.2
	TOTAL	164	100.0

The distribution of respondents in relation to their teaching experience shows that three teachers (1.8%) of the total of one hundred and sixty-four sampled have taught for under two years, ten (6.1%) have done so for between two and five years, a further three teachers (1.8%) have been teaching for five years, while forty-one (25.0%) have taught for between five and ten years, and the remaining one hundred and seven of them (65.2%) have taught for over ten years.

TABLE 10

FREQUENCY DISTRIBUTION AND PERCENTAGE OF SAMPLE BY

TYPE OF SCHOOL (VARIABLE 7)

VALUE	TYPE OF SCHOOL	FREQUENCY(N)	PERCENTAGE(%)
1	INFANT	29	17.7
2	PRIMARY	47	28.7
3	SPECIAL	8	4.9
4	JUNIOR/MIDDLE	40	24.4
5	SECONDARY	40	24.4

Twenty-nine (17.7%) of them taught in infant schools, forty-seven (28.7%) in primary schools, eight (4.9%) took care of handicapped children in special schools and forty teachers (24.4%) taught in junior/middle schools while the remaining forty (24.4%) taught in secondary schools.

TABLE 11

FREQUENCY DISTRIBUTION AND PERCENTAGE OF SAMPLE BY

POSITION HELD IN SCHOOL (VARIABLE 8)

VALUE	POSITION HELD IN SCHOOL	FREQUENCY(N)	PERCENTAGE(%)
1	HEAD	8	4.9
2	HEAD OF DEPT/DEPUTY HEAD	19	11.6
3	SCALE 1	43	26.2
4	SCALE 2	66	40.2
5	SCALE 3	21	12.8
6	SCALE 4	7	4.3
	TOTAL	164	100.0

Eight (4.9%) teachers were head teachers, nineteen (11.6%) were either head of department or deputy heads, forty-three (26.2%) were on scale 1, a further sixty-six (40.2%) on scale 2, while twenty-one (12.8%) were on scale 3, and the remaining seven (4.3%) were scale 4 teachers.

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ii) Presentation of Responses

The replies of all the 164 respondents to the twenty-one questions are presented in tabular form to show the frequency and percentage of response.

TABLE 12

FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 1

QUESTION 1

Advocates for teachers' centres stress that the kind of learning teachers need and want to do can best occur in an atmosphere which is inviting, hospitable, supportive and non-evaluative. How much do you agree with this?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	AGREE VERY STRONGLY	92	56.1
2	AGREE STRONGLY	67	40.9
3	DON'T KNOW	4	2.4
4	DISAGREE	1	0.6
5	DISAGREE STONGLY	-	-
	TOTAL	164	100.0

Ninety-two respondents (56.1%) agree very strongly with the above statement, sixty-seven (40.9%) agree strongly, four (2.4%) did not know, and one respondent (0.6%) disagreed, whild nobody disagreed strongly.

TABLE 13

FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 2

QUESTION 2

Has **this** teachers' centre provided **this** opportunity for you?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	YES	143	87.2
2	NO	5	3.0
3	NOT SURE	15	9.1
4	ANY OTHER	1	0.6
	TOTAL	164	100.0

One hundred and forty-three respondents (87.2%) think that their teachers' centre has provided them the opportunity to have the kind of learning they desired. However, five (3.0%) were negative and a further fifteen (9.1%) were not sure while the remaining one person (0.6%) under the 'ANY OTHER' rubric stated that she was happy with the support from her centre.

TABLE 14

<u>FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 3</u>

<u>QUESTION 3</u>

How often do you come to the centre?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	EVERYDAY	1	0.6
2	APPROX ONCE EVERY WEEK	25	15.2
3	ONCE EVERY MONTH	90	54.9
4	ONCE EVERY TERM	21	12.8
5	ONCE EVERY YEAR	4	2.4
6	ANY OTHER	23	14.0
	TOTAL	164	100.0

One person (0.6%) of the total sample of one hundred and sixty-four respondents attended centre courses everyday, twenty-five (15.2%) attended approximately once every week, ninety of them (54.9%) visited the centre once every month, and a further twenty-one (12.8%) came to the centre once every term. Four respondents visited once every year, and the remaining twenty-three (14.0%) gave various replies such as, 'twice a week', 'twice a month', 'once a fortnight', 'when interested in a course and accepted' under the 'ANY OTHER' response mode.

TABLE 15

FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 4

QUESTION 4

How long do you stay on each visit?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	HALF AN HOUR	4	2.4
2	ABOUT AN HOUR	10	6.1
3	1 - 2 HOURS	77	47.0
4	OVER 2 HOURS	61	37.2
5	ANY OTHER	12	7.3
	TOTAL	164	100.0

Eighty-seven respondents (53.1%) stay for about one to two hours on each visit, four (2.4%) spend about half an hour on each visit, while sixty-one (37.2%) stay for over two hours. Twelve respondents (7.3%) gave replies under the 'ANY OTHER' category. These included, 'depends on reason for visit - if information only is required, half an hour', 'over two hours when on courses','long courses from one to five days', 'however long courses run'.

TABLE 16

<u>FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 5</u>

<u>QUESTION 5</u>

For how long have you been using this centre?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	UNDER ONE YEAR	16	9.8
2	1 - 2 YEARS	19	11.6
3	2 - 5 YEARS	30	18.3
4	OVER 5 YEARS	97	59.1
5	ANY OTHER	2	1.2
	TOTAL	164	100.0

Sixteen teachers (9.8%) have been using their centre for under one year, nineteen (11.6%) have been doing so for one to two years, thirty (18.3%) have used their centre for between two and five years and ninety-seven (59.1%) have done so for over five years. Two respondents (1.2%) stated under the 'ANY OTHER' response mode that they have been using their teachers' centre for exactly ten years.

TABLE 17

FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 6

QUESTION 6

At what time of day are most courses and activities held?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	DURING SCHOOL HOURS	10	6.1
2	AFTER SCHOOL HOURS	61	37.2
3	SOME DURING AND OTHERS AFTER SCHOOL HOURS	90	54.9
4	ANY OTHER	3	1.8
	TOTAL	164	100.0

Ninety teachers (54.9%) recorded that most courses and activities are held during and after school hours, sixty-one respondents (37.2%) said most courses are held after school hours, while ten teachers (6.1%) replied that most courses take place during school hours and the remaining three respondents (1.8%) stayed neutral under the 'ANY OTHER' response mode.

TABLE 18

FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 7

QUESTION 7

Does the timing of the courses and activities suit you?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	YES	68	41.5
2	NO	8	4.9
3	SOMETIMES	85	51.8
4	UNDECIDED	3	1.8
	TOTAL	164	100.0

Sixty-eight teachers (41.5%) said the timing of courses and activities suited them, eighty-five (51.8%) said it suited them sometimes, while eight (4.9%) categorically said no, and the remaining three were undecided.

TABLE 19

FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 8

QUESTION 8

How difficult is it for you to attend courses taking place during school hours?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	EASY	40	24.4
2	FAIRLY EASY	72	43.9
3	DIFFICULT	49	29.9
4	IMPOSSIBLE	2	1.2
5	ANY OTHER	1	.6

One hundred and twelve respondents (68.3%) of the total reported that it was easy for them to attend courses taking place during school hours, fifty (30.5%) however, said this was difficult (one of them stating that this difficulty was due to LEA attitude under the 'ANY OTHER' category). Two teachers (1.2%) said it was just impossible for them to attend such courses.

TABLE 20

<u>FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 9</u>

<u>QUESTION 9</u>

Is there a planned programme in your school enabling teachers
to attend teachers' centre activities?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	YES	40	24.4
2	NO	113	68.9
3	DON'T KNOW	11	6.7
	TOTAL	164	100.0

Forty teachers (24.4%) said there was a planned programme
in their school enabling them to attend centre activities, one
hundred and thirteen (68.9%) said there was none and eleven
(6.7%) did not know.

TABLE 21

<u>FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 10</u>

<u>QUESTION 10</u>

How do you like the idea of non-teachers (e.g. parents, youth
clubs) attending teachers' centre activities?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	STRONGLY AGREE	20	12.2
2	AGREE	37	22.6
3	UNCONCERNED	77	47.0
4	DISAGREE	29	17.7
5	STRONGLY DISAGREE	1	0.6
	TOTAL	164	100.0

Seventy-seven teachers (47.0%) sampled were unconcerned about non-teachers attending teacher centre activities, fifty-seven (34.8%) on the other hand, agreed with the idea, twenty of them (12.2%) doing so strongly. Twenty-nine (17.7%) disagreed and one respondent (0.6%) disagreed strongly.

TABLE 22

FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 11

QUESTION 11

Which of the following services offered by the teachers' centre do you use most?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	PROFESSIONAL DEVELOPMENT OF TEACHERS THROUGH IN-SERVICE EDUCATION	151	92.1
2	SUPPORT SERVICES FOR TEACHERS- USING RESOURCES, TECHNICAL SERVICES AND EQUIPMENT	9	5.5
3	THE ACQUISITION, PRODUCTION, AND DISTRIBUTION OF TEACHING RESOURCES	1	0.6
4	SOCIAL AND RECREATIONAL SERVICES FOR TEACHERS	1	0.6
5	COMMUNITY INVOLVEMENT IN EDUCATION	-	-
6	ANY OTHER	2	1.2
	TOTAL	164	100.0

One hundred and fifty-one teachers (92.1%) of the total sampled said of the various services offered, they made the most use of professional development of teachers through in-service education; nine others (5.5%) said they made more use

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of the acquisition, production and distribution of teaching

resources, one respondent (0.6%) valued social and

recreational services for teachers the most. Community

involvement in education as a service offered did not appeal

to anybody. Two teachers (1.2%) stated other services they

used most under the 'ANY OTHER' response mode. These were,

'committee meetings' and 'subject meetings'.

TABLE 23

FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 12

QUESTION 12

What is the general mode or style of activities?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	WORKSHOPS	26	15.9
2	SEMINAR FORM	6	3.7
3	FORMAL LECTURE	5	3.0
4	A COMBINATION OF ALL THE ABOVE	126	76.8
5	ANY OTHER	1	0.6
	TOTAL	164	100.0

Twenty-six teachers (15.9%) said that activities in the

centre took the workshop style, six (3.7%) thought activities

were in seminar form while five (3.0%) said activities took

the formal lecture style, and one hundred and twenty-six (76.8%)

said activities took the form of a combination of all the three

above. One respondent (0.6%) recorded a don't know under the

'ANY OTHER' category of response.

TABLE 24

FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 13

QUESTION 13

What type of activities do you like best in the in-service education programme?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	WORKSHOPS	88	53.7
2	WORKING PARTIES	15	9.1
3	FORMAL LECTURES	14	8.5
4	COURSES	40	24.4
5	CONFERENCES	1	0.6
6	SUMMER SCHOOLS	1	0.6
7	ANY OTHER	4	2.4
6	DON'T KNOW	1	0.6
	TOTAL	164	100.0

Eighty-eight teachers (53.7%) preferred workshops, fifteen (9.1%) liked working parties best, and a further fourteen (8.5%) said they liked formal lectures best. Forty (24.4%) preferred courses, one (0.6%) opted for conferences, and another one (0.6%) went for summer schools. Another one respondent (0.6%) recorded a 'Don't Know' reply, while the remaining four persons (2.4%) stated replies of their own under, the 'ANY OTHER' response mode - 'residential courses', 'subject meetings', 'workshops and lectures'.

TABLE 25

FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 14

QUESTION 14

How relevant are the in-service activities to your daily work in the classroom?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	VERY RELEVANT	62	37.8
2	RELEVANT	92	56.1
3	IRRELEVANT	-	-
4	NOT SURE	10	6.1
5	ANY OTHER	-	-
	TOTAL	164	100.0

One hundred and fifty-four respondents (93.9%) said the in-service activities they attended at their teachers' centres were relevant to their daily work in the classroom. Sixty-two (37.8%) of these stressed the very relevant nature of the courses, ten (6.1%) were not sure of the relevance of the courses while no one recorded them being irrelevant.

TABLE 26

FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 15

QUESTION 15

Who decides which courses or activities to be run?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	WARDEN (CENTRE LEADER)	13	7.9
2	TEACHERS	2	1.2
3	JOINT DECISION BETWEEN TEACHERS AND WARDEN	73	44.5
4	LEA STAFF	19	11.6
5	DON'T KNOW	54	32.9
6	ANY OTHER	3	1.8
	TOTAL	164	100.0

Thirteen teachers (7.9%) thought the centre leader or warden dicided which courses or activities to be run, two others (1.2%) felt the decision was made by teachers, and seventy-three respondents (44.5%) repled that it was a joint decision between teachers and warden. Nineteen (11.6%) felt such decisions were taken by the LEA staff and fifty-four respondents (32.9%) did not know. The remaiming three respondents gave unanticipated answers under the 'ANY OTHER' response rubric such as 'INSET COMMITTEE', (made up of teachers and warden), 'a combination of 1, 2, 3, 4'.

TABLE 27

FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 16

QUESTION 16

Are you involved in the decision making process of <u>this</u>
teachers' centre?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	YES	27	16.5
2	NO	132	80.5
3	ANY OTHER	5	3.0
	TOTAL	164	100.0

Twenty-seven respondents (16.5%) of the sample of one
hundred and sixty-four said they were involved in the decision
making process of their centre, while one hundred and thirty-
two (80.5%) said they were not and the remaining five
respondents (3.0%) gave various answers under the 'ANY OTHER'
category of response - 'Teachers are asked to make suggestions
<u>not</u> decisions', 'No, not directly - send ideas as staff via
representative to planning meetings', 'We have staff members
of INSET who suggest courses to the centre staff for
choosing'.

TABLE 28

FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 17

QUESTION 17

Is your expertise as a professional ever utilised to act as a leader of workshops, working parties or courses?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	YES - ALWAYS	-	-
2	YES - SOMETIMES	58	35.4
3	NEVER	103	62.8
4	ANY OTHER	3	1.8
	TOTAL	164	100.0

Fifty-eight teachers (35.4%) of the total sampled have been used to lead sessions sometimes, one hundred and three (62.8%) said they had never been used. Nobody recorded being used 'always to lead courses or workshops'. Three respondents gave additional answers under the 'ANY OTHER' category - 'occasionally', 'infrequently'.

TABLE 29

FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 18

QUESTION 18

Who do you think has the greatest influence on centre activities?

VALUE	REPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	WARDEN (CENTRE LEADER)	49	29.9
2	LEA ADVISER	33	20.1
3	TEACHERS	45	27.4
4	DON'T KNOW	34	20.7
5	ANY OTHER	3	1.8
	TOTAL	164	100.0

Forty-nine (29.9%) thought the warden had the most influence, thirty-three (20.1%) thought the LEA Adviser, while forty-five (27.4%) felt teachers had the greatest influence. Thirty-four (20.7%) did not know, and three (1.8%) respondents answered 'Committee' under the 'ANY OTHER' response mode.

TABLE 30

FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 19

QUESTION 19

How were you first made aware of activities at <u>this</u> centre?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	THROUGH LEA ADVISER	12	7.3
2	THROUGH THE PROFESSIONAL TUTOR IN MY SCHOOL	5	3.0
3	THROUGH A COLLEAGUE	20	12.2
4	THROUGH A CIRCULAR SENT BY THE WARDEN TO SCHOOLS	119	72.6
5	ANY OTHER	8	4.9
	TOTAL	164	100.0

Twelve respondents (7.3%) were first made aware of activities at their centre through the LEA Adviser, five (3.0%) others were informed through the professional tutor in their school. Twenty (12.2%) got the information through a colleague and the majority of them, one hundred and nineteen (72.6%) were made aware through a circular sent to their schools by the warden. The remaining eight persons (4.9%) gave answers of their own under the 'ANY OTHER' response rubric - 'Always been aware but can't specify when and how', 'PSD support team', 'Probationer's meeting', 'LEA circulars', 'Through the College's R.E. centre'.

TABLE 31

FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 20

QUESTION 20

How easily do you think you could obtain access to the various

activities and services elsewhere?

VALUE	REPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	VERY EASILY	4	2.4
2	EASILY	27	16.5
3	DIFFICULT	127	77.4
4	IMPOSSIBLE	5	3.0
5	ANY OTHER	1	0.6
	TOTAL	164	100.0

Thirty-one respondents (18.9%) felt they would have

obtained access easily to the various activities and services

elsewhere. Four of these (2.4%) stated 'VERY EASILY' while

for one hundred and twenty-seven others (77.4%) it would

have been difficult and for five (3.0%) respondents it was

impossible. One respondent (0.6%) recorded a 'Don't Know'

reply under the 'ANY OTHER' response mode.

TABLE 32

FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 21

QUESTION 21

What would you miss most if the centre were not there?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	NOTHING	1	0.6
2	EQUIPMENT AND RESOURCES	9	5.5
3	MEETING OTHER TEACHERS IN SOCIAL ATMOSPHERE	16	9.8
4	ADVICE AND SUPPORT RECEIVED FROM CENTRE STAFF	8	4.9
5	OPPORTUNITY TO HAVE PROFESSIONAL DEVELOPMENT	130	79.3
6	ANY OTHER	-	-
	TOTAL	164	100.0

One hundred and thirty respondents (79.3%) said they would miss most the opportunity to have professional development if the cente were not there. Sixteen (9.8%) would miss meeting other teachers in a social atmosphere, eight (4.9%) would miss advice and support received from centre staff, while nine (5.5%) would miss the equipment and resources most. The remaining respondent (0.6%) said whe would not miss anything.

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D. An Account of Activities and Courses Undertaken at
    Case Study Centres

Apart from using questionnaires and interviews to elicit information from subjects, the writer also sat in on courses and activities as a full participant observer at each of the teachers' centres. The wealth of information collected by this method was very valuable and was meant to supplement that obtained by other means. A description of a typical week of activities and courses at each of the case study centres attended by the writer is given below.

   i) Case Study Centre 1

A two day course on 'Active Learning Strategies' was organised for secondary school teachers. The general aims of the course were to extend the experience of active learning strategies of the teachers involved and to look at training styles designed to involve teachers in their own in-service education.

The course was run on participatory and interactive lines with more time and attention to processing of the activities and led by four course tutors. The course tutors used the first one hour to introduce the course and created a climate for learning. There were structured conversations. After a thirty-minute coffee break, teachers were involved in the second session in communication exercises and specific listening skills. There was a lunch break after which discussions were held in groups. A fifteen minute tea break followed and during the last one and a half hours the whole group listened to a lecture on techniques for promoting discussion and dealing with difficult topics.

The second day of the course ran on similar lines, where teachers attended a lecture on the introductory activities and the use of information groups for the first one hour, a coffee break, another lecture on curriculum application of active learning processes, lunch break, after lunch group discussions, another tea break and final whole group discussion in seminar form on planning active learning sessions and one to one support skills. The course ended at 4.30 pm on the second day, attended by forty teachers each day in the main discussion room of the centre.

A craft, design and technology course making a   cha$\overset{s}{\underset{\wedge}{}}$sis was organised for primary school teachers during the week. This course was led by two college lecturers in the discussion room of the centre from 4.30 pm to 6.30 pm. The mode of instruction for the first one hour was lecture type where course tutors demonstrated the various components of materials for the exercise. For the next thirty minutes teachers worked individually to construct a cha$\overset{s}{\underset{\wedge}{}}$sis. After a fifteen minute coffee break, there was a whole group discussion about the outcome of what teachers had constructed, explaining concepts such as why some cha$\overset{s}{\underset{\wedge}{}}$sis were travelling a much longer distance than others. Six out of the expected eight teachers turned up.

Later on that same evening there was a two hour course on data basis using the computer in the computer room, led by a teacher adviser seconded to the centre. After the introductory lecture on the parts and functions of the computer, participants were divided into groups for practical exercises. A complete manual of the computer programme was given to each teacher to work with. All 25 expected teachers attended the course at

the end of which most were able to feed information into the
computer.

A support course for teachers involved in the multicultural
education twinning scheme embarked upon by the county and a
neighbouring one was scheduled for the last two days of the
week. It was aimed at both primary and secondary school
teachers. This course on both days was held in the main
discussion room of the centre and led by three course tutors -
one English and drama adviser with special interest in multi-
cultural education including anti-racist strategies, and two
peripatetic English as a Second Language teachers. The course
started on both days at 9.00 in the morning and ran through
to 3.30 pm. The general mode of instruction was a combination
of lecture where course tutors introduced the aims and objectives
and theoretical background of the course and practical workshop
exercises where participants worked in groups. Such group
discussions included teachers' concepts of words such as
'Bradford' and preconceived impressions people have of pictures.
Slides and videos on the multicultural theme were shown on
both days. Coffee, tea and lunch were available free of charge
for the twenty participants.

ii) **Case Study Centre 2**

A week at Case Study Centre 2 shows a variety of activities
undertaken by both teachers and non-teachers. This particular
week was devoted to a course embarked upon by the county. It
is part of the massive in-service plan to prepare teachers in
the county's schools for the complete re-organisation of
schooling - present age group of pupils are 5-9 primary school,
9-13 junior high school/middle school, 13-18 senior high.

Proposed new age groups are 5-11 primary, 11-16 secondary and 16-18 sixth form colleges. The writer joined the scale three teachers groups comprising of forty middle and secondary school teachers. Different aspects of the ro-organisation as it affects schools and teachers were discussed on different days. The course was led by an adviser with the LEA in the secondary sector and two teachers seconded to the centre. Method of instruction was a combination of lecture, seminar, workshop and group work. A similar programme was drawn up for each day showing the general pattern of events (see Appendix 4E). On each day, courses started at 9.00 am and finished at 4.00 pm with coffee/tea breaks before and after lunch, which were free of charge for participants. Topics discussed included aims of education, record of achievement, assessment, issues of continuity between primary and secondary phases, primary curriculum, aspects of curriculum planning and practice in the early years of 11-16 school. The national curriculum and special educational needs were also discussed. These topics were evenly and sequencially arranged so that each day had a full programme, and connected with each other. Forty teachers attended this course.

Apart from such organised formal courses, the centre was used for other activities. These include meetings of professional associations such as the National Association of School Masters and Union of Women Teachers (NAS/UWT), regional branch of the NUT, teachers' centres wardens, National Association of Remedial Education (NARE) advisory team, National Association of Teachers of Home Economics (NATHE), National Association of Head Teachers (NAHT).

There was also a host of meetings of working parties such as, Nature Areas Working Parties, Education Policy Working Group, Standing Conference on the Curriculum, County Consultative INSET Committee etc., Association of subject teachers for example, Maths in the Environment, Cambridge History Project also made use of the centre for their meetings and discussions.

Teachers came in and out of the centre all week for different reasons such as photocopying, seeking information on particular courses and borrowing video tapes.

Use of the centre was not limited to teachers alone. Non-teachers like the Youth Service Advisory Group also made use of it. The football pitch, cricket field and gymnasium were hired to people from the community on Saturdays.

iii) Case Study Centre 3

The computer centre of Case Study Centre 3 is quite a busy place. An average of six schools make use of it every day. These vary from infant schools to middle schools to secondary schools. While 7 - 8 year olds from an infant school used the computer for adventure games, 14 year olds from a secondary school used it for programming, 'A' level students for word processing.

A variety of courses and activities were held at the centre between the working hours of 9.00 am and 5.00 pm. (See Appendix 4D), On some days the centre was open until 9.00 pm depending on demand without administrative staff but the caretaker.

During the week in observation, the writer endeavoured to attend all courses and activities irrespective of subject or

type of school. It was however, very difficult to gain access to attend meetings of groups such as were too private. Courses took place at different times and in some cases ran concurrently in different rooms. There was therefore, no general pattern of events such as recorded in centre 2, so a description of an account of what happened each day as outlined for case study centre 4 would be most appropriate.

On the first day, there was an advisers' meeting in the morning attended by 10 advisers, from 9.30 am to 1.00 pm with coffee and lunch breaks. Three different courses were held at the same time in different rooms from 4.30 pm to 6.00 pm. One was the first of a course of six sessions on drama in primary and middle schools which disucssed how to develop the use of drama as a medium of learning across the curriculum, led by an adviser from the LEA and attended by ten teachers. The second was a French course for teachers of 5 - 6 year old pupils. All expected eight teachers turned up. The third was a home economics course for middle school teachers which considered the aims and place of home economics in the middle school curriculum, with particular emphasis on learning, continuity of pupils' cross curricular links and aspects of nutrition and food, home and family, and textiles.

During the one and a half hours of each of the courses outlined above, course tutors used a combination of lecture, seminar, and group work as their modes of instruction. There was a tea break in each group.

A one day INSET dance course was held on the second day from 9.30 am to 4.00 pm in the main hall of the centre. Course tutors used projectors, slides and videos as teaching

aids, and participants took active part working in groups. This course was attended by fifteen teachers.

Another one day introductory course for foreign assistant teachers was held at the same time in a different room. Twenty French and German assistant teachers were introduced to the practical and administrative aspects of the assistant's work and the general aims of education in the county they were in. The course was led by two advisory teachers from the education office.

A half day course for 30 maths teachers of 5 - 8 year old pupils was held from 9.00 am to 1.30 pm. Teachers worked with calculators in groups discussing its varied uses. This course was led by two maths advisory teachers.

A religious education support group held a meeting at the centre from 4.30 pm to 6.00 pm.

The third day started at 9.00 am with a half day course for twenty-one mathematics teachers of 9 - 13 year old pupils, led by the same tutors that ran the 5 - 8 year old maths teachers' course, and took the same pattern of instruction where teachers worked in groups with calculators trying to find out how the calculator could be used to predict patterns.

A one day induction course for eighty-five probationary teachers scheduled to take place from 9.00 am to 4.00 pm, was postponed. After lunch from 1.30 pm to 4.00 pm there was a course on health education for 20 teachers of first schools. It was held in a seminar form led by two course tutors from the Health Authority Advisory Team. There was a tea break in between sessions.

The last event for the third day was a meeting of the

National Association of Remedial Education (NARE) from
7.00 pm to 9.00 pm in the main hall of the centre.

Thirty newly appointed heads in the area where the centre
is situated, held a one day meeting from 9.00 am to 4.00 pm
with coffee and lunch breaks. During the same time in a
different room, there was a meeting of the training group of
the NAS/UWT attended by twenty members. A French class for
infant teachers was scheduled between 1.00 pm and 4.00 pm.
This was led by an adviser from the education office and
attended by twenty teachers.

Both the dance and technical preparation sessions
scheduled for the following day were cancelled due to poor
response from intending participants.

iv) Case Study Centre 4

A week at case study centre 4 shows the varied nature
of courses and activities mounted in a teachers' centre.

On the first day of the week, the writer attended a
two-hour course on 'Electricity and Magnetism' in the evening
from 4.30 pm - 6.30 pm. This course was aimed at primary
school teachers and held in a primary school. It was led by
a college lecturer from the College of Further Education with
which the centre shares premises and resources. There was a
combination of modes of instruction. For the first forty-five
minutes, lecture style was used to demonstrate the various
components of materials for the exercise with the aid of over-
head projectors, after which the group broke off for coffee
for fifteen minutes. For the next three quarters of an hour,
teachers worked in groups involved in practical exercises
making switches, light circuits, torches, buzzer games, tilt

switches, soldering iron, crocodile clips, battery leads, bulb holder leads, connecting leads and working with magnets. Twenty-eight of the expected thirty teachers turned up. The remaining two sent their apologies for not being able to attend because of unexpected family commitments.

A second course was mounted later in the evening between 7.00 pm and 8.00 pm - 'Observation of Children Learning and Teachers' Strategies in Response'. This course was planned to run for ten sessions of one hour duration per session, and aimed at primary school teachers. It was led by a lecturer from the College of Further Education, in the main discussion room of the centre. The general mode of instruction was in the form of a seminar with a leader speaker. For the first thirty minutes, there was a general discussion with the whole group introducing the topic and objectives of the course. A ten minute coffee break followed after which participants had further discussions in smaller groups for another twenty minutes. Teachers took very active part in the discussions relating how they had been observing children learning and how relevant this had been in making them more aware of their pupils. Fourteen out of the sixteen expected teachers attended.

A course on 'Measurement' for primary school teachers was held in the main discussion room of the centre, on the second day from 8.00 pm to 9.00 pm, and led by a college lecturer and a primary head teacher. This course considered certain scientific concepts of measurement e.g. weight, volume, temperature, time and the way that in the primary curriculum these arise or are introduced and developed. There were considerations of different instruments for measuring:- how,

why and when they are used. Teachers worked in workshop form
in pairs for the first thirty minutes. After a ten minute
coffee break, the last twenty minutes was open to discussion
of the whole group on the relevance of the course.

The concluding part of the course was scheduled for the
next term which was to consider how the concepts of teachers
and pupils differ and the extent to which such differences
are acceptable.

There were a series of meetings consisting of a
consideration of aspects of music in the early years. It
was intended that these sessions would be of practical
interest to all infant teachers and particularly to heads
of infant departments to help them, musical or not, to make
music a regular feature in the life of their classes. The
first session, 'First Experiences in Music' consisted of a
practical workshop session showing clearly and simply how to
make glockenspiels, chime bars, and xylophones in the classroom
as an accompaniment to a wide repertoire of songs with top
infants and lower juniors. The course tutor who was a music
teacher from a local secondary school, produced a comprehensive
'teacher pack' for use in the classroom. The course was held
in the main discussion room of the centre and attended by 23
teachers.

The last two sessions on 'Music with Young Children'
were scheduled for the next two weeks. These were to look
into the development of rhythmic perception and language, and
preparation for teaching the recorder.

A course on the creative use of yarn was mounted on
the fourth day to help teachers of the upper primary and lower

secondary school age range who are interested in broadening the range of practical activities in textiles and in particular, the creative uses of yarn in knitting, crochet and weaving. This course was intended to last through five weeks - once every Thursday from 7.00 pm to 9.00 pm. The first of these sessions involved both lecture and practical exercises. Teachers received a lecture on the various uses of the materials available (yarn, wool, crochet pins, cardboards) for the first one hour. At the end of a fifteen minutes coffee break, teachers worked individually with samples of yarn, ends of balls of knitting, knitting pins, crochet hooks, and cardboard making patterns. Participants including the writer, produced some lovely mounted knitted work. This practical session lasted forty-five minutes. All sixteen expected female teachers attended. The course was held in the working room of the centre and led by an LEA Adviser.

A sessional course mounted for primary school teachers interested in exploring designing and making as a classroom activity was run by the centre on the last day of the week of observation. Its aim was to develop confidence in the use of some simple construction techniques using resistant materials. The course was geographically based outside the centre at a junior school and was planned for ten sessions of two hours' duration. This particular session was the fifth and was led by two college lecturers. There was a short introduction of the topic by the course leaders after which the whole evening was used by teachers in making models of simple machines such as pulleys. During this time there was a fifteen minute coffee

break. These models were made to move, creating opportunities for measuring, calculating and describing. All twenty expected teachers turned up.

Apart from organised courses for teachers, as outlined in the account, the teachers' centre was also used for meetings of various groups, for example headteachers, the INSET committee, during the week outlined.

8.4 Interpretation of Findings

Four teachers' centres were studied for this piece of work. Each was fairly represented to have a balanced result of what the researcher wanted to know about teachers' centres from the teachers who attend them.

Analysis of the background information of the centres showed that each centre was different from the other in terms of situation and type of accommodation, but in general they were situated in urban areas occupying mainly unadapted buildings.

Two of the teachers' centres in the present study shared accommodation with other services while the other two were the sole occupiers of their buildings. This observation was also made by the National Survey when it found out that forty-three per cent of centres were in shared accommodation, a few in purpose built and the rest in non-purpose built houses.[1] Centre leaders in the National Survey said the advantages such as sharing of heating, caretaking, security, use of pupils for in-service demonstration and use of library

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1. Weindling, D., Reid, I.M., and Davis, F. (1983), op. cit.

outweighed the disadvantages. Wardens in the present study

in shared accommodation have similar views as they shared

car parks, dining rooms, use college rooms in the evenings,

and college lecturers to lead sessions.

The study revealed that all the centres studied were

established in the 1960s in direct response to the development

of the Nuffield Mathematics and Science Projects.

All centres studied were multipurpose, serving a large

number of teachers from primary, middle, junior, secondary,

special and tertiary schools in the areas where they are

situated.

The National Survey found out that out of the 485 centres

studied, one hundred were specialist centres and 385 were

multipurpose centres covering all areas of curriculum.[1]

The National Union of Teachers' Survey[2] also revealed the

presence of more multipurpose centres. This indicates that

approximately one in four centres in the country is a

specialist one. It is no wonder then that all four centres

selected at random for this study are multipurpose. However,

it must be added here that there was a specialist unit in

Centre 2 on remedial education, catering for the needs of

children with reading and learning difficulties in the county

authority.

Three of the centres in the present study were governed by a

1. Weindling, D., Reid, I.M., (1983), op. cit., p. 163.
2. NUT (1972), op. cit.

constitution. In contrast to this, the National Union of
Teachers' Survey revealed that a high proportion of centres
had no constitution governing them.

Centres provide a considerable amount of equipment,
resources, and various services to teachers such as photo-
copying, transparency making, large case embossing, slide
copying, micrograph printing, electronic stencil cutters,
audio-visual aids - video, television, cameras, tape recorders,
and computer terminals; a wide range of educational tapes,
and in the case of Centre 3, there was even a well stocked
educational library.

Courses provided in centres were non-award bearing.
This agrees with both documentary sources and research by the
National Survey of 1983. The provision of short non-award
bearing courses was seen as the major role of teachers'
centres. The study revealed the complete dominance of
males as wardens; who have been teachers with posts of
responsibilities in their schools prior to becoming wardens.
The National Survey team also found out that most wardens
had taught for a number of years and held senior positions
in schools.

Both the present study and the National Survey confirmed
that wardens receive little or no training at all to enable
them to acquire the wide range of skills required in their
new role.

Wardens in the present survey saw their roles as being
very diverse, describing themselves as 'facilitator',
'supporter', 'co-ordinator' and 'liaison officer'. These

compare with the descriptions given by wardens in the
National Survey - 'organisers', 'providers', 'facilitators',
'communicators'. Bolam[1] also discovered that leaders were
confused as to what their role should be and how they were
to go about it. This was also confirmed by the NUT Survey.
Wardens also had different views of the rationale of the
Teachers' Centre Movement.

Local Education Authorities were found to be quite
generous in the funding of teachers' centres in their local
areas. All four wardens and the two Chief Advisers interviewed
for the study believe that the amount of money spent on
running teachers' centres is justified by the benefits
teachers derive from the courses offered by teachers' centres.
Whereas in the National Survey lack of finance was mentioned
as a constraining factor in forty-two of the 198 centre
leaders' replies. In contrast to results obtained in this
study, the National Union of Teachers' Survey discovered
that some local education authorities were particularly
enthusiastic about the whole idea, allocating resources to
build separate premises and providing an increasing complement
of full-time wardens. While others had little interest and
were unwilling to make full-time appointments. From the
replies of the Chief Advisers in the present study, it could
be seen that both the Humberside and North Yorkshire County
Authorities are very enthusiastic about the proper running

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1. Bolam, R. (1976), OECD/CERI, op. cit.

of the centres in their areas and provide sufficient funds
for the purpose. In fact, they confirmed that all the other
wardens in their other centres are employed on full-time
basis. The Chief Advisers believe that if a Local Education
Authority commits itself to INSET, then that authority has
to provide adequate physical facilities. In any case, it
is cheaper to have properly equipped places designated as
teachers' centres than to buy accommodation from someone
else.

Analysis of the sexes of respondents who took part
showed that females were twice as numerous as males.
Results of the National Survey[1] showed, by contrast, that
the proportional take up was higher among male teachers.

The present study revealed that teachers in the age
groups 31 - 35 and 36 - 40 were in the majority of attenders
at teachers' centres. These two groups were closely followed
by teachers in the 46 - 50 age group. The youngest and
oldest teachers were the least attenders. Clearly teachers
seek professional development at different stages of their
career.

Closely tied to this result is the discovery that most
teachers at teachers' centres were scale 1 and scale 2
holders (66.4 per cent) with the Teachers' Certificate in
Education rather than a degree. There were fewer scales 3
and 4 and even fewer heads of departments, deputies and

1. Weindling, D., Reid, I.M. (1983), op. cit.

heads. In general, however, these are fewer than classroom teachers so naturally the frequency of attendance at such courses should reflect that. But what is shown here is that there are more teachers in lower scales 1 and 2 attending centre courses. It should be added though that results obtained cannot show a simple linear relationship between the qualification of the teacher and the use of teachers' centres. The National Survey was not able to do that either.

A breakdown of the figures show that more primary school teachers attended centre courses than any other group of teachers. The National Survey,[1] the National Union of Teachers' Survey,[2] and Bradley et al[3] all confirmed this in their various studies. The explanations given by Weindling et al (the National Survey team) for the higher rate of usage by primary school teachers are well worth paying attention to because they are quite cogent.

One reason given for this high take up by primary school teachers was the fact that they cover a range of curriculum areas and hence they attend activities to obtain knowledge and teaching techniques in a number of subjects. Secondary teachers on the other hand are more specialised and particularly attend activities related to their subject

1. Weindling, D., Reid, I.M. (1983), op. cit.

2. NUT (1972), op. cit.

3. Bradley, H., Flood, P., and Padfield, T. (1975), op. cit.

areas. They went on to stress that activities with a cross
disciplinary approach for example, those relating to topics
such as pastoral care, disruptive pupils, and mixed ability
teaching have the potential to attract a wider audience.
This was also confirmed in the present study. When teachers
were asked to state the most memorable activity or course
they had attended and to indicate which of these popular
courses had been most useful in terms of day to day classroom
performance, topics of general interest as mentioned by the
National Survey were in the majority.

A majority of teachers making use of the four centres
studied, said they attended centre courses to improve their
professional competence (64.4%). 21.3 per cent attended to
evaluate their own assessment as teachers and 9.7 per cent to
update their subject knowledge, while 4.2 per cent went there
mainly to discuss educational issues with colleagues in a
relaxed atmosphere. Furthermore, when respondents were asked
in what particular way the centre had helped them, it was
revealed that 73.1 per cent found them very helpful to their
everyday classroom performance; 20.1 per cent said it helped
in organisational management of their school or department,
5.4 per cent said it helped working with other colleagues
and 1.2 per cent said that it had helped their career
prospects. This trend of answers was similar to the National
Survey.

The majority of teachers surveyed in this study (97.0%)
agree that the kind of learning teachers need and want, can

best occur in an atmosphere which is inviting, hospitable,
supportive and non-evaluative. Advocates such as Kahn,[1]
Gough[2] and Beresford[3] have always stressed the non-evaluative
and neutral nature of the teachers' centre stating the
important part such qualities can play in the in-service
education of teachers.

Teachers in the survey use their centres on the average,
once every month and spend from one hour to over two hours
each visit. Most of them have been using their centres for
over five years. On the whole, there is a high attendance
rate among teachers.

The greatest areas of complaint were in respect of the
length of courses being excessive, and the unsuitable timing
of many of them. It is obvious that more courses should be
organised during school hours to increase the rate of attendance
and those organised after school hours should be shortened.
Other constraints included distance to and from the centre and
difficulty in obtaining release from schools. These constraints
were also observed in the National Survey.[4]

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1. Kahn, H. (1984), Teachers' Resource Centres,
   Commonwealth Education Handbooks, Commonwealth
   Secretariat, p. 9.

2. Gough, R. (1975), op. cit., pp. 11 - 14.

3. Beresford, C. (1974), op. cit., pp. 93 - 101.

4. Weindling, D., Reid, I.M. (1983), op. cit., p. 166.

Most schools in the area of study do not have a planned programme enabling teachers to attend centre courses. A close examination showed that this was irrespective of type of school. This explains why some teachers have difficulty in obtaining release from their schools. If more schools organised programmes of release for their teachers, more teachers would have the opportunity to attend centre courses. This would call for a closer link between the heads of schools and wardens of teachers' centres.

A closely related observation to this is the fact that centres had very little work in the area of induction of newly appointed teachers and school-focused work. This was also confirmed by the National Survey. Two of the wardens in the present study said they had done very minimal school-focused work and would like to be more involved. The reason given by centre leaders in the National Survey for this lack of participation was that they tended to wait for schools to diagnose their own needs and that they were hesitant to venture into an area that might be seen as part of the adviser's work. Similar remarks were made by wardens in the present study.

The involvement of wardens in school-focused and induction work in their areas is likely to increase teacher participation in centre activities.

The debate on whether non-teachers (e.g. parents, youth clubs etc.) should be allowed to attend teachers' centre activities seemed to be agreeable to most teachers surveyed in this study. Surveys by Bradley et al[1] also confirmed that although teachers' centres could cater mainly for teachers, opportunities for pupil participation should be provided.

1. Bradley, H., Flood, P., Padfield, T. (1975), op. cit.

Courses at centres take the form of a combination of workshops, seminars and formal lectures with more workshop sessions. The provision of short courses was seen as the major role of teachers' centres. This was again discovered by Bradley et al[1] in their survey of teachers in the Nottingham area.

On the question of who decides which courses or activities are to be run in teachers' centres, although the largest group of respondents (44.5%) said it should be a joint decision between teachers and warden, only 1.2% said teachers, while 7.9% said warden and 1.6% said LEA staff and an alarming 32.9% said they did not know. This shows that the actual number of teachers in the decision making process is minimal. This observation was proved correct when the teachers were asked of their direct involvement in the decision making process - 80.5% said they were not involved and only 16.5% said they were. When asked who they thought had the greatest influence on centre activities, a majority of them said the warden. A further question on whether their expertise as professionals was ever utilised to lead sessions, workshops, courses etc., a staggering 62.8% said they had never been used. Similar results were obtained by the National Survey.[2]

Both teachers and wardens believe that centres form a close link with schools in their areas. A majority of teachers (72.6%) claimed to have been first made aware of

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1. Ibid.

2. Weindling, D., Reid, I.M. (1983), op. cit. p. 170.

activities at their centre through a circular sent by the
warden to schools. Teachers and wardens also confirmed the
existence of representatives of in-service education in
schools. In the National Survey about one fifth of teachers
reported problems in finding out what was happening at their
centres.

All the teachers but one in the sample recorded aspects
of its provision they would miss most. A majority 79.3%
said they would miss most the opportunity to have professional
development. This shows that out of the various activities
provided by the centre, the in-service aspect is most valued.
As Bradley et al[1] found out in their survey, teachers' centres
were accessible to a majority of the teaching population in
the study area.

The study revealed that there was very little difference
between the age categories, sexes, marital statuses, teaching
experience, and type of schools of the teachers in their
preceived need for the type of in-service education and
training offered by their teachers' centres. The National
Survey also revealed this 'no difference' observation between
primary and secondary school teachers. Their suggestion was
that centres had a large potential audience in secondary schools
and that centre leaders should give particular consideration
to both centre-based and school-based secondary activities.

From this present study one could suggest that irrespective
of age, sex, marital status, teaching experience and type of
school of teachers, teachers sampled have similar perceptions

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1. Bradley, H., Flood, P., Padfield, T. (1975), op. cit.

of the importance and invaluable in-service they receive

from teachers' centres (see Appendix 3B).

One may conclude, therefore, that the research question

posed in Chapter One as to how far the teachers' centre

movement had fulfilled its purposes, has been answered in

the positive as far as the writer's own survey is concerned.

An analysis of accounts of activities and courses run

at each of the case study teachers' centres gives the reader

an insight into what happens at a teachers' centre. Although

differences occur among the centres studied, there was a

general similarity in the admininistration of the centre as

regards the type of courses provided, the mode of instruction,

the time, place and length of courses and conditions under

which teachers attend these courses. Attendance at courses

was seen to be quite impressive in all centres and the mode

of instruction in all centres tended to be a combination of

lecture, seminar, and workshop, with the aid of overhead

projectors, videos and slides. In all centres, cover for the

release of teachers was provided for, and lunch and tea/

coffee were provided.

The main difference in the centres in respect of the

courses mounted was the actual topic areas chosen. This was

caused by striking a balance between the needs to be satisfied

by the different interest groups: individual schools;

teachers; the Local Authority. Thus, while Centre 2 devoted

a whole week to examining problems that might accompany the

massive re-organisation of schools in that area, courses in

Centres 3 and 4 were more diverse, and catered for individual

schools' and teachers' needs. Courses in Centre 1 showed
a combination of the type of courses run in Centres 3 and 4,
where two days of the week were set aside to solve the
problem of multicultural education (satisfying the Local
Authority's needs), and the rest concentrating on classroom
needs.

Characteristics of teachers' centres such as the provision
of localised courses and being comfortable, supportive, non-
evaluative and neutral places, were all evident in all four
centres studied.

CHAPTER NINE

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESEARCH FINDINGS OF CASE STUDIES CONDUCTED IN THREE SECONDARY COMPREHENSIVE SCHOOLS IN NORTH YORKSHIRE AND HUMBERSIDE

9.1 Description of Case Study Secondary Schools

For a closer view of the way school-focused in-service is practised in British schools, it was decided to undertake case study investigation of some schools actively involved with such activities. Therefore three secondary comprehensive schools known to have a history of school-focused activities were approached and agreed to participate. They are geographically located in the same region of the United Kingdom as are the teachers' centres examined in the previous chapter.

The researcher made detailed visits to each school at least four times in a period of five months, interviewing heads, deputy heads, professional tutors and probationers. Questionnaires were given to regular teachers who take part in school-focused activities. The writer also had access to official records concerning the in-service policy of the schools. She was, however, deprived of attending school-focused in-service activities and induction year courses because of the national teachers' industrial action which disrupted all such teachers' activities in schools from March 1985 to March 1986. This period unfortunately coincided with the period the researcher set out to collect her data. It was therefore impossible to have first hand knowledge through participant observation of how probationers' courses

were organised at either professional centres or teachers'
centres and how school-focused activities were run. However,
much information was received from the interviews and
questionnaires.

Altogether 150 questionnaires were delivered to teachers
through the heads and deputy heads (fifty for each school).
Ninety-five fully completed ones were returned - a response
rate of 63.33%. Findings about school-focused in-service
induction year courses and the position of the professional
tutor have been extracted from these replies. The researcher
is confident that such replies could reasonably be generalised
because they represent the views of a cross section of teachers
in schools that have adopted these new approaches.

Visits were still made to schools even after the data
had been collected to see whether teachers' activities had
returned to normal after the industrial action. In fact, the
return to normality was hindered by union loyalties. The
NAS/UWT called off the industrial action in March 1986 but
this was not recognised by the NUT, the largest teachers'
union - hence most teachers activities, including school-
focused INSET were still at a standstill. The researcher was
promised to be kept informed and contacted if any school-
focused activities resumed. At the time of writing, no such
information had been received.

Case Study School 1

This is a county secondary comprehensive co-educational
day school for the age range 13 - 18. It serves the needs
of the Humberside town in which it is located and a number of
the surrounding villages. The total population of the district

served is approximately 20,000. It is fed by nine first schools and four middle schools. This school plays a full part in the life of the community, having an excellent hall and stage used as a venue for visiting theatre productions, and its library is the home of the town's History Society. The school is also the base for the local Operatic Society in whose annual production many students traditionally take part.

There is a purpose-built Youth Centre within the school complex, members having regular access to the gymnasium, sports-hall and other facilities.

The school is run by a head teacher, three deputy head teachers and seventy-two other teaching staff, and a host of non-teaching supplementary staff. There are at present 1,200 pupils on roll with a pupil intake of 300 per school year. The teacher-pupil ratio is 1:16. In sociological terms, the status of parents in the catchment area is low- mainly social classes three and four.

Case Study School 2

This is also located in Humberside and was opened in September 1969 as a senior High School within a three-tier system: 5 - 9; 9 - 13; 13 - 18. It is classified as a county secondary comprehensive day school for boys and girls.

Although there is no specifically defined catchment area, the school serves a district of approximately 35 - 40,000 in population. In socio-economic terms, parents in the area are mainly manual workers, that is to say socio-economic classes four and five.

Case Study School 2 seeks close co-operation with parents and the local community. It runs a nine faculty system, and

the pastoral care of pupils is arranged through a house system. The school is co-ordinated by a head teacher with the help of three deputies, 106 teaching staff and additional supplementary staff. There are at present 1,600 pupils on the school roll with an annual pupil intake of between 480 and 510, giving a teacher-pupil ratio of approximately 1:15.

Case Study School 3

This is a mixed comprehensive day school for pupils between the ages of 11 and 18. It is also located in the county of Humberside.

The school has been fully comprehensive for about ten years and has an annual intake of about 200 pupils. The total pupil population at present is 1,400, including a large sixth form of nearly 200 pupils. The teacher-pupil ratio is 1:16. It is run by a headteacher with the assistance of three deputies, eighty-one teaching staff, and a further supplementary non-teaching staff. Pastoral care is organised through a Year Head System.

The socio-economic status of parents is mixed but trends to the middle class, with some concentration on socio-economic groups two and three.

9.2 Presentation of Findings

A. Overview of Statistical Procedures

The data obtained through the case study investigation with the use of questionnaire and interview techniques, were analysed by both statistical and subjective methods. The information collected from the heads, deputy heads, professional

tutors and probationers are presented by simply summarising the findings. The results of the questionnaire were subjected to descriptive and inferential statistics providing the researcher with information on how each individual in the sample responded. By use of the chi-square test comparisons were made between the different variables specified on the questionnaire (See Appendix 3C).

B. Description of Findings

Interviews conducted with heads, deputy heads, professional tutors and probationers were all tape recorded. To standardize the interviews and reduce bias as much as possible, interview schedules were strictly followed.

Dialogue with heads sought a general view of each school and arrangements made for the professional development of both probationers and regular classroom teachers under the following broad headings:

a. goals and values of the school;

b. type of school, teacher and student population, catchment area, etc.

c. resources and in-service provision offered to teachers, probationary teachers and professional teachers;

d. informal evaluation or speculation about these in-service practices in the school.

Teachers in charge of in-service education and training - the deputy heads in all three schools - were asked specifically about the provision and administration of in-service in the school, under the following headings:

a. role specification;

b. organisation of courses;

c. resources available;

d. content of school-focused in-service education, with special

    reference to activities over a period of at least 6 months;

e. methodological design;

f. informal evaluation of such practices in schools.

Questions posed to the <u>professional tutor</u> sought to bring

to light his/her duties as the person delegated to take care

of probationers in the school. Areas covered were:

a. role specification and importance of role;

b. duties of professional tutor;

c. contribution made as a professional tutor towards

    alleviating the problems of the probationary teacher - the

    importance of his job as he sees it;

d. speculation and evaluation of both his job and the whole

    idea of the induction year.

The <u>probationary teacher</u> was asked to provide information

in the following areas:

a. problems encountered on entry to the profession and to

    the school;

b. provision and type of induction courses;

c. speculation and evaluation of the significance of the

    induction year.

<u>Classroom teachers</u> who take part in school-focused

activities were asked about what they thought of the provision

of these activities under these general headings:

a. the need and importance of in-service in general and in

    particular, school-focused in-service education for teachers

    in schools;

b. the provision of school-focused in-service;

c. teachers' expectations of these school-focused activities

and how these compare with their experiences;

d. how much help school-focused in-service has given teachers
professionally;

e. their own evaluation of the concept of school-focused
in-service - is it worth the noise made by protagonists?

9.3 Results of Replies to Interviews and Questionnaires of
Case Study Schools

In this section, the replies to interviews by heads,
deputy head teachers, professional tutors and probationers
together with the results of the questionnaire replies of
teachers who take part in school-focused activities will be
presented.

A. Case Study School 1

i) Head Teacher Interview

According to the head, there is an ever increasing demand
for school-focused activities. To make sure that this policy
is carried through, one of the deputy heads is delegated to
be in-charge of all in-service provision. The head regrets
that no plan had been produced for this academic session
because of the national teachers' industrial action which
paralysed such activities for thirteen months. However, there
are plans for the programme to continue next academic year.
While some of the courses are open to outside teachers, others
are solely for teachers in this school. All staff are said to
be aware of this provision and a record of in-service activities
in which individual teachers have been involved is kept. There
is no form of compulsion on the part of teachers to attend
these activities.

Outside consultants such as teachers' centre staff and LEA advisers are invited to assist from time to time. The head complained that funds were inadequate for effective planning and execution of these activities.

Apart from school-focused INSET, teachers are sent on external award-bearing courses. Most teachers, according to the head, have returned satisfied with such courses, but he sees many advantages of the school-focused INSET over the external model, though they should be able to complement each other.

School-focused activities in this school are evaluated by means of questionnaires to teachers and by group discussions.

It is the policy of this school to invite all probationers to visit prior to their first day for familiarisation. There is a specific programme to make the induction year the type of experience as recommended by the James Report. The head is convinced that such procedures have helped probationers to overcome inevitalbe problems, and has appointed a 'professional tutor' from among senior members of staff in order to deal with the induction year syllabus.

There is no doubt that in this school the leadership believes strongly in school-focused INSET, the induction year being seriously supported, and the importance of a professional tutor to serve not only probationers, but staff in general. The headmaster would advocate all three innovations to any school not yet practising them.

ii) Deputy Head Interview

The Deputy Head teacher as the teacher in-charge of in-service activities in the school is responsible specifically for organising school-focused INSET. She acts as: careers adviser for teachers; liaisaon officer between school and outside agencies; as a course consultant and curriculum developer.

This school has had school-focused activities for a considerable period of time, and teachers are made aware of them regularly, whether they are wholly internal or not. Some of the courses provided are award-bearing and involve a tertiary institution, but most are not. The more normal internal courses that are here are on themes such as: pastoral care; improved teaching methods; mixed ability teaching; special needs. Most courses are practical in orientation, involving workshops and production of materials. They are frequently available, indeed weekly, and are organised so as to enable teachers to be released from normal duties in order to follow them.

Some activities, however, are at weekends or in vacations. They range from an hour or so to several days. Teachers are grouped in various ways, for example: by departments; by teaching subjects; by status. Some courses are open to all. For obvious reasons most of these courses take place at the school, though occasionally other institutions are used. The Deputy Head is strongly in favour of a consortium of schools organising school-focused activities because of certain benefits it gives such as:

a. the opportunity to get outside of their own school context;

b. opportunities for peer group interaction in respect of
    special expertise;

c. by exchanging views with fellow teachers, teachers share
    pupils more easily.

It is important to reach a balance between too much
parochialism and too much reliance on outside experts. The
Deputy Head consults all staff in deciding on what courses
to run. This might be done in groups or individually
according to circumstances. The critieria normally applied
are:

a. courses must meet identified school needs;

b. courses must be of interest to most teachers in the school;

c. courses to solve immediate school problems;

d. courses leading to individual staff development -
    enhancement of career profiles.

Perhaps because teachers here have a great deal of involve-
ment in decision-making for INSET, the attendance rate at
courses is very high. Time is seen as the most scarce of
resources, but in this school the advantages of putting in
that extra few hours are perceived to be worthwhile to gain.

There has been some form of evaluation of the courses at
this school, such as informal assessment by participants and
in some cases external evaluation. The main result of this
evaluation is that school-focused work should be fully
incorporated into the normal school time-table so as to make
the process even more meaningful.

Report of a programme of activities of
school-focused/based inset work over
a period of six months:

A programme of courses was produced by the deputy head
after consultation with members of staff to cover the period
from March 1984 to July 1985. This information was distributed
to every teacher in the school in the form of a circular.

Courses held during this stated period included a weekend
conference based at the school on the theme 'The Role of the
Tutor' led by Counselling and Career Development Unit (CCDU)
trainers. A course on 'Special Needs' which was also school-
based in the geographical sense, and led by a special
education needs adviser, was mounted between June and July of that
same year. Between January and February of 1985 a course on
'Equal Opportunities' was mounted. This course was also
school-based and led by CCDU working groups. Three other
courses: 'Solvent Abuse', led by a teacher from the school;
'Word Processing', introduced by staff trainers and based at
the school; 'The Group Tutor: Good Practice', also based at
the school, and led by a CCDU officer who was also a teacher
at the school, were also completed.

Some of the courses took longer than others depending on
their individual character and content. For example, the
'Solvent Abuse' course lasted from March to June while the
course on 'Word Processing' took one month only. All courses
were organised after normal school hours. The attendance rate
according to the deputy head was, in all cases, "quite
encouraging".

Apart from courses for regular teachers, a programme of

courses was also drawn up for probationers during this period. This 'Induction Period', for the probationers included their lessons being visited, less reports being written, interviews with individuals, the probationers visiting lessons within their own school and other schools within the LEA, negotiating reports for the LEA and liasing with the advisory service. The purpose of these courses was to encourage probationers to look beyond their own classroom. These meetings were held in different locations particularly to further this end. The programme covered topics such as: the role of the EWO; social services and the schools, survival in the classroom; the psychological service and the 'Schools, Intermediate Treatment, 1981 Education Act'; visits to special schools; special education needs.

A subjective non-formal and internal evaluation was carried out by the deputy head through questionnaires to teachers who attended these courses and activities. Results showed that in general teachers found them to be beneficial.

Ongoing activities of this type are organised by an INSET Standing Committee, and an example of its work comprises Appendix 4.6 which also includes the proposed INSET programme for the school year in question.

iii) Professional Tutor Interview

The Deputy Head of Case Study School 1 is also the Professional Tutor, and the creation of the post was at the behest of the LEA. Having been appointed, she underwent a

three-day special training, the 'Staff Tutors Development Course' funded by the LEA and staffed by CCDU. The post carries no extra salary.

Responsibilities as a professional tutor include: supervision of students on teaching proactice; induction of new teachers; advising colleagues on in-service opportunities; co-ordinating between school and outside agencies; overall staff development. This tutor strongly agrees with the James Report that the role is vitally important in the induction of probationers in particular, but she does not agree with supporters of the idea of the professional tutor who argue that this is the only medium to alleviate the problems that probationers face. In particular she sees the teachers' centre as being very necessary in the induction process. Types of activities arranged for probationers at the centre to which this school looks, are especially focused on classroom skills but it is up to the LEA to put on courses at the centre. On these occasions the probationary teachers are normally released as a group.

At the time of writing, the professional tutor in this school is responsible for four probationers. She uses a discussion group approach in couselling them. Representatives of the LEA are also involved. Normally probationers are involved in school-based INSET every week, but because of the aforementioned industrial action, there was little for the writer to observe herself. The major problem faced by probationers, as perceived by the professional tutor, is the teaching of mixed ability groups. This is a problem for all staff and she would like to see ongoing INSET being more

rigorous and subject to staff appraisal. This professional tutor would strongly advise all schools without a professional tutor to appoint one without delay.

iv) <u>Probationers' Interview</u>

All four probationers in Case Study School 1 were interviewed as to their views of the induction year. They agreed there is a difinite induction programme specifically designed to help new teachers in this school. They all had visits to the school prior to the first official school day and received sufficient information before beginning work there in respect of the school as a whole. However, there was some concern expressed as to the relative lack of very early support of this kind from within the subject area itself, especially in respect of the syllabus to be followed.

They all approve of the professional tutor idea and felt that the induction year would have been much more difficult to cope with had there been no such appointment. There was disagreement within the group as to the adequacy of their initial training and the smoothness of transition from theory to practice.

Major problems agreed by all four were:

a. discipline;

b. mixed ability teaching;

c. inadequate subject knowledge;

d. inadequate release time to attend teachers' centre courses during the probationary year, though they preferred school-based Inset to work at the centre.

In general this group appreciated the efforts made both by the school and by the teachers' centre to support them during

the probationary year. They seem to have benefitted from both.

B. Case Study School 2

    i) Head Teacher Interview

In this school, head and staff have defined their own in-service needs and a policy for meeting them. One of the deputies has been delegated to see that this policy is carried out.

Here again, although a plan for school-focused INSET was produced for the 1985/86 academic year, because of the industrial dispute it had not been activated. A plan for the next academic year was already in place in hope that the dispute would have been resolved.

The head was of the opinion that all members of staff in his school are aware of the school-focused in-service opportunities available, and seem to be making good use of them. There is no compulsion to attend but the head pointed out that there are many incentives to attract teachers such as: improvement of skills; job satisfaction; career development. He believes strongly in other forms of INSET too and revealed that many of his staff had taken advantage of outside courses, through the LEA, by secondment to teachers' centres for about five weeks, and by secondment to higher education institutions from a term to the whole year. He is sceptical as to the value of the larger, award-bearing, courses and prefers INSET of a school-based type to be the most beneficial mode.

It has been the practice of the head at this school to invite probationers to visit the school for a familiarisation

tour of the school prior to their first official school day. Then, the induction programmes follow the recommendations as laid down by the James Report. He has no doubt that these programmes have helped probationers overcome their problems. For him, the main problem is the scarcity of time available for him to release probationers for centre-based courses, plus of course in 1985/86, the national industrial action. In addition to time constraints, the head also expressed concern over the underfunding of INSET in general and supporting probationers in particular.

ii)   Deputy Head Interview

As the teacher in-charge of in-service education, in this school the deputy headteacher is obviously responsible for the organisation of school-focused INSET, liasion with outside agencies, and curriculum development.

This school has a long history of school-focused INSET. All teachers, according to the deputy head, are made aware of the existence of these activities. All school focused courses here are non- award-bearing but include theory as well as practice. The main areas of concentration have been:

a.   pastoral care;

b.   improved teaching methods;

c.   mixed ability teaching;

d.   GCSE;

e.   re-organisation.

Courses are run on the average, once a month, either during lunch-time or after school hours. Also, some are incorporated into the school time-table. Each session lasts about an hour and a half. According to the deputy head there

has been no problem in securing teachers' co-operation and so the attendance rate is very high; almost every teacher attending.

Teachers are grouped for courses according to their departments, teaching subjects or year groups with any interested teacher leading the discussion. The head, deputy head or external consultants such as teachers' centre staff, LEA advisers, welfare officers, doctors and industrialists have also been included for particular themes as resource persons. This tends to reduce pariochalism, though it is relatively expensive.

This deputy head is strongly in favour of a consortium of schools organising school-focused activities but at the same time points out the benefits of having INSET provision geographically based at one's own school. Some of the school-focused courses in Case Study School 2 are located in other schools but the bulk of them are school-based. She holds discussions with subject teachers, departmental groups, and sometimes even with whole staff in order to select the appropriate INSET themes. So teachers have considerable control over their in-service opportunities. Like the head, the deputy highlighted lack of time as being the biggest constraint - far more influential than lack of material or human resources. She is of the opinion that teachers are more aware of themselves as professional as a result of involvement in school-based INSET; that is to say it has improved morale somewhat.

Report of a programme of activities

of school-focused/based inset work

over a period of six months:

For the benefit of teachers in School 2, a programme of school-focused INSET courses and activities was drawn up by the teacher in charge of INSET. This proposed programme was for the period from November 1986, through to the summer term of 1987.

Due to popular demand by members of staff, a course on 'Meeting Needs in Main Stream Schooling' was mounted in the school, led by an education psychologist and an adviser on special educational needs from the county council; fifteen teachers attended this course.

There was also a course aimed at 15+ tutors, heads of house and other interested staff in counselling: 'Understanding Exam Entry Decisions'. This course was also school-based and led by a member of staff.

A course on a common sense approach to counselling interviews: 'True Reasoning: Squaring Yourselves and Others with the Real World', which was aimed at all staff who have to deal with children with difficulties. This was mounted and led by a consultant from the Psychological Department of the University of Hull. Twenty-five teachers took part.

Between January and February of 1987, a two to three hour course on the 'Fundamentals of First Aid' was held. This course was intended to lead to certification. It was school-based and led by two teachers from the school.

A course on 'Assessing Individuals and Groups' using elementary statistics was conducted by a member of staff of

the school. It was aimed at staff without a mathematical background. Two other courses on assessment: 'Assessment and the Examination Boards', and 'Record Keeping and Assessments' were mounted for all members of the school staff. Both courses were school-based and led by teachers from the school itself. A talk on the 'Guidance for the 13+ Options' was given by a member of the school staff.

In the summer term of 1987, despite the industrial action embarked by teachers, a variety of courses was mounted to satisfy the in-service needs within the school. A three-hour course on 'Problem Solving for Middle Management' was led by the Head and Deputy Headteacher. The first half looked at the overview of management - management responsibilities. In the second half, there were group work and simulated exercises including workshop sessions in which course participants attempted to 'cope' with real life problems associated with the school. There was a plenary session in which heads of faculty gave individual perspectives on the solution of hypothetical problems using school policy as an overall guide.

A course on 'The Preparation of Good Audio-Visual Aids' conducted by two members of staff based at the school, looked at good layout and design in the preparation of worksheets, posters, overhead transparencies, and other devices. This course was aimed at all staff.

A short course to show that the computer and the appropriate software can be more than an electronic blackboard, was mounted and led by two teachers from the school. It was school-based and aimed at staff with little computer knowledge.

A teacher from a neighbouring school was invited to lead a course on 'Computers in Administration'. This course was school-based and designed to show that information such as examination results can be properly conducted and analysed with the minimum of effort. It was aimed at heads of faculty.

Both centre-based and school-based courses were drawn up for probationers during this period.

A subjective internal evaluation of these courses at the Inset Standing Committee meeting of the school suggested that the courses on the whole had been successful. In particular, the course on meeting needs in main stream schooling was found to be very useful in the sense that research findings indicated that special needs children benefited more from a wider curriculum exposure than 'massed practice' on the 3Rs. The course on first aid was said to be particularly successful because it offered plenty of practical activities and staff suggested that courses of this nature could well be offered in future on a consortium basis involving other schools.

Appendix 4A is a document from the records of this school outlining school based INSET over a period of more than one year.

iii) <u>Professional Tutor Interview</u>

In this case, the professional tutor is not the Deputy-Head. The appointment was made as a result of LEA policy, and by a committee comprising school governors, LEA officials and the headteacher. Although he did not undergo any training specifically geared for this job, he was appointed on the basis of a combination of experience on the job and background qualification on in-service activities using

criteria such as scale, position and status. As a professional tutor, he receives a 'responsibility allowance', in addition to normal pay.

Not surprisingly, this professional tutor agrees with the James Report in stressing the fundamental importance of this particular role, especially in respect of the induction of probationers. However, he does not consider that this is the only way to support them and promotes the involvement of other colleagues, of teachers' centre work and also attendance on other outside courses.

In this school, probationers are not released one day per week as recommended by the James Report because of the problems of restructuring the time-table, but they do attend courses at the teachers' centre, as a group, each term. The professional tutor counsels his probationers, using a blend of supervision, advocacy and leadership. During 1986/87 this particular tutor has responsibility for ten probationers. It would seen that the main areas of general concern are: discipline in the classroom and mixed ability teaching; 'lack of time' is again the main constraint. He finds, however, considerable professional development satisfaction himself, as well as in respect of the probationers.

He would like, ideally, to be able to offer guidance on a daily basis, and be available every day for consultation. Needless to say this ideal is frustrated by other commitments. He has attempted to evaluate the work he is doing both personally and through the involvement of the probationers, though the industrial action has cut deep into such activities.

iv) <u>Probationers' Interview</u>

Five out of the ten probationers at Case Study School 2 were available for interview with the researcher, four male and one female. They are all aware of the induction programme in their school which is specifically designed to help them through their probationary period. Apart from one of the female probationers who expressed uncertainty about herself, the rest felt they were coping very well as classroom teachers. They had visited the school more than twice prior to the 'official school day', and all but one felt fairly satisfied with the information gained. Areas on which they needed more help were on 'age and ability' of the classes they were due to accept responsibility for; the level of the work required; and disciplinary procedures.

Although very appreciative of the role of the professional tutor on their behalf, these probationers thought the head of department to be most likely to be able to assist them during the induction year. This was not a matter of personalities but of <u>subject</u> expertise. They had not been able to take advantage of centre-based courses because of the industrial action, and in any case, found the centre relatively inaccessible. Most of their year has had to make do with short lunch-time sessions due to the teachers' dispute. These short courses have been found to be very relevant to classroom performance by the probationers, taking the form of open discussions led sometimes by the professional tutor, members of staff, representatives of outside agencies, and the deputy head in charge of in-service education and training.

C. Case Study School 3

   i) Head Teacher Interview

      According to this headteacher there is a well defined policy on INSET tending towards the school-focused variety. This policy was produced by head teacher and staff together, a practice that occurs each year in the school. Unfortunately the current plan was not put into action because of the teachers' dispute, but next uear's programme is in hand.

      In-service courses organised in this school are open to teachers from other schools, but the headteacher is not sure if adequately trained staff are available to him to enable the school to carry out its full in-service plan effectively. All members of staff are aware of the school-focused programme and an individual record is kept of their participation, though there is no form of compulsion.

      Apart from school-focused courses, the headteacher pointed out that teachers enjoy other forms of in-service provision especially of the award-bearing type. In general his staff have indicated satisfaction with such courses. However, like other heads in this survey he feels that school-focused courses have advantages over the external type as regards the all round professional advancement of the teacher. Nonetheless, he emphasises that school-focused INSET should be evaluated both formally (by external evaluators producing written reports) and informally (by participants), and he regrets that neither has yet taken place to any significant extent.

      With respect to probationers there is a specific programme for helping them. They visit the school prior to commencing their appointment. The head has designated one of

his deputies with responsibility for the professional development of the probationers.

As expected, the inadequacy of funding is identified by the head as the major constraint on effective planning and execution of INSET work.

ii) <u>Senior Teacher Interview</u>

According to the senior teacher concerned, all teaching staff are made aware of the existence of INSET opportunities. Those that are school-based are invariably aiming to meet individual and institutional needs, such as mixed ability teaching and the development of computer literacy. Attendance on short courses organised within the school is 'quite high', but the senior teacher reports that he encountered problems in securing teachers' co-operation. They complained about the timing; irrelevance to classroom performance; outside speakers being 'theorists' and not practising teachers. The greater use of their own colleagues seems to have been more acceptable. Unlike the other two cases, there is no enthusiasm here for a consortium of schools organising school-focused INSET. This senior teacher here clearly sees the problems of one school as being idiosyncratic and unlikely to have relevance outside. He also pointed out that a separate exercise for each school is more cost-effective, though outside 'experts' are still invited from time to time. Again, the reason given is to avoid parochialism.

Decisions on school-based INSET are taken collectively and after considerable discussion with subject teachers, and departmental groups. Teachers therefore have some control over the in-service opportunities provided for them, though

most final decisions are taken by the management team of the

school. The rapid solution of immediate problems is a

priority. In fact the school is about to begin a new school-

focused programme that is quite costly. The senior teacher

believes that the advantages will outweigh the cost.

Report of a programme of activites

of school-focused/based inset work

over a period of six months:

In anticipation of a change by the school to mixed-ability

grouping, to be initiated with the intake first year in

September 1983, a plan for staff training was drawn up in

November 1982. The senior tutor in-charge of in-service in

the school then made a series of visits and held meetings

with various groups and individuals with a view to collecting

information that would help the staff of the school when the

change occurred.

In January 1983, there was an open meeting with the staff

on 'Inset Mixed-Ability Teaching'(session 1). This was school-

based and attended by thirty-two members of staff. Summaries

and recommendations were made. Later that month there was a

meeting with language teachers after school hours. Twelve

teachers attended. A second open meeting with all staff on

'Mixed Ability Organisation and Transition in Schools' was

held in the third week of the month attended by twenty-five

teachers. There was also a meeting with humanities teachers

in school time (off timetable) on: 'Mixed Ability Grouping:

Possibilities and Experiences in the Secondary School'. This

was attended by twelve staff including the senior teacher and

deputy headteacher.

In February, a one day conference was held outside the school at a conference centre on: 'Mixed Ability Teaching'. Over fifty staff attended and met in cross-curricula groups. A report of the outcome of this conference was sent to the Principal Education Officer of the LEA concerned.

An open meeting was held with staff on issues raised by mixed ability teaching with A.V. Kelly. Twenty-five members of staff attended. There was a meeting on the 30th of March on: 'The Provision for Slow Learners in the Secondary School' for all teachers. Home economics and technical teachers visited other schools during the months of April and May. A meeting was held with boys' technical staff and led by an LEA adviser as a guest speaker. This was attended by eight members of staff during lesson time. Twenty science teachers attended a meeting with science staff of local secondary schools on teaching mixed ability science, in May, based at a neighbouring school. In June 1983, there was a meeting between staff from the Art Department and the Art Adviser. Music Staff were also invited. In all, ten staff attended. This was school-based. A majority of the school-based courses were held after school hours from 4.00p.m. to 5.00p.m.

Induction courses were organised for probationers in conjunction with courses for regular teachers.

As a form of evaluation, there were written and verbal reports about these courses by the course teachers, senior tutor and teachers who have attended them. Also questionnaires, and evaluation sheets were filled in by teachers and departmental heads. Reports were seen to be favourable towards the school-focused idea.

Appendix 4C comprises a copy of a letter of invitation from this school to a potential visiting speaker from the university sector. It serves to illustrate the detailed care evident in the organisation of school-focused INSET in this school.

iii) Deputy Head Interview

As mentioned above, in this school the probationers are under the aegis of the deputy head rather that a 'professional tutor'. The deputy concerned receives a responsibility allowance for the extra work that comes with this appointment. This includes: supervision of student teachers on teaching practice; the induction of new teachers; liaison between school and outside agencies.

This particular deputy head is strongly in favour of the setting up of special induction programmes for teachers in their first year of appointment. He identified the closing of the gap between theory and practice as being of crucial importance during the induction year. Probationers are not sent from this school to any outside centres because of pressures of the time-table. In consequence all induction work is carried out in the school, and furthermore there is no form of outside help in staffing these sessions. The deputy head in this case is not sure that the professional centre as recommended by the James Report is necessary in the induction process.

Once again, the problems of teaching a wide mixed-ability range is identified as the major problem facing probationers. He also agrees with his headmaster that it is most unfortunate

that no attempt has been made to evaluate the school-based
induction courses. Such an evaluation would, he feels,
have been an indicator of good practice or otherwise.
Without it the process remains pragmatic, short term and
ad hoc. He particularly regrets that probationers are often
given too heavy a teaching load, as are those charged with
helping them.

9.4   Results of Interviews with Chief Advisers for INSET
      in Case Study Areas

As mentioned above, interviews were conducted with the
two Chief Advisers for INSET in the two LEAs concerned.

A.   Adviser 1

According to this adviser, his LEA supports any INSET
effort undertaken within the schools, provided that there is
a genuine diagnosis of need, and proper planning of the INSET
response.

With respect to the induction year, the main financial
implications are always those of teacher release. In order
to provide other opportunities, his LEA arranges meetings of
probationers in teachers' centres and residential courses at
its own in-service centre. He also regards the appointment
of a professional tutor in every school as an essential part
of the staffing, and not just an adjunct. Clearly this
adviser and his LEA are as firmly behind the provision of
INSET for their teachers whether probationers or experienced

staff.

B.   <u>Adviser 2</u>

This Chief Adviser admitted that at the present time his LEA gives little financial support to schools in respect of school-focused/based INSET. He stressed that this was due to the authority not having seriously considered a commitment to such provision. However, there would, he indicated be such support from April 1987 when a new scheme of LEA INSET is inaugurated.

Personally, this adviser gave support to the idea of each school having its own INSET programme because only through such means can schools and teachers identify their particular and peculiar needs. He did, however, recommend that external INSET should also be experienced.

Like the other cases, the matter of cost of supply provision is a major constraint on improving INSET. With 150 probationers alone, the cost is substantial. Even though professional tutors are supposed to be appointed in the schools of this LEA, they are not renumerated for this as such. Consequently the policy is not carried through as shown by Case Study School 3.

Despite current constraints, there will be a shift of resources towards school-based/focused INSET in this LEA as part of the new regulations for in-service provision which provide for greater flexibility.

9.5 <u>Results of Questionnaire Responses from the Three</u>
      <u>Case Study Schools</u>

Replies to the questionnaire sent to teachers who attended

school-focused in-service education in the three study schools are presented in this section.

The first sub-section shows the frequency distribution and percentage of the total sample to the questions and the second sub-section presents the comparisons of the variables to see if there is any significant difference in the way respondents have answered the questions.

In both cases, tables and figures with some textual discussions are used to present the results.

A. Presentation of the Frequencies

The frequency distribution and percentage of the total sample of ninety-five teachers in the three schools who took part in the research are presented in tabular form. Tables show both the frequency distribution and percentage by variables and the replies of the respondents to all twenty-one computed questions.

i) The first section shows the frequency distribution and percentage of all respondents in the sample by the variables specified.

TABLE   33

FREQUENCY DISTRIBUTION AND PERCENTAGE OF SAMPLE

BY SCHOOL (VARIABLE 1)

VALUE	SCHOOL	FREQUENCY(N)	PERCENTAGE(%)
1	SCHOOL 1	38	40.0
2	SCHOOL 2	28	29.5
3	SCHOOL 3	29	30.5
	TOTAL	95	100.0

Thirty-eight (40%) of the total of ninety-five respondents came from SCHOOL 1, twenty-eight (29.5%) came from SCHOOL 2, while the remaining twenty-nine (30.5%) were drawn from SCHOOL 3.

TABLE   34

FREQUENCY DISTRIBUTION AND PERCENTAGE OF SAMPLE

BY SEX (VARIABLE 2)

VALUE	SEX	FREQUENCY(N)	PERCENTAGE(%)
1	MALE	45	47.4
2	FEMALE	50	52.6
	TOTAL	95	100.0

Out of the total of ninety-five respondents to the questionnaire, forty-five (47.4%) were males and fifty (52.6%) were females.

TABLE 35

FREQUENCY DISTRIBUTION AND PERCENTAGE OF

SAMPLE BY AGE (VARIABLE 3)

VALUE	AGE CATEGORIES	FREQUENCY(N)	PERCENTAGE(%)
1	20 - 25	9	9.5
2	26 - 30	21	22.1
3	31 - 35	13	13.7
4	36 - 40	9	9.5
5	41 - 45	21	22.1
6	46 - 50	13	13.7
7	OVER 50	9	9.5
	TOTAL	95	100.0

Nine of the respondents (9.5%) were aged between twenty and twenty-five, twenty-one (22.1%) between twenty-six and thirty, and thirteen (13.7%) were within the thirty-one to thirty-five age category. Another nine respondents (9.5%) were aged between thirty-six and forty years, a further twenty-one (22.1%) were between forty-one and forty-five years old, and yet another thirteen teachers (13.7%) were forty-six to fifty years of age, while the remaining nine respondents (9.5%) were over fifty years of age.

TABLE 36

FREQUENCY DISTRIBUTION AND PERCENTAGE OF SAMPLE

BY MARITAL STATUS (VARIABLE 4)

VALUE	MARITAL STATUS	FREQUENCY(N)	PERCENTAGE(%)
1	SINGLE	32	33.7
2	MARRIED	61	64.2
3	ANY OTHER	2	2.2
	TOTAL	95	100.0

There were altogether in the sample, thirty-two single respondents, (33.7%), sixty-one married teachers which formed (64.2%) of the total sample, and two others one of whom was separated and the other divorced.

TABLE 37

FREQUENCY DISTRIBUTION AND PERCENTAGE OF SAMPLE BY HIGHEST

QUALIFICATION HELD BY RESPONDENTS (VARIABLE 5)

VALUE	HIGHEST QUALIFICATION HELD	FREQUENCY(N)	PERCENTAGE(%)
1	TEACHERS' CERTIFICATE	20	21.1
2	BACHELOR OF EDUCATION(B.Ed)	18	18.9
3	BACHELOR OF ARTS (B.A)	22	23.2
4	BACHELOR OF SCIENCE (B.Sc)	17	17.9
5	POST GRADUATE CERTIFICATE/ DIP. IN ED., PGCE/PGDE	15	15.8
6	ADVANCED DIPLOMA	2	2.1
7	MASTERS DEGREE	1	1.1
8	DOCTOR OF PHILOSOPHY (Ph.D)	-	-
9	ANY OTHER	-	-
	TOTAL	95	100.0

Twenty of the respondents sampled (21.1%) had a Teachers'
Certificate as a form of their highest qualification, eighteen
others (18.9%) had a Bachelor of Education degree, another
twenty-two (23.2%) possessed a Bachelor of Arts degree, while
seventeen respondents (17.9%) had a Bachelor of Science.
Fifteen of the remaining (15.8%) possessed either a Post
Graduate Certificate or Diploma in Education, a further two
(2.1%) had an Advanced Diploma, one respondent (1.1%) had a
Masters Degree. There was no one with a Doctor of Philosophy
degree or any other qualification.

TABLE 38

FREQUENCY DISTRIBUTION AND PERCENTAGE OF SAMPLE BY YEARS OF
TEACHING EXPERIENCE OF RESPONDENTS (VARIABLE 6)

VALUE	YEARS OF TEACHING EXPERIENCE	FREQUENCY(N)	PERCENTAGE(%)
1	UNDER 2 YEARS	8	8.4
2	2 - 5 YEARS	12	12.6
3	5 YEARS	10	10.5
4	5 - 10 YEARS	23	24.2
5	OVER 10 YEARS	42	44.2
	TOTAL	95	100.0

Eight teachers (8.4%) have taught for under two years,
twelve (12.6%) have done so for between two and five years,
ten teachers (10.5%) have been teaching for five years, while
twenty-three of them (24.2%) have taught for between five and
ten years. The remaining majority of forty-two teachers
(44.2%) have been teachers for over ten years.

TABLE 39

FREQUENCY DISTRIBUTION AND PERCENTAGE OF SAMPLE BY RESPONDENTS'

YEARS OF TEACHING EXPERIENCE IN PRESENT SCHOOL (VARIABLE 7)

VALUE	YEARS OF TEACHING EXPERIENCE IN PRESENT SCHOOL	FREQUENCY(N)	PERCENTAGE(%)
1	UNDER 2 YEARS	10	10.5
2	2 - 5 YEARS	17	17.9
3	5 YEARS	12	12.6
4	5 - 10 YEARS	23	24.2
5	OVER 10 YEARS	33	34.7
	TOTAL	95	100.0

Replies indicate that ten teachers (10.5%) have been teaching in their present school for under two years, seventeen (17.9%) have been doing so for between two and five years, and twelve teachers (12.6%) have taught in their present school for five years. Twenty-three respondents (24.2%) have done so for between five and ten years, while the remaining thirty- three have taught in their present school for over ten years.

<u>TABLE 40</u>

<u>FREQUENCY DISTRIBUTION AND PERCENTAGE OF SAMPLE BY RESPONDENTS'</u>

<u>POSITION IN SCHOOL (VARIABLE 8)</u>

VALUE	POSITION HELD IN SCHOOL	FREQUENCY(N)	PERCENTAGE(%)
1	HEAD OF DEPARTMENT/YEAR/ SENIOR TEACHER	8	8.4
2	SCALE 1	7	7.4
3	SCALE 2	33	34.7
4	SCALE 3	34	35.8
5	SCALE 4	11	11.6
6	SUPPLY TEACHER/ ASSISTANT TEACHER	2	2.1
	TOTAL	95	100.0

The frequency distribution and percentage of sample by respondents' statuses in their school show that eight teachers (8.4%) were either heads of departments, years or senior teachers; seven (7.4%) were scale 1 teachers, thirty-three (34.7%) were scale 2 teachers, and a further thirty-four (35.8%) were scale 3s, while eleven (11.6%) were scale 4 holders and the remaining two teachers (2.1%) were either supply or assistance teachers.

This second section of the presentation of the frequencies shows the replies of the ninety-five respondents to the computed questions.

TABLE 41

FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 1

QUESTION 1

What effects do you think in-service education has on teachers?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	KEEPS TEACHERS PROFESSIONALLY VIABLE	88	92.6
2	DOES NOT MAKE MUCH DIFFERENCE TO TEACHERS' PROFESSIONAL COMPETENCE	4	4.2
3	NOT REALLY SURE WHAT TEACHERS DERIVE FROM IN-SERVICE COURSES	1	1.1
4	ANY OTHER	2	2.1
	TOTAL	95	100.0

Eighty-eight respondents (92.6%) think that in-service education keeps teachers professionally viable, four teachers (4.2%) do not see the difference in-service education does to teachers' competence, while one teacher (1.1%) was not sure what teachers derive from in-serv ice education. Two other respondents (2.1%) gave other replies under the 'ANY OTHER' response rubric - 'effects derived from in-service education depend on:

a. the quality of the INSET;

b. its relevance;

c. the opportunity for implementation.

TABLE 42

FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 2

QUESTION 2

How would you rate the necessity of having other forms of in-service education other than the traditional college-based provision?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	VERY NECESSARY	54	56.8
2	NECESSARY IN SOME CASES	37	38.9
3	NOT NECESSARY	-	-
4	DON'T KNOW	4	4.2
	TOTAL	95	100.0

Replies show that fifty-four teachers (56.8%) rated other forms of in-service education as very necessary, thirty-seven others (38.9%) stated that other forms of in-service were necessary in some cases, and four (4.2%) recorded a 'don't know'. Nobody said they were not necessary.

TABLE 43

FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 3

QUESTION 3

How were you <u>first</u> made aware of the in-service programme in your school?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	THROUGH THE HEAD	21	22.1
2	THROUGH THE DEPUTY HEAD	21	22.1
3	THROUGH MY HEAD OF DEPARTMENT	17	17.9
4	THROUGH THE PROFESSIONAL TUTOR	20	21.1
5	THROUGH OTHER MEMBERS OF STAFF	9	9.5
6	ANY OTHER	7	7.4
	TOTAL	95	100.0

Twenty-one teachers (22.1%) were first made aware of the in-service programme in their school through the head teacher, another twenty-one (22.1%) stated that this information got to them through the deputy head, seventeen others (17.9%) said through their head of department, while twenty (21.1%) were made aware of such programmes through the professional tutor. Nine (9.5%) got the information from other members of staff, and the remaining seven (7.4%) were communicated through other sources according to their replies under the 'ANY OTHER' category of response - 'staff notice board', 'a combination of response rubrics 1, 2, 3, 4, 5, and 6', 'through subject adviser',

'through in-service literature', 'varies with the particular course'.

TABLE 44

FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 4

QUESTION 4

Why did you decide to engage in school-focused activities?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	IT WAS COMPULSORY	1	1.1
2	TO IMPROVE MY PROFESSIONAL COMPETENCE	92	96.8
3	OTHER STAFF WERE ATTENDING	-	-
4	DON'T KNOW	-	-
5	ANY OTHER	2	2.1
	TOTAL	95	100.0

One teacher (1.1%) attended because it was compulsory, ninety-two (96.8%) did so to improve their professional competence, and nobody attended because other teachers were attending or did not know. Two respondents gave additional answers under the 'ANY OTHER' response mode - 'to modernise my approach to my subject and to best cater for the changing needs of my pupils', and 'to update my pedagogy'.

TABLE   45

<u>FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 5</u>

<u>QUESTION 5</u>

How regularly do you attend these activities?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	FREQUENTLY	43	45.3
2	QUITE FREQUENTLY	31	32.6
3	INFREQUENTLY	18	18.9
4	NEVER	-	-
5	ANY OTHER	3	3.2
	TOTAL	95	100.0

Seventy-four respondents (79.9%) of the total of ninety-five sampled said they attended school-focused in-service activities frequently, while thirty-one of them (32.6%) said quite frequently. Eighteen others (18.9%) said they were infrequent, and there was not reply from the 'NEVER' response rubric. However, three teachers (3.2%) gave various replies under the 'ANY OTHER' response mode - 'Not at all at present having just returned to teaching, previously quite frequently', 'when available', 'suspended due to industrial action.

TABLE 46

FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 6

QUESTION 6

For how long have you been involved in these activities in this school?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	2 YEARS OR MORE	63	66.3
2	1 - 2 YEARS	26	27.4
3	6 MONTHS - 1 YEAR	3	3.2
4	1 MONTH - 6 MONTHS	-	-
5	UNDER 1 MONTH	-	-
6	ANY OTHER	3	3.2
	TOTAL	95	100.0

Respondents' replies indicate that sixty-three of them (66.3%) have been involved in school-focused activities at their present school for at least two years, twenty-six (27.4%) have done so for between one and two years, three (3.2%) have been attending for the past six months. Three respondents (3.2%) gave various replies under the 'ANY OTHER' response mode - 'when available'.

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TABLE 47

FREQUENCY DSITRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 7

QUESTION 7

What would you say about these courses as regards fulfilling
your expectations of them?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	EXCEEDED EXPECTATIONS	5	5.3
2	CAME UP TO EXPECTATION	35	36.8
3	SOME PARTS DID AND SOME DID NOT	41	43.2
4	HAD LITTLE OR NO PRECONDITIONS	8	8.4
5	DIFFERED SIGNIFICANTLY FROM EXPECTATIONS	1	1.1
6	DISAPPOINTING	2	2.1
7	ANY OTHER	3	3.2
	TOTAL	95	100.0

Five persons (5.3%) said that school-focused activities
exceeded their expectations of them, thirty-five others (36.8%)
said activities came up to expectation, and a further forty-
one (43.2%) said some parts did and some did not come up to
expectation. Eight respondents (8.4%) said they had little or
no preconditions about these activities, to one person (1.1%)
the activities differed significantly from expectations, and
to two others (2.1%) they were disappointing while the remaining
three gave answers other that those listed, as 'ANY OTHER' -
'Experience too limited to comment', 'Just started, not much
experience', 'Yet to decide'.

TABLE 48

FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 8

QUESTION 8

How relevant would you say these activities have been as regards your classroom performance?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	VERY RELEVANT	26	27.4
2	SOME ARE RELEVANT	62	65.3
3	NOT RELEVANT AT ALL	2	2.1
4	NOT SURE	3	3.2
5	ANY OTHER	2	2.1
	TOTAL	95	100.0

Twenty-six (27.4%) of the respondents thought that such activities were very relevant to their classroom performance, sixty-two (65.3%) felt some parts were relevant, while two (2.1%) felt they were not relevant at all and three (3.2%) were not sure. The remaining two respondents gave replies under the 'ANY OTHER' response mode - 'Difficult to assess', 'Don't know'.

TABLE 49

FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 9

QUESTION 9

How much were you involved in deciding what activities to attend?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	FULLY INVOLVED IN DECIDING FOR MYSELF	84	88.4
2	HELPED BY VISITING CONSULTANT	6	6.3
3	NOT INVOLVED AT ALL	3	3.2
4	ANY OTHER	2	2.1
	TOTAL	95	100.0

Replies show that eighty-four respondents (88.4%) of the ninety-five teachers sampled said they were fully involved in deciding for themselves what activities to attend. Six (6.3%) said they were helped by visiting consultant, three others (3.2%) said they were not involved at all and the remaining two persons gave replies under the 'ANY OTHER' response mode - 'Not sure', 'Don't know'.

TABLE 50

FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 10

QUESTION 10

How much do you agree with arguments that stress the growing importance of school-focused in-service provision in improving teachers' professional skills?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	STRONGLY AGREE	44	46.3
2	AGREE	46	48.4
3	DONT'T KNOW	5	5.3
4	DISAGREE	-	-
5	STRONGLY DISAGREE	-	-
	TOTAL	95	100.0

Ninety respondents (94.7%) of the total of ninety-five said they agreed with arguments that stress the growing importance of school-focused in-service provision in improving teachers' professional skills. Forty-four (46.3%) of these stated strong agreement. The remaining five respondents (5.3%) said they did not know. Nobody disagreed either strongly or otherwise.

TABLE 51

FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 11

QUESTION 11

Advocates of school-focused activities argue that without such activities in schools, teachers become professionally stale. How much do you agree with this?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	STRONGLY AGREE	41	43.2
2	AGREE	47	49.5
3	DON'T KNOW	4	4.2
4	DISAGREE	2	2.1
5	STRONGLY DISAGREE	1	1.1
	TOTAL	95	100.0

Replies show that eighty-eight respondents (92.7%) agree with the question, forty-one of them (43.2%) doing so strongly. Four respondents (4.2%) did not know, while three others (3.2%) disagreed, one of them (1.1%) doing so strongly.

TABLE 52

FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 12

QUESTION 12

How much contribution would you say such school-focused
activities have made towards the professional development of
the teacher?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	A GREAT DEAL	32	33.7
2	SOME USEFUL CONTRIBUTION	51	53.7
3	SMALL CONTRIBUTION	9	9.5
4	NO CONTRIBUTION	-	-
5	NOT SURE	-	-
6	ANY OTHER	3	3.2
	TOTAL	95	100.0

Thirty-two respondents (33.7%) said school-focused
activities have made a great deal of contribution towards the
professional development of the teacher. Fifty-one (53.7%)
believe some useful contribution has been made, while nine
respondents (9.5%) stated only a small contribution has been
made. Nobody however, said no contribution has been made.
Three respondents (3.2%) supplied other answers under the 'ANY
OTHER' response rubric - 'Experience too limited to comment',
'Depends on the individual', 'Because most of my in-service
experience has been outside school, I find it difficult to
comment'.

TABLE   53

FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 13

QUESTION 13

Looking back now on some of the school-focused activities you have attended, would you say they would have been better as college-based courses?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	YES - ALL OF THEM	5	5.3
2	SOME WOULD, SOME WOULD NOT	42	44.2
3	NO - NONE OF THEM	25	26.3
4	NOT SURE	21	22.1
5	ANY OTHER	2	2.1
	TOTAL	95	100.0

Five teachers (5.3%) believed all the school-focused activities and courses they attended could have been better as college-based courses, forty-two (44.2%) thought some courses would and others would not, while twenty-five of them (26.3%) were emphatic that none of the courses would have been better as college-based courses. Twenty-one teachers (22.1%) were not sure and the remaining two teachers supplied additional information under the 'ANY OTHER' response mode - 'Don't know'.

TABLE 54

FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 14

QUESTION 14

How would you compare school-focused activities with external
award-bearing courses as regards the professional development
of the classroom teacher?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	SCHOOL-FOCUSED COURSES ARE MORE DIRECTLY GEARED TO WHAT TEACHER IS EXPECTED TO MEET IN CLASSROOM	77	81.1
2	EXTERNAL COURSES ARE EQUALLY GOOD IN EQUIPPING TEACHER FOR HIS/HER DAY TO DAY CLASSROOM EXPERIENCES	4	4.2
3	NOT REALLY SURE	11	11.6
4	ANY OTHER	3	3.2
	TOTAL	95	100.0

Seventy-seven teachers (81.1%) think school-focused
courses are more geared directly to what a teacher is expected
to meet in the classroom, four others (4.2%) think external
courses are as good in that respect, while eleven respondents
(11.6%) were not sure. The remaining three respondents (3.2%)
gave various answers under the 'ANY OTHER' response rubric -
'Varies with the particular course', 'No preference, depends
on the course and course leaders/speakers', and 'Don't know'.

TABLE 5·5

FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 15

QUESTION 15

How much would you say school-focused activities have succeeded in identifying and rectifying mismatch between what is learnt on external courses and the actual process in the classroom?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	VERY MUCH	64	67.4
2	NOT MUCH	15	15.8
3	VERY LITTLE	6	6.3
4	NOTHING AT ALL	1	1.1
5	ANY OTHER	9	9.5
	TOTAL	95	100.0

Sixty-four teachers (67.4%) said school-focused activities have succeeded very much in bridging the gap between what is learnt on external courses and actual classroom practice; fifteen (15.8%) however do not think much has been done by school-focused activities in that respect, while six respondents (6.3%) say there has been very little done and one (1.1%) said nothing had been done. The remaining nine respondents gave various answers under the 'ANY OTHER' response mode - 'The degree of success is dependent upon the people involved in the INSET', 'Between very much and not much', 'Different things are expected of these different types of courses', 'Depends on the commitment of attenders'.

TABLE 5.6

FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 16

QUESTION 16

What aspect of the organisation of these school-focused activities were you most dissatisfied with?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	TIMING OF THE COURSES	38	40.0
2	CONTENT - TOO PRACTICAL	-	-
3	CONTENT - TOO THEORETICAL	1	1.1
4	LACK OF INFORMATION	-	-
5	LACK OF NECESSARY EXPERTISE IN THE STAFFING	7	7.4
6	NONE	43	45.3
7	ANY OTHER	6	6.3
	TOTAL	95	100.0

Thirty-eight respondents (40.0%) stated they were most dissatisfied with the timing of the courses, one person (1.1%) said the content was too theoretical. Seven others (7.4%) felt there was a lack of necessary expertise in the staffing, while forty-three (45.3%) were satisfied with every aspect of the organisation of the courses. Six teachers (6.3%) gave answers other than those supplied, under the 'ANY OTHER' category - 'Lack of follow-up', 'Has varied from one activity to another', 'Follow-up/development not continued because of upset in schools over the past few years', 'Having volunteered for working party, very little actually happened (teachers in action)'.

TABLE 57

FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 17

QUESTION 17

How much effort did you have to make to attend these school-focused activities?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	A GREAT DEAL	8	8.4
2	SOME EFFORT	40	42.1
3	A LITTLE EFFORT	11	11.6
4	NONE AT ALL	34	35.8
5	ANY OTHER	2	2.1
	TOTAL	95	100.0

Replies show that eight teachers (8.4%) made great effort to attend school-focused activities. Forty (42.1%) had to make some effort, eleven (11.6%) said they made a little effort, and thirty-four (35.8%) did not have to make any effort to attend such activities. Two others (2.1%) said they were not sure under the 'ANY OTHER' response rubric.

TABLE 58

FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 18

QUESTION 18

How enthusiastic are you about attending subsequent school-focused activities?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	LOOKING FORWARD TO THEM VERY MUCH	74	77.9
2	NOT LOOKING FORWARD TO THEM AT ALL	1	1.1
3	NOT SURE	11	11.6
4	ANY OTHER	9	9.5
	TOTAL	95	100.0

Seventy-four respondents (77.9%) were looking forward to attending subsequent school-focused activities, while one respondent (1.1%) was not looking forward to them at all. Eleven others (11.6%) were not sure. Nine teachers gave additional answers under the 'ANY OTHER' response mode - 'Depends on the activity', 'Depends on the purpose, organisation and content', 'Until one has attended, one does not know what is being taught', 'They are essential, we must monitor ourselves, plan together', 'Quite neutral about them'.

TABLE 59

FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 19

QUESTION 19

What is the general orientation of these courses?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	THEORETICALLY ORIENTED INVOLVING LECTURES, READING, ETC.	1	1.1
2	PRACTICALLY ORIENTED INVOLVING WORKSHOPS, PRODUCTION OF CURRICULUM MATERIALS, ETC.	10	10.5
3	DISCUSSION BASED	11	11.6
4	A COMBINATION OF THE THREE ABOVE	70	73.7
5	ANY OTHER	3	3.2
	TOTAL	95	100.0

One respondent (1.1%) said activities were theoretically oriented, ten (10.5%) others said they were practically oriented. Eleven teachers (11.6%) said they were discussion based, while seventy (73.7%) said activities took the form of the three above, and the remaining three (3.2%) gave various answers under the 'ANY OTHER' response rubric - 'Various'.

TABLE 60

FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 20

QUESTION 20

How would you describe a school without such school-focused activities?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	HEALTHY	2	2.1
2	VIABLE	3	3.2
3	NORMAL	7	7.1
4	STALE	48	50.5
5	UNPROGRESSIVE	34	35.8
6	ANY OTHER	1	1.1
	TOTAL	95	100.0

When asked to describe a school without school-focused activities, two teachers (2.1%) said 'healthy', three others (3.2%) said 'viable', and seven (7.1%) said 'normal'. Forty-eight (50.5%) said 'stale' and thirty-four (35.8%) said 'unprogressive' and the remaining one person (1.1%) described such a school as 'Coasting! Unwilling to learn about itself'.

TABLE 61

FREQUENCY DISTRIBUTION OF RESPONDENTS' REPLIES TO QUESTION 21

QUESTION 21

From your experiences what would you say about these school-focused activities in general?

VALUE	RESPONSE RUBRIC	FREQUENCY(N)	PERCENTAGE(%)
1	EVERY SCHOOL SHOULD HAVE SOME FORM OF SCHOOL-FOCUSED ACTIVITIES	87	91.6
2	SCHOOL-FOCUSED ACTIVITIES CONTRIBUTE LITTLE OR NOTHING TO THE PROFESSIONAL DEVELOPMENT OF THE TEACHER	2	2.1
3	SCHOOL-FOCUSED ACTIVITIES ARE NOT LIVING UP TO THE EXPECTATIONS THEY HAVE AROUSED	2	2.1
4	ANY OTHER	4	4.2
	TOTAL	95	100.0

Eighty-seven respondents (91.6%) think every school should have some form of these activities, while two (2.1%) said such activities had done little or nothing for the professional development of the teacher. A further two persons (2.1%) said school-focused activities had not lived up to the expectations they had aroused. The remaining four respondents recorded a 'Don't know', reply under the 'ANY OTHER' response mode.

Apart from the computed results, the questionnaire to teachers contained some non-codable open-ended questions which will be discussed in the analysis and interpretation of data.

9 .6   Interpretation of Findings

As mentioned in the above chapter on 'Research Design
and Methods' each of the groups questioned, provided information
on each aspect of the selected innovations. There were,
however, deliberate overlaps where the same or similar
question was put to two or more groups to obtain different
views and opinions.

The interpretation of findings and elucidation of possible
explanations is carried through in relation to previous
knowledge in the field of in-service innovation.. This
section therefore, discusses what has been added to knowledge,
and how this information fits into the general body of knowledge
as recognised in the literature.

A.   Analysis of Headteacher Responses

All three schools studied were secondary comprehensive
schools with a history of having school-focused in-service
programmes, plus induction programmes for probationers and the
appointment of a teacher to take care of them.

The policy on in-service education indicating the aims
of school-focused in-service education and training, was
defined by both head and staff in all three cases. Also
common was the fact that the teachers' industrial dispute
disrupted all in-service activities for the session.

A record of activities is kept in each school and all
staff are aware of INSET programmes. There is no form of
compulsion on the part of any teacher from any of the schools
to attend these courses. Two heads were pleased with the
outcome, the other remained sceptical.

All three heads clearly emphasise the preference for school-focused courses when it comes to the professional competence of the teacher. They stress school-focused activities try to close the gap between theory and practice and advocate all schools to institute such programmes. Having said this they all recognise the fact that traditional course-based in-service and school-focused in-service should continue to complement each other.

Evaluation was seen by all three heads as extremely necessary and each has encouraged and supported this strongly by having some form of informal evaluation. They are all dissatisfied with the present form of evaluation and would like to see more formal evaluation of these activities by external and objective evaluators.

Specific induction courses for probationers are mounted in all three schools, though not necessarily as per the mode of the James Committee. The main problem in catering for this support was found to be arranging for the release of probationers for centre-based activities. Senior members of staff have been appointed to oversee the induction period. All three heads agreed that such an appointment was a necessity, and also that too little money was allocated to run these school-focused activities.

B. Analysis of Deputy Head or INSET Tutor Responses

While schools 1 and 2 have appointed deputy heads for this job, school 3 has delegated a senior teacher. As teachers in-charge of in-service education and training in their different schools, they have similar responsibilities - organising school-focused activities, and developing the curriculum.

While all the courses in schools 2 and 3 are non-award bearing, some of the courses in school 1 bear awards with a certificate or diploma from a college, polytechnic or university. All three schools run non-award-bearing courses on similar themes, namely: pastoral care, mixed ability teaching; improved teaching methods; teaching the new GCSE; and skills development, especially computing. The frequency and duration of courses was found to vary markedly between schools with Case Study 1 being the most intensive, then Case Study 2 and then 3. Though some have been incorporated into the timetable, others are during lunch time, after school or at weekends. In Case Study 1, some courses have been organised during the long vacation. Only in Case Study 3 was there a problem of convincing teachers to attend school-focused courses, and in general the attendance rate is quite high, though worst in Case Study 3.

There is support in two of the schools for the idea of a consortium of schools providing INSET, mainly because of the widening of experience, but in the third school this is not agreed, on the grounds that the problems of a school are unique. However all three schools approve of the involvement of external experts as they believe it reduces tendencies towards parochialism. However, there are rarely sufficient funds available for this purpose.

Democratic involvement of all staff is normal in respect of the choice of INSET activities and their operation. All three schools have as their principal criterion for selection, that meeting immediate and identified needs is a priority. Lack of available time is the major complaint and constraint.

This would be alleviated if school-focused work could be incorporated into the normal school time-table so as to make it more meaningful.

An analysis of the information on a six month period of inset work in all three schools studied:

All three schools had produced programmes of inset work every session, focused on the particular needs and problems of the school. Such programmes have been adhered to as much as possible.

The great diversity and variation of the nature of courses as regards the venue, the timing and the course leaders are all evident in the schools studied. In every school there is a mixture of school-based courses in the geographical sense and the use of places outside the school premises. In schools 1 and 2, most of the courses were school-based while school 3 made more use of places outside their own environment including conference centres.

While some courses took place at weekends, others were held after school hours and some even during school time and lunch breaks. Because of the school-focused nature of the courses, no two schools had the same type of courses. For example, while school 3 was more concerned with its immediate problem of mixed-ability teaching, schools 1 and 2 were more diverse in the selection of their courses. A great majority of the courses were non-award bearing. Attendance at the courses in all schools was quite high and therefore encouraging. The use of external consultants was also clearly evident, although with varying degrees. While school 1 made a great

use of external consultants (C.C.D.U. trainers), schools 2
and 3 made more use of a combination of school staff and
outsiders. It was quite clear that in as much as schools
saw the need for consultants to reduce parochialism and in-
ward looking, sight was not lost of the fact that school staff
possessed a great amount of expertise which could be tapped.
Hence, in all schools studied, teachers were used to lead
sessions.

Evaluation in all schools was non-formal and internal,
carried out by the recipients and participants of the courses.

C. Analysis of Professional Tutor's Responses

Only in Case Study 3 was the designation 'professional
tutor' rejected, though there is a teacher carrying out the
relevant duties. They differ in their method of appointment
in that in Case Study 1 the appointment was by the LEA; in
Case Study 2 by the LEA plus others, including head and
governors; in Case Study 3, by the head and governors alone
as an internal matter. There was a brief training for one
of those appointments but none for the other two.

In all three schools the professional tutors are appointed
primarily to supervise student teachers on teaching practice
and induct the probationers into the teaching profession.
Needless to say, all three agree with the concept of the
professional tutor as envisaged in the James Report and
support the setting up of special induction programmes for
probationers. But they all feel that other methods of support
for probationers are also a priority to assist in closing
the gap between the theory of the initial training course

and the practice of the 'real world' in schools. As professional tutors, they are all based in their own schools and are not in any way involved in centre-based activities. However, in Case Study Schools 1 and 2, probationers do have some release to attend courses at the teachers' centre. The third school does not find it possible to effect such release so all their induction work is school-based, and without a reduced time-table.

One of the problems in planning for the probationary year is the fact that the number of probationers sent to any particular school varies from year to year. While, in the year of this study, none were sent to Case Study 3, Case Study 1 received four probationers, and Case Study 2 welcomed ten.

The major problem identified by all three professional tutors as facing their probationers is the teaching of a mixed ability class. Related, perhaps is the question of discipline in the classroom. Ther were also some misgivings expressed about the need for staff development for probationers to be part of an overall system of ongoing appraisal of all staff so that established teachers become more involved in INSET and self-evaluation.

The lack of time and proper funding are major constraints identified by all respondents and a more rigorous take up of the spirit, if not the exact model, of the James Report would be welcomed in all cases. There is also some feeling in this select group that other experienced teachers, especially heads

of departments, could be encouraged and enabled to assist
in the induction year for probationers.

D. Analysis of Probationers' Responses

As mentioned above, there were no probationers in
Case Study School 3 during the period of the survey, so the
analysis of results for probationers will be limited to
schools 1 and 2.

Four probationers from School 1 and five from School 2
were interviewed for their opinions as to the induction
year programme. In both schools there were more female
probationers than males. All respondents were graduates in
the age range 20 - 29.

They visited their respective schools at least twice
prior to taking up their posts. Some considered they should
have had more information from the school, especially in
terms of level of classes to be taught and the nature of
the syllabus. All nine probationers expressed satisfaction
about the appointment of a specific teacher to see them
through their probationary year, as well as the opportunity
to attend centre-based courses, the informality of which
appealed considerably.

All probationers in both schools rated the school-based
courses as being very relevant to their classroom needs.
As a form of comparison, the probationers in School 1 revealed
that they proferred the school-based courses to the centre-
based courses because they are more relevant to classroom

activities.

E. Analysis of ' .   . Advisers' Responses

Replies from the two   Advisers of INSET involved explained the authorities' strong support of INSET in principle, but there was a sharp contrast in financial commitment. North Yorkshire was found to be much more generous than Humberside. In both authorities, the main financial problem of the induction year has been that of replacing probationers when they are released for centre-based courses.

9 .7 Interpretation of Findings

Analysis of both interview and questionnaire results show the status quo in certain locations. All three aspects of INSET in which the writer is particulary interested are actively pursued, and the concept of the professional tutor is accepted in spirit of not always in name. An attempt will be made here to relate the particular aspects of management evident in the case study schools to the wider picture as gained from the literature review.

In all there were one hundred and fifteen respondents - three headteachers, three deputy headteachers, three professional tutors, nine probationers, two Chief INSET Advisers and ninety-five regular classroom teachers. The three schools studied were fairly evenly represented as between respondents, the majority of whom had more than two

years experience and were on salary scales 2 and 3. Almost every category of teacher was represented.

Results show that all schools studied had a defined policy on INSET in which the school-focused variety was favoured.

In his study of twenty-nine schools ILEA (Inner London Education Authority) with detailed case studies of four of them, Griffiths, whose critera for 'good' school-focused in-service education and training was adopted in formulating the headteachers' interview questions, also discovered that 66 per cent of respondents replied that they had a defined policy of INSET in their schools. He however probed further to find out that most of these schools were vague about what this policy was about.[1]

In a related study – the SITE (Schools and In-Service Teacher Education) project organised by the Department of Education and Science through the University of Bristol, Baker[2] reported that altogether 82 per cent of the respondents agreed that schools should in principle formulate a clear INSET policy, linked to schools' goals. In the schools

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1. Griffiths, G. (1984), "School-Focused Inset in ILEA", British Journal of In-Service Education, vol. 10, no. 2, Spring 1984, pp. 16 – 22.

2. Baker, K. (1979), op. cit., pp. 179 – 180.

involved here both head and staff are involved in INSET policy-making together. This contrasts with the ILEA where it seems only top members of staff like the Director, headteacher and deputy headteacher were responsible for initiating the policy. In Griffiths' study only 12 per cent of the schools had a policy of which all staff were aware of INSET opportunities. On this question of needs, both Keast[1] and Wray[2] found that staff were not always involved in deciding a school's in-service needs and so there was difficulty in identifying the true needs and concerns of a school. In this respect it seems our case study schools were progressive.

Although constraints on finance were a problem, in both LEAs concerned here, increased spending had taken place on teachers' centre activities. Perhaps for this reason, and especially in Humberside, school-based work had suffered in respect of this type of support. It is difficult for the writer to understand the authorities' position on financing school-focused in-service education and training. While on the one hand both authorities believe strongly in it, they do not fund it adequately. Both advisers claim that they are waiting until the new (April 1987) INSET regulations come into force. As, in the

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1. Keast, D.J., Carr, V. (1979), op. cit.
2. Wray, D. (1984), op. cit.

view of the writer, school-focused work can be very cheap to run, there is a possibility that excuses were being made here.

As far as being aware of INSET opportunities were concerned it seems that the younger the teacher the less varied his or her line of communication. This might explain why the older teachers take up INSET places quicker, though the motivation of promotion possibilities may be significant too. In all about 45 per cent of respondents attended INSET courses 'frequently', with a further 33 per cent 'quite frequently'. Cross tabulation showed a greater propensity on the part of graduate teachers to undertake INSET, which is probably due to the need to boost their profile as compared with the younger 'BEd group', with BA and BSc a little less active.

From results obtained, teachers seemed to be satisfied with their school-focused activities as regards fulfilling their expectations of them. Only 3.2 per cent said they were disappointed. Following from being satisfied with the courses, respondents stressed that these courses and activities have been relevant as regards their classroom performance. In fact, only 2.1 per cent said they were not relevant to classroom performance.

Wray[1] in his study of twenty-eight schools and how they conduct school-focused in-service education, discovered that staff were not always involved in deciding a school's in-service needs. This fear was expressed by Henderson[2] when he pointed

1. Wray, D. (1984), op. cit.

2. Henderson, E.S. (1979), op. cit., p. 20.

out that the professional development of the school as a
unit may dominate the professional development of individual
members of staff, since the needs of the two are not necessarily
congruent. However teachers in this study expressed freedom
to decide for themselves what activities to attend. There is
no form of compulsion to attend school-focused activities.
As the results show, a great majority of them (88.4%) said
they were fully involved in deciding for themselves what
activities to attend and only 3.2 per cent said they were not
involved at all in the decision on what activities they were
to attend. However, external help was obtained in these
schools as to the selection and running of school-focused
INSET. The role of the consultant was seen as that of a
helper and facilitator, and Wray[1] also discovered that to be
the case, as did Griffiths.[2] The reason for this seems to be
that schools are aware of the potential dangers of parochialism,
and are keen to co-operate with outsiders to avoid it. This
extended in some cases even to the opening up of schools, but
such offers were rarely taken up. This trend would obviously
grow with the incidence of school-based INSET. Hence the
apparent coolness towards the consortium approach.

One potential disincentive of school-based INSET is the
fact that such courses are not award-bearing. The new trend
towards modular work may, however, be able to overcome this
provided validating bodies are involved in the course.

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1. Wray, D (1984), op. cit., p. 43.

2. Griffiths, G. (1984), op. cit.

This research into the type of non-award-bearing courses organised as school-focused activities confirmed what had been found by other researchers such as Weindling in the National Survey.[1]   Popular themes run by the schools studied included: pastoral care; mixed ability teaching; improved teaching methods; teaching the new GCSE; skills development (e.g. computer).   A combination of theory, practice and group discussion was favoured, though most school-based INSET in the survey schools were involving workshops and production of curriculum materials.

The major obstacle deterring teachers from attending school-focused activities was found to be the timing of the courses.   Time was seen to be a very scarce commodity.   Most teachers wanted more time to be devoted to school-focused courses if they were to be meaningful and effective. Incorporation into the school time-table was a radical but popular suggestion.   The only serious objection to this is the potential lack of objective, formal and external evaluation, making it difficult for teachers and even researchers to categorically say that school-focused activities have undoubtedly improved professional skills and competence.   Respondents did favour the informal method of evaluation of a type recommended by Henderson[2] and Alexander[3] and in conjunction with more

1.   Weindling, D., Reid, M.I. and Davis, P. (1983),   op. cit.

2.   Henderson, E.S. (1979),   op. cit.

3.   Alexander, R. (1980),   "Towards a Conceptual Framework for School-Focused Inset",   British Journal of In-Service Education, vol. 6, no. 3, pp. 137 - 143.

formal objective evaluation. Without evaluation at all there is little knowledge of the success or failure of INSET work. Heads and deputy heads were particularly keen on evaluation.

Baker[1] found out in the various induction programmes all over the country that the pre-service orientation stage appeared to have widespread support among headteachers and teachers. Examples of such schemes were in Avon and Newcastle-Upon-Tyne. In Newcastle, probationers were offered the opportunity for teaching experience in the summer term in the schools to which they had been appointed. Clearly the heads of the three case study schools agreed with this and put it into practice for their probationers. Margaret Maden,[2] former headmistress of Islington Green School, London, also reported on the practice of inviting probationers to the school before the school year begins.

Complaints were lodged by some third of the probationers in respect of lack of information concerning the type and level of work required of initiates. Not infrequently it was not easy to gain knowledge of the syllabus or scheme of work, which accords with the findings of Taylor and Dale.[3] A similar

1. Baker, K. (1976), "A Review of Current Induction Programmes for New Teachers", British Journal of In-Service Education, vol. 2, no. 3, Summer, pp. 179 - 186.

2. Maden, M. (1975), "The Young Teacher in the Secondary School", Trends in Education, vol. 4, December 1975, pp. 18 - 23.

3. Taylor, J.K., and Dale, I.R. (1971), op. cit.

observation was made by Baker[1] when he found out in the
National Survey that more than one-quarter of probationers
learnt of the syllabus and schemes of work only within a week
of starting teaching and two-thirds of these found out only
on the day that they arrived to begin teaching. The report
went on to say that more than nearly one in five said that they
learnt of the ability range and age of their pupils less than
a month before beginning teaching.

All nine probationers in the schools studied said they
were aware of a programme of activities specifically set up
to see them through their probationary period and valued it
very much. Coupled with this programme was the appointment
of a professional tutor as a person probationers could turn
to for help during their one year stay in the school. This
too was welcomed by all probationers.

The research carried out by Bradley and Eggleston[2]
concentrating on the problems of probationers in the
Nottingham Area Training Organisation in 1973, showed that
some probationers even after two terms were unaware of the
induction system in their schools and had to seek help as
best they could in other ways. In these schools, it was
discovered that many heads were under the impression that a
support system existed for their probationers within their
schools, but in reality there was none.

1. Great Britain, DES (1971), op. cit.

2. Bradley, H. and Eggleston, J. (1975), "Increasing our
    Awareness of the Young Teacher's Problems", Trends in
    Education, vol. 4, December 1975, pp. 12 - 17.

Despite the work of Dalrymple[1] in which training received in colleges of education was seen by respondents as being inadequate to classroom performance, in the present study, it was revealed that probationers did not find transition from college to school life difficult and were very satisfied with the training they received in the college as being adequate to their classroom performance.

The problem of mixed ability work was identified strongly and accorded with the results confirmed by the National Survey conducted by the School of Education, University of Bristol, funded by the DES[2] and also surveys by Chazan[3] and Clark and Pococke.[4]

Bradley and Eggleston[5], in 1974, using six probationers in two co-educational secondary comprehensive schools in the Nottingham area to define probationers' needs, showed that only one of the probationers felt she had been adequately prepared for classroom duties and the others felt college courses were of little practical use and needed more help with teaching methods. By contrast in these results, the National Survey revealed that most probationers found their training

1. Dalrymple, A.H. (1967), op. cit.

2. Great Britain, DES, (1971), op. cit.

3. Chazan, M. (1963), op. cit.

4. Clark, J.M., Pococke, S.E. (1971), op. cit.

5. Bradley, H.W. and Eggleston, J.F. (1974), An Enquiry into the Induction Year, University of Nottingham School of Education.

adequate but a sizeable minority, about 25 per cent, considered that it had been no more than barely adequate. More detailed analysis of their reactions to their training showed that they would have liked more of almost every aspect of it.[1]

Other surveys such as the one by Taylor and Dale[2], in 1971, showed that not all probationers are desperate for advice and help, and quite a large number of them said they coped adequately as a result of initial training alone.

Nonetheless, they valued the professional tutor in this study. Evidence from Northumberland indicated that over 70 per cent of probationers valued someone there specifically to help them. In both induction schemes - Northumberland and Liverpool it was discovered that secondary school probationers continued to consult other experienced colleagues, e.g. the head of department, for specialist subject help.[3]

Similar observation was made by the National Survey into the probationary year which revealed that in terms of sources of support, the roles of the headteacher and of a colleague of the probationer's own choice, were of overriding importance when compared with those of inspectors and college tutors.[4] It could be argued that this latter study was carried out before the introduction of the professional tutor hence one could not use it as a basis of comparison. But looking at it

1. Great Britain, DES (1971), op. cit.

2. Taylor, J.K. and Dale, I.R. (1971), op. cit.

3. Great Britain, DES (1976), "Helping New Teachers: The Induction Year", Reports on Education, no. 84, March 1976.

4. Great Britain, DES (1971), op. cit.

critically it was only a matter of name, the college tutor was actually responsible for probationers and as such ia an equivalent of the present professional tutor.

Researches by Bradley and Eggleston (1974)[1] and (1975)[2] again confirmed that probationers sought help from different people depending on their problem.

The DES funded survey carried out by the Bristol University School of Education team, revealed that while some LEAs had been actually involved in working parties and co-ordinating committees and organised or contributed to certain courses for tutors and probationers, others were much less involved. While some advisers valued the scheme because it helped make contact with their probationers quickly and promote new ideas in schools, others found that it cuts across their existing roles and responsibilities.[3]

All this revelation goes to prove the point that Local Education Authorities have not actually put their mind to making the teaching profession less daunting for probationers as have been echoed by its advocates, and stemming from the James Report. According to the James model all such professional tutors should be trained for their new duties.[4]

Similar reports were recorded by Davey.[5] Reports from

1. Bradley, H.W. and Eggleston, J.F. (1974), op. cit.

2. Bradley, H.W. and Eggleston, J.F. (1975), op. cit.

3. Great Britain, DES (1971), op. cit.

4. Sellars, B. (1976), "Student Teachers", Secondary Education, vol. 6, no. 2, November 1976, p. 9.

5. Davey, H. (1976), "The Staff-Tutor's Work", Secondary Education, vol. 6, no. 2, November 1976, p. 9.

Hawkins however, revealed that the role of the staff tutor in his school was reduced to induction of probationers only.[1]

Bolam reported of a school where professional tutors were not appointed at all but took up the suggestions of the James Report and redefined the role of one of the deputy head teachers.[2]

The information on this issue gathered from the present study in respect of the retraining of professional tutors tends to accord with the literature. Even the two national induction schemes funded by the DES and launched as a direct reply to both the James Report and the White Paper diverted from the Report itself in this respect. It was seen in these schemes that the title of the professional tutor was changed to the "teacher-tutor" as reported by Hill, the evaluator of the Liverpool Induction Scheme:

> "The term professional tutor was dis-
> continued during discussions since
> the committee preferred a title which
> indicated a practising teacher in a
> school."[3]

The change of name as Hill suggested indicated that the major scope of the role of the professional tutor as pictured by the James Report was abandoned.

Professional tutors in the present study areas were not involved at all with centre-based courses and activities. In

1. Hawkins, T. (1976), "The Probationers", Secondary Education, vol. 6, no. 2, November 1976, pp. 10 - 11.

2. Bolam, R. (1976), CERI/OECD, op. cit.

3. Hill, D. (1974), op. cit.

fact it was discovered in the case studies of the teachers'
centres in these study areas that there was very little work
going on in the area of induction at these centres - hence
most induction work was school-based.

The 'James' idea of purpose-built induction centres was
clearly rejected in North Yorkshire and Humberside as at
Northumberland and Leeds before then where appropriate
existing buildings were seen to be adequate.

Generally, replies to interviews from heads, deputy heads,
professional tutor, probationary teachers, and questionnaire
replies from established regular teachers show that induction
programmes and school-focused activities were worthwhile.
The most valued aspect of the induction programme was seen to
be the school-based courses, with the external courses at
teachers' centres for probationers being the most criticised.

9.8   Resume of Responses to Research Questions

The research questions relating to school-focused in-
service education and the induction year can now be answered
in the light of the results obtained after the presentation,
analysis, interpretation and summary of the findings as treated
in this chapter.

The following questions were posed:

a.   What are the views of teachers as to advocates' claims
     of improved teacher competence through school-focused
     in-service education and training?

b.   Is there evidence of the probationary or induction
     year as envisaged by the James Report, being practised
     in schools?

c. How do recipients of the induction year (the probationers)

view such arrangements for their own professional

development?

d. What is the significance of a probationary period for

newly appointed teachers to the profession?

e. What role does the professional tutor play in the

induction process?

Teachers in the present study have indicated through

their replies that school-focused in-service education and

training has been responsible for their improved classroom

competence. This therefore supports advocates' claims of the

value of school-focused activities. Hence the first question

is in the affirmative.

From the schools studied, it is very clear that the idea

of the induction or probationary year is not being practised

as pictured by the James Report. Thus the second question is

answered in the negative.

Probationers sampled in the selected schools for this

study value very much the idea of setting up induction

programmes for their own professional development during their

probationary year.

Results obtained would indicate that induction programmes

for probationers are significant, though, as stated above,

proponents for such programmes may have overstated the problems

of probationers.

The role played by the professional tutors in the induction

process in the schools studied is minimal. Although they

all see themselves as the tools necessary to close the gap

between the theory of the teacher training course and the practice which takes place in schools, results of this research indicate that probationers consult various members of staff depending on the type of problem they are faced with. The professional tutor is consulted by probationers only as a resort. Results also showed that professional tutors were not involved at all with centre-based courses, thereby greatly reducing their role and status in the induction process. So, from this study, the professional tutor's role in the induction of new teachers seems merely to be the organiser of school-based induction courses for probationers: a facilitator and contact person rather than a master craftsman to be emulated.

9.9 Documentary and Empirical Research Compared

The rationale of the philosophy of the Teachers' Centre movement as seen by its advocates was also seen to be adhered to by the wardens interviewed in this study.

The belief that the kind of learning teachers need and want to undertake can best occur in an atmosphere which is inviting, hospitable, supportive and non-evaluative was confirmed by the responses of the teachers' sample.

The basic elements or characteristics which advocates stress are unique to the teachers' centre were also confirmed by teachers who attend courses at these centres. So in this study, the teachers involved totally agree that the support offered to them through teachers' centres in respect of the neutrality of the setting and the relevance and flexibility of the courses in particular, could not be obtained in another format.

Proponents in the literature claimed that centres had moved from a solution-centred approach (using experts) to a problem-centred approach (using practitioners). However, the replies received from the wardens here indicate otherwise, with only one of them indicating that the problem-centred approach was favoured.

Another claim of the literature is that teachers' centres promote teacher activism by involving them in the decision-making process of the centre. Closely related to this is the claim that teachers were the best people to take charge of their own INSET, and are widely used to lead sessions. The results of the present study have shown this claim to be over-stated. The majority of teachers surveyed had never been in the decision-making process of their centres. The opportunity to facilitate the induction of newly appointed teachers into the profession by supporting the early years of their work was also neglected by the centres sampled. There was very little evidence of work in this area, it being left to the schools.

Teachers' centres were seen by some advocates, for example Eraut[1] and Kennally,[2] to be involved in school-focused work in their areas by:

a. providing teachers and schools with problem-solving skills;

b. group functioning and consultancy skills;

c. management of organisational change;

d. monitoring and evaluating processes.

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1. Eraut, M. (1977), "Some Perspectives of Consultancy in In-Service Education", British Journal of In-Service Education, vol. 4, nos. 1 and 2, Winter 1977, pp. 95 - 99.

2. Kennally, C. (1979), op. cit., pp. 8 - 11.

From the results obtained in the four case studies, this set
of expectations by teachers' centre advocates has not been
realised. None of the centres included here considers it
its role to even attempt such support and help. Two of the
wardens reported some involvement but only very superficial
and peripheral.

On the other hand, the stated objective relating to the
provision of the tools of the job to teachers to enable them
to make and reproduce print materials for use in the classroom
was achieved to a great extent in the centres studied. A
wide variety of resource materials, including both hard and
software, were available to teachers in all four centres. The
claim to provide a comfortable, non-institutionalised adult
environment, breaking down the teacher's isolation in the
classroom, seems also to be upheld by the writer's experience
in the field. The same applies to the claim that teachers'
centres are more practical in their offerings than are
institutions in the tertiary sector.

Closely tied to the argument that teachers' centres
provide more relevant courses to the classroom needs is the
documented claim that teachers would prefer such practical
workshop courses. The present study showed this to be
marginally the case. Wardens seem to be able to provide this
even though the training deemed necessary in the literature
prior to the taking up of a Wardenship was not evident in any
of the cases surveyed. Here is a particularly large divergence
between the expected documentary desideratum and the reality
as illustrated by first hand investigation.

The rationale of school-focused in-service education

and training as seen by advocates from the documentary evidence is upheld by the schools included in this study. Each school had a clearly defined INSET policy and was seen to be determined to develop it to serve the needs of its teachers.

The vast majority of teachers questioned (86.3%) totally agree with the literature that without school-focused in-service a school is not 'healthy'. This they emphasised by describing such a school as 'stale' and 'unprogressive'.

Using the theoretical objectives of what a good school-focused in-service education and training should be, for example as outlined by Griffiths,[1] it is clear that the schools included in this study indicated that most of these objectives had been realised. The use of external people even on consultancy basis to help run these school-focused activities as stressed in the literature was adhered to in practice by schools. Likewise the use of outside help in the school-based INSET as indicated by Warwick[2] was quite high. Although schools considered they had adequately trained staff to carry out their in-service work effectively, they still looked out for help from various agencies e.g. teachers' centres, LEA officials and staff from other schools. The use of universities and colleges of education were however not mentioned directly by schools!

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1. Griffiths, G. (1984), op. cit.
2. Warwick, D. (1975), op. cit.

The good effects or benefits of school-focused activities which proponents have incessantly echoed in the literature, especially the ability of school-focused activities to bridge the gap between theory and practice have been confirmed by teachers in this study.

In answers to the continuous calls by advocates to draw schools' and teachers' attention to limitations inherent in the school-focused idea, the schools included in this research have tried to reduce the effects these limitations might have on the progress and quality of school-focused activities.. Parochialsim which could be brought about by certain factors such as lack of evaluation and the exclusion of outside personnel in running the schemes, was fairly well fought against by schools. All schools studied had a form of subjective evaluation of their schemes by teachers and heads who were closely involved with the particular development and operation. External help was sought to broaden the scope and quality of the activities provided. This brought in variety and increased the permeability of boundaries. Such steps taken by schools indicate that they were aware of the possible problems of parochialism.

The limitation that could be caused by the problem of striking a balance between the needs of schools and individual needs of teachers did not seem to surface in these schools. Thus there was not apparent clash between these two types of needs. Schools studied, however, did not try any form of objective external evaluation to reduce parochialism.

The problem of the timing of courses was a major one in the schools studied. Time was the main obstacle deterring

teachers from attending school-focused courses as well as frustrating deputy heads in the planning of the activities. This resource has always been a scarce commodity and has always been stressed by advocates of school-focused in-service education.

Other resources such as personnel and materials were seen to be adequate in these schools, but the financial status of these school-focused activities was not satisfactory. All schools indicated the need for more money to run effective programmes.

Problems listed by advocates for better arrangements of the probationary year were partly supported by the probationers in the present study. Probationers saw the setting up of induction programmes as a great help to them during their induction year. They also valued the appointment of a teacher specifically for their use during this first year of teaching although the professional tutor was not consulted to the extent that the theorists considered likely.

Probationers agreed with documentary evidence that they needed help in such areas as the teaching of children with wide ability ranges but did not seem to agree with advocates' argument that college training is barely adequate for probationers' classroom needs. Probationers in the present study were fairly well satisfied with the college training and did not find the transition from college to classroom as difficult as the literature would have us believe.

The recommendations as laid down by the James Report and the White Paper concerning the induction year were only partly adopted by the schools studied. As proposed, probationers

were given release time from their teaching duties to attend
centre-based courses although not exactly one-fifth of the
time as advised by the report. However, despite the release
time and reduced time-table, probationers hardly made use of
centre-based courses for their in-service needs. The school-
based aspect of the induction programme was the main avenue
of operation.

The role of the professional centres as stressed by the
James Report as being almost invaluable in the induction
process was proved negative by the survey. Professional
centres were not established by the LEAs studied, and even
the existing teachers' centres that could have been used were
not. In fact as a form of comparison, probationers preferred
school-based induction courses to the centre-based ones
because school-based courses according to them were more
applicable to classroom needs and demands.

The fears expressed by critics of the James Report about
the job analysis, status, payment, level of training and
terms of appointment for professional tutors was seen to be
of a considerable challenge to schools. There was no definite
pattern of appointment or renumeration and the James Report
did not foresee any of these possible constraints in the
introduction of a new educational concept.

. . . .

Having compared the theory and the reality of aspects of
INSET in Britain, it is necessary to put these concepts in
place in the Nigerian context and try to determine their
feasibility.

PART D

RECOMMENDATIONS AND CONCLUSIONS

CHAPTER TEN

ON THE POSSIBILITIES OF INTRODUCING SELECTED INSET
INNOVATIONS INTO THE RIVERS STATE OF NIGERIA

10.1 Recommendations

The outcome of the empirical research into selected
aspects of INSET, namely:

a. school-focused in-service and training phenomenon;

b. the teachers' centres movement;

c. the induction year programmes;

d. the professional tutor/centre concept,

show generally that teachers sampled in the Humberside and North
Yorkshire Local Education Authorities see these innovations
as being valuable to their own professional development.
There were however, some problems inherent in the administration
and implementation of these practices in the schools and
teachers' centres studied.

The following recommendations about the introduction,
adoption or even rejection of some aspects of in-service
education and training are based on the outcome of the
empirical and documentary research outlined in preceding
chapters in respect of both England and Wales and Nigeria.

A. Recommendation 1

The general idea of school-focused in-service education
and training should be introduced into secondary schools in
the Rivers State of Nigeria. Results from the secondary
comprehensive schools studied in Humberside and North Yorkshire

show that teachers who have engaged themselves in these practices are mostly satisfied with their value. To back up this support, the educationists surveyed in Port Harcourt including the Chief Inspectors of Education in the Ministry of Education, who are the main policy makers, were in total agreement with the introduction of such practices in secondary schools in the Rivers State.

The educational structure of the Rivers State which gives a principal of a school a great deal of autonomy, clearly allows for the implementation of innovations.

However, due to obvious constraints in resourcing in this context it might not be possible for every school to have its own INSET programme, in which case a group of schools should come together and form a consortium. Such programmes whether undertaken by individual schools or consortia need not be elaborate, and should be planned with the co-operation of as many teachers as possible so as to ensure a high participation rate.

The principal should be the key person in instituting this scheme. He or she can control it directly or delegate the duty to some other able person, most likely the vice principal. The controller would be responsible for liaising between the school and outside agencies such as the universities, college of education and Ministry of Education, in securing the services of experts as consultants.

Once schools initiate these programmes with the full support of their teachers, it is difficult for the Ministry of Education to refuse some financial and material support. The results of the opinion survey in Port Harcourt, sampling

the attitudes and opinions of the main policy makers, showed
their willingness and readiness to support school-focused
or based INSET initiatives.

Certain guidelines for the introduction of school-focused
INSET have been provided in the British literature. They
could equally well be applied to Rivers State, viz.

a) Step 1 : Identify INSET Needs

The identification of INSET needs can be considered at
three main levels:-

    i) individual teachers' needs;

    ii) functioning group needs e.g. department, management
        team, new teachers;

    iii) the needs of the school as a whole.

As has already been discussed, advocates such as Henderson[1]
pointed out that it may be difficult to strike a balance
between the individual needs and the needs of the schools as
an organisation. Very careful planning is always necessary.

b) Step 2 : Plan a Programme to Meet the Needs

Programmes should be clearly planned; monthly, termly,
weekly, or whatever, depending on the number and nature of
the needs identified. Expert help is particularly helpful at
this stage, for example in respect of time-tabling or guidance
and couselling of staff.

c) Step 3 : Execution of the Plan

In Step 2, the number of classes to be held, when, where
and for how long would have been discussed to make sure it is
convenient for as many participants as possible. The venue

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1. Henderson, E.S. (1979), op. cit.

is also important. If for any reason, the meeting is taking place outside the school compound, the chosen place should be within easy reach of all participants, especially in the consortium model.

d)   Step 4 : Evaluate and Follow Up

   Most school-focused in-service in Britain is not evaluated and this has been one of its major weaknesses. The activities the researcher envisages for the secondary schools in Rivers State are not elaborate, so a simple internal and informal evaluation by the participants themselves would suffice in most cases. If a scheme takes off in Rivers State and especially if the Ministry of Education becomes more involved then there would be a need for an objective, external and formal evaluation.

   Even this simple outline would be extremely helpful to schools and principals who are willing to introduce the idea of school-focused INSET. The writer is of the opinion that given systematic thought and planning and a modest scale of operation to begin with, this approach would supplement the traditional type of INSET to the great benefit of teachers in Rivers State.

B.   Recommendation 2

   The idea of the teachers' centre as a source of providing in-service education and training for teachers should certainly be introduced into Rivers State. As mentioned earlier, the statement relating to the establishment of teachers' centres received the highest percentage of agreement by educationists sampled in the Rivers State. It is most likely then that this innovation if introduced in the Rivers State would be very

welcome to teachers and educationists alike, as did their
counterparts in Humberside and North Yorkshire.

The proposed teachers' centre for the Rivers State may
not be on such a scale as the larger ones in Britain, and
in any case certain modifications should be made to the model
for its successful implementation in the Nigerian context.
In the early days of teachers' centres in Britain emphasis
was in the area of curriculum development, with INSET merely
a supporting function. The curriculum development function
fits a country with a decentralised system of education as in
England where teachers still have the function of selecting
curriculum content. This is not to say that teachers in
centralised systems do not discuss new techniques and curricula
but since this function of curriculum planning is done at the
federal level, teachers in such systems as Nigeria would
probably be better to concentrate on the INSET functions of
any centres developed.

The model of a teachers' centre proposed by the researcher
for the Rivers State is therefore a fairly simple one, as
advised by all the Wardens in the British study . To begin
with, therefore, a moderate sized teachers' centre in the
capital city of Port Harcourt would be sufficient. The
important thing is for teachers and other educationists,
including the Ministry of Education officials, to grasp the
idea that such a meeting place for teachers is essential if
teachers are to continue to grow professionally. If the response
of teachers is postive then, after experience with the main
centre, then a smaller centre could be established in each of
the ten local government areas.

This proposed centre in Port Harcourt would best be
sited in the College of Education or University Department
of Education, so as to capitalise on the type of integration
enjoyed by a similar arrangement in one of the Case Study
Centres examined above in Britain. In such a model, equipment
could be shared and even the warden could be jointly appointed.
This would bring down the initial cost. Both College and
University in Port Harcourt have a lot to offer; for example,
a well-equipped library, audio-visual aids, duplicators and
over-head projectors; all routine equipment in UK but special
in Nigeria. INSET at the centre should aim at providing
courses not only for teachers but also for administrators · in
areas such as school administration, supervision and teacher
education, and help to upgrade selected subject areas deemed
to be in great need. ˙ ·

In the Nigerian context, and especially for the first
teachers' centre, the Warden-designate should receive special
training as a preparation for pioneer work.

C. Recommendation 3

It is the researcher's opinion that help should be given
to teachers in their first year of service whether there is an
official probationary period or not. Because of the already
existing educational structure in Nigeria concerning the
certification and licensing of teachers, and the varied problems
deterring the successful implementation of an induction year
in Britain, the researcher is advocating a much less complicated
form of induction scheme in the Rivers State. At least there
could be a continuous communication between the principal and
the new teacher from the date of selection to that of appointment.

It is during this time that the syllabus or scheme of work, any school documentation, copies of a few textbooks, should be available to the new teacher. Familiarisation would be possible with the features of the school, the nature of the classes to be taught and the time allocation. This sort of contact during the time of posting and first day of school is of vital importance as it supports the confidence of the novice.

D. Recommendation 4

The researcher recommends that every school in Rivers State should appoint an experienced member of staff as a professional tutor with responsibility for new teachers in particular. It is important for the new teacher to have a much smaller weight of duties than established teachers and as proposed by the James Report. The professional tutor should act as the 'information officer' or 'public relations officer' of the school, liaising with outside agencies.

The researcher advocates that the appointment should not be concerned with the supervision of student teachers nor be responsible for the in-service needs of established colleagues. There would be no responsibility for the assessment of the new teacher, no special title and no renumeration. This relative reduction of duties and roles as compared with UK practice, are in line with the educational structure where there is no official probationary period, and new teachers are already certified and licensed. Instead the care of progress in the early years is left in the hands of training colleges and universities. The idea of the professional tutor being responsible for the in-service needs of his colleagues as proposed by the James Report was impracticable in the schools

studied. This would be a complicated duty that cannot be
introduced in the proposed structure for the Rivers State at
this stage.

E. Recommendation 5

It is recommended that money should not be wasted in
establishing professional centres. Such centres have no
part to play in the induction scheme recommended for schools
in the Rivers State. Even in the British scene where they
were thought to be needed, they were in fact never developed.
Most educationists involved in the induction scheme in Britain,
including the probationers themselves, valued the school-based
induction above all else and certainly more than the external
courses. Professional tutors did not see any contribution such
centres would have added to the quality of the induction year
programmes. Researches by Taylor and Dale[1] and Bolam[2] led to
the conclusion that external induction support, though an
essential component of an overall programme was not in itself
sufficient. External tutors and centre-based courses could
not easily provide the specific and individualised help which
probationers seemed to need.

The present researcher therefore recommends that the
concept of the professional centre be rejected on the grounds
that its apparent failure to gain support in England does not
auger well for any such innovation in the Rivers State.

F. Recommendation 6

To see that the recommendations calling for the introduction

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1. Taylor, J.K. and Dale, I.R. (1971), op. cit.

2. Bolam, R. (1973), op. cit.

of other aspects of in-service education and training are
properly carried out, it is recommended that the Ministry of
Education of Rivers State issue a policy decision to recognise
that aspects of INSET, especially those mentioned for recom-
mendation by the researcher, are an essential part of teacher
education. This policy decision should be made after consul-
tation with schools through the principals.

G. Recommendation 7

It is also recommended that the Ministry of Education
should, as far as it can, assist these forms of in-service by
providing resources, human, material and financial for promoting
the effective outcome of the programmes. This is especially
important as all respondents in the British fieldwork complained
of underfunding limiting INSET potential.

H. Recommendation 8

Because principals are the main agents to effect school-
based INSET, special courses should be provided for them to
familiarise themselves with modern techniques so that they
can be effectively involved in the on-going training of teachers
in their own schools.

I. Recommendation 9

The Ministry of Education should approach universities
and the College of Education in the Rivers State to assist
in the running of INSET activities, especially in providing
expertise to assist with planning and organisation.

10.2 <u>Rationale for the Implementation of INSET Recommendations in the Rivers State of Nigeria</u>

The call for the introduction of school-focused in-service education, teachers' centre, guided programme of help for new teachers under the care of an experienced teacher in the Rivers State should not be surprising to anyone. In fact such calls should be made for all states of the federation but for the purpose of making congruent and positive recommendations the writer has chosen to limit the study to the Rivers State. This is the writer's own state where she had worked as a classroom teacher and later as a deputy head teacher in a secondary school. She therefore understands to some extent the organisation and administration of education in this particular state better than any other state. It would then be easier to envisage the possibilities of introducing any form of innovation in secondary schools in the Rivers State. There are indeed many reasons why the aforementioned recommendations should be introduced.

Almost all INSET in Nigeria, and indeed in the Rivers State is to do with the individual teacher's development through the traditional course-based award-bearing methods. There is no regard for the needs of schools. We do not have to rely on the traditional form of in-service done for the upgrading of our teachers, and in any case there is the need to service teachers who are not able at any particular time to go on such external courses.

Osibodu[1] in her investigation of in-service provision in

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1. Osibodu, B. (1983), op. cit.

West African countries with special reference to Nigeria, stressed that there would be great advantages to the school system if teachers' centres, residential attachments, visits by mobile teachers, school-based activities and distance learning could become standard in-service provision. The same investigation revealed that principals and teachers in Bendel and Plateau State of Nigeria welcomed training activities based in schools for the whole staff. In the case of Rivers State the empirical evidence that it would be beneficial to locate some school-focused activities and care systems for newly appointed teachers in schools can be obtained from the investigations carried out by the present researcher.

The first was a case study investigation of Government Sea School, Isaka, undertaken in 1980 to ascertain the key issues in the management of staff motivation. Five strategies were put forward for improving staff motivation and involvement in school affairs: staff development and induction of new teachers were among these strategies. The survey revealed that staff development and especially the induction of new teachers did not exist at all in the school. Even the normal staff meetings were found to be irregular and autocratic. Yet even the Principal recognised the problem:

> "Some of my older members of staff
> are far behind times because of
> lack of refresher courses." [1]

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1. Tekenah, V.A. (1980), op. cit.

and again:

> "As for the newly appointed ones, they
> have difficulty in grasping the
> situation in which they found them-
> selves because of lack of experience."[1]

It is safe to assume that most principals and teachers in the

Rivers State would express similar opinions in 1987, especially

as the new teacher in Nigeria is fully certified and licensed

and therefore presumed competent to face any challenge. It is

obvious that initial training cannot fully equip the teacher

for the arduous task involved, and in particular there is a

need for induction.

This need is shared by experienced teachers because in

Nigeria they are frequently transferred from school to school

and need to adjust to different contexts quickly.

Different members of a group do different things because

their behaviour serves different functions. According to

Schein[2], every individual goes into a particular group with

four main problems and where these are not solved or catered

for, the situation leads to behaviours which are not in

accordance with those of a healthy organisation. These four

problems are:-

  a. problem of identity where the new entrant asks himself
      who and what he is to be in the group;

  b. problem of control and influence - where he asks if he
      will be able to control and influence others;

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1. Ibid.

2. Schein, E.H. (1964), Process Consultation: Its Role In
    Organisational Development, Addison-Wesley, chapter 4,
    pp. 31 - 38.

c. problem of individual needs and goals - here the entrant
   asks whether the group goals would include his own needs;

d. problem of acceptance and intimacy - he wonders whether
   he will be liked and accepted by the group and how close
   the members will be in the group.

The new entrant to the teaching profession is not different
from the entrant Schein has described.

The second survey, and part of the present study, by the
researcher was aimed at ascertaining the views of various
groups of educationists in the State on the possibility of
implementing other forms of in-service education in our
secondary schools. This information was obtained from a
variety of experienced professionals with the help of a simple
Likert-type opinionnaire. Results on the whole showed that a
majority of them favoured the introduction of such innovations
and stressed their importance in the professional life of the
teacher. The outcome has been analysed in detail above, and
the statistical findings comprise Appendix 3A below.

Apart from the evidence from these two empirical surveys,
there are other reasons why there is need for other forms of
in-service education in schools in the Rivers State.

As the name suggests, the Rivers State has many rivers,
waterways, mangrove forests and creeks which in fact cover
about a third of the State.[1] Thus the geographical context
in a sense "deprives" it of land, making communication more

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1. Hanson, J.W. (1973), "Rivers State", In: <u>Secondary Level</u>
   <u>Teachers: Supply and Demand in Nigeria</u>, Report on the Supply
   of Secondary Level Teachers in English Speaking Africa,
   Overseas Liaison Committee of the American Council on
   Education, chapter 12, pp. 199 - 209.

difficult than in other states which have the opportunity

of new motor roads constructed as a result of the oil boom.

Most schools are virtually cut off from the administrative

centre, Port Harcourt, and are therefore deprived of even

the basic requirements of a school such as adequate staffing,

equipment, resources, buildings, libraries and laboratories.

It is also particularly difficult to persuade teachers to go

to such schools. This rural and geographical isolation

therefore imposes on teachers limitations in the maintenance

of professional contact with their colleagues. They are like

the "forgotten people". This is definitely not good for

professional morale and development. Teachers need some form

of in-service education either as a form of refresher course

or as preparation for a new role. There is not even any one

place where teachers could meet. For such staffs, the need

for school-focused activities is imperative and urgent. So

if any state should think of embarking on school-focused

INSET it should be the Rivers State because at least about

half of its schools are in rural/coastal, relatively inaccessible,

locations.

Mention was made above of the oil boom of the 1960s and

1970s. This has been followed by severe recession and in

such circumstances the relative cheapness of school-based and

focused INSET is an obvious recommendation. As Nigerian

society faces the stresses of constraint as well as tensions

between traditional and modern values and life-styles, there

is an increasing problem of truancy and indiscipline,

especially at the secondary level. In consequence, the pastoral

care system needs much improvement, and this means a massive

INSET exercise.

Teachers' centres with their distinguished characteristics of making the teacher feel at home would help in delivering in-service need that is aimed at the general refreshment of teachers. Teachers would be able to borrow equipment for particular series of lessons, obtain advice on particular problems from trained personnel. It is also possible through the teachers' centre for groups of teachers to plan joint investigation into local educational problems e.g. cheating in examinations, truancy and indiscipline.

In the Rivers State, although all schools are controlled at the top most level by the State Ministry of Education, principals of schools have complete control of internal organisation, management and administration. This is one of the main reasons why the researcher feels that the innovations selected for this study, apart from the idea of the teachers' centre, could easily be implemented without obstruction from outside such as the Ministry of Education, but it would obviously be advantageous if support was forthcoming from the ministry. The writer's survey would seem to indicate that officials would like to give such support.

10.3 Implications and Problems Arising from the Recommendations and Possible Solutions.

Having made all these recommendations and suggestions, the researcher is in no way suggesting that their introduction and implementation would be problem-free.

Some general difficulties associated with innovation include: lack of general knowledge; disregard of knowledge

of planning processes; effecting a change in teachers'
attitudes; combating the sense of insecurity on the part of
the teacher; coping with the extra work load on teachers these
innovations may well bring; getting the timing right both
politically and professionally; piloting any scheme and
costing it properly : in short, guaranteeing the workability
of the innovation beforehand.[1]

Havelock and Huberman[2] analysed six factors which militate
against successful implementation of innovation in developing
countries. These are:

    a. Underestimating the process;

    b. Personality conflict and motivation;

    c. Underdevelopment;

    d. Financial problems;

    e. Opposition from key groups;

    f. Poor social relations.

Most, if not all of these difficulties, and more, are
present in respect of the innovations recommended for the
Rivers State by the researcher.

A major problem which the researcher has envisaged is
that of acceptance by the teachers and educationists concerned.
For any innovation to be tried, it must be given a chance, and
to be given a chance, it must be at least be provisionally
accepted. This was the reason for the sample survey, carried

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1. Nicholls, A. (1983), Managing Educational Innovations,
    George Allen and Unwin, pp. 4 - 7.

2. Havelock, R.G. and Huberman, A.M. (1977), Solving Educational
    Problems: The Theory and Reality of Innovation in
    Developing Countries, Unesco, chapter 8, pp. 226 - 240.

out in Port Harcourt, which showed that all groups of educationists there welcomed the idea of introducing supplementary forms of INSET. The researcher is fully aware that acceptance on paper might not be the same as actually putting it into practice. It has to be assumed here that the opinions expressed in the questionnaire are the candid opinions of the people concerned.

Another major problem will be the priority given to the implementation of these innovations. Are they going to be given top priority or are they just like most paper policies going to be left in the files in the ministry or in the drawers of principals? If principals and teachers can show that these activities are necessary and should be given priority, the Ministry of Education too then will show more involvement.

The problem of finance is always crucial, In this respect the researcher is depending on the questionnaire replies of the Chief Inspectors of Education in particular who all emphatically supported the introduction of the selected aspects of in-service education and have the power to monitor funds allocated to any such innovation.

The school-focused phenomenon has been practised in England and Wales for nearly two decades now and still has some administrative problems such as: timing of courses; lack of time for deputy heads to plan internal programmes; lack of systematic evaluation and adequate finance. These problems are very likely to surface in the schools in the Rivers State if the school-focused idea is adopted.

To solve the problem of timing, schools in Humberside and

North Yorkshire are calling for attempts to incorporate school-focused programmes into the school time-table to give such courses a central place in the curriculum. This might not be advisable in the case of Rivers State since this recommendation is still at its trial stage. It might be better if such courses are held after school hours, until such time as both teachers and heads are convinced of their importance and benefits. Then further plans could be made to keep them permanent in the school time-table. There is evidence to suggest that one of the most important factors affecting the success of a school development programme is the commitment of the senior staff.[1]

The problem of formal external evaluation should not be a pressing one for the schools in the Rivers State. Informal subjective evaluation of the courses and activities by teachers and principals would suffice for the time being. In fact, for a meaningful external evaluation to be carried out, the project should have gone on for at least three to five years. The important thing is for the teachers, principals, to remember that at some stage some external evaluation has to be introduced if the idea of school-focused INSET is to become a regular feature supported by the Ministry of Education.

Another problem area already identified by supporters of school-focused INSET in Britain is the accurate identification of needs, whether of the teachers or the institution. Although this problem was not evident in the schools studied in Humberside and North Yorkshire, it might well come up at the implementation stage in schools in the Rivers State. Teachers in-charge of the programmes would have to be careful in trying

1. Fullan, M., Miles, M. and Taylor, G. (1980), "Organisational Development in Schools: The State of the Art", Review of Educational Research, vol. 5, no. 1, pp. 121 - 183.

to strike a balance between these two types of needs. It could only be solved by a really objective judgement.

It was apparent from the school-focused programmes in Humberside and North Yorkshire that the idea of a group of schools coming together to form a consortium to plan school-focused activities was not a feasible one. It was even difficult to attract teachers from other schools to attend such courses organised in schools other than their own, and yet there are financial difficulties of every school having its own scheme. As discussed above the idea of a group of schools coming together would not have proved beneficial in schools in England and Wales because of the independent nature of schools brought about by the very highly decentralised system of education. In Nigeria, and therefore Rivers State, where schools are more comparable because of the centralised educational system, this practice has a much fairer chance of survival, though in Rivers State the geographical difficulties mentioned above would introduce different constraints!

Nonetheless, the centralised educational system in the Rivers State should make the implementation of such activities easier. A policy statement by the Ministry of Education to consider this school-focused phenomenon would automatically trigger some action among principals.

Despite the problems inherent in the school-focused model of in-service education, the writer is of the view that it would still be worthwhile to introduce it into our schools. This is because most of the problems and difficulties are associated with implementation at the school level. The teachers' centre idea is perhaps the only one that needs the

formative assistance of the Ministry of Education, both
financially and in terms of trained personnel to run it. As
the researcher is not advocating a network of teachers'
centres to start with, but just one in Port Harcourt, the
Ministry of Education could afford to establish it, given the
will.

It might well be argued that even initially more than
one centre would be needed. The researcher is well aware that
most rural schools, due to their geographical locations and
the problems of transportation, would find it difficult to
attend the proposed centre in Port Harcourt. Nonetheless
she considers that setting up centres around the State without
proper planning and a pilot period would be worse, than phasing
the innovation over a year or two.

CONCLUSION

The rationale, significance and aims of the study have been fully discussed in the introductory chapter. In summary, the researcher set out to ascertain the status quo of some aspects of INSET as practised in schools and teachers' centres in England and Wales. The aim of this exercise was to make recommendations to the Rivers State Government in Nigeria for their consideration of these innovations in its own secondary schools; the innovations in question being:

a. school-focused in-service activities;

b. in-service education offered by teachers' centres;

c. induction programmes for probationary teachers;

d. the part played by the professional tutor/centre in the induction process.

Description of Procedures

The work was carried out in stages. The first was a thorough search and review of relevant literature. The second stage involved the researcher sampling the opinions of teachers and educationists alike in the Rivers State as to the possible introduction of these aspects of INSET. Information was collected through a Likert-type opinionnaire. Results showed an overwhelming support by respondents, including policy makers from the Ministry of Education, for such a policy.

The main investigation then concerned case studies of three secondary comprehensive schools and four teachers' centres in Humberside and North Yorkshire Local Education Authorities in England. Both questionnaires and interviews were used on

various categories of teachers and educationists - head

teachers, deputy head teachers, professional tutors,

probationers, regular classroom teachers in secondary schools,

teachers who attend teachers' centre courses, wardens of

teachers' centres and Chief Advisers of Education for INSET.

A wealth of information about these in-service practices was

gathered in this way, and after analysis and interpretation

of results, the finding showed that in general, these innovations

were greatly valued for their contribution to the professional

development of teachers. Furthermore, they were shown to be

beneficial to institutions as well as to individuals.

Recommendations were then made based on the results of

the British case studies and the survey conducted in the

Rivers State, taking into account the contextual constraints

and existing educational structure of that part of Nigeria.

Principal Findings and Conclusions

Answers to the hypothesis and research questions posed

in Chapter One formed the basis for the principal findings of

the research.

The Null Hypothesis which stated that there would be no

difference in the way educationists in the Rivers State

expressed their views about approaches to in-service education

and training was not rejected. On the contrary it was revealed

that educationists in the Rivers State had similar views in

favour of such practices in their secondary schools.

In England and Wales, from the accessible population of

schools and teachers' centres in Humberside and North Yorkshire,

findings revealed that advocates' claim about teachers'

professional competence being improved as a result of school-focused INSET was confirmed by the teachers sampled. Results also showed that probationers valued the arangement for an induction year for their continued development. It was also revealed that though proponents for induction programmes exaggerated the problems of probationers, replies still indicated that it was important to have induction programmes for probationers.

The greatest divergence between theory and empirical research was shown in the answers to questions four and seven concerning the way the idea of the induction year as envisaged by the James Report and the White Paper was practised in the schools studied. Certain administrative and financial difficulties resulted in a highly modified form of the recommendations of the James Committee and the subsequent White Paper. The triple role of the professional tutor was reduced to two and the concept of the professional centre was completely abandoned.

The teachers' centre movement, according to replies from the teachers who attend courses at the centres and the wardens in-charge of these centres, has fulfilled its main objective of providing a relevant in-service education and training for teachers.

From the study of these schools and teachers' centres, some of the innovations were found to be worthy of emulation, with some modification, to suit the educational structure of the Rivers State, while some would be totally unsuited. Results also showed that there is still room for improvement in the way schools and teachers' centres in England and Wales are

operating.

Thus the study was able to provide answers to the one Null hypothesis and nine research questions. Questions two, three, five, six, eight, nine and ten were thus answered in the affirmative and the Null hypothesis and questions four and seven were found to be negative.

From these answers to the hypothesis and the research questions, it could be concluded that on the whole three of the four selected forms of INSET that were studied have certainly contributed to improving the quality of individual teachers and of the teaching force in general in Humberside and North Yorkshire. If carefully planned and implemented in the Rivers State of Nigeria they should be equally valuable.

Suggestions for Further Research

As has already been stressed in various parts of this thesis, there is an urgent need for evaluation studies of these aspects of INSET, especially the school-focused activities. So far all evidence about the effectiveness of such practices in schools is based on personally expressed opinions of teachers who have been very closely associated with them. This is not necessarilly to say that such views are inaccurate, indeed some advocates think that the informal subjective evaluation of school-focused INSET by those involved is adequate in itself. But it is the writer's view that such evaluation should only form part of the total, which should also be formal, objective and external. External evaluation of this kind would eliminate one of the most endemic aspects of the school-focused idea, namely parochialism. External evaluation would give greater

credibility. It is in any case also necessary in view of the amount of resources, both financial and human, that have gone into the introduction, implementation and development of these aspects of INSET. There has to be a highly visible form of accountability.

Such evaluative research should also be carried out in the Rivers State of Nigeria. It could be ongoing throughout the introduction and operation of the new forms of INSET which the researcher has advocated. Evaluation of this kind would show educationists and policy makers just how much more the scope of these innovation should be increased or decreased depending how much financial support would be justified by the Ministry of Education.

The researcher would like to make certain suggestions to the schools and Local Education Authorities in the areas studied, on the way they have adopted the induction year. From the results of this study, it is quite evident that the two LEAs studied have made very little contribution towards the successful running of the induction year, especially the aspect concerning the release of probationers for centre-based induction courses. Even in the national surveys only a minority of LEAs stated that they organised induction courses specifically designed for probationers.

There is definitely a need for LEAs and schools to plan properly conducted induction schemes for their probationary teachers. The principal agents in this venture should be the LEAs and they should take the lead in focusing and co-ordinating the efforts of the participants on a continuing basis.

There is certainly a role for the professional tutor in the induction process but perhaps not in the way the James Report envisaged.

The deterioration of the induction scheme as a whole from the model advocated in the James Report and the following White Paper, to some thing much more limited was perhaps, as Bates pointed out, due to total lack of reference to the findings of educational research.[1] Then perhaps there should be more research into the possibilities and difficulties and a more workable policy arising from the recommendations of that research. At present, in the relatively 'free' system of operation of education in England and Wales, this loosely prescribed pattern of induction is not appropriate because of the independent and highly individualised nature of schools. In the more centralised structure of the Rivers State, and Nigeria in general, it may well be that the best of the examples from England and Wales in respect of INSET could flourish if the political will is there to establish and maintain them.

1. Bates (1972), op. cit.

APPENDICES

APPENDIX 1

MAPS OF THE RIVERS STATE, NORTH YORKSHIRE AND HUMBERSIDE

APPENDIX 1A

MAP OF THE 19 STATES OF NIGERIA SHOWING THE GEOGRAPHICAL

POSITION OF THE RIVERS STATE
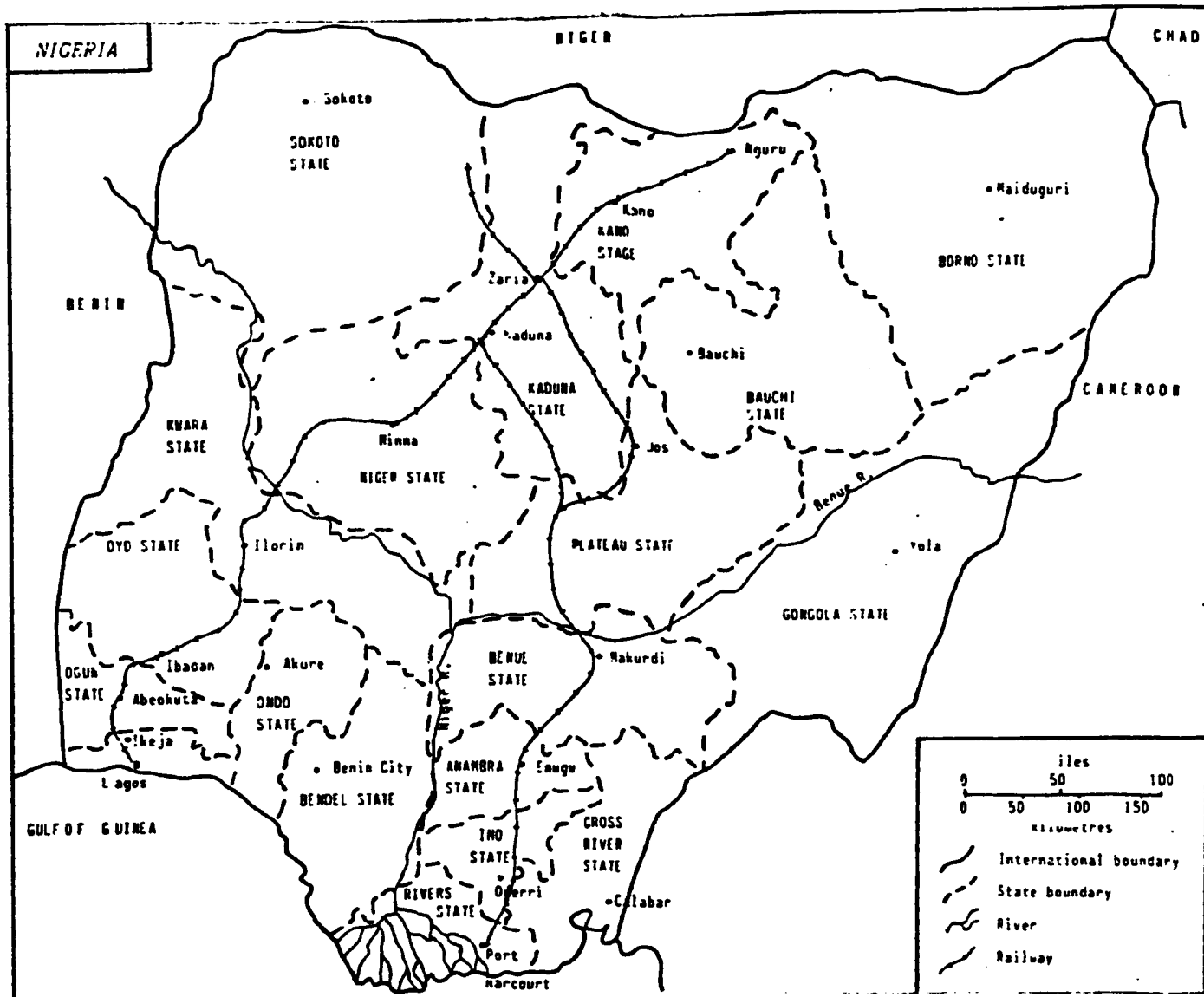
APPENDIX 1B

RIVERS STATE

- - - - Approx. northern limit
of coastal and delta swamps

0   km   100

B E N D E L

R. Niger

I M O

R. Nun

R. Orashi

CROSS RIVER

R. Sombreirio

Port Harcourt

R. Bonny

Bight
of
Benin

R. Nan

Kulama

Bonny

Source:
Spotlight, 1970.

Brass

Bight of Bonny

A T L A N T I C   O C E A N
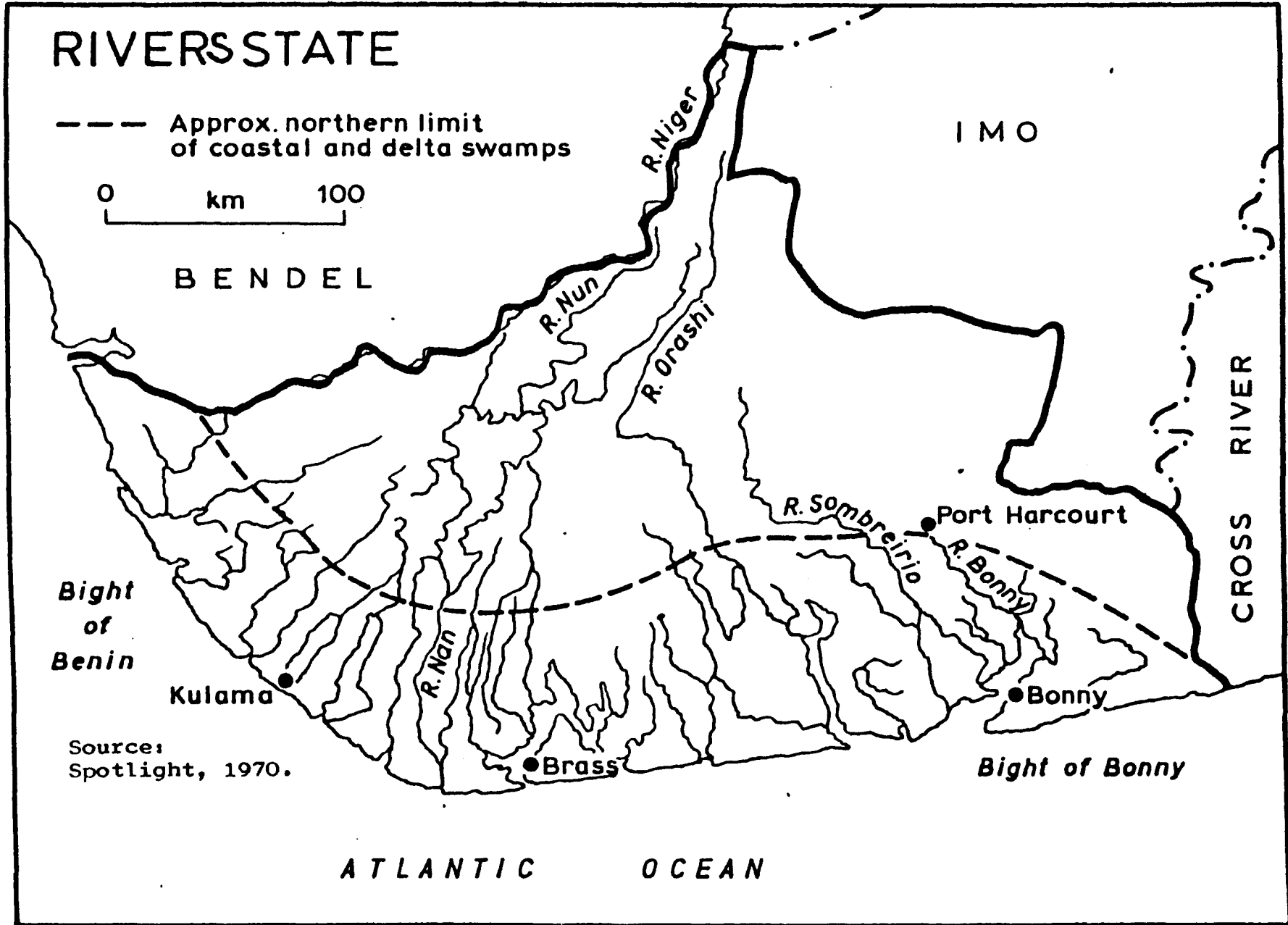
RIVERS STATE: LOCAL GOVERNMENT AREAS

MAP OF THE RIVERS STATE OF NIGERIA SHOWING
THE LOCAL GOVERNMENT AUTHORITY AREAS

PHCC — PORT HARCOURT CITY COUNCIL
ALGA — AHOADA LOCAL GOVERNMENT AUTHORITY
OLGA — BONNY LOCAL GOVERNMENT AUTHORITY
BOLGA — BORI LOCAL GOVERNMENT AUTHORITY
BALGA — BRASS LOCAL GOVERNMENT AUTHORITY
DELGA — DEGEMA LOCAL GOVERNMENT AUTHORITY
KELGA — IKWERRE ETCHE LOCAL GOVERNMENT AUTHORITY
SALGA — SAGBAMA LOCAL GOVERNMENT AUTHORITY
YELGA — YENAGOA LOCAL GOVERNMENT AUTHORITY
OTELGA — OBIGBO OKRIKA TAI/ELEME LOCAL
          GOVERNMENT AUTHORITY

Source: Rivers State of Nigeria, A New Era, 1980

APPENDIX 1D

MAP OF ENGLAND AND WALES SHOWING THE

EDUCATIONAL COUNTIES

COUNTIES IN ENGLAND AND WALES

County Boundary ————
Metropolitan county ∷∷∷
National boundary • • • • • •

Northumberland

Tyne & Wear

Durham

Cleveland

Cumbria

North Yorkshire

CASE STUDY AREAS

Humberside

Lancashire

West Yorkshire

Greater Manchester

South Yorkshire

Merseyside

Lincolnshire

Derbyshire

Nottinghamshire

Cheshire

Clwyd

Gwynedd

Staffordshire

Salop

Norfolk

Leicestershire

Cambridgeshire

West Midlands

Suffolk

Powys

Warwickshire

Northamptonshire

Bedfordshire

Hereford & Worcester

Dyfed

Oxfordshire

Buckinghamshire

Hertfordshire

Essex

Gloucestershire

Gwent

Greater London

Berkshire

West Glamorgan
Mid Glamorgan
South Glamorgan

Avon

Wiltshire

Surrey

Kent

Hampshire

Somerset

West Sussex

East Sussex

Devon

Dorset

Cornwall

APPENDIX 2

QUESTIONNAIRES AND INTERVIEW SCHEDULES

USED IN THE STUDY

APPENDIX 2A

QUESTIONNAIRE TO A SAMPLE OF EDUCATIONISTS IN THE RIVERS STATE

From: Mrs V Tekenah - Research Student, University of Hull
To: Potential Respondents (no identity is required) (June 1985)

This short survey is aimed at investigating the opinions of different groups of people in the educational field in Rivers State as regards the provision and significance of the in-service education and training of teachers, other than the traditional award-bearing approach.

Your opinion is highly valued as a contribution towards the professional growth of the teacher. This information will be treated with the utmost confidentiality and will not be used in any way other than for educational purposes nor published without your due permission.

Thank you for your cooperation.

MRS VICTORIA TEKENAH

This is to certify that Mrs V Tekenah is a bona fide research student at the University of Hull, and to add my request for your cooperation.

COLIN BROCK MA MEd
Superviser, and Chairman of the International Education Unit.

SURVEY

PLEASE CIRCLE THE APPROPRIATE REPLY TO EACH QUESTION:

1. It would be beneficial to have some form of in-service education and training within the school for members of staff.

(A) Strongly Agree (B) Agree (C) Strongly Disagree (D) Disagree (E)Don't
know

2. There are some general school problems (eg discipline) which could be dealt with by in-service activities for the whole staff.

(A) Strongly Agree (B) Agree (C) Strongly Disagree (D) Disagree (E)Don't
know

3. Such school based/focussed in-service activities have a major role to play in the professional life of the teacher. Without them, the quality of education provision is lower than it would be.

(A) Strongly Agree (B) Agree (C) Strongly Disagree (D) Disagree (E)Don't
know

4. Every teacher in school has something to offer to, and something to learn from, his/her colleagues.

(A) Strongly Agree (B) Agree (C) Strongly Disagree (D) Disagree (E)Don't
know

5. Every school has its own peculiar problems and such inherent problems could be solved only by setting up in-service education for the teachers of that particular school.

(A) Strongly Agree (B) Agree (C) Strongly Disagree (D) Disagree (E)Don't
know

6. Teachers need more opportunities to see how other teachers teach.

(A) Strongly Agree (B) Agree (C) Strongly Disagree (D) Disagree (E) Don't
know

7. The major agent in any school capable of bringing about school-based in-service teacher education and training is the headteacher.

(A) Strongly Agree (B) Agree (C) Strongly Disagree (D) Disagree (E) Don't
know

8. To make sure that every teacher benefits from such activities there should be some degree of compulsion on the part of teachers to attend.

(A) Strongly Agree (B) Agree (C) Strongly Disagree (D) Disagree (E) Don't
know

9. Teachers are the best people as professionals to discuss their own profess-ional advancement.

(A) Strongly Agree (B) Agree (C) Strongly Disagree (D) Disagree (E) Don't
know

10. Teachers would benefit from colleagues other than those in their own schools discussing professional matters with them.

(A) Strongly Agree (B) Agree (C) Strongly Disagree (D) Disagree (E) Don't
know

11. Teachers need to meet periodically to discuss such topics as recent educational developments or other important publications relating to their profession.

(A) Strongly Agree (B) Agree (C) Strongly Disagree (D) Disagree (E) Don't
know

12. There is thus a need for teachers to get together in a neutral location and atmosphere, feeling free to expose their weaknesses and strengths in a mutual search for improvement.

(A) Strongly Agree (B) Agree (C) Strongly Disagree (D) Disagree (E) Don't
know

13. Teachers will feel freer and more relaxed to explore new techniques, improvise equipment for the classroom and exchange ideas in workshop situations staffed by their own colleagues.

(A) Strongly Agree (B) Agree (C) Strongly Disagree (D) Disagree (E) Don't
know

14. Such a neutral meeting place for teachers if it exists, would improve teachers professional growth in a positive and constructive way.

(A) Strongly Agree (B) Agree (C) Strongly Disagree (D) Disagree (E) Don't
know

15. A newly trained teacher would inevitably meet problems in settling down during the first year of teaching.

(A) Strongly Agree (B) Agree (C) Strongly Disagree (D) Disagree (E) Don't
know

16. Newly trained teachers therefore need structured guidance and support in order to be able to carry out their job effectively.

(A) Strongly Agree (B) Agree (C) Strongly Disagree (D) Disagree (E) Don't
                                                                                 know

17. Such newly trained teachers should be systematically and properly inducted not only into the school itself but also into the teaching profession in general.

(A) Strongly Agree (B) Agree (C) Strongly Disagree (D) Disagree (E) Don't
                                                                                know

18. It would be easier for a new teacher to know that an experienced teacher has been designated to take care of him/her professionally and to whom to turn for help.

(A) Strongly Agree (B) Agree (C) Strongly Disagree (D) Disagree (E) Don't
                                                                                  know

19. There should be a planned programme in every school which is specifically geared towards the care of the newly trained teacher.

(A) Strongly Agree (B) Agree (C) Strongly Disagree (D) Disagree (E) Don't
                                                                                 know

20. It is the duty of the Principal or headmaster to initiate such a scheme for newly trained teachers and appoint the appropriate member of staff for the care of these new teachers.

(A) Strongly Agree (B) Agree (C) Strongly Disagree (D) Disagree (E) Don't
                                                                                 know

APPENDIX 2B

QUESTIONNAIRE TO TEACHERS WHO ATTEND TEACHERS' CENTRE COURSES

AND ACTIVITIES IN HUMBERSIDE AND NORTH YORKSHIRE

THE UNIVERSITY OF HULL
INTERNATIONAL EDUCATION UNIT

Institute of Education,
Tel. 0482-46311   173 Cottingham Road, Hull, HU5 2EH

Professor V A McClelland (Ext 7401)
Director of the Institute of Education
Mr C. Brock, M.A., M.Ed (Ext 7407)
Chairman of the International Education Unit

From: Mrs V A Tekenah - Research Student, University of Hull.
To: Potential Respondent
(January-February 1986)

        The attached questionnaire is aimed at studying the role Teachers' Centres
have played in the in-service education of teachers.

        The results of this study will help to provide preliminary criteria to be
used in developing similar projects in Nigeria.

        It will be appreciated if you will complete the enclosed form. Your
responses are highly valued as a teacher having direct experience in the activities
and courses offered by teachers' centres.

        I would welcome any comments that you may have concerning any aspect of
teachers centres not covered by the questionnaire.

        Your responses will be held in strictest confidence and will not be used
in any way other than for educational purposes nor published without your due
permission.

        Thank you for your co-operation.

                                Yours faithfully

                                Victoria Tekenah (Mrs)

        I certify that the above information is accurate, and also that
Mrs Victoria Tekenah is a full-time bona-fide PhD student of this Institute and
University. She is a person of responsible character and integrity and I hope
very much that you will feel able to cooperate in her research exercise. May I
thank you very much in anticipation of your assistance.

COLIN BROCK
Chairman, International Education Unit and Supervisor of Mrs Tekenah's research.

QUESTIONNAIRE TO TEACHERS WHO ATTEND CASE STUDY TEACHERS CENTRES

Reply number   —1—2—3—
(to be coded on
return)

SECTION A - BACKGROUND INFORMATION OF TEACHER

Please circle the appropriate answer to each question and transfer the respective
number into the box indicated.

| 1. | Sex | Male | 1 | | |
| | | Female | 2 | - - - - - → | 4 |

2.	Age	20-25	1		
		26-30	2		
		31-35	3		
		36-40	4		5
		41-45	5	- - - - →	
		46-50	6		
		Over 50	7		

3.	Marital Status	Single	1		
		Married	2		6
		Any other	3	- - - - →	
		(kindly specify)			

4. Highest qualification held

		Teacher's Certificate	1		
		B.Ed.	2		
		B.A.	3		
		B.Sc.	4		
		PGCE/PGDE	5		7
		Advanced Diploma	6		
		Masters Degree	7	- - - →	
		Ph.D.	8		
		Any other			
		(kindly specify)	9		

5. Years of teaching experience

		Under 2 years	1		
		2-5 years	2		
		5 years	3		8
		5-10 years	4	- - - →	
		Over 10 years	5		

| 6. | Type of school teaching presently | | | | 9 |
| | (please leave coding of this to researcher) | | | | |

| 7. | Position held in present school/scale | | | | 10 |
| | (please leave coding of this to researcher) | | | | |

8.   Why do you take part in Teachers Centre activities?
      (Please give answers in rank order - for the most important reason number 1,
      for the next, number 2, and so on in the boxes provided)

       To improve my professional competence   □ 11

       To evaluate my own assessment as a teacher   □ 12

       To update my subject knowledge   - - - →   □ 13

       To discuss educational issues with colleagues in
       a relaxed atmosphere   □ 14

       Any other (kindly specify)   □ 15

       Please tick the most appropriate answer(s) in each case and transfer the
       respective number(s) into the box(es) indicated.

9.   Advocates for Teachers Centres stress that the kind of learning teachers
need and want to do can best occur in an atmosphere which is inviting, hospitable,
supportive and non-evaluative. How much do you agree with this?

                     Agree very strongly   1
                     Agree strongly   2
                     Don't know   3   16
                     Disagree   4   - - - →   □
                     Disagree strongly   5

10.   Has this teachers centre provided this opportunity for you?

                     Yes   1
                     No   2
                     Not sure   3   17
                     Any other   4   - - - →   □
                     (kindly specify)   5

11.   In what particular ways would you say the centre has helped you?

           (please rank order your answers - 1 for the most important response,
           2 for the next and so on in the boxes provided)

       Helped improve classroom performance   □ 18

       Helped in organisation and management of school or dept.   □ 19

       Helped working with colleagues   □ 20
                                                   - - - →
       Helped career prospects   □ 21

       Any other (kindly specify)   □ 22

12. How often do you come to the centre?

Everyday	1
Approximately once every week	2
Once every month	3
Once every term	4
Once every year	5
Any other (kindly specify)	6

- - - - - → 23

13. How long do you stay on each visit?

Half an hour	1
About an hour	2
1 - 2 hours	3
Over 2 hours	4
Any other (kindly specify)	5

- - - - - → 24

14. For how long have you been using this centre?

Under one year	1
1 - 2 years	2
2 - 5 years	3
Over 5 years	4

- - - - - → 25

15. At what time of day are most activities and courses held?

During school hours	1
After school hours	2
Some during and others after school hours	3
Any other (kindly specify)	4

- - - - - → 26

16. Does the timing of the courses and activities suit you?

Yes	1
No	2
Sometimes	3
Undecided	4

- - - - - → 27

17. How difficult is it for you to attend courses taking place during school hours?

Easy	1
Fairly easy	2
Difficult	3
Impossible	4

- - - - - → 28

18. Why is it difficult for you to attend courses organised by the teachers cent (please put your answers in rank order - 1 for the most important reason, 2 for the next and so on in the boxes provided).

Timing of courses not suitable
Length of courses too long
Distance to and from centre
Difficulty in obtaining release
Not difficult
Any other (kindly specify)

- - - - - →

29
30
31
32
33
34

430

19. Is there a planned programme in your school enabling teachers to attend teachers centre activities?

Yes   1
No   2 - - - →   35
Don't know 3

20. How do you like the idea of non-teachers (eg parents, youth clubs) attending teachers centre activities?

Strongly agree   1
Agree   2
Unconcerned   3   36
Disagree   4 - - - →
Strongly disagree   5

21. Which of the following services offered by the teachers centre do you use most?

Professional development of teachers through
in-service education   1
Support services for teachers - using
resources, technical services and equipment   2
The acquisition, production and distribution   37
of teaching resources   3
Social and recreational services for teachers   4 - - - →
Community involvement in education   5
Any other (kindly specify)   6

22. What is the general mode or style of activities?

Workshops   1
Seminar form   2   38
Formal lecture style   3
A combination of all the above   4 - - - - - →
Any other (kindly specify)   5

23. What type of activities do you like best in the in-service education programme?

Workshops   1
Working parties   2
Formal lectures   3
Courses   4   39
Conferences   5
Summer schools   6 - - - - - →
Any other   7
(kindly specify)

24. How relevant are the in-service activities to your daily work in the classroom?

Very relevant   1
Relevant   2   40
Irrelevant   3
Not sure   4 - - - - - →
Any other (kindly specify) 5

25. What is the most memorable activity or course you have attended organised by the centre?

(please leave coding of this to researcher)

26. Which of these popular courses has been most useful to you in terms of day to day classroom performance?

(please leave coding of this to researcher)

27. Who decides which courses or activities to be run?

Warden (Centre Leader)   1
Teachers   2
Joint decision between teachers
and warden   3
LEA staff   4 - - - - - →
Don't know   5
Any other   6
(kindly specify)

28. Are you involved in the decision making process of this teachers centre?

Yes   1
No   2
Any other   - - - - - →
(kindly specify) 3

29. Is your expertise as a professional ever utilised to act as leader of workshops, working parties or courses?

Yes - always   1
Yes - sometimes   2
Never   3 - - - - - →
Any other   4
(kindly specify)

30. Who do you think has the greatest influence on centre activities?

Warden (Centre Leader)   1
LEA Adviser/Inspector   2
Teachers   3
Don't know   4 - - - - - →
Any other (kindly specify)   5

31. How were you first made aware of activities at this centre?

Through LEA Adviser   1
Through the professional tutor in
my school   2
Through a colleague   3
Through a circular sent by the
warden to schools   4 - - - - - →
Any other (kindly specify)   5

32. How easily do you think you could obtain access to the various activities and services elsewhere

Very easily	1
Easily	2
Difficult	3 - - - - - →
Impossible	4

48

33. What other form of in-service activity do you engage in apart from attending activities here at this centre?

None	1
Other teachers centres	2
School-focused (at own school)	3
School-focused (at neighbouring school)	4 - - - - - →
University Department of Education	5
College of Education/Polytechnic	6
Any other (kindly specify)	7

49
50
51
52
53
54
55

34. What would you miss most if the centre were not there?

Nothing	1
Equipment and resources	2
Meeting other teachers in social atmosphere	3
Advice and support received from centre staff	4 - - - - - →
Opportunity to have professional development	5
Any other (kindly specify)	6

56

433

APPENDIX 2C

QUESTIONNAIRE TO TEACHERS ENGAGED IN SCHOOL-FOCUSED ACTIVITIES IN

CASE STUDY SCHOOLS IN HUMBERSIDE AND NORTH YORKSHIRE

THE UNIVERSITY OF HULL
INTERNATIONAL EDUCATION UNIT

Institute of Education,
173 Cottingham Road, Hull, HU5 2EH

Tel. 0482-46311

Professor V A McClelland (Ext 7401)
Director of the Institute of Education
Mr C Brock, M.A. M Ed (Ext 7407)
Chairman of the International Education Unit

From: Mrs V A Tekenah - Research Student, University of Hull.
To: Potential Respondent
(January - February 1986)

The attached questionnaire is aimed at studying how school-focused in-service education is practiced in British schools through the views of the teachers who are involved in school-focused activities.

The results of this study will help to provide preliminary criteria to be used in developing similar projects in Nigeria.

It will be appreciated if you will complete the enclosed form. Your responses are highly valued and will contribute towards the professional development of fellow teachers elsewhere.

I would welcome any comments that you may have concerning any aspect of school-focused in-service education and training not covered by the questionnaire.

Your responses will be held in the strictest confidence and will not be used in any way other than for educational purposes nor published without your due permission.

Thank you for your co-operation.

Yours faithfully

Victoria Tekenah (Mrs)

I certify that the above information is accurate, and also that Mrs Victoria Tekenah is a full-time bona fide PhD student of this Institute and University. She is a person of responsible character and integrity and I hope very much that you will feel able to cooperate in her research exercise. May I thank you very much in anticipation of your assistance.

COLIN BROCK
Chairman, International Education Unit and Supervisor of Mrs Tekenah's research.

QUESTIONNAIRE TO TEACHERS ENGAGED IN SCHOOL-FOCUSED ACTIVITIES IN CASE STUDY SCHOOLS.

```
                                                        1   2   3
                                    Reply number
                               (to be coded on return)
```

SECTION A - BACKGROUND INFORMATION OF TEACHER

Please circle the appropriate answer to each question and transfer the respective number into the box indicated.

1. Sex   Male   1   `1`
                          Female 2   - - - - - - - - ->

2. Age   20-25   1
                          26-30   2
                          31-35   3   `5`
                          36-40   4   - - - - - ->
                          41-45   5
                          46-50   6
                          Over 50   7

3. Marital Status   Single   1
                          Married   2   - - - - - - ->   `6`
                          Any other   3
                          (kindly specify)

4. Highest qualification held

                          Teachers Certificate   1
                          B.Ed   2
                          B.A.   3
                          B.Sc.   4
                          PGCE/PGDE   5   - - ->   `7`
                          Advanced Diploma   6
                          Masters Degree   7
                          Ph.D.   8
                          Any other
                          (kindly specify)   9

5. Years of teaching experience

                          Under 2 years.   1
                          2-5 years   2
                          5 years   3   - - ->   `8`
                          5-10 years   4
                          over 10 years   5

6. Years of teaching experience in present school

                          Under 2 years
                          2-5 years
                          5 years   - - - - - - - - - - ->   `9`
                          5-10 years
                          over 10 years
                                                                `10`
7. Position held in present school/scale
   (please leave coding of this to researcher).

SECTION B - RESEARCH QUESTIONS

Please tick the most appropriate answer in each case and transfer the respective number into the box indicated.

8. What effects do you think in-service education has on teachers?

Keeps teachers professionally viable   1
Does not make much difference to a teachers
professional competence   2 ---→
Not really sure what teachers derive from
in-service courses   3
Any other (kindly specify)   4

11

9. How would you rate the necessity of having other forms of in-service education other than the traditional college-based provision?

Very necessary   1
Necessary in some courses   2 ---→
Not necessary   3
Don't know   4

12

10. How were you first made aware of the in-service programme in your school?

Through the Head   1
Through the Deputy Head   2
Through my Head of Department   3
Through the professional tutor   4 ---→
Through other members of staff   5
Any other (kindly specify)   6

13

11. Why did you decide to engage in school-focused activities?

It was compulsory   1
To improve my professional competence   2
Other staff were attending   3 ---→
Don't know   4
Any other (kindly specify)   5

14

12. How regularly do you attend these activities?

Frequently   1
Quite frequently   2
Infrequently   3 ---→
Never   4
Any other (kindly specify)   5

15

13. For how long have you been involved in these activities in this school?

2 years or more   1
1 - 2 years   2
6 months - 1 year   3
1 month - 6 months   4 -----→
Under 1 month   5
Any other (kindly specify)   6

16

14. What would you say about these courses as regards fulfilling your expectations of them?

Exceeded expectations 1
Came up to expectation 2
Some parts did and some did not 3
Had little or no preconditions 4 - - - → 17
Differed significantly from expectations 5
Disappointing 6
Any other (kindly specify) 7

15. How relevant would you say these activities have been as regards your classroom performance?

Very relevant 1
Some are relevant 2 18
Not relevant at all 3 - - - →
Not sure 4
Any other (kindly specify) 5

16. How much were you involved in deciding what activities to attend?

Fully involved in deciding for myself 1
Helped by visiting consultant 2 19
Not involved at all 3 - - - →
Any other (kindly specify) 4

17. How much do you agree with arguments that stress the growing importance of school-focused inservice provision in improving teachers professional skills?

Strongly agree 1
Agree 2 20
Not sure 3 - - - →
Disagree 4
Strongly disagree 5

18. Advocates of school-focused activities argue that without such activities in schools, teachers become professionally stale. How much do you agree with this?

Strongly agree 1
Agree 2 21
Don't Know 3 - - - →
Disagree 4
Strongly disagree 5

19. How much contribution would you say such school-focused activities have made towards the professional development of the teacher?

A great deal 1
Some useful contribution 2 22
Small contribution 3 - - - →
No contribution 4
Not sure 5
Any other (kindly specify) 6

20. Looking back now on some of the school-focused activities you have attended, would you say they would have been better as college-based courses?

Yes - all of them	1
Some would, some would not	2
No - none of them	3
Not sure	4
Any other (kindly specify) '	5

23
- - - >

21. How would you compare school-focused activities with external award-bearing courses as regards the professional development of the classroom teacher?

School-based courses are more directly geared to what the teacher is expected to meet in the classroom	1
External courses are equally good in equipping the teacher for his/her day to day classroom experiences	2
Not really sure	3
Any other (kindly specify)	4

24
- - - >

22. How much would you say school-focused activities have succeeded in identifying and rectifying mismatch between what is learnt on external courses and the actual process in the classroom?

Very much	1
Not much	2
Very little	3
Nothing at all	4
Any other (kindly specify)	5

25
- - - >

23. What aspect of the organisation of these school-focused activities were you most dissatisfied with?

Timing of the courses	1
Content - too practical	2
Content - too theoretical	3
Lack of information	4
Lack of necessary expertise in the staffing	5
None	6
Any other (kindly specify)	7

26
- - - >

24. How much effort did you have to make to attend these school-focused activities?

A great deal	1
Some effort	2
A little effort	3
None at all	4
Any other (kindly specify)	5

27
- - - >

25. How enthusiastic are you about attending subsequent school-focused activities?

       Looking forward to them very much   1   __28__

       Not looking forward to them at all   2

       Not sure   3 - - - -

       Any other (kindly specify)   4

26. Could you give a list of the type of activities that have been covered in the school-focused in-service programme in your school?

__29__

27. What is the general orientation of these courses?

       Theoretically oriented involving
       lectures, reading etc.   1

       Practically oriented involving
       workshops, production of curriculum
       materials etc.   2   __30__

       Discussion-based   3 - - - →

       A combination of the three   4

       Any other (kindly specify)   5

28. How would you describe a school without such school-focused activities?

       Healthy   1

       Viable   2

       Normal   3   __31__

       Stale   4

       Unprogressive   5 - - - →

       Any other (kindly specify)   6

29. From your experiences what would you say about these school-focused activities in general?

       Every school should have some form of
       school-focused activities   1

       School-focused activities contribute
       little or nothing to the professional
       development of the teacher   2   __32__

       School-focused activities are not
       living up to the expectations they have   - - - →
       aroused.   3

       Any other (kindly specify)   4

30. What form of evaluation does the school use in assessing the effectiveness of these activities?

Formal external evaluators	1	1
Informally by teachers who attend		2
By the Head or Deputy Head		3
No form of evaluation		4
Any other (kindly specify)		5

33

APPENDIX 2D

INTERVIEW SCHEDULE FOR HEAD TEACHERS OF CASE STUDY SCHOOLS IN HUMBERSIDE AND NORTH YORKSHIRE

INTERVIEWS WITH HEAD TEACHERS OF CASE STUDY SCHOOLS

1. Sex
   - Male
   - Female

2. Age
   - 20-29
   - 30-39
   - 40-49
   - 50 and over

3. Martial Status
   - Single
   - Married
   - Divorced
   - Separated

4. Highest Qualification held
   - Certificate of Education
   - B.Ed.
   - B.A.
   - B.Sc.
   - PGCE/PGDE
   - Advanced Diploma
   - Masters
   - Ph.D.

5. Years of Teaching Experience.

6. Years of Headship Experience.

7. Years of Headship at present school.

8. School Roll.

9. Children Intake.

2

10. Number of Staff on Roll.

11. Population of community of school district served by school.

12. Socio-economic status of parents in the catchment area.

13. Does your school have a defined policy on in-service education
which indicates the aims of school-focussed in-service education?

         Yes

         No

         Not sure

14. Was this policy defined by you alone?

         Yes

         No

         Not sure

15. Was it defined by you and your staff?

         Yes

         No

         Not sure

16. Is a certain member of staff delegated for seeing that the
schools policy on in-service education is carried out?

         Yes

         No

         Not sure

17. Has the school produced a plan for this session which
caters for the in-service needs of the teachers?

         Yes

         No

         Not sure

18. Are courses open to other teachers from surrounding
schools?   Yes

         No

         Not sure

19. Are adequately trained staff available to enable the school to carry out its in-service plan effectively?

Yes

No

Not sure

20. Are all staff aware of the school-focussed in-service programme now taking place in your school?

Yes

No

Not sure

21. Is a record kept by the school of in-service education activities in which individuals have been involved?

Yes

No

Not sure

22. Is there any form of compulsion on the part of teachers to attend these activities?

Yes

No

Not sure

23. Would you advise heads who have not engaged in school focussed activities to consider instituting them?

Yes

No

Not sure

24. Are outside consultants called in from time to time to help professionally? (eg Teachers Centre staff, LEA Inspectorate or Advisory etc.)

Yes

No

Not sure

4

25. Are adequate funds available for effective planning and execution of school-focussed courses?

                         Yes

                         No

                         Not sure

26. Apart from school-focussed courses do you have any other form of in-service training for your teachers?

                         Yes

                         No

                         Not sure

27. If teachers have had the opportunity to go on external courses, have they come back satisfied with the courses?

                         Yes

                         No

                         Not sure

28. In your opinion, do you think school-focussed courses have any advantages over the external type as regards the professional advancement of the teacher?

                         Yes

                         No

                         Not sure

29. Do you think Heads should give more thought to establishing school-focussed in-service activities in their schools?

                         Yes

                         No

                         Not sure

30. Would you say that advocates for school-focussed in-service
    education and training are right when they repeatedly stress that
    the snags of the traditional type (eg mismatch between what is
    taught at courses and what is practiced in schools, teachers
    non-participation in inset matters etc) are obviated by school-
    focussed in-service from the experience of the programme in
    your school?

    Yes

    No

    Not sure

31. Are the in-service activities in your school evaluated in
    anyway? (if yes, - by what means - questionnaire to teachers,
    written reports, group staff discussions, or interview by
    external evaluators)?

    Yes

    No

    Not sure

32. Do you support the idea of the activities being evaluated
    from time to time, why?
    Yes

    No

    Not sure

33 Are there plans for the programme to continue next school year?

    Yes

    No

    Not sure

34. Do you have any specific programme for helping probationers in
    settling down in your school?
    Yes

    No

    Not sure

35. Are probationers invited to visit the school for familiarisation before they finally join the staff?

        Yes

        No

        Not sure

36. Do you receive them personally on such occasions?

        Yes

        No

        Not sure

37. Have you experienced any problems in making arrangements for release of probationers for in-service activities at the professional centre?

        Yes

        No

        Not sure

38. Do such programmes last throughout the year that the probationers are attached to your school?

        Yes

        No

        Not sure

39. Do these programmes follow the recommendations as laid down by the James Report? If no, why not?

        Yes

        No

        Not sure

40. Do you think such programmes have helped probationers to overcome their varied problems as envisaged by advocates?

        Yes

        No

        Not sure

41. Have there been any major problems in coping with the demands of such programmes?

Yes

No

Not sure

42. Do you have a professional tutor in your school?

Yes

No

Not sure

43. How was he appointed (by govenors, LEA, Head etc)?

Yes

No

Not sure

44 Was he specially trained for his job?

Yes

No

Not sure

45. Did you have any administrative problems (eg time tabling) in fitting the professional tutor into the day to day running of the school?

Yes

No

Not sure

46. Would you say that the appointment of the professional tutor is the best way for the smooth running of the probationary year?

Yes

No

Not sure

8

47. Apart from helping probationary teachers does the professional
tutor have any other functions? what are they?

Yes

No

Not sure

48. Generally, would you say that school-focussed in-service
education and training induction year programme and the introduction
of the professional tutor as innovations of in-service , have helped
in improving the professional competence of teachers?

Yes

No

Not sure

APPENDIX 2E

<u>INTERVIEW SCHEDULE FOR DEPUTY HEADS OR TEACHERS IN-CHARGE OF
IN-SERVICE EDUCATION IN CASE STUDY SCHOOLS IN HUMBERSIDE AND
NORTH YORKSHIRE</u>

<u>INTERVIEWS WITH DEPUTY HEAD TEACHERS OR TEACHERS IN CHARGE
OF IN-SERVICE EDUCATION IN CASE STUDY SCHOOLS</u>

1. Sex   Male

       Female

2. Age   20-29

       30-39

       40-49

       50 and over

3. Martial Status Single

       Married

       Divorced

       Separated

4. Highest Qualification Held Certificate of Education

       B.Ed.

       B.A.

       B.Sc

       PGDE/PGCE

       Advanced Diploma

       Masters

       Ph.D.

5. Years of teaching Experience.

6. Years as Deputy Head.

7. Years as Deputy Head at present school.

8. Number of years as teacher in-charge of In-service education.

9. How did the role of teacher in-charge of school-focussed in-service arise?

Approached by Head

Nominated by fellow teachers

Volunteered

Other (kindly specify)

10. What briefly would you consider your duties to be?

Organiser of school-focussed activities

Careers adviser

Liaison officer between school and outside agencies (eg Colleges of Education, other schools)

LEA, course consultant etc.

Curriculum developer

Other (kindly specify)

11. For how long have you had school-focussed activities in this school?

Under one month

For one full school year

For 2 years

Over 2 years

Other (kindly specify)

12. How are teachers made aware of the existence of these activities?

By displaying notices on the notice board.

Through departmental Heads

Through informal discussions with teachers

Through staff meetings

Other (kindly specify)

13. What is the status of courses provided?

        Non-award bearing

        Award bearing with certificate, diploma
        by College, Polytechnic or University

        Other   (kindly specify)

14. What type of courses do you run?

        Pastoral Care
        Improved teaching methods

        Mixed ability teaching

        Other (kindly specify)

15. What is the general orientation of courses?

        Theoretically oriented involving lectures
        reading etc.

        Practically oriented involving workshops
        and production of curriculum materials

        Discussion based

        Other (kindly specify)

16. How are the courses organised? Do you have:

        weekly meetings

        Half term meetings

        Term meetings

        Other (kindly specify)

17. When do you have these courses?

        During vacations

        During the summer vacations
        only

        At weekends

        Informally at any time

        Other (kindly specify)

4

18. At what time of day do you have these courses?

    During lunch break

    After school hours

    Incorporated into the school timetable

    Before school hours in the morning

19. What is the attendance rate at these courses like?

    Very high, almost every teacher attends

    Quite high, more than half the staff attend

    Disappointing, only very few teachers attend

    Fair, about half the staff attend

    Other (kindly specify)

20. How long does each session last?

    Less than 1 hour

    About 1 hour

    Over 1 hour

    Other (kindly specify)

21. Did you have any problems securing teachers cooperation?

    A lot

    Not really

    No

    Other (kindly specify)

22. What reasons do teachers most often give for not attending activities?

    Time not suitable

    Not relevant to classroom performance

    Duration, too long/short

    Tutors not experienced enough

    Other (kindly specify)

23. How are teachers grouped for the courses?

According to their departments

According to their teaching subjects

According to the class level

No grouping of any kind

Other (Kindly specify)

24. Who actually leads these sessions?

External consultants

Any interested teacher

Deputy Head

Other (kindly specify)

25. Where are the courses located or based?

At own school

In other schools

At Teachers Centres

At College of Education

At the University

Other (kindly specify)

26. Do you envisage any benefits in a consortium of schools organising school-focussed activities? Please elaborate.

Yes

No

Not sure

Other (kindly specify)

27. What benefits do you think (if there are any) are there in having
in-service courses geographically based in one's own school?

Increases attendance rate by reducing travelling cost and time

It does not matter where the course is located

Not sure if there are any benefits or not

Other (kindly specify)

28. What form of outside help do you have in running these courses?

Occasional visitors eg from LEA , other schools

Course consultants on consultancy basis

Teachers Centre staff

None

Other (kindly specify)

29. If outside help is sought in running these courses, what part do they play?

Helper - in identifying needs

Directing affairs

Leading sessions

Other (kindly specify)

30. What advantages (if any) do you think there are in using external people in the running of school-focussed activities .

Reduces parochiolism

None

Not really sure

Other (kindly specify)

31. What disadvantages (if any) do you envisage in using external consultants

None

Finance involved

Not available at times needed

The possibility of making a wrong diagnosis from the start

Other (kindly specify)

32. What consultation procedure was used with staff in deciding what courses to put on?

> Discussion with subject teachers
>
> Discussion with departmental groups
>
> Discussion with whole staff
>
> Other (kindly specify)

33. How much control and ownership do teachers have over the in-service opportunities provided for them?

> A lot - they are always consulted
>
> Not much - most decisions are taken by management team
>
> No form of control over in-service processes at all
>
> Other (kindly specify)

34. What criteria are used in selecting what courses to put on?

> Courses that meet identified school needs
>
> Courses that interest most teachers
>
> Courses to solve immediate school problems
>
> Other (kindly specify)

35. Which of these resources do you lack the most in running these activities?

> Human resource
>
> Materials
>
> Finance
>
> Time
>
> None
>
> Other (kindly specify)

36. How are these resources identified?

        Through formal discussions with staff

        Through informal discussions with staff

        Through discussion between Head and Deupty

        Other (kindly specify)

37. After identification, how are these resources acquired?

        Through external consultancy

        By approaching the LEA

        By contacting other schools

        By improvisation within the school

        Other (kindly specify)

38. What major problems did you face in setting up this programme as regards lack of resources?

        Implementation was delayed

        Getting Head's cooperation

        Getting fellow teachers cooperation

        None

        Other (kindly specify)

39. What would you say to a school about to start a school-focussed programme as regards the financial cost?

        It is too costly for its benefits

        the cost is commensurate with its benefits

        the benefits far outweigh the cost

        It is quite cheap

        Not really sure

        Other (kindly specify)

40. In your opinion as a teacher in-charge of school-focussed activities, what advantages do you think such activities have over the traditional type?

School-f⌄cussed activities are more practical because they are based on identified needs

Teachers participate fully in the organisation of school-focussed activities

None

Other (kindly specify)

41. What advantages do you think have accrued to the school and staff from experience gained with school-focussed in-service ideas?

Teachers are more aware as professionals

Quality of instruction given to pupils is improved - higher passing rate

None

Other (kindly specify)

42. Has there been any attempt to evaluate the effectiveness of these courses, if yes, by whom?

External team of evaluators

Informal assessment by teachers who have participated in the activities

Head of School

Deputy Head

Other (kindly specify)

43. If some form of evaluation has taken place, what are the results?

School focussed work has justified the advocate's arguments for a complementary form of in-service to the traditional method.

There is little or no difference professionally between teachers who have taken part and those who have not.

School-focussed work should be incorporated into the school timetable to make it more meaningful.

Other (kindly specify)

APPENDIX 2F

INTERVIEW SCHEDULE FOR PROFESSIONAL TUTORS OF CASE STUDY SCHOOLS

IN HUMBERSIDE AND NORTH YORKSHIRE

INTERVIEWS WITH PROFESSIONAL TUTORS OF CASE STUDY SCHOOLS

1. Sex

    Male

    Female

2. Age

    20-29

    30-39

    40-49

    50 and over

3. Marital Status

    Single

    Married

    Divorced

    Separated

4. Highest Degree held

    Certificate of Education

    B.Ed.

    B.A.

    B.Sc.

    PGDE/PGCE

    Advanced Diploma

    Masters

    Ph.D.

5. Years of Teaching experience.

6. Years of Professional Tutorship.

7. Years of Professional Tutorship at present school.

8. How did the role of the professional tutor come about in this school?

    Following from the recommendations of the James Report

    Purely a school policy to have one

    LEA policy to have one

    Any other (please specify)

9. By whom were you appointed to this job?

    School Govenors

    Head

    LEA

    Any other (please specify)

10. What selection criteria were adopted?

    Age

    Scale/Position/Status

    Sex

    Don't Know

    Any other (please specify)

11. Did you have to undergo any special training for this job?

    Yes

    No

    If yes could you please say what type the length content and relevance of this course.

12. How are you paid as a professional tutor?

    Temporary basis as agreed by the Burnham Committee

    Honorarium

    Responsibility allowance

    Any other (please specify)

13.   What are your responsibilites as a professional tutor?

   Supervision of students on teaching practice

   Induction of new teachers

   Advising colleagues on in-service opportunities

   Co-ordinator between school and outside agencies

   Any other (please specify)

14.   Do you feel that one of your duties is more important than the other?

                         Yes

                         No

If yes,which one?

Can you explain your point of view?

15.   In practice which of the specified duties are you actually engaged on?

                    All of them

                    Some of them

                    Only one of them

                    Any other (please specify)

16.   How well do you combine your duties as a professional tutor and a
      classroom teacher?

                    Very well

                    With a lot of difficulty

                    With some difficulty

                    Any other (please specify)

17. What arrangements (if any) are there to reduce your classroom duties to enable you to carry out your duties as a professional tutor?

None

Lighter time-tabling

No teaching duties at all

Any other (please specify)

18. The James Report stressed the invaluable importance of the professional tutor in the induction of probationers to the teaching profession and the schools they are sent to. How much do you agree with this?

Strongly agree

Agree

Disagree

Don't Know

Any other (please specify)

19. How much do you support the setting up of special induction programmes for teachers in their first year of appointment?

Very much

Not very much

I am not really sure

Any other (please specify)

20. How much professional help do you think probationers need in their first year of appointment?

A lot

Not a lot

Very little

None

Any other (please specify)

21. How much do you agree with advocates who have incessantly argued that the appointment of the professional tutor is the only way to alleviate the problems that probationers undergo in their first year of appointment?

Strongly agree

Agree

Disagree

Not sure

Any other (please specify)

22. The appointment of the professional tutor among other things was seen as closing the gap between the theory of the teacher training course and the practice which takes place in schools, how much of this would you say you are doing?

A lot

Not a lot

Not sure

Any other (please specify)

23. How much would you say other members of staff including probationers value your contribution?

Very much

Not much

Not sure

Any other (please specify)

24. Where are you based as a professional tutor?

School

Professional Centre

Both school and centre

Any other (please specify)

25. How do you divide the work between in-school and out-of-school activities for the probationers?

More practical activities in school

Location of activities depends on availability of materials, time and human resources.

No specified pattern

Any other (please specify)

26. Which of these outside centres do you use?

Purpose-built professional centre

Teachers' Centre

College of Education

University Departments of Education

Any other (please specify)

27. What type of activities are arranged for probationers at the centre?

Improvement of teaching skills

Theoretical work updating subject knowledge

Classroom management skills

Any other (please specify)

28. Are probationers released for one day per week as recommended by the James Report?

Yes

No

Please give reasons if no.

29. How are probationers released for centre courses?

As a group

As individuals

As subject groups

Any other (please specify)

30. How often do probationers attend these centre courses?

Weekly

Bi-weekly

Monthly

Never

Any other (please specify)

31. At what time of day are probationers released for centre-based courses?

In the mornings

In the afternoons

No specific time

Any other (please specify)

32. How necessary would you say the professional centre is in the induction process?

Very necessary

Not necessary at all

Not sure

Any other (please specify)

33. How much involved are you in the centre-based courses?

Not involved at all

Not actively involved

Very much involved

Any other (please specify)

34. How many probationers are you responsible for in your school?

39. What form of outside help do you have in running the school-based induction courses?

None

Representatives of LEA

Members of staff from other schools

Lecturers from colleges and universities

Teachers Centre staff

Any other (please specify)

40. How often do you invite speakers from outside?

Very often

Very rarely

Never

Any other (please specify)

41. Which of the following resources do you lack the most in co-ordinating the induction scheme?

Time

Finance

Materials

Human

None

Any other (please specify)

42. In general, what contribution would you say the induction programme has so far made to the professional development of the probationer?

It has brought a lot of benefits to them

It has not done much to improve their professional competence

Not sure what benefits they have derived from it

Any other (please specify)

43. Would you say the scheme has brought any personal benefits to you as the tutor in-charge?

Yes

No

Not sure

Any other (Please specify)

44. What to you is the most disturbing aspect of the job?

45. Are there any particular changes you would like to see in the role of the professional tutor?

46. What advice would you give to a school without a professional tutor?

Appoint one

Do without him

Appoint a consortium of experienced teachers instead

Any other (please specify)

47. Has there been any attempt to evaluate these school-based induction courses?

Yes

No

48. If yes, by whom?

Professional tutor

Probationers

LEA Staff

Head

Any other (please specify)

11

49. And with what results?

Satisfactory

Not satisfactory

Not sure

Any other (please specify)

APPENDIX 2G

INTERVIEW SCHEDULE FOR PROBATIONERS OF CASE STUDY SCHOOLS IN

HUMBERSIDE AND NORTH YORKSHIRE

THE UNIVERSITY OF HULL
INTERNATIONAL EDUCATION UNIT

Tel. 0482-46311

Institute of Education,
173 Cottingham Road, Hull, HU5 2EH

Professor V A McClelland (Ext 7401)
Director of the Institute of Education
Mr C Brock, M A , M Ed (Ext 7407)
Chairman of the International Education Unit

From: Mrs V A Tekenah - Research Student, University of Hull.
To: Potential Respondent
(January - February 1986)

     The attached questionnaire is aimed at studying how probationers are being
cared for during their probationary year.

     The results of this study will help to provide preliminary criteria to be
used in developing similar projects in Nigeria.

     It will be appreciated if you will complete the enclosed form. Your
responses are highly valued as a probationary teacher and will contribute towards
solving some of the problems faced by probationers in Nigeria.

     I would welcome any comments that you may have concerning any aspect of the
probationary year not covered by the questionnaire.

     Your responses will be held in strictest confidence and will not be used in
any way other than for educational purposes nor published without your due
permission.

     Thank you for your co-operation.

                         Yours faithfully

                         Victoria Tekenah (Mrs)

          I certify that the above information is accurate, and also that
Mrs Victoria Tekenah is a full-time bona-fide PhD student of this Institute and
University. She is a person of responsible character and integrity and I hope
very much that you will feel able to cooperate in her research exercise. May I
thank you very much in anticipation of your assistance.

COLIN BROCK
Chairman, International Education Unit and Supervisor of Mrs Tekenah's research.

INTERVIEWS WITH PROBATIONERS OF
CASE STUDY SCHOOLS

1.   Sex   Male

                                 Female

2.   Age   20-29

                                 30-39

                                 40-49

                                 50 and over

3.   Marital Status   Single

                                 Married

                                 Divorced

                                 Separated

4.   Highest Degree held.   Certificate of Education

                                 B.Ed.

                                 B.A.

                                 B.Sc.

                                 PGDE/PGCE

                                 Advanced Diploma

                                 Masters

                                 Ph.D.

5.   Years of teaching experience.

6.   Is there any induction programme in this school specifically
      designed to help new teachers like yourself?

                                 Yes

                                 No

                                 Not sure

                                 Any other (please specify)

7. As a probationer teacher taking up a first appointment, how well are you coping?

Very well

Feel lost

Not too sure of myself

Any other (please specify)

8. How many visits did you make to the school prior to your first official school day?

None

One

Two

More than two

Any other (please specify)

0. How much information about the school did you have prior to your first day at school?

Very little

As much as necessary

Not as much as needed

Any other (please specify)

10. In what areas did you lack information?

Type and level of work required of me

Age and ability ranges of children to be taught

No prior knowledge of syllabus or scheme of work

Any other (please specify)

11. How helpful is it to have a person on the school staff who is officially appointed to see you through your first year of appointment?

Very helpful

Not helpful

Helpful in some cases

Not sure

Any other (please specify)

12. Which of these do you think is most likely to be of more help to you during the induction year?

Head of Department

Other experienced colleagues

Head

Official professional tutor

Any other (please specify)

13. Did you experience any major problems on arrival to take up your first appointment?

Yes

No

Any other

14. How difficult would it have been for you if there was no such guidance programme?

Very difficult

Not really difficult

Could have coped very well

Any other (please specify)

15. How much help would you say you need as a probationer to go through the induction year?

A lot

None

A little

Not sure

Any other

16. Do you find the transition from the college to school difficult to cope with?

Yes

No

Not really

Any other (please specify)

4

17. What would you say about the training you received in the college as regards the practical situation you find yourself in during the induction year?

Quite adequate

Not adequate for effective classroom performance

Not sure

Any other (please specify)

18. Which of the following would you describe as your major professional problem?

Classroom control

Discipline

Teaching of children with wide range of abilities

Inadequate subject knowledge

Any other (please specify)

19. How has the school helped in giving you maximum time to engage in induction programmes?

Reduced time-tabling arrangements

Release time to attend centre-based courses.

No help

Any other (please specify)

20. How often are you released for centre-based activities?

Once every week

Twice a week

Any other (please specify)

21. How far is the centre from your school?

Within a few minutes walk

Within a few minutes on the bus

It is a long way off

Any other (please specify)

22. How do you consider the release time you spend on in-service activities?

Too short

Adequate

Too long

Any other (please specify)

23. How would you describe the centre-based induction programme?

Duplicates work previously done at college

Irrelevant to my needs

Relevant to my needs

Any other (please specify)

24. How would you describe the style and methods adopted by course lecturers in these centre-based courses?

Formal lecture type

Informal discussion style

Workshop style

Seminar form

Any other (please specify)

25. At what time of the day do you have the school-based induction courses?

During lunch break

In between lessons

In the mornings before school hours

Any time one is free, no specific time

Any other (please specify)

26. What type of courses do you engage in in the school-based programme?

Basic topics with the aim of induction into the school

Tutorials to design and co-operate individual programmes

Courses to help the probationer to relate his initial training to day to day activities in the classroom

Any other (please specify)

27. How would you describe the relevance of school-based activities to your classroom performance?

Very relevant

Not relevant at all

Some are relevant but most are not

Any other (please specify)

28. In what form are these school-based induction sessions presented?

Seminars

Workshop

Lecture

Discussion

Any other (please specify)

29. Who leads these sessions?

Professional tutor

Representatives of outside agencies

Members of staff

Any other (please specify)

30. As a form of comparison, which of the activities is more relevant to your classroom needs?

School-based

Centre-based

Not sure

Any other (please specify)

31. How would you describe the first year of teaching from the experience you have had so far?

Very difficult

Not as difficult as feared

Quite pleasurable

Not sure

Any other (please specify)

INTERVIEW SCHEDULE FOR LEADERS OR WARDENS IN-CHARGE OF CASE STUDY TEACHERS' CENTRES IN HUMBERSIDE AND NORTH YORKSHIRE

INTERVIEW WITH CENTRE LEADER OR WARDEN IN-CHARGE OF CASE STUDY TEACHERS' CENTRE

1. Sex   Male

                           Female

2. Age   20-29

                           30-39

                           40-49

                           50 and over

3. Marital Status   Single

                           Married

                           Separated

                           Divorced

4. Highest qualification held   Certificate in Education

                           B.Ed.

                           B.A.

                           B.Sc.

                           PGCE/PGDE

                           Advanced Diploma

                           Master

                           Ph. D.

5. Type and number of schools served by centre.

                           Primary

                           Secondary

                           Tertiary

                           Special Education School

                           Any other (please specify)

6. Type of centre   Multi-purpose

                           Specialist

7. Teaching experience

8. Senior post held

9. For how long have you been a centre leader or warden?

10. For how long have you been a centre leader in this centre?

11. By whom were you appointed to this post?

12. How were you selected?

13. Did you undergo any training to become a warden?

    Yes

    No

14. On what basis were you appointed?

    Permanent

    Temporary

    Full-time

    Part-time

15. Is there any constitution that governs your activities?

    Yes

    No

    Any other (please specify)

16. What is the composition of the Management or Advisory Committee which determines the overall policy of the centre?

17. What are your responsibilities and duties?

18. What is the most important aspect of your work as a centre leader or warden?

3

19. Do you have a deputy leader?   Yes

No

20. If yes, part-time or full-time?

Part-time

Full-time

21. Do you have secretarial help? Yes

No

22. If yes, part-time or full-time?

Part-time

Full-time

23. Do you have any other staff employed at the centre?

Yes

No

24. If yes, are they part-time or full-time and what are their duties?

Part-time

Full-time

25. What is the total teacher population served by your centre?

Primary

Secondary

Tertiary

Special Education

Any other (please specify)

26. Do you encourage membership from non-teachers?

                              Yes

                              No

27. Is your building specially adapted, purpose-built or unadapted?

                              Specially adapted

                              Purpose-built

                              Un-adapted

28. What in your opinion is the rationale underlying the teachers' centre movement?

29. In this particular centre, how far have you gone in realising this objective?

30. Each centre has its own distinctive flavour in the type of support it provides, what type of support would you say you concentrate on in your centre?

                              Provision of resources both soft and hardware

                              Workshop and inset education courses

                              More formal structured support for uplifting teachers' knowledge of teaching subject.

                              Any other (please specify)

31. How would you say the in-service education provided for teachers here differs from that received in colleges of Education and Universities?

                              Content

                              Orientation

                              Relevance

                              Any other (please specify)

480

5

32. What is the general orientation of courses provided?

Theoretical

Informal discussion

Workshop

Seminar

Any other (please specify)

33. How relevant are the courses provided here to the classroom needs of the teachers who attend them?

Very relevant

Not relevant

Not sure

Quite relevant

Any other (please specify)

34. What subjects do you offer on the in-service courses?

New curricula

New methodology

Classroom Organisation

Instruction in the classroom of educational equipment

Any other (please specify)

35. What type of approach do you use in instruction?

Solution - centred (using mainly "experts")

Problem-centred (diagnosing and studying problems)

A combination of both

Any other (please specify)

36. Who decides or suggests programmes of activities?

Warden ☐

Teachers ☐

LEA Inspectors ☐

LEA Advisers ☐

A joint venture of all ☐

Any other (please specify) ☐

37. What criteria are used in deciding what programmes to be mounted?

Teachers' interest ☐

Courses in current debate ☐

Schools' interest ☐

Any other (please specify) ☐

38. How are teachers' needs identified?

Questionnaire to every teacher ☐

Suggestion box at the centre ☐

Meeting of teachers' representatives ☐

Any other (please specify) ☐

39. How are centre activities made known to teachers?

Termly brochures sent to Head ☐

Posters sent to schools ☐

Centres newsletter sent to schools ☐

Any other (please specify) ☐

40. How closely linked are you with schools in your area?

Very closely linked ☐

Not too close ☐

Not sure ☐

Any other (please specify) ☐

41. Do you help in running any school-focussed activities
in your area?

                              Yes

                              No

42. *If yes*, what kind and in what schools?

43. *If no*, why not?

44. At what time of day are centre courses held?

                         During school hours

                         After school hours

                         Both during and after

                         Any other (please specify)

43. How far do teachers have to travel to engage in centre activities?

                         Not far

                         Quite far

                         Don't know

                         Any other (please specify)

46. How often do teachers use the centre?

                         Very often

                         Very rarely

                         Occasionally

                         Any other (please specify)

47. What problems do you think deter teachers from attending centre courses or activities?

Distance to and from centre   ☐

Timing of courses   ☐

Irrelevance of courses   ☐

Family commitments   ☐

Any other (please specify)   ☐

48. What in your opinion do you think can be done to attract more teachers?

49. Are teachers' expertise drawn upon as professionals to lead sessions?

Yes   ☐

No   ☐

50. Do you draw on the expertise of outside 'experts' such as:

College Lecturers   ☐

Inspectors   ☐

Advisers   ☐

Any others (please specify)   ☐

No   ☐

51. Is the programme of courses, workshops and other types of resources flexible enough to deal with any immediate unexpected problem that might arise?

Yes   ☐

No   ☐

52. How generous is the LEA in providing funds for the running of the centre?

Quite generous   ☐

Not generous at all   ☐

Any other (please specify)   ☐

53. Apart from the LEA, do you have any additional funds in running the centre such as from:

Voluntary organisations

Sale of goods from centre

Fees charged to teachers

Any other (please specify)

54. Would you say the Teachers' Centre Movement has succeeded in providing the kind of in-service education and training as envisaged by its proponents, for example in the provision of more local, relevant and practical courses?

Yes

No

Not sure

Any other (please specify)

55. As a warden or centre leader running the centre what major problems do you encounter and how do you think they can be solved?

56. Would you say the benefits teachers derive form this centre justify the amount of money spent in running it?

Yes

No

Don't know

Not sure

Any other (please specify)

57. What advice have you got for an educational community that has not got a teachers centre?

parrot

APPENDIX 21

INTERVIEW SCHEDULE FOR CHIEF ADVISERS OF

IN-SERVICE EDUCATION IN CASE STUDY AREAS

INTERVIEW WITH LEA STAFF ON FUNDING OF:

a) TEACHERS' CENTRES
b) SCHOOL-FOCUSSED IN-SERVICE EDUCATION AND TRAINING
c) AND THE INDUCTION YEAR COURSES IN THE CASE STUDY LOCAL EDUCATION AUTHORITY AREA.

1. Does the LEA get any form of grant from central government to help run its in-service activities or is the LEA solely responsible for all financial costs?

2. What are the major items incurred in establishing a Teachers' Centre and the running costs involved in the day to day operation and maintenance of the centre?

3. Is there any charge for teachers attending Teachers' Centre Courses and activities?

   If yes, at what rate?

4. Are there any attempts by centres to raise money through sale of goods and or services at the centre, such as teaching aids, photocopying audio-visual items etc?

5. How many Teahcers' Centres do you run in this LEA?

6. How do you justify spending so much money on running teachers centres?

7. What are the financial implications of running induction programmes for newly appointed probationer teachers in your LEA?

8. Are centre-based induction courses based in teachers centres or in specially built professional centres as partially recommended by the James Report?

9. On what basis is the professional tutor paid?

10. How much financial assistance and support do you give to schools with school-focussed in-service activities in your authority?

11. Would you say it is worthwhile financially for each school to have its own in-service education and training programme?

12. On the whole, how much financial strain would you say these three forms of in-service provision are exerting on the LEA's purse?

13. Where do you think the future of these three forms of in-service provision lie in the light of the present economic crisis?

APPENDIX 3

ADDITIONAL TABLES

APPENDIX 3A

TABLE 62

AN ITEM BY ITEM ANALYSIS OF THE OPINIONS OF EDUCATIONISTS IN THE RIVERS STATE OF NIGERIA WHO EXPRESSED AGREEMENT OR DISAGREEMENT ON ASPECTS OF IN-SERVICE EDUCATION AND TRAINING FOR TEACHERS

STATEMENT No.	STATEMENTS	NUMBER OF SUBJECTS = 62 RESPONSE MODE					MEAN	MODE	MEDIAN	S.D.
		STRONGLY AGREE N %	AGREE N %	DON'T KNOW N %	DISAGREE N %	STRONGLY DISAGREE N %				
1	It would be beneficial to have some form of in-service education and training within the school for members of staff.	37 59.7%	19 30.6%	0 0.0%	3 4.8%	3 4.8%	+4.35	5	4.66	1.057
2	There are some general school problems (e.g. discipline) which could be dealt with by in-service activities for the whole staff.	14 22.6%	34 54.8%	4 6.5%	10 16.1%	0 0.0%	+3.84	4	4.00	0.86
3	Such school focused/based in-service activities have a major role to play in the professional life of the teacher. Without them, the quality of education provision is lower than it should be.	17 27.4%	24 38.7%	5 8.1%	11 17.7%	5 8.1%	+3.60	4	3.92	1.27
4	Every teacher in school has something to offer to, and something to learn from his/her colleagues.	36 58.1%	24 38.7%	0 0.0%	0 0.0%	2 3.2%	+4.48	5	4.64	0.81
5	Every school has its own peculiar problems and such inherent problems could be solved only by setting up in-service education for the teachers of that particular school.	12 19.4%	22 35.5%	0 0.0%	26 41.9%	2 3.2%	50/50 3.26	2	3.64	1.28
6	Teachers need more opportunities to see how other teachers teach.	15 24.2%	41 66.1%	1 1.6%	3 4.8%	2 3.2%	+4.03	4	4.11	0.87
7	The major agent in any school capable of bringing about school focused/based in-service teacher education and training is the head teacher.	11 17.7%	33 53.2%	3 4.8%	12 19.4%	3 4.8%	+3.60	4	3.99	1.14
8	To make sure that every teacher benefits from such activities, there should be some degree of compulsion on the part of teachers to attend.	15 24.2%	34 54.8%	4 6.5%	8 12.9%	1 1.6%	+3.87	4	4.03	0.98
9	Teachers are the best people as professionals to discuss their own professional advancement.	24 38.7%	29 46.8%	0 0.0%	5 8.1%	4 6.5%	+4.03	4	4.26	1.15
10	Teachers would benefit from colleagues other than those in their own schools discussing professional matters with them.	18 29.0%	35 56.5%	2 3.2%	7 11.3%	0 0.0%	+4.03	4	4.13	0.89
11	Teachers need to meet periodically to discuss such topics as recent educational developments or other important publications relating to their profession.	33 53.2%	27 43.5%	0 0.0%	1 1.6%	1 1.6%	+4.45	5	4.56	0.74
12	There is thus a need for teachers to get together in a neutral location and atmosphere feeling free to expose their weaknesses and strengths in a mutual search for improvement.	28 45.2%	31 50.0%	0 0.0%	2 3.2%	1 1.6%	+4.34	4	4.40	0.79
13	Teachers will feel freer and more relaxed to explore new techniques, improvise equipment for the classroom and exchange ideas in workshop situations staffed by their own colleagues.	14 22.6%	39 62.9%	2 3.2%	5 8.1%	2 3.2%	+3.94	4	4.06	0.94
14	Such a neutral meeting place for teachers if it exists, would improve teachers' professional growth in a positive and constructive way.	21 33.9%	37 59.7%	1 1.6%	2 3.2%	1 1.6%	+4.21	4	4.23	0.77
15	A newly trained teacher will inevitably meet problems in settling down during the first year of teaching.	28 45.2%	29 46.8%	1 1.6%	4 6.5%	0 0.0%	+4.31	4	4.40	0.80
16	Newly trained teachers therefore need structured guidance and support in order to be able to carry out their job effectively.	20 32.3%	37 59.7%	0 0.0%	3 4.8%	2 3.2%	+4.13	4	4.21	0.90
17	Such newly trained teachers should be systematically and properly inducted not only into the school itself but also into the teaching profession in general.	19 30.6%	36 58.1%	1 1.6%	3 4.8%	3 4.8%	+4.05	4	4.17	0.98
18	It would be easier for a new teacher to know that an experienced teacher has been designated to take care of him/her and to whom to turn to for help.	14 22.6%	36 58.1%	2 3.2%	9 14.5%	1 1.6%	+3.86	4	4.03	0.99
19	There should be a planned programme in every school which is specifically geared towards the care of the newly trained teacher.	9 14.5%	41 66.1%	1 1.6%	8 12.9%	3 4.8%	+3.73	4	3.96	1.03
20	It is the duty of the principal or headmaster to initiate such a scheme for newly trained teachers and appoint the appropriate member of staff for the care of these new teachers.	6 9.7%	40 64.5%	6 9.7%	9 14.5%	1 1.6%	+3.66	4	3.88	0.90

INTERPRETATION OF MEAN SCORES

STRONGLY AGREE	5++
AGREE	4+
DON'T KNOW	3****
DISAGREE	2**
STRONGLY DISAGREE	1*

The higher the mean scores the greater the perceived agreement with the statement.

TABLE 63

AN ITEM BY ITEM COMPARISON OF THE OPINIONS OF EDUCATIONISTS IN THE RIVERS STATE OF NIGERIA WHO EXPRESSED AGREEMENT OR DISAGREEMENT ON ASPECTS OF IN-SERVICE EDUCATION AND TRAINING FOR TEACHERS

STATEMENT No.	STATEMENTS	RESPONSE MODE	COMPREHENSIVE TEACHERS = 29 (Boys' School) No.	%	HOLY ROSARY TEACHERS = 13 (Girls' School) No.	%	COLLEGE OF EDUCATION LECTURERS = 11 No.	%	MINISTRY OF EDUCATION INSPECTORS = 6 No.	%	PRINCIPALS OF SECONDARY SCHOOLS = 3 No.	%	CHI-SQUARE (X²)
1	It would be beneficial to have some form of in-service education and training within the school for members of staff.	STRONGLY AGREE	19	65.5	9	69.2	4	36.4	4	66.7	1	33.3	11.897
		AGREE	8	27.6	2	15.4	6	54.5	1	16.7	2	66.7	12 d.f. +
		DON'T KNOW	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	p>0.4540
		DISAGREE	0	0.0	1	7.7	1	9.1	1	16.7	0	0.0	
		STRONGLY DISAGREE	2	6.9	1	7.7	0	0.0	0	0.0	0	0.0	
2	There are some general school problems (e.g. discipline) which could be dealt with by in-service activities for the whole staff.	STRONGLY AGREE	4	13.8	6	46.2	2	18.2	2	33.3	0	0.0	11.814
		AGREE	18	62.1	5	38.5	5	45.5	3	50.0	3	100.0	12 d.f. +
		DON'T KNOW	2	6.9	0	0.0	2	18.2	0	0.0	0	0.0	p>0.4607
		DISAGREE	5	17.2	2	15.4	2	18.2	1	16.7	0	0.0	
		STRONGLY DISAGREE	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
3	Such school focused/based in-service activities have a major role to play in the professional life of the teacher. Without them the quality of education provision is lower than it should be.	STRONGLY AGREE	5	17.2	5	38.5	3	27.3	4	66.7	0	0.0	15.005
		AGREE	12	41.4	5	38.5	3	27.3	1	16.7	3	100.0	16 d.f. +
		DON'T KNOW	2	6.9	1	7.7	2	18.2	0	0.0	0	0.0	p>0.5242
		DISAGREE	7	24.1	1	7.7	2	18.2	1	16.7	0	0.0	
		STRONGLY DISAGREE	3	10.3	1	7.7	1	9.1	0	0.0	0	0.0	
4	Every teacher in school has something to offer to, and something to learn from his or her colleagues.	STRONGLY AGREE	18	62.1	7	53.8	8	72.7	3	50.0	0	0.0	8.720
		AGREE	9	31.0	6	46.2	3	27.3	3	50.0	3	100.0	8 d.f. +
		DON'T KNOW	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	p>0.3664
		DISAGREE	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
		STRONGLY DISAGREE	2	6.9	0	0.0	0	0.0	0	0.0	0	0.0	
5	Every school has its own peculiar problems and such inherent problems could be solved only by setting up in-service education for the teachers of that particular school.	STRONGLY AGREE	6	20.7	4	30.8	2	18.2	0	0.0	0	0.0	10.613
		AGREE	12	41.4	3	23.1	4	36.4	3	50.0	0	0.0	12 d.f. +
		DON'T KNOW	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	p>0.5623
		DISAGREE	9	31.0	6	46.2	5	45.5	3	50.0	3	100.0	
		STRONGLY DISAGREE	2	6.9	0	0.0	0	0.0	0	0.0	0	0.0	
6	Teachers need more opportunities to see how other teachers teach.	STRONGLY AGREE	5	17.2	7	53.8	1	9.1	2	33.3	0	0.0	22.749
		AGREE	21	72.4	3	23.1	10	90.9	4	66.7	3	100.0	16 d.f. +
		DON'T KNOW	0	0.0	1	7.7	0	0.0	0	0.0	0	0.0	p>0.1206
		DISAGREE	1	3.4	2	15.4	0	0.0	0	0.0	0	0.0	
		STRONGLY DISAGREE	2	6.9	0	0.0	0	0.0	0	0.0	0	0.0	
7	The major agent in any school capable of bringing about school focused/based in-service teacher education and training is the head teacher.	STRONGLY AGREE	4	13.8	5	38.5	2	18.2	0	0.0	0	0.0	13.931
		AGREE	16	55.2	4	30.8	5	45.5	5	83.3	3	100.0	16 d.f. +
		DON'T KNOW	2	6.9	1	7.7	0	0.0	0	0.0	0	0.0	p>0.6038
		DISAGREE	5	17.2	2	15.4	4	36.4	1	16.7	0	0.0	
		STRONGLY DISAGREE	2	6.9	1	7.7	0	0.0	0	0.0	0	0.0	
8	To make sure that every teacher benefits from such activities there should be some degree of compulsion on the part of teachers to attend	STRONGLY AGREE	5	17.2	6	46.2	2	18.2	2	33.3	0	0.0	17.337
		AGREE	15	51.7	5	38.5	7	63.6	4	66.7	3	100.0	16 d.f. +
		DON'T KNOW	4	13.8	0	0.0	0	0.0	0	0.0	0	0.0	p>0.3641
		DISAGREE	5	17.2	2	15.4	1	9.1	0	0.0	0	0.0	
		STRONGLY DISAGREE	0	0.0	0	0.0	1	9.1	0	0.0	0	0.0	
9	Teachers are the best people as professionals to discuss their own professional advancement.	STRONGLY AGREE	9	31.0	6	46.2	4	36.4	5	83.3	0	0.0	11.416
		AGREE	16	55.2	4	30.8	5	45.5	1	16.7	3	100.0	12 d.f. +
		DON'T KNOW	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	p>0.4936
		DISAGREE	2	6.9	2	15.1	1	9.1	0	0.0	0	0.0	
		STRONGLY DISAGREE	2	6.9	1	7.7	1	9.1	0	0.0	0	0.0	
10	Teachers would benefit from colleagues other than those in their own schools discussing professional matters with them.	STRONGLY AGREE	5	17.2	5	38.5	6	54.5	2	33.3	0	0.0	11.159
		AGREE	19	65.5	5	38.5	5	45.5	3	50.0	3	100.0	12 d.f. +
		DON'T KNOW	1	3.4	1	7.7	0	0.0	0	0.0	0	0.0	p>0.5153
		DISAGREE	4	13.8	2	15.4	0	0.0	1	16.7	0	0.0	
		STRONGLY DISAGREE	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	

NUMBER OF SUBJECTS N = 62

STATEMENT No.	STATEMENTS	RESPONSE MODE	COMPREHENSIVE TEACHERS = 29 (Boys' School) No.	%	HOLY ROSARY TEACHERS = 13 (Girls' School) No.	%	COLLEGE OF EDUCATION LECTURERS = 11 No.	%	MINISTRY OF EDUCATION INSPECTORS = 6 No.	%	PRINCIPALS OF SECONDARY SCHOOLS = 3 No.	%	CHI-SQUARE (X^2)
11	Teachers need to meet periodically to discuss such topics as recent educational development or other important publications relating to their profession.	STRONGLY AGREE	16	55.2	7	53.8	4	36.4	5	83.3	1	33.3	9.252
		AGREE	12	41.4	5	38.5	7	63.6	1	16.7	2	66.7	12 d.f. +
		DON'T KNOW	0	0.0	1	7.7	0	0.0	0	0.0	0	0.0	$p > 0.6812$
		DISAGREE	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
		STRONGLY DISAGREE	1	3.4	0	0.0	0	0.0	0	0.0	0	0.0	
12	There is thus a need for teachers to get together in a neutral location and atmosphere feeling free to expose their weaknesses and strengths in a mutual search for improvement.	STRONGLY AGREE	12	41.4	4	30.8	7	63.6	5	83.3	0	0.0	11.007
		AGREE	15	51.7	8	61.5	4	36.4	1	16.7	3	100.0	12 d.f. +
		DON'T KNOW	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	$p > 0.5283$
		DISAGREE	1	3.4	1	7.7	0	0.0	0	0.0	0	0.0	
		STRONGLY DISAGREE	1	3.4	0	0.0	0	0.0	0	0.0	0	0.0	
13	Teachers will feel free and more relaxed to explore new techniques, improvise equipment for the classroom and exchange ideas in workshop situations staffed by their own colleagues.	STRONGLY AGREE	5	17.2	3	23.1	4	36.4	2	33.3	0	0.0	11.869
		AGREE	9	65.5	8	61.5	6	54.5	4	66.7	2	66.7	16 d.f. +
		DON'T KNOW	0	0.0	1	7.7	1	9.1	0	0.0	0	0.0	$p > 0.7529$
		DISAGREE	3	10.3	1	7.7	0	0.0	0	0.0	1	33.3	
		STRONGLY DISAGREE	2	6.9	0	0.0	0	0.0	0	0.0	0	0.0	
14	Such a neutral meeting place for teachers if it exists, would improve teachers' professional growth in a positive and constructive way.	STRONGLY AGREE	10	34.5	4	30.8	4	36.4	3	50.0	0	0.0	8.917
		AGREE	17	58.6	7	53.8	7	63.6	3	50.0	3	100.0	16 d.f. +
		DON'T KNOW	0	0.0	1	7.7	0	0.0	0	0.0	0	0.0	$p > 0.9168$
		DISAGREE	1	3.4	1	7.7	0	0.0	0	0.0	0	0.0	
		STRONGLY DISAGREE	1	3.4	0	0.0	0	0.0	0	0.0	0	0.0	
15	A newly trained teacher will inevitably meet problems in settling down during the first year of teaching.	STRONGLY AGREE	12	41.4	7	53.8	4	36.4	3	50.0	2	66.7	14.448
		AGREE	15	51.7	6	46.2	5	45.5	2	33.3	1	33.3	12 d.f. +
		DON'T KNOW	0	0.0	0	0.0	0	0.0	1	16.7	0	0.0	$p > 0.2730$
		DISAGREE	2	6.9	0	0.0	2	18.2	0	0.0	0	0.0	
		STRONGLY DISAGREE	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
16	Newly trained teachers therefore need structured guidance and support in order to be able to carry out their job effectively.	STRONGLY AGREE	11	37.9	6	46.2	2	18.2	1	16.7	0	0.0	11.314
		AGREE	15	51.7	6	46.2	9	81.8	4	66.7	3	100.0	12 d.f. +
		DON'T KNOW	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	$p > 0.5021$
		DISAGREE	2	6.9	1	7.7	0	0.0	0	0.0	0	0.0	
		STRONGLY DISAGREE	1	3.4	0	0.0	0	0.0	1	16.7	0	0.0	
17	Such newly trained teachers should be systematically and properly inducted not only into the school itself but also into the teaching profession in general.	STRONGLY AGREE	9	31.0	5	38.5	2	18.2	3	50.0	0	0.0	10.114
		AGREE	16	55.2	7	53.8	8	72.7	2	33.3	3	100.0	16 d.f. +
		DON'T KNOW	1	3.4	0	0.0	0	0.0	0	0.0	0	0.0	$p > 0.8606$
		DISAGREE	1	3.4	1	7.7	1	9.1	0	0.0	0	0.0	
		STRONGLY DISAGREE	2	6.9	0	0.0	0	0.0	1	16.7	0	0.0	
18	It would be easier for a new teacher to know that an experienced teacher has been designated to take care of him/her and to whom to turn to for help.	STRONGLY AGREE	9	31.0	3	23.1	1	9.1	1	16.7	0	0.0	22.478
		AGREE	15	51.7	9	69.2	6	54.5	3	50.0	3	100.0	16 d.f. +
		DON'T KNOW	0	0.0	0	0.0	1	9.1	1	16.7	0	0.0	$p > 0.1284$
		DISAGREE	5	17.2	1	7.7	3	27.3	0	0.0	0	0.0	
		STRONGLY DISAGREE	0	0.0	0	0.0	0	0.0	1	16.7	0	0.0	
19	There should be a planned programme in every school which is specifically geared towards the care of the newly trained teacher.	STRONGLY AGREE	6	20.7	1	7.7	2	18.2	0	0.0	0	0.0	16.953
		AGREE	20	69.0	8	61.5	5	45.5	5	83.3	3	100.0	16 d.f. +
		DON'T KNOW	1	3.4	0	0.0	0	0.0	0	0.0	0	0.0	$p > 0.3886$
		DISAGREE	1	3.4	3	23.1	4	36.4	0	0.0	0	0.0	
		STRONGLY DISAGREE	1	3.4	1	7.7	0	0.0	1	16.7	0	0.0	
20	It is the duty of the principal or headmaster to initiate such a scheme for newly trained teachers and appoint the appropriate member of staff for the care of these new teachers.	STRONGLY AGREE	3	10.3	1	7.7	2	18.2	0	0.0	0	0.0	12.390
		AGREE	21	72.4	6	46.2	6	54.5	4	66.7	3	100.0	16 d.f. +
		DON'T KNOW	3	10.3	2	15.4	1	9.1	0	0.0	0	0.0	$p > 0.7167$
		DISAGREE	2	6.9	3	23.1	2	18.2	2	33.3	0	0.0	
		STRONGLY DISAGREE	0	0.0	1	7.7	0	0.0	0	0.0	0	0.0	

SIGNIFICANT LEVELS (Probability)

CHI-SQUARE (X^2)
* p 0.01 (1%)
** p 0.05 (5%)
+ Not Significant

APPENDIX 3B

TABLE 64

CROSSTABULATION OF QUESTIONS BY SEX OF RESPONDENTS

QUESTIONS	RESPONSE RUBRIC	SEX CATEGORIES		RESULTS	KEY
		MALE	FEMALE		
1. Advocates for teachers' centres stress that the kind of learning teachers need and want to do can best occur in an atmosphere which is inviting, hospitable, suppotive and non-evaluative. How much do you agree with this?	1	30 (62.5)	62 (53.4)	CHI-SQUARE (X^2) = 1.43591 D.F. = 3 SIGNIFICANCE = p > 0.6971 = 69% t	RESPONSE RUBRIC 1 = AGREE VERY STRONGLY 2 = AGREE STRONGLY 3 = DON'T KNOW 4 = DISAGREE 5 = DISAGREE STRONGLY Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages
	2	17 (35.4)	50 (43.1)		
	3	1 (2.1)	3 (2.6)		
	4	–	1 (0.9)		
	5	–	–		
	COLUMN TOTAL and %	48 (29.3)	116 (70.7)		
2. Has this teachers' centre provided this opportunity for you?	1	40 (83.3)	103 (88.8)	CHI-SQUARE (X^2) = 2.93063 D.F. = 3 SIGNIFICANCE = p > 0.4024 = 40% t	RESPONSE RUBRIC 1 = YES 2 = NO 3 = NOT SURE 4 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	3 (6.3)	2 (1.7)		
	3	5 (10.4)	10 (8.6)		
	4	–	1 (0.9)		
	COLUMN TOTAL and %	48 (29.3)	116 (70.7)		
3. How often do you come to the centre?	1	–	1 (0.9)	CHI-SQUARE (X^2) = 5.71340 D.F. = 5 SIGNIFICANCE = p > 0.3351 = 33% t	RESPONSE RUBRIC 1 = EVERYDAY 2 = APPROX. ONCE EVERY WEEK 3 = ONCE EVERY MONTH 4 = ONCE EVERY TERM 5 = ONCE EVERY YEAR 6 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	8 (16.7)	17 (14.7)		
	3	31 (64.6)	59 (50.9)		
	4	3 (6.3)	18 (15.5)		
	5	–	4 (3.4)		
	6	6 (12.5)	17 (14.7)		
	COLUMN TOTAL and %	48 (29.3)	116 (70.7)		
4. How long do you stay on each visit?	1	1 (2.1)	3 (2.6)	CHI-SQUARE (X^2) = 3.78800 D.F. = 4 SIGNIFICANCE = p > 0.4355 = 43% t	RESPONSE RUBRIC 1 = HALF AN HOUR 2 = ABOUT AN HOUR 3 = 1–2 HOURS 4 = OVER 2 HOURS 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	2 (4.2)	8 (6.9)		
	3	23 (47.9)	54 (46.6)		
	4	21 (43.8)	40 (34.5)		
	5	1 (2.1)	11 (9.5)		
	COLUMN TOTAL and %	48 (29.3)	116 (70.7)		
5. For how long have you been using this centre?	1	7 (14.6)	9 (7.8)	CHI-SQUARE (X^2) = 8.22563 D.F. = 4 SIGNIFICANCE = p > 0.0837 = 8% t	RESPONSE RUBRIC 1 = UNDER 1 YEAR 2 = 1–2 YEARS 3 = 2–5 YEARS 4 = OVER 5 YEARS 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	3 (6.3)	16 (13.8)		
	3	9 '18.8)	21 (18.1)		
	4	27 (56.3)	70 (60.3)		
	5	2 (4.2)	–		
	COLUMN TOTAL and %	48 (29.3)	116 (70.7)		
6. At what time of day are most courses and activities held?	1	5 (10.4)	5 (4.3)	CHI-SQUARE (X^2) = 3.71584 D.F. = 3 SIGNIFICANCE = p > 0.2938 = 29% t	RESPONSE RUBRIC 1 = DURING SCHOOL HOURS 2 = AFTER SCHOOL HOURS 3 = SOME DURING AND OTHERS AFTER 4 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	19 (39.6)	42 (36.2)		
	3	24 (50.0)	66 (56.9)		
	4	–	3 (2.6)		
	COLUMN TOTAL and %	48 (29.3)	116 (70.7)		

QUESTIONS	RESPONSE RUBRIC	SEX CATEGORIES		RESULTS	KEY
		MALE	FEMALE		
7. Does the timing of the courses and activities suit you?	1	22 (45.8)	46 (39.7)	CHI-SQUARE (X^2) = 3.68556 D.F. = 3 SIGNIFICANCE = p > 0.2975 = 29% t	RESPONSE RUBRIC 1 = YES 2 = NO 3 = SOMETIMES 4 = UNDECIDED Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	4 (8.3)	4 (3.4)		
	3	22 (45.8)	63 (54.3)		
	4	–	3 (2.6)		
	COLUMN TOTAL and %	48 (29.3)	116 (70.7)		
8. How difficult is it for you to attend courses taking place during school hours?	1	11 (22.9)	29 (25.0)	CHI-SQUARE (X^2) = 2.90964 D.F. = 4 SIGNIFICANCE = p > 0.5731 = 57% t	RESPONSE RUBRIC 1 = EASY 2 = FAIRLY EASY 3 = DIFFICULT 4 = IMPOSSIBLE 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	19 (39.6)	53 (45.7)		
	3	18 (37.5)	31 (26.7)		
	4	–	2 (1.7)		
	5	–	1 (0.9)		
	COLUMN TOTAL and %	48 (29.3)	116 (70.7)		
9. Is there a planned programme in your school enabling teachers to attend centre activities?	1	13 (27.1)	27 (23.3)	CHI-SQUARE (X^2) = 4.91223 D.F. = 2 SIGNIFICANCE = p > 0.0858 = 8% t	RESPONSE RUBRIC 1 = YES 2 = NO 3 = DON'T KNOW Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	35 (72.9)	78 (67.2)		
	3	–	11 (9.5)		
	COLUMN TOTAL and %	48 (29.3)	116 (70.7)		
10. How do you like the idea of non-teachers (e.g. parents, youth clubs) attending teachers' centre activities?	1	8 (16.7)	12 (10.3)	CHI-SQUARE (X^2) = 4.53251 D.F. = 4 SIGNIFICANCE = p > 0.3387 = 33% t	RESPONSE RUBRIC 1 = STRONGLY AGREE 2 = AGREE 3 = UNCONCERNED 4 = DISAGREE 5 = STRONGLY DISAGREE Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	12 (25.0)	25 (21.6)		
	3	19 (39.6)	58 (50.0)		
	4	8 (16.7)	21 (18.1)		
	5	1 (2.1)	–		
	COLUMN TOTAL and %	48 (29.3)	116 (70.7)		
11. Which of the following services offered by the teachers' centre do you use most?	1	44 (91.7)	107 (92.2)	CHI-SQUARE (X^2) = 1.31587 D.F. = 4 SIGNIFICANCE = p > 0.8567 = 85% t	RESPONSE RUBRIC 1 = PROFESSIONAL DEVELOPMENT OF TEACHERS THROUGH IN-SERVICE EDUCATION 2 = SUPPORT SERVICES FOR TEACHERS USING RESOURCES, TECHNICAL SERVICES AND EQUIPMENT 3 = THE ACQUISITION, PRODUCTION AND DISTRIBUTION OF TEACHING RESOURCES 4 = SOCIAL AND RECREATIONAL SERVICES FOR TEACHERS 5 = COMMUNITY INVOLVEMENT IN EDUCATION 6 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	3 (6.3)	6 (5.2)		
	3	–	1 (0.9)		
	4	–	1 (0.9)		
	5	–	–		
	6	1 (2.1)	1 (0.9)		
	COLUMN TOTAL and %	48 (29.3)	116 (70.7)		

QUESTIONS	RESPONSE RUBRIC	SEX CATEGORIES		RESULTS	KEY
		MALE	FEMALE		
12. What is the general mode or style of activities?	1	6 (12.5)	20 (17.2)	CHI-SQUARE (X^2) = 3.68477 D.F. = 4 SIGNIFICANCE = 0.4503 = 45% t	RESPONSE RUBRIC 1 = WORKSHOPS 2 = SEMINAR FORM 3 = FORMAL LECTURE STYLE 4 = A COMBINATION OF ALL THE ABOVE 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	1 (2.1)	5 (4.3)		
	3	2 (4.2)	3 (2.6)		
	4	38 (79.2)	88 (75.9)		
	5	1 (2.1)	–		
	COLUMN TOTAL and %	48 (29.3)	116 (70.7)		
13. What type of activities do you like best in the in-service education programme?	1	28 (58.3)	60 (51.7)	CHI-SQUARE (X^2) = 7.82454 D.F. = 7 SIGNIFICANCE = p > 0.3483 = 34% t	RESPONSE RUBRIC 1 = WORKSHOPS 2 = WORKING PARTIES 3 = FORMAL LECTURES 4 = COURSES 5 = CONFERENCES 6 = SUMMER SCHOOLS 7 = ANY OTHER 8 = DON'T KNOW Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	7 (14.6)	8 (6.9)		
	3	3 (6.3)	11 (9.5)		
	4	8 (16.7)	32 (27.6)		
	5	–	1 (0.9)		
	6	1 (2.1)	–		
	7	1 (2.1)	3 (2.6)		
	8	–	1 (0.9)		
	COLUMN TOTAL and %	48 (29.3)	116 (70.7)		
14. How relevant are the in-service activities to your daily work in the classroom?	1	14 (29.2)	48 (41.4)	CHI-SQUARE (X^2) = 2.21313 D.F. = 2 SIGNIFICANCE = p > 0.3307 = 33% t	RESPONSE RUBRIC 1 = VERY RELEVANT 2 = RELEVANT 3 = IRRELEVANT 4 = NOT SURE 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	31 (64.6)	61 (52.6)		
	3	–	–		
	4	3 (6.3)	7 (6.0)		
	5	–	–		
	COLUMN TOTAL and %	48 (29.3)	116 (70.7)		
15. Who decides which courses or activities to be run?	1	6 (12.5)	7 (6.0)	CHI-SQUARE (X^2) = 8.06098 D.F. = 5 SIGNIFICANCE = p > 0.1529 = 15% t	RESPONSE RUBRIC 1 = WARDEN 2 = TEACHERS 3 = JOINT DECISION BETWEEN TEACHERS AND WARDEN 4 = LEA STAFF 5 = DON'T KNOW 6 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	1 (2.1)	1 (0.9)		
	3	23 (47.9)	50 (43.1)		
	4	8 (16.7)	11 (9.5)		
	5	9 (18.8)	45 (38.8)		
	6	1 (2.1)	2 (1.7)		
	COLUMN TOTAL and %	48 (29.3)	116 (70.7)		
16. Are you involved in the decision-making process of this teachers' centre?	1	11 (22.9)	16 (13.8)	CHI-SQUARE (X^2) = 4.78349 D.F. = 2 SIGNIFICANCE = p > 0.0915 = 9% t	RESPONSE RUBRIC 1 = YES 2 = NO 3 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	34 (70.8)	98 (84.5)		
	3	3 (6.3)	2 (1.7)		
	COLUMN TOTAL and %	48 (29.3)	116 (70.7)		
17. Is your expertise as a professional ever utilised to act as leader of workshops, working parties or courses?	1	–	–	CHI-SQUARE (X^2) = 4.61774 D.F. = 2 SIGNIFICANCE = p > 0.0994 = 9% t	RESPONSE RUBRIC 1 = YES – ALWAYS 2 = YES – SOMETIMES 3 = NEVER 4 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	21 (43.8)	37 (31.9)		
	3	25 (52.1)	78 (67.2)		
	4	2 (4.2)	1 (0.9)		
	COLUMN TOTAL and %	48 (29.3)	116 (70.7)		

QUESTIONS	RESPONSE RUBRIC	SEX CATEGORIES		RESULTS	KEY
		MALE	FEMALE		
18. Who do you think has the greatest influence on centre activities?	1	15 (31.3)	34 (29.3)	CHI-SQUARE (X²) = 17.32957 D.F. = 4 SIGNIFICANCE = p > 0.0017 = 0.1% *	RESPONSE RUBRIC 1 = WARDEN (CENTRE LEADER) 2 = LEA ADVISER 3 = TEACHERS 4 = DON'T KNOW 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	17 (35.4)	16 (13.8)		
	3	11 (22.9)	34 (29.3)		
	4	3 (6.3)	31 (26.7)		
	5	2 (4.2)	1 (0.9)		
	COLUMN TOTAL and %	48 (29.3)	116 (70.7)		
19. How were you first made aware of activities at this centre?	1	4 (8.3)	8 (6.9)	CHI-SQUARE (X²) = 6.40895 D.F. = 4 SIGNIFICANCE = p > 0.1706 = 17% t	RESPONSE RUBRIC 1 = THROUGH LEA ADVISER 2 = THROUGH THE PROFESSIONAL TUTOR IN MY SCHOOL 3 = THROUGH A COLLEAGUE 4 = THROUGH A CIRCULAR SENT BY THE WARDEN TO SCHOOLS 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	3 (6.3)	2 (1.7)		
	3	9 (18.8)	11 (9.5)		
	4	29 (60.4)	90 (77.6)		
	5	3 (6.3)	5 (4.3)		
	COLUMN TOTAL and %	48 (29.3)	116 (70.7)		
20. How easily do you think you could obtain access to the various activities and services elsewhere?	1	–	4 (3.4)	CHI-SQUARE (X²) = 3.06469 D.F. = 4 SIGNIFICANCE = p > 0.5471 = 54% t	RESPONSE RUBRIC 1 = VERY EASILY 2 = EASILY 3 = DIFFICULT 4 = IMPOSSIBLE 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	10 (20.8)	17 (14.7)		
	3	37 (77.1)	90 (77.6)		
	4	1 (2.1)	4 (3.4)		
	5	–	1 (0.9)		
	COLUMN TOTAL and %	48 (29.3)	116 (70.7)		
21. What would you miss most if the centre were not there?	1	–	1 (0.9)	CHI-SQUARE (X²) = 2.33287 D.F. = 4 SIGNIFICANCE = p > 0.6748 = 67% t	RESPONSE RUBRIC 1 = NOTHING 2 = EQUIPMENT AND RESOURCES 3 = MEETING OTHER TEACHERS IN SOCIAL ATMOSPHERE 4 = ADVICE AND SUPPORT RECEIVED FROM CENTRE STAFF 5 = OPPORTUNITY TO HAVE PROFESSIONAL DEVELOPMENT 6 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	3 (6.3)	6 (5.2)		
	3	7 (14.6)	9 (7.8)		
	4	2 (4.2)	6 (5.2)		
	5	36 (75.0)	94 (81.0)		
	6	–	–		
	COLUMN TOTAL and %	48 (29.3)	116 (70.7)		

KEY: D.F. = Degrees of Freedom
      t   = Not Significant at the 5% level
      *   = Significant at the 5% level

TABLE   65

CROSSTABULATION OF QUESTIONS BY AGE CATEGORIES OF RESPONDENTS

QUESTIONS	RESPONSE RUBRIC	AGE CATEGORIES							RESULTS	KEY
		20 – 25	26 – 30	31 – 35	36 – 40	41 – 45	46 – 50	Over 50		
1. Advocates for teachers' centres stress that the kind of learning teachers need and want to do can best occur in an atmosphere which is inviting, hospitable, supportive and non-evaluative. How much do you agree with this?	1	3 (37.5)	7 (63.6)	25 (69.4)	22 (47.8)	10 (41.7)	19 (65.5)	6 (60.0)	CHI-SQUARE (X^2) = 21.84960 D.F. = 18 SIGNIFICANCE = p > 0.2387 = 23% t	RESPONSE RUBRIC 1 = AGREE VERY STRONGLY 2 = AGREE STRONGLY 3 = DON'T KNOW 4 = DISAGREE 5 = DISAGREE STRONGLY Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	5 (62.5)	3 (27.3)	11 (30.6)	24 (52.2)	12 (50.0)	8 (27.6)	4 (40.0)		
	3	–	1 (9.1)	–	–	2 (8.3)	1 (3.4)	–		
	4	–	–	–	–	–	1 (3.4)	–		
	5	–	–	–	–	–	–	–		
	COLUMN TOTAL and %	8 (4.9)	11 (6.7)	36 (22.0)	46 (28.0)	24 (14.6)	29 (17.7)	10 (6.1)		
2. Has this teachers' centre provided this opportunity for you?	1	7 (87.5)	10 (90.9)	32 (88.9)	40 (87.0)	19 (79.2)	26 (89.7)	9 (90.0)	CHI-SQUARE (X^2) = 26.35829 D.F. = 18 SIGNIFICANCE = p > 0.0918 = 9% t	RESPONSE RUBRIC 1 = YES 2 = NO 3 = NOT SURE 4 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	–	–	1 (2.8)	2 (4.3)	1 (4.2)	–	1 (10.0)		
	3	–	1 (9.1)	3 (8.3)	4 (8.7)	4 (16.7)	3 (10.3)	–		
	4	1 (12.5)	–	–	–	–	–	–		
	COLUMN TOTAL and %	8 (4.9)	11 (6.7)	36 (22.0)	46 (28.0)	24 (14.6)	29 (17.7)	10 (6.1)		
3. How often do you come to the centre?	1	–	–	–	1 (2.2)	–	–	–	CHI-SQUARE (X^2) = 37.66161 D.F. = 30 SIGNIFICANCE = p > 0.1586 = 15% t	RESPONSE RUBRIC 1 = EVERY DAY 2 = APPROX. ONCE EVERY WEEK 3 = ONCE EVERY MONTH 4 = ONCE EVERY TERM 5 = ONCE EVERY YEAR 6 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages
	2	–	1 (9.1)	10 (27.8)	6 (13.0)	5 (20.8)	3 (10.3)	–		
	3	7 (87.5)	9 (81.8)	16 (44.4)	27 (58.7)	9 (37.5)	13 (44.8)	9 (90.0)		
	4	1 (12.5)	–	4 (11.1)	7 (15.2)	6 (25.0)	3 (10.3)	–		
	5	–	–	1 (2.8)	–	1 (4.2)	1 (3.4)	1 (10.1)		
	6	–	1 (9.1)	5 (13.9)	5 (10.9)	3 (12.5)	9 (31.0)	–		
	COLUMN TOTAL and %	8 (4.9)	11 (6.7)	36 (22.0)	46 (28.0)	24 (14.6)	29 (17.7)	10 (6.1)		
4. How long do you stay on each visit?	1	–	–	–	1 (2.2)	1 (4.2)	2 (6.9)	–	CHI-SQUARE (X^2) = 18.85413 D.F. = 24 SIGNIFICANCE = p > 0.7597 = 75% t	RESPONSE RUBRIC 1 = HALF AN HOUR 2 = ABOUT AN HOUR 3 = 1–2 HOURS 4 = OVER 2 HOURS 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages
	2	–	–	3 (8.3)	4 (8.7)	–	1 (3.4)	2 (20.0)		
	3	4 (50.0)	7 (63.6)	20 (55.6)	20 (43.5)	10 (41.7)	11 (37.9)	5 (50.0)		
	4	3 (37.5)	2 (18.2)	11 (30.6)	18 (39.1)	11 (45.8)	13 (44.8)	3 (30.0)		
	5	1 (12.5)	2 (18.2)	2 (5.6)	3 (6.5)	2 (8.3)	2 (6.9)	–		
	COLUMN TOTAL and %	8 (4.9)	11 (6.7)	36 (22.0)	46 (28.0)	24 (14.6)	29 (17.7)	10 (6.1)		
5. For how long have you been using this centre?	1	2 (25.0)	1 (9.1)	4 (11.1)	5 (10.9)	–	4 (13.8)	–	CHI-SQUARE (X^2) = 51.84037 D.F. = 24 SIGNIFICANCE = p > 0.0008 = 0.08% *	RESPONSE RUBRIC 1 = UNDER ONE YEAR 2 = 1–2 YEARS 3 = 2–5 YEARS 4 = OVER 5 YEARS 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages
	2	5 (62.5)	2 (18.2)	7 (19.4)	2 (4.3)	2 (8.3)	–	1 (10.0)		
	3	1 (12.5)	5 (45.5)	6 (16.7)	6 (13.0)	7 (29.2)	4 (13.8)	1 (10.0)		
	4	–	3 (27.3)	19 (52.8)	32 (69.6)	14 (58.3)	21 (72.4)	8 (80.0)		
	5	–	–	–	1 (2.2)	1 (4.2)	–	–		
	COLUMN TOTAL and %	8 (4.9)	11 (6.7)	36 (22.0)	46 (28.0)	24 (14.6)	29 (17.7)	10 (6.1)		
6. At what time of day are most courses and activities held?	1	–	–	6 (16.7)	1 (2.2)	2 (8.3)	1 (3.4)	–	CHI-SQUARE (X^2) = 20.03419 D.F. = 18 SIGNIFICANCE = p > 0.3309 = 33% t	RESPONSE RUBRIC 1 = DURING SCHOOL HOURS 2 = AFTER SCHOOL HOURS 3 = SOME DURING AND OTHERS AFTER SCHOOL HOURS 4 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	2 (25.0)	2 (18.2)	16 (44.4)	17 (37.0)	8 (33.3)	12 (41.4)	–		
	3	6 (75.0)	9 (81.8)	14 (38.9)	26 (56.5)	13 (54.2)	16 (55.2)	–		
	4	–	–	–	2 (4.3)	1 (4.2)	–	–		
	COLUMN TOTAL and %	8 (4.9)	11 (6.7)	36 (22.0)	46 (28.0)	24 (14.6)	29 (17.7)	–		

QUESTIONS	RESPONSE RUBRIC	AGE CATEGORIES							RESULTS	KEY
		20 – 25	26 – 30	31 – 35	36 – 40	41 – 45	46 – 50	Over 50		
7. Does the timing of the courses and activities suit you?	1	4 (50.0)	2 (18.2)	15 (41.7)	21 (45.7)	13 (54.2)	8 (27.6)	5 (50.0)	CHI-SQUARE (X²) = 16.02841 D.F. = 18 SIGNIFICANCE = p > 0.5906 = 59% t	RESPONSE RUBRIC 1 = YES 2 = NO 3 = SOMETIMES 4 = UNDECIDED Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	1 (12.5)	1 (9.1)	3 (8.3)	1 (2.2)	–	2 (6.9)	–		
	3	3 (37.5)	8 (72.7)	18 (50.0)	22 (47.8)	10 (41.7)	19 (65.5)	5 (50.0)		
	4	–	–	–	2 (4.3)	1 (4.2)	–	–		
	COLUMN TOTAL and %	8 (4.9)	11 (6.7)	36 (22.0)	46 (28.0)	24 (14.6)	29 (17.7)	10 (6.1)		
8. How difficult is it for you to attend courses taking place during school hours?	1	4 (50.0)	3 (27.3)	9 (25.0)	9 (19.6)	6 (25.0)	7 (24.1)	2 (20.0)	CHI-SQUARE (X²) = 15.83822 D.F. = 24 SIGNIFICANCE = p > 0.8938 = 89% t	RESPONSE RUBRIC 1 = EASY 2 = FAIRLY EASY 3 = DIFFICULT 4 = IMPOSSIBLE 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	2 (25.0)	6 (54.5)	17 (47.2)	21 (45.7)	8 (33.7)	14 (48.3)	4 (40.0)		
	3	2 (25.0)	2 (18.2)	9 (25.0)	16 (34.8)	9 (37.5)	7 (24.1)	4 (40.0)		
	4	–	–	1 (2.8)	–	–	1 (3.4)	–		
	5	–	–	–	–	1 (4.2)	–	–		
	COLUMN TOTAL and %	8 (4.9)	11 (6.7)	36 (22.0)	46 (28.0)	24 (14.6)	29 (17.7)	10 (6.1)		
9. Is there a planned programme in your school enabling teachers to attend teachers' centre activities?	1	3 (37.5)	5 (45.5)	11 (30.6)	8 (17.4)	6 (25.0)	7 (24.1)	–	CHI-SQUARE (X²) = 11.78259 D.F. = 12 SIGNIFICANCE = p > 0.4633 = 46% t	RESPONSE RUBRIC 1 = YES 2 = NO 3 = DON'T KNOW Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages
	2	4 (50.0)	5 (45.5)	22 (61.1)	35 (76.1)	16 (66.7)	21 (72.4)	10 (100.0)		
	3	1 (12.5)	1 (9.1)	3 (8.3)	3 (6.5)	2 (8.3)	1 (3.4)	–		
	COLUMN TOTAL and %	8 (4.9)	11 (6.7)	36 (22.0)	46 (28.0)	24 (14.6)	29 (17.7)	10 (6.1)		
10. How do you like the idea of non-teachers (e.g. parents, youth clubs) attending teachers' centre activities?	1	–	2 (18.2)	8 (22.2)	5 (10.9)	3 (12.5)	1 (3.4)	1 (10.0)	CHI-SQUARE (X²) = 27.68565 D.F. = 24 SIGNIFICANCE = p > 0.2735 = 27% t	RESPONSE RUBRIC 1 = STRONGLY AGREE 2 = AGREE 3 = UNCONCERNED 4 = DISAGREE 5 = STRONGLY DISAGREE Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	–	3 (27.3)	9 (25.0)	15 (32.6)	7 (29.2)	3 (10.3)	–		
	3	7 (87.5)	5 (45.5)	11 (30.6)	18 (39.1)	10 (41.7)	19 (65.5)	7 (70.0)		
	4	1 (12.5)	1 (9.1)	8 (22.2)	7 (15.2)	4 (16.7)	6 (20.7)	2 (20.0)		
	5	–	–	–	1 (2.2)	–	–	–		
	COLUMN TOTAL and %	8 (4.9)	11 (6.7)	36 (22.0)	46 (28.0)	24 (14.6)	29 (17.7)	10 (6.1)		
11. Which of the following services offered by the teachers' centre do you use most?	1	7 (87.5)	11 (100.0)	34 (94.4)	44 (95.7)	22 (91.7)	25 (86.2)	8 (80.0)	CHI-SQUARE (X²) = 19.01978 D.F. = 24 SIGNIFICANCE = p > 0.7509 = 75% t	RESPONSE RUBRIC 1 = PROFESSIONAL DEVELOPMENT OF TEACHERS THROUGH IN-SERVICE EDUCATION. 2 = SUPPORT SERVICES FOR TEACHERS – USING RESOURCES, TECHNICAL SERVICES AND EQUIPMENT 3 = THE ACQUISITION, PRODUCTION AND DISTRIBUTION OF TEACHING RESOURCES 4 = SOCIAL AND RECREATION SERVICES FOR TEACHERS 5 = COMMUNITY INVOLVEMENT IN EDUCATION 6 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	1 (12.5)	–	2 (5.6)	1 (2.2)	2 (8.3)	1 (3.4)	2 (20.0)		
	3	–	–	–	–	–	1 (3.4)	–		
	4	–	–	–	–	–	1 (3.4)	–		
	5	–	–	–	–	–	–	–		
	6	–	–	–	–	–	1 (3.4)	–		
	COLUMN TOTAL and %	8 (4.9)	11 (6.7)	36 (22.0)	46 (28.0)	24 (14.6)	29 (17.7)	10 (6.1)		

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QUESTIONS	RESPONSE RUBRIC	AGE CATEGORIES							RESULTS	KEY
		20 – 25	26 – 30	31 – 35	36 – 40	41 – 45	46 – 50	Over 50		
12. What is the general mode or style of activities?	1	1 (12.5)	–	7 (19.4)	7 (15.2)	7 (29.2)	4 (13.8)	–	CHI-SQUARE (X^2) = 30.38288 D.F. = 24 SIGNIFICANCE = p>0.1724 = 17% t	RESPONSE RUBRIC 1 = WORKSHOPS 2 = SEMINAR FORM 3 = FORMAL LECTURE STYLE 4 = A COMBINATION OF ALL THE ABOVE 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	–	1 (9.1)	–	1 (2.2)	–	4 (13.8)	–		
	3	–	–	–	4 (8.7)	–	1 (3.4)	–		
	4	7 (78.5)	10 (90.9)	29 (80.6)	33 (71.7)	17 (70.8)	20 (69.0)	10 (100.0)		
	5	–	–	–	1 (2.2)	–	–	–		
	COLUMN TOTAL and %	8 (4.9)	11 (6.7)	36 (22.0)	46 (28.0)	24 (14.6)	29 (17.7)	10 (6.1)		
13. What type of activities do you like best in the in-service education programme?	1	4 (50.0)	6 (54.5)	19 (52.8)	29 (63.0)	11 (45.8)	15 (51.7)	4 (40.0)	CHI-SQUARE (X^2) = 30.26183 D.F. = 42 SIGNIFICANCE = p>0.9114 = 91% t	RESPONSE RUBRIC 1 = WORKSHOPS 2 = WORKING PARTIES 3 = FORMAL LECTURES 4 = COURSES 5 = CONFERENCES 6 = SUMMER SCHOOLS 7 = ANY OTHER 8 = DON'T KNOW Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	1 (12.5)	2 (18.2)	1 (2.8)	4 (8.7)	2 (8.3)	3 (10.3)	2 (20.0)		
	3	1 (12.5)	1 (9.1)	5 (13.9)	3 (6.5)	1 (4.2)	1 (3.4)	2 (20.0)		
	4	2 (25.0)	1 (9.1)	10 (27.8)	8 (17.4)	9 (37.5)	8 (27.6)	2 (20.0)		
	5	–	–	–	–	–	1 (3.4)	–		
	6	–	–	–	1 (2.2)	–	–	–		
	7	–	1 (9.1)	1 (2.8)	1 (2.2)	–	1 (3.4)	–		
	8	–	–	–	–	1 (4.2)	–	–		
	COLUMN TOTAL and %	8 (4.9)	11 (6.7)	36 (22.0)	46 (28.0)	24 (14.6)	29 (17.7)	10 (6.1)		
14. How relevant are the in-service activities to your daily work in the classroom?	1	2 (25.0)	3 (27.3)	17 (47.2)	15 (32.6)	11 (45.8)	10 (34.5)	4 (40.0)	CHI-SQUARE (X^2) = 16.42142 D.F. = 12 SIGNIFICANCE = p>0.1727 = 17% t	RESPONSE RUBRIC 1 = VERY RELEVANT 2 = RELEVANT 3 = IRRELEVANT 4 = NOT SURE 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	6 (75.0)	8 (72.7)	16 (44.4)	31 (67.4)	12 (50.0)	14 (48.3)	5 (50.0)		
	3	–	–	–	–	–	–	–		
	4	–	–	3 (8.3)	–	1 (4.2)	5 (17.2)	1 (10.0)		
	5	–	–	–	–	–	–	–		
	COLUMN TOTAL and %	8 (4.9)	11 (6.7)	36 (22.0)	46 (28.0)	24 (14.6)	29 (17.7)	10 (6.1)		
15. Who decides which courses or activities to run?	1	–	2 (18.2)	3 (8.3)	3 (6.5)	2 (8.3)	2 (6.9)	1 (10.0)	CHI-SQUARE (X^2) = 20.67271 D.F. = 30 SIGNIFICANCE = p>0.8978 = 89% t	RESPONSE RUBRIC 1 = WARDEN (CENTRE LEADER) 2 = TEACHERS 3 = JOINT DECISION BETWEEN TEACHERS AND WARDEN 4 = LEA STAFF 5 = DON'T KNOW 6 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	–	–	1 (2.8)	–	1 (4.2)	–	–		
	3	5 (62.5)	6 (54.5)	12 (33.3)	25 (54.3)	9 (37.5)	12 (41.4)	4 (40.0)		
	4	–	–	6 (16.7)	4 (8.7)	2 (8.3)	6 (20.7)	1 (10.0)		
	5	3 (37.5)	3 (27.3)	14 (38.9)	12 (26.1)	10 (41.7)	8 (27.6)	4 (40.0)		
	6	–	–	–	4 (2.3)	–	1 (3.4)	–		
	COLUMN TOTAL and %	8 (4.9)	11 (6.7)	36 (22.0)	46 (28.0)	24 (14.6)	29 (17.7)	10 (6.1)		
16. Are you involved in the decision making process of this teachers' centre?	1	1 (12.5)	3 (27.3)	5 (13.9)	10 (21.7)	4 (16.7)	4 (13.8)	–	CHI-SQUARE (X^2) = 15.30079 D.F. = 12 SIGNIFICANCE = p>0.2254 = 22% t	RESPONSE RUBRIC 1 = YES 2 = NO 3 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	7 (87.5)	8 (72.7)	30 (83.3)	36 (78.3)	19 (79.2)	24 (82.8)	8 (80.0)		
	3	–	–	1 (2.8)	–	1 (4.2)	1 (3.4)	2 (20.0)		
	COLUMN TOTAL and %	8 (4.9)	11 (6.7)	36 (22.0)	46 (28.0)	24 (14.6)	29 (17.7)	10 (6.1)		
17. Is your expertise as a professional ever utilised to act as leader of workshops, working parties or courses?	1	–	–	–	–	–	–	–	CHI-SQUARE (X^2) = 15.29864 D.F. = 12 SIGNIFICANCE = p>0.2255 = 22% t	RESPONSE RUBRIC 1 = YES - ALWAYS 2 = YES - SOMETIMES 3 = NEVER 4 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	1 (12.5)	3 (27.3)	16 (44.4)	18 (39.1)	8 (33.3)	11 (37.9)	1 (10.0)		
	3	7 (87.5)	8 (72.7)	18 (50.0)	28 (60.9)	16 (66.7)	18 (62.1)	8 (80.0)		
	4	–	–	2 (5.6)	–	–	–	1 (10.0)		
	COLUMN TOTAL and %	8 (4.9)	11 (6.7)	36 (22.0)	46 (28.0)	24 (14.6)	29 (17.7)	10 (6.1)		

QUESTIONS	RESPONSE RUBRIC	AGE CATEGORIES							RESULTS	KEY
		20 – 25	26 – 30	31 – 35	36 – 40	41 – 45	46 – 50	Over 50		
18. Who do you think has the greatest influence on centre activities?	1	4 (50.0)	4 (36.4)	14 (38.9)	14 (30.4)	6 (25.0)	5 (17.2)	2 (20.0)	CHI-SQUARE (X^2) = 24.94891 D.F. = 24 SIGNIFICANCE = p>0.4085 = 40% t	RESPONSE RUBRIC 1 = WARDEN (CENTRE LEADER) 2 = LEA ADVISER 3 = TEACHER'S 4 = DON'T KNOW 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	1 (12.5)	–	8 (22.2)	10 (21.7)	6 (25.0)	5 (17.2)	3 (30.0)		
	3	2 (25.0)	6 (54.5)	7 (19.4)	15 (32.6)	6 (25.0)	8 (27.6)	1 (10.0)		
	4	1 (12.5)	1 (9.1)	7 (19.4)	7 (15.2)	5 (20.8)	9 (31.0)	4 (40.0)		
	5	–	–	–	–	1 (4.2)	2 (6.9)	–		
	COLUMN TOTAL and %	8 (4.9)	11 (6.7)	36 (22.0)	46 (28.0)	24 (14.6)	29 (17.7)	10 (6.1)		
19. How were you first made aware of activities at this centre?	1	–	1 (9.1)	3 (8.3)	2 (4.3)	2 (8.3)	2 (6.9)	2 (20.0)	CHI-SQUARE (X^2) = 21.35648 D.F. = 24 SIGNIFICANCE = p>0.6176 = 61% t	RESPONSE RUBRIC 1 = THROUGH LEA ADVISER 2 = THROUGH THE PROFESSIONAL TUTOR IN MY SCHOOL 3 = THROUGH A COLLEAGUE 4 = THROUGH A CIRCULAR SENT BY THE WARDEN TO SCHOOLS 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	1 (12.5)	1 (9.1)	–	2 (4.3)	1 (4.2)	–	–		
	3	–	–	4 (11.1)	8 (17.4)	2 (8.3)	5 (17.2)	1 (10.0)		
	4	6 (75.0)	8 (72.7)	27 (75.0)	34 (73.9)	16 (66.7)	21 (72.4)	7 (70.0)		
	5	1 (12.5)	1 (9.1)	2 (5.6)	–	3 (12.5)	1 (3.4)	–		
	COLUMN TOTAL and %	8 (4.9)	11 (6.7)	36 (22.0)	46 (28.0)	24 (14.6)	29 (17.7)	10 (6.1)		
20. How easily do you think you could obtain access to the various activities and services elsewhere?	1	–	–	1 (2.8)	–	–	–	3 (30.0)	CHI-SQUARE (X^2) = 47.03331 D.F. = 24 SIGNIFICANCE = p>0.0033 = 0.3% *	RESPONSE RUBRIC 1 = VERY EASILY 2 = FAIRLY 3 = DIFFICULT 4 = IMPOSSIBLE 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages..
	2	–	1 (9.1)	9 (25.0)	8 (17.4)	4 (16.7)	5 (17.2)	–		
	3	8 (100.0)	10 (90.9)	26 (72.2)	35 (76.1)	18 (75.0)	23 (79.3)	7 (70.0)		
	4	–	–	–	2 (4.3)	2 (8.3)	1 (3.4)	–		
	5	–	–	–	1 (2.2)	–	–	–		
	COLUMN TOTAL and %	8 (4.9)	11 (6.7)	36 (22.0)	46 (28.0)	24 (14.6)	29 (17.7)	10 (6.1)		
21. What would you miss most if the centre were not there?	1	–	–	–	–	–	1 (3.4)	–	CHI-SQUARE (X^2) = 18.14372 D.F. = 24 SIGNIFICANCE = p>0.7960 = 79% t	RESPONSE RUBRIC 1 = NOTHING 2 = EQUIPMENT AND RESOURCES 3 = MEETING OTHER TEACHERS IN SOCIAL ATMOSPHERE 4 = ADVICE AND SUPPORT RECEIVED FROM CENTRE STAFF 5 = OPPORTUNITY TO HAVE PROFESSIONAL DEVELOPMENT 6 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	–	–	2 (5.6)	1 (2.2)	2 (8.3)	2 (6.9)	2 (20.0)		
	3	–	–	5 (13.9)	5 (10.9)	2 (8.3)	3 (10.3)	1 (10.0)		
	4	–	1 (9.1)	1 (2.8)	2 (4.3)	1 (4.2)	3 (10.3)	–		
	5	8 (100.0)	10 (90.9)	28 (77.8)	38 (82.6)	19 (79.2)	20 (69.0)	7 (70.0)		
	6	–	–	–	–	–	–	–		
	COLUMN TOTAL and %	8 (4.9)	11 (6.7)	36 (22.0)	46 (28.0)	24 (14.6)	29 (17.7)	10 (6.1)		

KEY: D.F. = Degrees of Freedom
t = Not Significant at the 5% level
* = Significant at the 5% level

TABLE 66

CROSSTABULATION OF QUESTIONS BY MARITAL STATUS OF RESPONDENTS

QUESTIONS	RESPONSE RUBRIC	MARITAL STATUS			RESULTS	KEY
		SINGLE	MARRIED	ANY OTHER		
1. Advocates for teachers' centres stress that the kind of learning teachers need and want to do can best occur in an atmosphere which is inviting, hospitable, supportive and non-evaluative. How much do you agree with this?	1	18 (69.2)	69 (54.8)	5 (41.7)	CHI-SQUARE (X^2) = 17.06981 D.F. = 6 SIGNIFICANCE = p > 0.0090 = 0.9%	RESPONSE RUBRIC 1 = AGREE VERY STRONGLY 2 = AGREE STRONGLY 3 = DON'T KNOW 4 = DISAGREE 5 = DISAGREE STRONGLY Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	8 (30.8)	54 (42.9)	5 (41.7)		
	3	–	3 (2.4)	1 (8.3)		
	4	–	–	1 (8.3)		
	5	–	–	–		
	COLUMN TOTAL and %	26 (15.9)	126 (76.8)	12 (7.3)		
2. Has this teachers' centre provided this opportunity for you?	1	24 (92.3)	109 (86.5)	10 (83.3)	CHI-SQUARE (X^2) = 8.30757 D.F. = 6 SIGNIFICANCE = p > 0.2164 = 21% t	RESPONSE RUBRIC 1 = YES 2 = NO 3 = NOT SURE 4 = ANY OTHER Numbers are expressed frequencies of response Numbers in parentheses are expressed as percentages.
	2	–	4 (3.2)	1 (8.3)		
	3	1 (3.8)	13 (10.3)	1 (8.3)		
	4	1 (3.8)	–	–		
	COLUMN TOTAL and %	26 (15.9)	126 (76.8)	12 (7.3)		
3. How often do you come to the centre?	1	–	1 (0.8)	–	CHI-SQUARE (X^2) = 11.88408 D.F. = 10 SIGNIFICANCE = p > 0.2929 = 29% t	RESPONSE RUBRIC 1 = EVERY DAY 2 = APPROX. ONCE EVERY WEEK 3 = ONCE EVERY MONTH 4 = ONCE EVERY TERM 5 = ONCE EVERY YEAR 6 = ANY OTHER Numbers are expressed freqiuencies of. response. Numbers in parentheses are expressed as percentages.
	2	4 (15.4)	17 (13.5)	4 (33.3)		
	3	20 (76.9)	65 (51.6)	5 (41.7)		
	4	1 (3.8)	19 (15.1)	1 (8.3)		
	5	–	4 (3.2)	–		
	6	1 (3.8)	20 (15.9)	2 (16.7)		
	COLUMN TOTAL and %	26 (15.9)	126 (76.8)	12 (7.3)		
4. How long do you stay on each visit?	1	1 (3.8)	2 (1.6)	1 (8.3)	CHI-SQUARE (X^2) = 10.05599 D.F. = 8 SIGNIFICANCE = p > 0.2611 = 26% t	RESPONSE RUBRIC 1 = HALF AN HOUR 2 = ABOUT AN HOUR 3 = 1-2 HOURS 4 = OVER 2 HOURS 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	–	10 (7.9)	–		
	3	15 (57.7)	55 (43.7)	7 (58.3)		
	4	9 (34.6)	50 (39.7)	2 (16.7)		
	5	1 (3.8)	9 (7.1)	2 (16.7)		
	COLUMN TOTAL and %	26 (15.9)	126 (76.8)	12 (7.3)		
5. How long have you been using this centre?	1	4 (15.4)	11 (8.7)	1 (8.3)	CHI-SQUARE (X^2) = 13.87003 D.F. = 8 SIGNIFICANCE = p > 0.0852 = 8% t	RESPONSE RUBRIC 1 = UNDER 1 YEAR 2 = 1-2 YEARS 3 = 2-5 YEARS 4 = OVER 5 YEARS 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	6 (23.1)	10 (7.9)	3 (25.0)		
	3	7 (26.9)	20 (15.9)	3 (25.0)		
	4	9 (34.6)	83 (65.9)	5 (41.7)		
	5	–	2 (1.6)	–		
	COLUMN TOTAL and %	26 (15.9)	126 (76.8)	12 (7.3)		
6. At what time of day are most activities and courses held?	1	2 (7.7)	8 (6.3)	–	CHI-SQUARE (X^2) = 9.01653 D.F. = 6 SIGNIFICANCE = p > 0.1727 = 17%	RESPONSE RUBRIC 1 = DURING SCHOOL HOURS 2 = AFTER SCHOOL HOURS 3 = SOME DURING AND OTHERS AFTER SCHOOL 4 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	6 (23.1)	48 (38.1)	7 (58.3)		
	3	18 (69.2)	68 (54.0)	4 (33.3)		
	4	–	2 (1.6)	1 (8.3)		
	COLUMN TOTAL and %	26 (15.9)	126 (76.8)	12 (7.3)		

QUESTIONS	RESPONSE RUBRIC	MARITAL STATUS			RESULTS	KEY
		SINGLE	MARRIED	ANY OTHER		
7. Does the timing of courses and activities suit you?	1	10 (38.5)	54 (42.9)	4 (33.3)	CHI-SQUARE (X^2) = 2.28566 D.F. = 6 SIGNIFICANCE = p > 0.8916 = 89%　t	RESPONSE RUBRIC 1 = YES 2 = NO 3 = SOMETIMES 4 = UNDECIDED Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	2 (7.7)	5 (4.0)	1 (8.3)		
	3	14 (53.8)	64 (50.8)	7 (58.3)		
	4	–	3 (2.4)	–		
	COLUMN TOTAL and %	26 (15.9)	126 (76.8)	12 (7.3)		
8. How difficult is it for you to attend courses taking place during school hours?	1	9 (34.6)	30 (23.8)	1 (8.3)	CHI-SQUARE (X^2) = 10.85727 D.F. = 8 SIGNIFICANCE = p > 0.2099 = 20%　t	RESPONSE RUBRIC 1 = EASY 2 = FAIRLY EASY 3 = DIFFICULT 4 = IMPOSSIBLE 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	12 (46.2)	57 (45.2)	3 (25.0)		
	3	5 (19.2)	36 (28.6)	8 (66.7)		
	4	–	2 (1.6)	–		
	5	–	1 (0.8)	–		
	COLUMN TOTAL and %	26 (15.9)	126 (76.8)	12 (7.3)		
9. Is there a planned programme in your school enabling teachers to attend teachers' centre activities?	1	11 (42.3)	29 (23.0)	–	CHI-SQUARE (X^2) = 8.62094 D.F. = 4 SIGNIFICANCE = p > 0.0713 = 7%　t	RESPONSE RUBRIC 1 = YES 2 = NO 3 = DON'T KNOW Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	14 (53.8)	88 (69.8)	11 (91.7)		
	3	1 (3.8)	9 (7.1)	1 (8.3)		
	COLUMN TOTAL and %	26 (15.9)	126 (76.8)	12 (7.3)		
10. How do you like the idea of non-teachers, (e.g. parents, youth clubs) attending teachers' centre activities?	1	5 (19.2)	13 (10.3)	2 (16.7)	CHI-SQUARE (X^2) = 3.77817 D.F. = 8 SIGNIFICANCE = p > 0.8766 = 87%　t	RESPONSE RUBRIC 1 = STRONGLY AGREE 2 = AGREE 3 = UNCONCERNED 4 = DISAGREE 5 = STRONGLY DISAGREE Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	6 (23.1)	27 (21.4)	4 (33.3)		
	3	10 (38.5)	63 (50.0)	4 (33.3)		
	4	5 (19.2)	22 (17.5)	2 (16.7)		
	5	–	1 (0.8)	–		
	COLUMN TOTAL and %	26 (15.9)	126 (76.8)	12 (7.3)		
11. Which of the following services offered by the teachers' centre do you use most?	1	25 (96.2)	114 (90.5)	12 (100.0)	CHI-SQUARE (X^2) = 2.32675 D.F. = 8 SIGNIFICANCE = p > 0.9693 = 96%　t	RESPONSE RUBRIC 1 = PROFESSIONAL DEVELOPMENT OF TEACHERS THROUGH IN-SERVICE EDUCATION. 2 = SUPPORT SERVICES FOR TEACHERS – USING RESOURCES, TECHNICAL SERVICES AND EQUIPMENT. 3 = THE ACQUISITION, PRODUCTION AND DISTRIBUTION OF TEACHING RESOURCES. 4 = SOCIAL AND RECREATIONAL SERVICES FOR TEACHERS. 5 = COMMUNITY INVOLVEMENT IN EDUCATION. 6 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	1 (3.8)	8 (6.3)	–		
	3	–	1 (0.8)	–		
	4	–	1 (0.8)	–		
	5	–	–	–		
	6	–	2 (1.6)	–		
	COLUMN TOTAL and %	26 (15.9)	126 (76.8)	12 (7.3)		

QUESTIONS	RESPONSE RUBRIC	MARITAL STATUS			RESULTS	KEY
		SINGLE	MARRIED	ANY OTHER		
12. What is the general mode or style of activities?	1	5 (19.2)	20 (15.9)	1 (8.3)	CHI-SQUARE (X^2) = 3.62076 D.F. = 8 SIGNIFICANCE = p > 0.8896 = 88% t	RESPONSE RUBRIC 1 = WORKSHOPS 2 = SEMINAR FORM 3 = FORMAL LECTURE STYLE 4 = A COMBINATION OF ALL THE ABOVE 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	1 (3.8)	4 (3.2)	1 (8.3)		
	3	–	4 (3.2)	1 (8.3)		
	4	20 (76.9)	97 (77.0)	9 (75.0)		
	5	–	1 (0.8)	–		
	COLUMN TOTAL and %	26 (15.9)	126 (76.8)	12 (7.3)		
13. What type of activities do you like best in the in-service education programme?	1	18 (69.2)	66 (52.4)	4 (33.3)	CHI-SQUARE (X^2) = 29.07260 D.F. = 14 SIGNIFICANCE = p > 0.0102 = 1% *	RESPONSE RUBRIC 1 = WORKSHOPS 2 = WORKING PARTIES 3 = FORMAL LECTURES 4 = COURSES 5 = CONFERENCES 6 = SUMMER SCHOOLS 7 = ANY OTHER 8 = DON'T KNOW Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	2 (7.7)	11 (8.7)	2 (16.7)		
	3	3 (11.5)	11 (8.7)	–		
	4	1 (3.8)	35 (27.8)	4 (33.3)		
	5	–	1 (0.8)	–		
	6	–	1 (0.8)	–		
	7	2 (7.7)	1 (0.8)	1 (8.3)		
	8	–	–	1 (8.3)		
	COLUMN TOTAL and %	26 (15.9)	126 (76.8)	12 (7.3)		
14. How relevant are the in-service activities to your daily work in the classroom?	1	8 (30.8)	51 (40.5)	3 (25.0)	CHI-SQUARE (X^2) = 3.04538 D.F. = 4 SIGNIFICANCE = p > 0.5503 = 55% t	RESPONSE RUBRIC 1 = VERY RELEVANT 2 = RELEVANT 3 = IRRELEVANT 4 = NOT SURE 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	16 (61.5)	67 (53.2)	9 (75.0)		
	3	–	–	–		
	4	2 (7.7)	8 (6.3)	–		
	5	–	–	–		
	COLUMN TOTAL and %	26 (15.9)	126 (76.8)	12 (7.3)		
15. Who decides which courses or activities to be run?	1	3 (11.5)	9 (7.1)	1 (8.3)	CHI-SQAURE (X^2) = 2.91706 D.F. = 10 SIGNIFICANCE = p > 0.9833 = 98% t	RESPONSE RUBRIC 1 = WARDEN (CENTRE LEADER) 2 = TEACHERS 3 = JOINT DECISION BETWEEN TEACHERS AND WARDEN 4 = LEA STAFF 5 = DON'T KNOW 6 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	–	2 (1.6)	–		
	3	13 (50.0)	55 (43.7)	5 (41.7)		
	4	2 (7.7)	15 (11.9)	2 (16.7)		
	5	8 (30.8)	42 (33.3)	4 (33.3)		
	6	–	3 (2.4)	–		
	COLUMN TOTAL and %	26 (15.9)	126 (76.8)	12 (7.3)		
16. Are you involved in the decision-making process of this teachers' centre?	1	4 (15.4)	20 (15.9)	3 (25.0)	CHI-SQUARE (X^2) = 2.18579 D.F. = 4 SIGNIFICANCE = p > 0.7016 = 70% t	RESPONSE RUBRIC 1 = YES 2 = NO 3 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	22 (84.6)	101 (80.2)	9 (75.0)		
	3	–	5 (4.0)	–		
	COLUMN TOTAL and %	26 (15.9)	126 (76.8)	12 (7.3)		
17. Is your expertise as a professional ever utilised to act as leader of workshops, working parties or courses?	1	–	–	–	CHI-SQUARE (X^2) = 1.11665 D.F. = 4 SIGNIFICANCE = p > 0.8916 = 89% t	RESPONSE RUBRIC 1 = YES – ALWAYS 2 = YES – SOMETIMES 3 = NEVER 4 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	9 (34.6)	44 (34.9)	5 (41.7)		
	3	17 (65.4)	79 (62.7)	7 (58.3)		
	4	–	3 (2.4)	–		
	COLUMN TOTAL and %	26 (15.9)	126 (76.8)	12 (7.3)		

QUESTIONS	RESPONSE RUBRIC	MARITAL STATUS			RESULTS	KEY
		SINGLE	MARRIED	ANY OTHER		
18. Who do you think has the greatest influence on centre activities?	1	9 (34.6)	38 (30.2)	2 (16.7)	CHI-SQUARE (X^2) = 7.67441 D.F. = 8 SIGNIFICANCE = p > 0.4659 = 46% t	RESPONSE RUBRIC 1 = WARDEN (CENTRE LEADER) 2 = LEA ADVISER 3 = TEACHERS 4 = DON'T KNOW 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	2 (7.7)	27 (21.4)	4 (33.3)		
	3	10 (38.5)	33 (26.2)	2 (16.7)		
	4	5 (19.2)	25 (19.8)	4 (33.3)		
	5	–	3 (2.4)	–		
	COLUMN TOTAL and %	26 (15.9)	126 (76.8)	12 (7.3)		
19. How were you first made aware of activities at this centre?	1	1 (3.8)	9 (7.1)	2 (16.7)	CHI-SQUARE (X^2) = 7.45785 D.F. = 8 SIGNIFICANCE = p > 0.4881 = 48% t	RESPONSE RUBRIC 1 = THROUGH LEA ADVISER 2 = THROUGH THE PROFESSIONAL TUTOR IN MY SCHOOL 3 = THROUGH A COLLEAGUE 4 = THROUGH A CIRCULAR SENT BY THE WARDEN TO SCHOOLS 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	2 (7.7)	3 (2.4)	–		
	3	3 (11.5)	14 (11.1)	3 (25.0)		
	4	18 (69.2)	94 (74.6)	7 (58.3)		
	5	2 (7.7)	6 (4.8)	–		
	COLUMN TOTAL and %	26 (15.9)	126 (76.8)	12 (7.3)		
20. How easily do you think you could obtain access to the various activities and services elsewhere?	1	–	4 (3.2)	–	CHI-SQUARE (X^2) = 3.33232 D.F. = 8 SIGNIFICANCE = p > 0.9118 = 91% t	RESPONSE RUBRIC 1 = VERY EASILY 2 = EASILY 3 = DIFFICULT 4 = IMPOSSIBLE 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	4 (15.4)	21 (16.7)	2 (16.7)		
	3	22 (84.6)	95 (75.4)	10 (83.3)		
	4	–	5 (4.0)	–		
	5	–	1 (0.8)	–		
	COLUMN TOTAL and %	26 (15.9)	126 (76.8)	12 (7.3)		
21. What would you miss most if the centre was not there?	1	–	1 (0.8)	–	CHI-SQUARE (X^2) = 8.88663 D.F. = 8 SIGNIFICANCE = p > 0.3520 = 35% t	RESPONSE RUBRIC 1 = NOTHING 2 = EQUIPMENT AND RESOURCES 3 = MEETING OTHER TEACHERS IN SOCIAL ATMOSPHERE 4 = ADVICE AND SUPPORT RECEIVED FROM CENTRE STAFF 5 = OPPORTUNITY TO HAVE PROFESSIONAL DEVELOPMENT 6 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	1 (3.8)	7 (5.6)	1 (8.3)		
	3	–	14 (11.1)	2 (16.7)		
	4	1 (3.8)	5 (4.0)	2 (16.7)		
	5	24 (92.3)	99 (78.6)	7 (58.3)		
	6	–	–	–		
	COLUMN TOTAL and %	26 (15.9)	126 (76.8)	12 (7.3)		

KEY: D.F. = Degrees of Freedom
      t   = Not Significant at the 5% level
      *   = Significant at the 5% level

TABLE 67

CROSSTABULATION OF QUESTIONS BY TEACHING EXPERIENCE OF RESPONDENTS

QUESTIONS	RESPONSE RUBRIC	TEACHING EXPERIENCE					RESULTS	KEY
		UNDER 2 YEARS	2-5 YEARS	5 YEARS	5-10 YEARS	OVER 10 YEARS		
1. Advocates for teachers' centres stress that the kind of learning teachers need and want to do can best occur in an atmosphere which is inviting, hospitable, supportive and non-evaluative. How much do you agree with this?	1	1 (33.3)	5 (50.0)	2 (66.7)	27 (65.9)	57 (53.3)	CHI-SQUARE (X^2) = 6.43620 D.F. = 12 SIGNIFICANCE = p > 0.8925 = 89% t	RESPONSE RUBRIC 1 = AGREE VERY STRONGLY 2 = AGREE STRONGLY 3 = DON'T KNOW 4 = DISAGREE 5 = DISAGREE Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	2 (66.7)	4 (40.0)	1 (33.3)	14 (34.1)	46 (43.0)		
	3	–	1 (10.0)	–	–	3 (2.8)		
	4	–	–	–	–	1 (0.9)		
	5	–	–	–	–	–		
	COLUMN TOTAL and %	3 (1.8)	10 (6.1)	3 (1.8)	41 (25.0)	107 (65.2)		
2. Has this teachers' centre provided this opportunity for you?	1	2 (66.7)	9 (90.0)	3(100.0)	39 (95.1)	90 (84.1)	CHI-SQUARE (X^2) = 61.36881 D.F. = 12 SIGNIFICANCE = p > 0.0000 = 0% *	RESPONSE RUBRIC 1 = YES 2 = NO 3 = NOT SURE 4 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	–	–	–	2 (4.9)	3 (2.8)		
	3	–	1 (10.0)	–	–	14 (13.1)		
	4	1 (33.3)	–	–	–	–		
	COLUMN TOTAL and %	3 (1.8)	10 (6.1)	3 (1.8)	41 (25.0)	107 (65.2)		
3. How often do you come to the centre?	1	–	–	–	–	1 (0.9)	CHI-SQUARE (X^2) = 13.81742 D.F. = 20 SIGNIFICANCE = p > 0.8396 = 83% t	RESPONSE RUBRIC 1 = EVERY DAY 2 = APPROX. ONCE EVERY WEEK 3 = ONCE EVERY MONTH 4 = ONCE EVERY TERM 5 = ONCE EVERY YEAR 6 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	–	1 (10.0)	–	5 (12.2)	19 (17.8)		
	3	2 (66.7)	7 (70.0)	3(100.0)	26 (63.4)	52 (48.6)		
	4	1 (33.3)	2 (20.0)	–	5 (12.2)	13 (12.1)		
	5	–	–	–	2 (4.9)	2 (1.9)		
	6	–	–	–	3 (7.3)	20 (18.7)		
	COLUMN TOTAL and %	3 (1.8)	10 (6.1)	3 (1.8)	41 (25.0)	107 (65.2)		
4. How long do you stay on each visit?	1	1 (33.1)	–	–	–	3 (2.8)	CHI-SQUARE (X^2) = 31.63030 D.F. = 16 SIGNIFICANCE = p > 0.0112 = 1% *	RESPONSE RUBRIC 1 = HALF AN HOUR 2 = ABOUT AN HOUR 3 = 1-2 HOURS 4 = OVER 2 HOURS 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	–	–	–	6 (14.6)	4 (3.7)		
	3	2 (66.7)	6 (60.0)	2 (66.7)	23 (56.1)	44 (41.1)		
	4	–	3 (30.0)	–	10 (24.4)	48 (44.9)		
	5	–	1 (10.0)	1 (33.3)	2 (4.9)	8 (7.5)		
	COLUMN TOTAL and %	3 (1.8)	10 (6.1)	3 (1.8)	41 (25.0)	107 (65.2)		
5. For how long have you been using this centre?	1	1 (33.3)	1 (10.0)	1 (33.3)	1 (2.4)	12 (11.2)	CHI-SQUARE (X^2) = 81.14522 D.F. = 16 SIGNIFICANCE = p > 0.0000 = 0% *	RESPONSE RUBRIC 1 = UNDER ONE YEAR 2 = 1-2 YEARS 3 = 2-5 YEARS 4 = OVER 5 YEARS 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	2 (66.7)	8 (80.0)	–	5 (12.2)	4 (3.7)		
	3	–	1 (10.0)	2 (66.7)	12 (29.3)	15 (14.0)		
	4	–	–	–	23 (56.1)	74 (69.2)		
	5	–	–	–	–	2 (1.9)		
	COLUMN TOTAL and %	3 (1.8)	10 (6.1)	3 (1.8)	41 (25.0)	107 (65.2)		
6. At what time of day are most activities and courses held?	1	–	–	–	1 (2.4)	9 (8.4)	CHI-SQUARE (X^2) = 8.12465 D.F. = 12 SIGNIFICANCE = p > 0.7753 = 77% t	RESPONSE RUBRIC 1 = DURING SCHOOL HOURS 2 = AFTER SCHOOL HOURS 3 = SOME DURING AND OTHERS AFTER 4 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	1 (33.1)	4 (40.0)	–	14 (34.1)	42 (39.3)		
	3	2 (66.7)	6 (60.0)	3(100.0)	26 (63.4)	53 (49.5)		
	4	–	–	–	–	3 (2.8)		
	COLUMN TOTAL and %	3 (1.8)	10 (6.1)	3 (1.8)	41 (25.0)	107 (65.2)		

QUESTIONS	RESPONSE RUBRIC	TEACHING EXPERIENCE					RESULTS	KEY
		UNDER 2 YEARS	2-5 YEARS	5 YEARS	5-10 YEARS	OVER 10 YEARS		
7. Does the timing of the courses and activities suit you?	1	2 (66.7)	4 (40.5)	-	17 (41.5)	45 (42.1)	CHI-SQUARE (X^2) = 10.79909	RESPONSE RUBRIC
	2	-	2 (20.0)	-	1 (2.4)	5 (4.7)	D.F. = 12	1 = YES 2 = NO
	3	1 (33.3)	4 (40.0)	3 (100.0)	23 (56.1)	54 (50.5)	SIGNIFICANCE	3 = SOMETIMES
	4	-	-	-	-	3 (2.8)	= p > 0.5462 = 54% t	4 = UNDECIDED Numbers are expressed frequencies of response.
	COLUMN TOTAL and %	3 (1.8)	10 (6.1)	3 (1.8)	41 (25.0)	107 (65.2)		Numbers in parentheses are expressed as percentages.
8. How difficult is it for you to attend courses taking place during school hours?	1	1 (33.3)	4 (40.0)	1 (33.3)	10 (24.4)	24 (22.4)	CHI-SQUARE (X^2) = 12.63987	RESPONSE RUBRIC
	2	-	3 (30.0)	-	21 (51.2)	48 (44.9)	D.F. = 16	1 = EASY 2 = FAIRLY EASY
	3	2 (66.7)	3 (30.0)	2 (66.7)	9 (22.0)	33 (30.8)	SIGNIFICANCE	3 = DIFFICULT
	4	-	-	-	-	2 (1.9)	= p > 0.6989 = 69% t	4 = IMPOSSIBLE 5 = ANY OTHER
	5	-	-	-	1 (2.4)	-		Numbers are expressed frequencies of response.
	COLUMN TOTAL and %	3 (1.8)	10 (6.1)	3 (1.8)	41 (25.0)	107 (65.2)		Numbers in parentheses are expressed as percentages.
9. Is there a planned programme in your school enabling teachers to attend teachers' centre activities?	1	-	5 (50.0)	1 (33.3)	11 (26.8)	23 (21.5)	CHI-SQUARE (X^2) = 19.24500	RESPONSE RUBRIC
	2	2 (66.7)	5 (50.0)	2 (66.7)	23 (56.1)	81 (75.7)	D.F. = 8	1 = YES 2 = NO
	3	1 (33.3)	-	-	7 (17.1)	3 (2.8)	SIGNIFICANCE = p > 0.0136 = 1% *	3 = DON'T KNOW Numbers are expressed frequencies of response.
	COLUMN TOTAL and %	3 (1.8)	10 (6.1)	3 (1.8)	41 (25.0)	107 (65.2)		Numbers in parentheses are expressed as percentages.
10. How do you like the idea of non-teachers (e.g. parents, youth clubs) attending teachers' centre activities?	1	-	-	1 (33.3)	5 (12.2)	14 (13.1)	CHI-SQUARE (X^2) = 20.27099	RESPONSE RUBRIC
	2	-	1 (10.0)	-	14 (34.1)	22 (20.6)	D.F. = 16	1 = STRONGLY AGREE 2 = AGREE
	3	1 (33.3)	8 (80.0)	1 (33.3)	20 (48.8)	47 (43.9)	SIGNIFICANCE	3 = UNCONCERNED
	4	2 (66.7)	1 (10.0)	1 (33.3)	2 (4.9)	23 (21.5)	= p > 0.2083 = 20% t	4 = DISAGREE 5 = STRONGLY DISAGREE
	5	-	-	-	-	1 (0.9)		Numbers are expressed frequencies of response.
	COLUMN TOTAL and %	3 (1.8)	10 (6.1)	3 (1.8)	41 (25.0)	107 (65.2)		Numbers in parentheses are expressed as percentages.
11. Which of the following services offered by the teachers' centre do you use most?	1	3 (100.0)	9 (90.0)	3 (100.0)	39 (95.1)	97 (90.7)	CHI-SQUARE (X^2) = 6.31996	RESPONSE RUBRIC 1 = PROFESSIONAL DEVELOPMENT OF
	2	-	1 (10.0)	-	1 (2.4)	7 (6.5)	D.F. = 16	TEACHERS THROUGH IN-SERVICE EDUCATION.
	3	-	-	-	-	1 (0.9)	SIGNIFICANCE	2 = SUPPORT SERVICES FOR TEACHERS -
	4	-	-	-	1 (2.4)	-	= p > 0.9843 = 98% t	USING RESOURCES, TECHNICAL SERVICES AND EQUIPMENT.
	5	-	-	-	-	-		3 = THE ACQUISITION, PRODUCTION AND DISTRIBUTION OF TEACHING
	6	-	-	-	-	2 (1.9)		RESOURCES.
	COLUMN TOTAL and %	3 (1.8)	10 (6.1)	3 (1.8)	41 (25.0)	107 (65.2)		4 = SOCIAL AND RECREATIONAL SERVICES FOR TEACHERS. 5 = COMMUNITY INVOLVEMENT IN EDUCATION. 6 = ANY OTHER. Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.

QUESTIONS	RESPONSE RUBRIC	TEACHING EXPERIENCE					RESULTS	KEY
		UNDER 2 YEARS	2–5 YEARS	5 YEARS	5–10 YEARS	OVER 10 YEARS		
12. What is the general mode or style of activities?	1	1 (33.3)	3 (30.0)	1 (33.3)	6 (14.6)	15 (14.0)	CHI–SQUARE (X²) = 5.18880 D.F. = 16 SIGNIFICANCE = p > 0.9947 = 99% t	RESPONSE RUBRIC 1 = WORKSHOPS 2 = SEMINAR FORM 3 = FORMAL LECTURE STYLE 4 = A COMBINATION OF ALL THE ABOVE 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	–	–	–	1 (2.4)	5 (4.7)		
	3	–	–	–	1 (2.4)	4 (3.7)		
	4	2 (66.7)	7 (70.0)	2 (66.7)	33 (80.5)	82 (76.6)		
	5	–	–	–	–	1 (0.9)		
	COLUMN TOTAL and %	3 (1.8)	10 (6.1)	3 (1.8)	41 (25.0)	107 (65.2)		
13. What type of activities do you like best in the in-service education programme?	1	1 (33.3)	5 (50.0)	3(100.0)	23 (56.1)	56 (52.3)	CHI–SQUARE (X²) = 14.00386 D.F. = 28 SIGNIFICANCE = p > 0.9872 = 98% t	RESPONSE RUBRIC 1 = WORKSHOPS 2 = WORKING PARTIES 3 = FORMAL LECTURES 4 = COURSES 5 = CONFERENCES 6 = SUMMER SCHOOLS 7 = ANY OTHER 8 = DON'T KNOW Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	1 (33.3)	–	–	3 (7.3)	11 (10.3)		
	3	–	1 (10.0)	–	6 (14.6)	7 (6.5)		
	4	1 (33.3)	3 (30.0)	–	9 (22.0)	27 (25.2)		
	5	–	–	–	–	1 (0.9)		
	6	–	–	–	–	1 (0.9)		
	7	–	1 (10.0)	–	–	3 (2.8)		
	8	–	–	–	–	1 (0.9)		
	COLUMN TOTAL and %	3 (1.8)	10 (6.1)	3 (1.8)	41 (25.0)	107 (65.2)		
14. How relevant are the in-service activities to your daily work in the classroom?	1	2 (66.7)	2 (20.0)	1 (33.3)	18 (43.9)	39 (36.4)	CHI–SQUARE (X²) = 8.72143 D.F. = 8 SIGNIFICANCE = p > 0.3663 = 36% t	RESPONSE RUBRIC 1 = VERY RELEVANT 2 = RELEVANT 3 = IRRELEVANT 4 = NOT SURE 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	1 (33.3)	8 (80.0)	2 (66.7)	23 (56.1)	58 (54.2)		
	3	–	–	–	–	–		
	4	–	–	–	–	10 (9.3)		
	5	–	–	–	–	–		
	COLUMN TOTAL and %	3 (1.8)	10 (6.1)	3 (1.8)	41 (25.0)	107 (65.2)		
15. Who decides which courses or activities to be run?	1	–	–	–	5 (12.2)	8 (7.5)	CHI–SQUARE (X²) = 13.59324 D.F. = 20 SIGNIFICANCE = p > 0.8505 = 85% t	RESPONSE RUBRIC 1 = WARDEN (CENTRE LEADER) 2 = TEACHERS 3 = JOINT DECISION BETWEEN TEACHERS AND WARDEN 4 = LEA STAFF 5 = DON'T KNOW 6 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	–	–	–	1 (2.4)	1 (0.9)		
	3	–	6 (60.0)	2 (66.7)	20 (48.8)	45 (42.1)		
	4	–	–	–	4 (9.8)	15 (14.0)		
	5	3(100.0)	4 (40.0)	1 (33.3)	10 (24.4)	36 (33.6)		
	6	–	–	–	1 (2.4)	2 (1.9)		
	COLUMN TOTAL and %	3 (1.8)	10 (6.1)	3 (1.8)	41 (25.0)	107 (65.2)		
16. Are you involved in the decision-making process of this centre?	1	–	1 (10.0)	1 (33.3)	7 (17.1)	18 (16.8)	CHI–SQUARE (X²) = 4.35554 D.F. = 8 SIGNIFICANCE = p > 0.8237 = 82% t	RESPONSE RUBRIC 1 = YES 2 = NO 3 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	3(100.0)	9 (90.0)	2 (66.7)	34 (82.9)	84 (78.5)		
	3	–	–	–	–	5 (4.7)		
	COLUMN TOTAL and %	3 (1.8)	10 (6.1)	3 (1.8)	41 (25.0)	107 (65.2)		
17. Is your expertise as a professional ever utilised to act as leader of workshops, working parties or courses?	1	–	–	–	–	–	CHI–SQUARE (X²) = 4.75357 D.F. = 8 SIGNIFICANCE = p > 0.7836 = 78% t	RESPONSE RUBRIC 1 = YES 2 = YES – SOMETIMES 3 = NEVER 4 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	–	2 (20.0)	1 (33.3)	16 (39.0)	39 (36.4)		
	3	3(100.0)	8 (80.0)	2 (66.7)	25 (61.0)	65 (60.7)		
	4	–	–	–	–	3 (2.8)		
	COLUMN TOTAL and %	3 (1.8)	10 (6.1)	3 (1.8)	41 (25.0)	107 (65.2)		

QUESTIONS	RESPONSE RUBRIC	TEACHING EXPERIENCE					RESULTS	KEY
		UNDER 2 YEARS	2-5 YEARS	5 YEARS	5-10 YEARS	OVER 10 YEARS		
18. Who do you think has the greatest influence on centre activities?	1	–	5 (50.0)	1 (33.3)	20 (48.8)	23 (21.5)	CHI-SQUARE (X^2) = 21.23834 D.F. = 16 SIGNIFICANCE = p > 0.1695 = 16% t	RESPONSE RUBRIC 1 = WARDEN 2 = LEA ADVISER 3 = TEACHERSS 4 = DON'T KNOW 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	1 (33.3)	1 (10.0)	–	4 (9.4)	27 (25.2)		
	3	1 (33.3)	3 (30.0)	1 (33.3)	13 (31.7)	27 (25.2)		
	4	1 (33.3)	1 (10.0)	1 (33.3)	4 (9.4)	27 (25.2)		
	5	–	–	–	–	3 (2.8)		
	COLUMN TOTAL and %	3 (1.8)	10 (6.1)	3 (1.8)	41 (25.0)	107 (65.2)		
19. How were you first made aware of activities at this centre?	1	–	–	1 (33.3)	2 (4.9)	9 (8.4)	CHI-SQUARE (X^2) = 16.45374 D.F. = 16 SIGNIFICANCE = p > 0.4218 = 48% t	RESPONSE RUBRIC 1 = THROUGH LEA ADVISER 2 = THROUGH THE PROFESSIONAL TUTOR IN MY SCHOOL 3 = THROUGH A COLLEAGUE 4 = THROUGH A CIRCULAR SENT BY THE WARDEN TO SCHOOLS 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	–	1 (10.0)	–	1 (2.4)	3 (2.3)		
	3	–	1 (10.0)	–	2 (4.9)	17 (15.9)		
	4	2 (66.7)	8 (80.0)	2 (66.7)	34 (82.9)	73 (68.2)		
	5	1 (33.3)	–	–	2 (4.9)	5 (4.7)		
	COLUMN TOTAL and %	3 (1.8)	10 (6.1)	3 (1.8)	41 (25.0)	107 (65.2)		
20. How easily do you think you could obtain access to the various activities and services elsewhere?	1	–	–	–	–	4 (3.7)	CHI-SQUARE (X^2) = 9.40740 D.F. = 16 SIGNIFICANCE = p > 0.8957 = 89% t	RESPONSE RUBRIC 1 = VERY EASILY 2 = EASILY 3 = DIFFICULT 4 = IMPOSSIBLE 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	–	1 (10.0)	–	5 (12.2)	21 (19.6)		
	3	3(100.0)	9 (90.0)	3(100.0)	36 (87.8)	76 (71.0)		
	4	–	–	–	–	5 (4.7)		
	5	–	–	–	–	1 (0.9)		
	COLUMN TOTAL and %	3 (1.8)	10 (6.1)	3 (1.8)	41 (25.0)	107 (65.2)		
21. What would you miss most if the centre were not there?	1	–	–	–	–	1 (0.9)	CHI-SQUARE (X^2) = 9.42812 D.F. = 16 SIGNIFICANCE = p > 0.8947 = 89% t	RESPONSE RUBRIC 1 = NOTHING 2 = EQUIPMENT AND RESOURCES 3 = MEETING OTHER TEACHERS IN SOCIAL ATMOSPHERE 4 = ADVICE AND SUPPORT RECEIVED FROM CENTRE STAFF 5 = OPPORTUNITY TO HAVE PROFESSIONAL DEVELOPMENT 6 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	–	–	–	1 (2.4)	8 (7.5)		
	3	–	–	–	3 (7.3)	13 (12.1)		
	4	–	–	–	4 (9.8)	4 (3.7)		
	5	3(100.0)	10(100.0)	3(100.0)	33 (80.5)	81 (75.7)		
	6	–	–	–	–	–		
	COLUMN TOTAL and %	3 (1.8)	10 (6.1)	3 (1.8)	41 (25.0)	107 (65.2)		

KEY: D.F. = Degrees of Freedom
t = Not Significant at the 5% level
* = Significant at the 5% level

TABLE 68

CROSSTABULATION OF QUESTIONS BY TYPE OF

SCHOOL WHERE RESPONDENTS ARE TEACHING

QUESTIONS	RESPONSE RUBRIC	TYPE OF SCHOOL					RESULTS	KEY
		INFANT	PRIMARY	SPECIAL	JUNIOR & MIDDLE	SECONDARY		
1. Advocates for teachers' centres stress that the kind of learning teachers need and want to do can best occur in an atmosphere which is inviting, hospitable, supportive and non-evaluative. How much do you agree with this?	1	11 (37.9)	32 (68.1)	3 (37.5)	22 (55.0)	24 (60.0)	CHI-SQUARE (X^2) = 14.88695 D.F. = 12 SIGNIFICANCE = p > 0.2477 = 24% t	RESPONSE RUBRC 1 = AGREE VERY STRONGLY 2 = AGREE STRONGLY 3 = DON'T KNOW 4 = DISAGREE 5 = DISAGREE STRONGLY Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	17 (58.6)	13 (27.7)	4 (50.0)	17 (42.5)	16 (40.0)		
	3	1 (3.4)	1 (2.1)	1 (12.5)	1 (2.5)	–		
	4	–	1 (2.1)	–	–	–		
	5	–	–	–	–	–		
	COLUMN TOTAL and %	29 (17.7)	47 (28.7)	8 (4.9)	40 (24.4)	40 (24.4)		
2. Has this teachers' centre provided this opportunity for you?	1	22 (75.9)	43 (91.5)	6 (75.0)	35 (87.5)	37 (92.5)	CHI-SQUARE (X^2) = 12.18705 D.F. = 12 SIGNIFICANCE = p > 0.4308 = 43% t	RESPONSE RUBRIC 1 = YES 2 = NO 3 = NOT SURE 4 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	1 (3.4)	1 (2.1)	1 (12.5)	1 (2.5)	1 (2.5)		
	3	6 (20.7)	2 (4.3)	1 (12.5)	4 (10.0)	2 (5.0)		
	4	–	1 (2.1)	–	–	–		
	COLUMN TOTAL and %	29 (17.7)	47 (28.7)	8 (4.9)	40 (24.4)	40 (24.4)		
3. How often do you come to the centre?	1	–	–	–	–	1 (2.5)	CHI-SQUARE (X^2) = 18.28779 D.F. = 20 SIGNIFICANCE = p > 0.5685 = 56% t	RESPONSE RUBRIC 1 = EVERY DAY 2 = APPROX. ONCE EVERY WEEK 3 = ONCE EVERY MONTH 4 = ONCE EVERY TERM 5 = ONCE EVERY YEAR 6 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	6 (20.7)	7 (14.9)	1 (12.5)	5 (12.5)	6 (15.0)		
	3	12 (41.4)	27 (57.4)	5 (62.5)	19 (47.5)	27 (67.5)		
	4	4 (13.8)	6 (12.8)	2 (25.0)	8 (20.0)	1 (2.5)		
	5	1 (3.4)	2 (4.3)	–	–	1 (2.5)		
	6	6 (20.7)	5 (10.6)	–	8 (20.0)	4 (10.0)		
	COLUMN TOTAL and %	29 (17.7)	47 (28.7)	8 (4.9)	40 (24.4)	40 (24.4)		
4. How long do you stay on each visit?	1	1 (3.4)	2 (4.3)	–	1 (2.5)	–	CHI-SQUARE (X^2) = 25.36164 D.F. = 16 SIGNIFICANCE = p > 0.0637 = 6% t	RESPONSE RUBRIC 1 = HALF AN HOUR 2 = ABOUT AN HOUR 3 = 1-2 HOURS 4 = OVER 2 HOURS 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	3 (10.3)	1 (2.1)	1 (12.5)	4 (10.0)	1 (2.5)		
	3	16 (55.2)	27 (57.4)	5 (62.5)	15 (37.5)	14 (35.0)		
	4	4 (13.8)	15 (31.9)	2 (25.0)	17 (42.5)	23 (57.5)		
	5	5 (17.2)	2 (4.3)	–	3 (7.5)	2 (5.0)		
	COLUMN TOTAL and %	29 (17.7)	47 (28.7)	8 (4.9)	40 (24.4)	40 (24.4)		
5. For how long have you been using this centre?	1	2 (6.9)	2 (4.3)	–	5 (12.5)	7 (17.5)	CHI-SQUARE (X^2) = 15.06239 D.F. = 16 SIGNIFICANCE = p > 0.5201 = 52% t	RESPONSE RUBRIC 1 = UNDER 1 YEAR 2 = 1-2 YEARS 3 = 2-5 YEARS 4 = OVER 5 YEARS 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	2 (6.9)	7 (14.9)	2 (25.0)	5 (12.5)	3 (7.5)		
	3	6 (20.7)	10 (21.3)	3 (37.5)	4 (10.0)	7 (17.5)		
	4	18 (62.1)	27 (57.4)	3 (37.5)	26 (65.0)	23 (57.5)		
	5	1 (3.4)	1 (2.1)	–	–	–		
	COLUMN TOTAL and %	29 (17.7)	47 (28.7)	8 (4.9)	40 (24.4)	40 (24.4)		
6. At what time of day are most courses and activities held?	1	1 (3.4)	–	1 (12.5)	–	8 (20.0)	CHI-SQUARE (X^2) = 36.83445 D.F. = 12 SIGNIFICANCE = p > 0.0002 = 0.02% *	RESPONSE RUBRIC 1 = DURING SCHOOL HOURS 2 = AFTER SCHOOL HOURS 3 = SOME DURING AND OTHERS AFTER SCHOOL HOURS 4 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	16 (55.2)	19 (40.4)	5 (62.5)	13 (32.5)	8 (20.0)		
	3	10 (34.5)	28 (59.6)	2 (25.0)	26 (65.0)	24 (60.0)		
	4	2 (6.9)	–	–	1 (2.5)	–		
	COLUMN TOTAL and %	29 (17.7)	47 (28.7)	8 (4.9)	40 (24.4)	40 (24.4)		

QUESTIONS	RESPONSE RUBRIC	TYPE OF SCHOOL					RESULTS	KEY
		INFANT	PRIMARY	SPECIAL	JUNIOR & MIDDLE	SECONDARY		
7. Does the timing of the courses and activities suit you?	1	7 (24.1)	21 (44.7)	2 (25.0)	21 (52.5)	17 (42.5)	CHI-SQUARE (X^2) = 17.88637 D.F. = 12 SIGNIFICANCE = p> 0.1192 = 11% t	RESPONSE RUBRIC 1 = YES 2 = NO 3 = SOMETIMES 4 = UNDECIDED Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	–	1 (2.1)	2 (25.0)	2 (5.0)	3 (7.5)		
	3	21 (72.4)	24 (51.1)	4 (50.0)	17 (42.5)	19 (47.5)		
	4	1 (3.4)	1 (2.1)	–	–	1 (2.5)		
	COLUMN TOTAL and %	29 (17.7)	47 (28.7)	8 (4.9)	40 (24.4)	40 (24.4)		
8. How difficult is it for you to attend courses taking place during school hours?	1	1 (3.4)	20 (42.6)	2 (25.0)	9 (22.5)	8 (20.0)	CHI-SQUARE (X^2) = 28.40805 D.F. = 16 SIGNIFICANCE = p> 0.0282 = 2% *	RESPONSE RUBRIC 1 = EASY 2 = FAIRLY EASY 3 = DIFFICULT 4 = IMPOSSIBLE 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	15 (51.7)	19 (40.4)	1 (12.5)	19 (47.5)	18 (45.0)		
	3	13 (44.8)	6 (12.8)	5 (62.5)	12 (30.0)	13 (32.5)		
	4	–	1 (2.1)	–	–	1 (2.5)		
	5	–	1 (2.1)	–	–	–		
	COLUMN TOTAL and %	29 (17.7)	47 (28.7)	8 (4.9)	40 (24.4)	40 (24.4)		
9. Is there a planned programme in your school enabling teachers to attend teachers' centre activities?	1	4 (13.8)	14 (29.8)	–	10 (25.0)	12 (30.0)	CHI-SQUARE (X^2) = 14.63918 D.F. = 16 SIGNIFICANCE = p> 0.0666 = 6% t	RESPONSE RUBRIC 1 = YES 2 = NO 3 = DON'T KNOW Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	23 (79.3)	26 (55.3)	8(100.0)	29 (72.5)	27 (67.5)		
	3	2 (6.9)	7 (14.9)	–	1 (2.5)	1 (2.5)		
	COLUMN TOTAL and %	29 (17.7)	47 (28.7)	8 (4.9)	40 (24.4)	40 (24.4)		
10. How would you like the idea of non-teachers (e.g. parents, youth clubs) attending teachers' centre activities?	1	2 (6.9)	3 (6.4)	2 (25.0)	3 (7.5)	10 (25.0)	CHI-SQUARE (X^2) = 24.19336 D.F. = 16 SIGNIFICANCE = p> 0.0854 = 8% t	RESPONSE RUBRIC 1 = STRONGLY AGREE 2 = AGREE 3 = UNCONCERNED 4 = DISAGREE 5 = STRONGLY DISAGREE Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	9 (31.0)	12 (25.5)	3 (37.5)	8 (20.0)	5 (12.5)		
	3	10 (34.5)	24 (51.1)	3 (37.5)	19 (47.5)	21 (52.5)		
	4	8 (27.6)	8 (17.0)	–	10 (25.0)	3 (7.5)		
	5	–	–	–	–	1 (2.5)		
	COLUMN TOTAL and %	29 (17.7)	47 (28.7)	8 (4.9)	40 (24.4)	40 (24.4)		
11. Which of the following services offered by the teachers' centre do you use most?	1	27 (93.1)	43 (91.5)	8(100.0)	36 (90.0)	37 (92.5)	CHI-SQUARE (X^2) = 8.41572 D.F. = 16 SIGNIFICANCE = p> 0.9355 = 93% t	RESPONSE RUBRIC 1 = PROFESSIONAL DEVELOPMENT OF TEACHERS THROUGH IN-SERVICE EDUCATION. 2 = SUPPORT SERVICES FOR TEACHERS USING RESOURCES, TECHNICAL SERVICES AND EQUIPMENT. 3 = THE ACQUISITION, PRODUCTION AND DISTRIBUTION OF TEACHING RESOURCES. 4 = SOCIAL AND RECREATIONAL SERVICES FOR TEACHERS. 5 = COMMUNITY INVOLVEMENT IN EDUCATION. 6 = ANY OTHER. Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	2 (6.9)	3 (6.4)	–	2 (5.0)	2 (5.0)		
	3	–	1 (2.1)	–	–	–		
	4	–	–	–	1 (2.5)	–		
	5	–	–	–	–	–		
	6	–	–	–	1 (2.5)	1 (2.5)		
	COLUMN TOTAL and %	29 (17.7)	47 (28.7)	8 (4.9)	40 (24.4)	40 (24.4)		

QUESTIONS	RESPONSE RUBRIC	TYPE OF SCHOOL					RESULTS	KEY
		INFANT	PRIMARY	SPECIAL	JUNIOR & MIDDLE	SECONDARY		
12. What is the general mode or style of activities?	1	3 (10.3)	9 (19.1)	–	4 (10.0)	10 (25.0)	CHI–SQUARE (X^2) = 21.86635 D.F. = 16 SIGNIFICANCE = p>0.1476 = 14% t	RESPONSE RUBRIC 1 = WORKSHOPS 2 = SEMINAR FORM 3 = FORMAL LECTURE STYLE 4 = A COMBINATION OF ALL THE ABOVE 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	–	–	1 (12.5)	1 (2.5)	4 (10.0)		
	3	1 (3.4)	3 (6.4)	–	1 (2.5)	–		
	4	25 (86.2)	35 (74.5)	7 (87.5)	33 (82.5)	26 (65.0)		
	5	–	–	–	1 (2.5)	–		
	COLUMN TOTAL and %	29 (17.7)	47 (28.7)	8 (4.9)	40 (24.4)	40 (24.4)		
13. What type of activities do you like best in the in-service education programme?	1	15 (51.7)	31 (66.0)	–	17 (42.5)	25 (62.5)	CHI–SQUARE = 54.56501 D.F. = 28 SIGNIFICANCE = p>0.0019 = 1% *	RESPONSE RUBRIC 1 = WORKSHOPS 2 = WORKING PARTIES 3 = FORMAL LECTURES 4 = COURSES 5 = CONFERENCES 6 = SUMMAR SCHOOLS 7 = ANY OTHER 8 = DON'T KNOW Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	–	2 (4.3)	4 (50.0)	5 (12.5)	4 (10.0)		
	3	2 (6.9)	6 (12.8)	1 (12.5)	1 (2.5)	4 (10.0)		
	4	11 (37.9)	8 (17.0)	2 (25.0)	15 (37.5)	4 (10.0)		
	5	–	–	–	–	1 (2.5)		
	6	–	–	–	1 (2.5)	–		
	7	1 (3.4)	–	1 (12.5)	–	2 (5.0)		
	8	–	–	–	1 (2.5)	–		
	COLUMN TOTAL and %	29 (17.7)	47 (28.7)	8 (4.9)	40 (24.4)	40 (24.4)		
14. How relevant are the in-service activities to your daily work in the classroom?	1	10 (34.5)	19 (40.4)	1 (12.5)	18 (45.0)	14 (35.0)	CHI–SQUARE (X^2) = 14.51778 D.F. = 8 SIGNIFICANCE = p>0.0692 = 6% t	RESPONSE RUBRIC 1 = VERY RELEVANT 2 = RELEVANT 3 = IRRELEVANT 4 = NOT SURE 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	19 (65.5)	28 (59.6)	6 (75.0)	19 (47.5)	20 (50.0)		
	3	–	–	–	–	–		
	4	–	–	1 (12.5)	3 (7.5)	6 (15.0)		
	5	–	–	–	–	–		
	COLUMN TOTAL and %	29 (17.7)	47 (28.7)	8 (4.9)	40 (24.4)	40 (24.4)		
15. Who decides which courses or activities to be run?	1	–	7 (14.9)	–	3 (7.5)	3 (7.5)	CHI–SQUARE (X^2) = 21.75914 D.F. = 20 SIGNIFICANCE = p>0.3537 = 35% t	RESPONSE RUBRIC 1 = WARDEN 2 = TEACHERS 3 = JOINT DECISION BETWEEN TEACHERS AND WARDEN 4 = LEA STAFF 5 = DON'T KNOW 6 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	1 (3.4)	–	–	1 (2.5)	–		
	3	13 (44.8)	23 (48.9)	2 (25.0)	18 (45.0)	17 (42.5)		
	4	4 (13.8)	1 (2.1)	1 (12.5)	6 (15.0)	7 (17.5)		
	5	11 (37.9)	15 (31.9)	5 (62.5)	10 (25.0)	13 (32.5)		
	6	–	1 (2.1)	–	2 (5.0)	–		
	COLUMN TOTAL and %	29 (17.7)	47 (28.7)	8 (4.9)	40 (24.4)	40 (24.4)		
16. Are you involved in the decision-making process of this teachers' centre?	1	5 (17.2)	5 (10.6)	2 (25.0)	7 (17.5)	8 (20.0)	CHI–SQUARE (X^2) = 3.04390 D.F. = 8 SIGNIFICANCE = p>0.9316 = 93% t	RESPONSE RUBRIC 1 = YES 2 = NO 3 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	23 (79.3)	41 (87.2)	6 (75.0)	32 (80.0)	30 (75.0)		
	3	1 (3.4)	1 (2.1)	–	1 (2.5)	2 (5.0)		
	COLUMN TOTAL and %	29 (17.7)	47 (28.7)	8 (4.9)	40 (24.4)	40 (24.4)		
17. Is your expertise as a professional ever utilised to act as leader of workshops, working parties or courses?	1	–	–	–	–	–	CHI–SQUARE (X^2) = 11.30451 D.F. = 8 SIGNIFICANCE = p>0.1850 = 18% t	RESPONSE RUBRIC 1 = YES – ALWAYS 2 = YES – SOMETIMES 3 = NEVER 4 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	7 (24.1)	13 (27.7)	3 (37.5)	13 (32.5)	22 (55.0)		
	3	21 (72.4)	33 (70.2)	5 (62.5)	27 (67.5)	17 (42.5)		
	4	1 (3.4)	1 (2.1)	–	–	1 (2.5)		
	COLUMN TOTAL and %	29 (17.7)	47 (28.7)	8 (4.9)	40 (24.4)	40 (24.4)		

QUESTIONS	RESPONSE RUBRIC	TYPE OF SCHOOL					RESULTS	KEY
		INFANT	PRIMARY	SPECIAL	JUNIOR & MIDDLE	SECONDARY		
18. Who do you think has the greatest influence on centre activities?	1	6 (20.7)	18 (38.3)	4 (50.0)	10 (25.0)	11 (27.5)	CHI-SQUARE (X^2) = 18.81319 D.F. = 16 SIGNIFICANCE = p>0.2785 = 27% t	RESPONSE RUBRIC 1 = WARDEN 2 = LEA ADVISER 3 = TEACHERS 4 = DON'T KNOW 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	8 (27.6)	4 (8.5)	-	10 (25.0)	11 (27.5)		
	3	6 (20.7)	13 (27.7)	2 (25.0)	10 (25.0)	14 (35.0)		
	4	9 (31.0)	10 (21.3)	2 (25.0)	9 (22.5)	4 (10.0)		
	5	-	2 (4.3)	-	1 (2.5)	-		
	COLUMN TOTAL and %	29 (17.7)	47 (28.7)	8 (4.9)	40 (24.4)	40 (24.4)		
19. How were you first made aware of activities at this centre?	1	3 (10.3)	-	1 (12.5)	1 (2.5)	7 (17.5)	CHI-SQUARE (X^2) = 26.09260 D.F. = 16 SIGNIFICANCE = p>0.0527 = 5% *	RESPONSE RUBRIC 1 = THROUGH LEA ADVISER 2 = THROUGH THE PROFESSIONAL TUTOR IN MY SCHOOL 3 = THROUGH A COLLEAGUE 4 = THROUGH A CIRCULAR SENT BY THE WARDEN TO SCHOOLS 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	-	-	-	3 (7.5)	2 (5.0)		
	3	3 (10.3)	9 (19.1)	-	6 (15.0)	2 (5.0)		
	4	22 (75.9)	37 (78.7)	7 (87.5)	28 (70.0)	25 (62.5)		
	5	1 (3.4)	1 (2.1)	-	2 (5.0)	4 (10.0)		
	COLUMN TOTAL and %	29 (17.7)	47 (28.7)	8 (4.9)	40 (24.4)	40 (24.4)		
20. How easily do you think you could obtain access to the various activities and services elsewhere?	1	2 (6.9)	1 (2.1)	1 (12.5)	-	-	CHI-SQUARE (X^2) = 14.74155 D.F. = 16 SIGNIFICANCE = p>0.5436 = 54% t	RESPONSE RUBRIC 1 = VERY EASILY 2 = EASILY 3 = DIFFICULT 4 = IMPOSSIBLE 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	4 (13.8)	8 (17.0)	2 (25.0)	4 (10.0)	9 (22.5)		
	3	22 (75.9)	37 (78.7)	5 (62.5)	34 (85.0)	29 (72.5)		
	4	1 (3.4)	1 (2.1)	-	1 (2.5)	2 (5.0)		
	5	-	-	-	1 (2.5)	-		
	COLUMN TOTAL and %	29 (17.7)	47 (28.7)	8 (4.9)	40 (24.4)	40 (24.4)		
21. What would you miss most if the centre were not there?	1	-	-	-	-	1 (2.5)	CHI-SQUARE (X^2) = 18.27029 D.F. = 16 SIGNIFICANCE = p>0.3083 = 30% t	RESPONSE RUBRIC 1 = NOTHING 2 = EQUIPMENT AND RESOURCES 3 = MEETING OTHER TEACHERS IN SOCIAL ATMOSPHERE 4 = ADVICE AND SUPPORT RECEIVED FROM CENTRE STAFF 5 = OPPORTUNITY TO HAVE PROFESSIONAL DEVELOPMENT 6 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	3 (10.3)	3 (6.4)	-	2 (5.0)	1 (2.5)		
	3	5 (17.2)	1 (2.1)	-	4 (10.0)	6 (15.0)		
	4	2 (6.9)	2 (4.3)	-	4 (10.0)	-		
	5	19 (65.5)	41 (87.2)	8(100.0)	30 (75.0)	32 (80.0)		
	6	-	-	-	-	-		
	COLUMN TOTAL and %	29 (17.7)	47 (28.7)	8 (4.9)	40 (24.4)	40 (24.4)		

KEY: D.F. = Degrees of Freedom
t = Not Significant at the 5% level
* = Significant at the 5% level

APPENDIX 3C

TABLE   69

CROSSTABULATION OF QUESTIONS BY SEX OF RESPONDENTS

QUESTIONS	RESPONSE RUBRIC	SEX CATEGORIES		RESULTS	KEY
		MALE	FEMALE		
1. What effects do you think in-service education has on teachers?	1	39 (86.7)	49 (98.0)	CHI-SQUARE (X^2) = 5.88952 D.F. = 3 SIGNIFICANCE = p > 0.1171 = 11% t	RESPONSE RUBRIC 1 = KEEPS TEACHERS PROFESSIONALLY VIABLE 2 = DOES NOT MAKE MUCH DIFFERENCE TO A TEACHER'S PROFESSIONAL COMPETENCE 3 = NOT REALLY SURE WHAT TEACHERS DERIVE FROM IN-SERVICE COURSES 4 = ANY OTHER
	2	4 (8.9)	–		
	3	1 (2.2)	–		
	4	1 (2.2)	1 (2.0)		
	COLUMN TOTAL and %	45 (47.4)	50 (52.6)		
2. How would you rate the necessity of having other forms of in-service education other than the traditional college-based provision?	1	24 (53.3)	30 (60.0)	CHI-SQUARE (X^2) = 0.43173 D.F. = 2 SIGNIFICANCE = p > 0.8058 = 80% t	RESPONSE RUBRIC 1 = VERY NECESSARY 2 = NECESSARY IN SOME COURSES 3 = NOT NECESSARY 4 = DON'T KNOW
	2	19 (42.4)	18 (36.0)		
	3	–	–		
	4	2 (4.4)	2 (4.0)		
	COLUMN TOTAL and %	45 (47.4)	50 (52.6)		
3. How were you first made aware of the in-service programme in your school?	1	8 (17.7)	13 (26.0)	CHI-SQUARE (X^2) = 1.76320 D.F. = 5 SIGNIFICANCE = p > 0.8808 = 88% t	RESPONSE RUBRIC 1 = THROUGH THE HEAD 2 = THROUGH THE DEPUTY HEAD 3 = THROUGH MY HEAD OF DEPARTMENT 4 = THROUGH THE PROFESSIONAL TUTOR 5 = THROUGH OTHER MEMBERS OF STAFF 6 = ANY OTHER
	2	11 (24.4)	10 (20.0)		
	3	7 (15.6)	10 (20.0)		
	4	10 (22.2)	10 (20.0)		
	5	5 (11.1)	4 (8.0)		
	6	4 (8.9)	3 (6.0)		
	COLUMN TOTAL and %	45 (47.4)	50 (52.6)		
4. Why did you decide to engage in school-focused activities?	1	–	1 (2.0)	CHI-SQUARE (X^2) = 3.13683 D.F. = 2 SIGNIFICANCE = p > 0.2084 = 20% t	RESPONSE RUBRIC 1 = IT WAS COMPULSORY 2 = TO IMPROVE MY PROFESSIONAL COMPETENCE 3 = OTHER STAFF WERE ATTENDING 4 = DON'T KNOW 5 = ANY OTHER
	2	43 (95.6)	49 (98.0)		
	3				
	4	–	–		
	5	2 (4.4)	–		
	COLUMN TOTAL and %	45 (47.4)	50 (52.6)		
5. How regularly do you attend these activities?	1	20 (44.4)	23 (46.0)	CHI-SQUARE (X^2) = 4.90597 D.F. = 3 SIGNIFICANCE = p > 0.1788 = 17% t	RESPONSE RUBRIC 1 = FREQUENTLY 2 = QUITE FREQUENTLY 3 = INFREQUENTLY 4 = NEVER 5 = ANY OTHER
	2	11 (24.4)	20 (40.0)		
	3	12 (26.7)	6 (12.0)		
	4	–	–		
	5	2 (4.4)	1 (2.0)		
	COLUMN TOTAL and %	45 (47.4)	50 (52.6)		
6. For how long have you been involved in these activities in this school?	1	31 (68.9)	32 (64.0)	CHI-SQUARE (X^2) = 3.24889 D.F. = 3 SIGNIFICANCE = p > 0.3548 = 35% t	RESPONSE RUBRIC 1 = 2 YEARS OR MORE 2 = 1 TO 2 YEARS 3 = 6 MONTHS TO 1 YEAR 4 = 1 MONTH TO SIX MONTHS 5 = UNDER 1 MONTH 6 = ANY OTHER
	2	12 (26.7)	14 (28.0)		
	3	–	3 (6.0)		
	4	–	–		
	5	–	–		
	6	2 (4.4)	1 (2.0)		
	COLUMN TOTAL and %	45 (47.4)	50 (52.6)		

QUESTIONS	RESPONSE RUBRIC	SEX CATEGORIES		RESULTS	KEY
		MALE	FEMALE		
7. What would you say about these courses as regards fulfilling your expectations of them?	1	2 (4.4)	3 (6.0)	CHI-SQUARE (X^2) = 5.23695 D.F. = 6 SIGNIFICANCE = p > 0.5138 = 51% t	RESPONSE RUBRIC 1 = EXCEEDED EXPECTATIONS 2 = CAME UP TO EXPECTATION 3 = SOME PARTS DID AND SOME DID NOT 4 = HAD LITTLE OR NO PRECONDITIONS 5 = DIFFERED SIGNIFICANTLY FROM EXPECTATIONS 6 = DISAPPOINTING 7 = ANY OTHER
	2	16 (35.6)	19 (38.0)		
	3	17 (37.8)	24 (48.0)		
	4	5 (11.1)	3 (6.0)		
	5	1 (2.2)	–		
	6	2 (4.4)	–		
	7	2 (4.4)	1 (2.0)		
	COLUMN TOTAL and %	45 (47.4)	50 (52.6)		
8. How relevant would you say these activities have been as regards your classroom performance?	1	10 (22.2)	16 (32.0)	CHI-SQUARE (X^2) = 3.52908 D.F. = 4 SIGNIFICANCE = p > 0.4735 = 47% t	RESPONSE RUBRIC 1 = VERY RELEVANT 2 = SOME ARE RELEVANT 3 = NOT RELEVANT AT ALL 4 = NOT SURE 5 = ANY OTHER
	2	30 (66.7)	32 (64.0)		
	3	2 (4.4)	–		
	4	2 (4.4)	1 (2.0)		
	5	1 (2.2)	1 (2.0)		
	COLUMN TOTAL and %	45 (47.4)	50 (52.6)		
9. How much were you involved in deciding what activities to attend?	1	38 (84.4)	46 (92.0)	CHI-SQUARE (X^2) = 1.50291 D.F. = 3 SIGNIFICANCE = p > 0.6816 = 68% t	RESPONSE RUBRIC 1 = FULLY INVOLVED IN DECIDING FOR MYSELF 2 = HELPED BY VISITING CONSULTANT 3 = NOT INVOLVED AT ALL 4 = ANY OTHER
	2	4 (8.9)	2 (4.0)		
	3	2 (4.4)	1 (2.0)		
	4	1 (2.2)	1 (2.0)		
	COLUMN TOTAL and %	45 (47.4)	50 (52.6)		
10. How much do you agree with arguments that stress the growing importance of school-focused in-service provision in improving teachers' professional skills?	1	19 (42.2)	25 (50.0)	CHI-SQUARE (X^2) = 0.75712 D.F. = 2 SIGNIFICANCE = p > 0.6848 = 68% t	RESPONSE RUBRIC 1 = STRONGLY AGREE 2 = AGREE 3 = NOT SURE 4 = DISAGREE 5 = STRONGLY DISAGREE
	2	23 (51.1)	23 (46.0)		
	3	3 (6.7)	2 (4.0)		
	4	–	–		
	5	–	–		
	COLUMN TOTAL and %	45 (47.4)	50 (52.6)		
11. Advocates of school-focused activities argue that without such activities in schools, teachers become professionally stale. How much do you agree with this?	1	18 (40.0)	23 (46.0)	CHI-SQUARE (X^2) = 4.38001 D.F. = 4 SIGNIFICANCE = p > 0.3570 = 35% t	RESPONSE RUBRIC 1 = STRONGLY AGREE 2 = AGREE 3 = DON'T KNOW 4 = DISAGREE 5 = STRONGLY DISAGREE
	2	24 (53.3)	23 (46.0)		
	3	1 (2.2)	3 (6.0)		
	4	2 (4.4)	–		
	5	–	1 (2.0)		
	COLUMN TOTAL and %	45 (47.4)	50 (52.6)		

QUESTIONS	RESPONSE RUBRIC	SEX CATEGORIES		RESULTS	KEY
		MALE	FEMALE		
12. How much contribution would you say such school-focused activities have made towards the professional development of the teacher?	1	12 (26.7)	20 (40.0)	CHI-SQUARE (X²) = 3.09837 D.F. = 3 SIGNIFICANCE = p > 0.3767 = 37% t	RESPONSE RUBRIC 1 = A GREAT DEAL 2 = SOME USEFUL CONTRIBUTION 3 = SMALL CONTRIBUTION 4 = NO CONTRIBUTION 5 = NOT SURE 6 = ANY OTHER
	2	25 (55.6)	26 (52.0)		
	3	6 (13.3)	3 (6.0)		
	4	–	–		
	5	–	–		
	6	2 (4.4)	1 (2.0)		
	COLUMN TOTAL and %	45 (47.4)	50 (52.6)		
13. Looking back now on some of the school-focused activities you have attended, would you say they would have been better as college-based courses?	1	–	5 (10.0)	CHI-SQUARE (X²) = 13.08929 D.F. = 4 SIGNIFICANCE = p > 0.0108 = 1% *	RESPONSE RUBRIC 1 = YES – ALL OF THEM 2 = SOME WOULD, SOME WOULD NOT 3 = NO – NONE OF THEM 4 = NOT SURE 5 = ANY OTHER
	2	27 (60.0)	15 (30.0)		
	3	7 (15.6)	18 (36.0)		
	4	10 (22.2)	11 (22.0)		
	5	1 (2.2)	1 (2.0)		
	COLUMN TOTAL and %	45 (47.4)	50 (52.6)		
14. How would you compare school-focused activities with external award-bearing courses as regards the professional development of the classroom teacher?	1	35 (77.8)	42 (84.0)	CHI-SQUARE (X²) = 4.47652 D.F. = 3 SIGNIFICANCE = p > 0.2144 = 21% t	RESPONSE RUBRIC 1 = SCHOOL-BASED COURSES ARE MORE DIRECTLY GEARED TO WHAT THE TEACHER IS EXPECTED TO MEET IN THE CLASSROOM. 2 = EXTERNAL COURSES ARE EQUALLY GOOD IN EQUIPPING THE TEACHER FOR HIS/HER DAY TO DAY CLASSROOM EXPERIENCES 3 = NOT REALLY SURE 4 = ANY OTHER
	2	1 (2.2)	3 (6.0)		
	3	6 (13.3)	5 (10.0)		
	4	3 (6.7)	–		
	COLUMN TOTAL and %	45 (47.4)	50 (52.6)		
15. How much would you say school-focused activities have succeeded in identifying and rectifying mismatch between what is learnt on external courses and the actual process in the classroom?	1	30 (66.7)	34 (68.0)	CHI-SQUARE (X²) = 3.44082 D.F. = 4 SIGNIFICANCE = p > 0.4869 = 48% t	RESPONSE RUBRIC 1 = VERY MUCH 2 = NOT MUCH 3 = VERY LITTLE 4 = NOTHING AT ALL 5 = ANY OTHER
	2	5 (11.1)	10 (20.0)		
	3	4 (8.9)	2 (4.0)		
	4	1 (2.2)	–		
	5	5 (11.1)	4 (8.0)		
	COLUMN TOTAL and %	45 (47.4)	50 (52.6)		
16. What aspect of the organisation of these school-focused activities were you most dissatisfied with?	1	18 (40.0)	20 (40.0)	CHI-SQUARE (X²) = 4.24478 D.F. = 4 SIGNIFICANCE = p > 0.3739 = 37% t	RESPONSE RUBRIC 1 = TIMING OF THE COURSES 2 = CONTENT – TOO PRACTICAL 3 = CONTENT TOO THEORETICAL 4 = LACK OF INFORMATION 5 = LACK OF NECESSARY EXPERTISE IN THE STAFFING 6 = NONE 7 = ANY OTHER
	2	–	–		
	3	–	1 (2.0)		
	4	–	–		
	5	3 (6.7)	4 (8.0)		
	6	19 (42.2)	24 (48.0)		
	7	5 (11.1)	1 (2.0)		
	COLUMN TOTAL and %	45 (47.4)	50 (52.6)		
17. How much effort did you have to make to attend these school-focused activities?	1	4 (8.9)	4 (8.0)	CHI-SQUARE (X²) = 0.22838 D.F. = 4 SIGNIFICANCE = p > 0.9940 = 99% t	RESPONSE RUBRIC 1 = A GREAT DEAL 2 = SOME EFFORT 3 = A LITTLE EFFORT 4 = NONE AT ALL 5 = ANY OTHER
	2	18 (40.0)	22 (44.0)		
	3	5 (11.1)	6 (12.0)		
	4	17 (37.8)	17 (34.0)		
	5	1 (2.2)	1 (2.0)		
	COLUMN TOTAL and %	45 (47.4)	50 (52.6)		

QUESTIONS	RESPONSE RUBRIC	SEX CATEGORIES		RESULTS	KEY
		MALE	FEMALE		
18. How enthusiastic are you about attending subsequent school-focused activities?	1	33 (73.3)	41 (82.0)	CHI-SQUARE (X^2) = 4.70565 D.F. = 4 SIGNIFICANCE = p > 0.3189 = 31% t	RESPONSE RUBRIC 1 = LOOKING FORWARD TO THEM VERY MUCH 2 = NOT LOOKING FORWARD TO THEM AT ALL 3 = NOT SURE 4 = ANY OTHER
	2	1 (2.2)	–		
	3	5 (11.1)	6 (12.0)		
	4	6 (13.3)	3 (6.0)		
	COLUMN TOTAL and %	45 (47.4)	50 (52.6)		
19. What is the general orientation of these courses?	1	1 (2.2)	–	CHI-SQUARE (X^2) = 2.08113 D.F. = 4 SIGNIFICANCE = p > 0.7208 = 72% t	RESPONSE RUBRIC 1 = THEORETICALLY ORIENTED INVOLVING LECTURES, READING ETC. 2 = PRACTICALLY ORIENTED INVOLVING WORKSHOPS, PRODUCTION OF CURRICULUM MATERIALS ETC. 3 = DISCUSSION BASED 4 = A COMBINATION OF THE THREE 5 = ANY OTHER
	2	4 (8.9)	6 (12.0)		
	3	6 (13.3)	5 (10.0)		
	4	32 (71.1)	38 (76.0)		
	5	2 (4.4)	1 (2.0)		
	COLUMN TOTAL and %	45 (47.4)	50 (52.6)		
20. How would you describe a school without such school-focused activities?	1	2 (4.4)	–	CHI-SQUARE (X^2) = 6.76608 D.F. = 5 SIGNIFICANCE = p > 0.2386 = 23% t	RESPONSE RUBRIC 1 = HEALTHY 2 = VIABLE 3 = NORMAL 4 = STALE 5 = UNPROGRESSIVE 6 = ANY OTHER
	2	3 (6.7)	–		
	3	3 (6.7)	4 (8.0)		
	4	21 (46.7)	27 (54.0)		
	5	16 (35.6)	18 (36.0)		
	6	–	1 (2.0)		
	COLUMN TOTAL and %	45 (47.4)	50 (52.6)		
21. From your experiences what would you say about these school-focused activities?	1	39 (86.7)	48 (96.0)	CHI-SQUARE (X^2) = 6.01788 D.F. = 4 SIGNIFICANCE = p > 0.1978 = 19% t	RESPONSE RUBRIC 1 = EVERY SCHOOL SHOULD HAVE SOME FORM OF SCHOOL-FOCUSED ACTIVITIES. 2 = SCHOOL-FOCUSED ACTIVITIES CONTRIBUTE LITTLE OR NOTHING TO THE PROFESSIONAL DEVELOPMENT OF THE TEACHER. 3 = SCHOOL-FOCUSED ACTIVITIES ARE NOT LIVING UP TO THE EXPECTATIONS THEY HAVE AROUSED. 4 = ANY OTHER
	2	2 (4.4)	–		
	3	2 (4.4)	–		
	4	2 (4.4)	2 (4.0)		
	COLUMN TOTAL and %	45 (47.4)	50 (52.6)		

KEY: D.F. = Degrees of Freedom
t   = Not Significant at the 5% level
*   = Significant at the 5% level

Numbers are expressed frequencies of response.
Numbers in parentheses are expressed as percentages.

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TABLE 70

CROSSTABULATION OF QUESTIONS BY AGE CATEGORIES OF RESPONDENTS

QUESTIONS	RESPONSE RUBRIC	AGE CATEGORIES							RESULTS	KEY
		20–25	26–30	31–35	36–40	41–45	46–50	Over 50		
1. What effects do you think in-service education has on teachers?	1	9(100.0)	19 (90.5)	12 (92.3)	7 (77.8)	20 (95.2)	13(100.0)	8 (88.9)	CHI-SQUARE (X^2) = 13.68215 D.F. = 18 SIGNIFICANCE = p>0.7496 = 74%　t	RESPONSE RUBRIC 1 = KEEPS TEACHERS PROFESSIONALLY VIABLE 2 = DOES NOT MAKE MUCH DIFFERENCE TO A TEACHER'S PROFESSIONAL COMPETENCE 3 = NOT REALLY SURE WHAT TEACHERS DERIVE FROM IN-SERVICE COURSES 4 = ANY OTHER
	2	–	1 (4.8)	1 (7.7)	1 (11.1)	–	–	1 (11.1)		
	3	–	1 (4.8)	–	–	–	–	–		
	4	–	–	–	1 (11.1)	1 (4.8)	–	–		
	COLUMN TOTAL and %	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)		
2. How would you rate the necessity of having other forms of in-service education other than the traditional college-based provision?	1	3 (33.3)	11 (52.4)	5 (38.5)	5 (55.6)	15 (71.4)	11 (84.6)	4 (44.4)	CHI-SQUARE (X^2) = 18.98656 D.F. = 12 SIGNIFICANCE = p>0.0889 = 8%　t	RESPONSE RUBRIC 1 = VERY NECESSARY 2 = NECESSARY IN SOME COURSES 3 = NOT NECESSARY 4 = DON'T KNOW
	2	4 (44.4)	9 (42.9)	8 (61.5)	4 (44.4)	5 (23.8)	2 (15.4)	5 (55.6)		
	3	–	–	–	–	–	–	–		
	4	2 (22.2)	1 (4.4)	–	–	1 (4.8)	–	–		
	COLUMN TOTAL and %	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)		
3. How were you first made aware of the in-service programme in your school?	1	–	1 (4.8)	3 (23.1)	3 (33.3)	8 (38.1)	3 (23.1)	3 (33.3)	CHI-SQUARE (X^2) = 29.66629 D.F. = 30 SIGNIFICANCE = p>0.4828 = 48%　t	RESPONSE RUBRIC 1 = THROUGH THE HEAD 2 = THROUGH THE DEPUTY HEAD 3 = THROUGH MY HEAD OF DEPARTMENT 4 = THROUGH THE PROFESSIONAL TUTOR 5 = THROUGH OTHER MEMBERS OF STAFF 6 = ANY OTHER
	2	–	5 (23.8)	4 (30.8)	2 (22.2)	5 (23.8)	4 (30.8)	1 (11.1)		
	3	2 (22.2)	5 (23.8)	1 (7.7)	1 (11.1)	2 (9.5)	2 (15.4)	4 (44.4)		
	4	5 (55.6)	4 (19.0)	3 (23.8)	1 (11.1)	3 (14.3)	3 (23.1)	1 (11.1)		
	5	1 (11.1)	4 (19.0)	1 (7.7)	1 (11.1)	2 (9.5)	–	–		
	6	1 (11.1)	2 (9.5)	1 (7.7)	1 (11.1)	1 (4.8)	1 (7.7)	–		
	COLUMN TOTAL and %	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)		
4. Why did you decide to engage in school-focused activities?	1	–	1 (4.8)	–	–	–	–	–	CHI-SQUARE (X^2) = 10.60095 D.F. = 12 SIGNIFICANCE = p>0.5634 = 56%　t	RESPONSE RUBRIC 1 = IT WAS COMPULSORY 2 = TO IMPROVE MY PROFESSIONAL COMPETENCE 3 = OTHER STAFF WERE ATTENDING 4 = DON'T KNOW 5 = ANY OTHER
	2	9(100.0)	20 (95.2)	12 (92.3)	8 (88.9)	21(100.0)	13(100.0)	9(100.0)		
	3	–	–	–	–	–	–	–		
	4	–	–	–	–	–	–	–		
	5	–	–	1 (7.7)	1 (11.1)	–	–	–		
	COLUMN TOTAL and %	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)		
5. How regularly do you attend these courses?	1	4 (44.4)	9 (42.9)	4 (30.8)	5 (55.6)	9 (42.9)	6 (46.2)	6 (66.7)	CHI-SQUARE (X^2) = 15.56391 D.F. = 18 SIGNIFICANCE = p>0.6230 = 62%　t	RESPONSE RUBRIC 1 = FREQUENTLY 2 = QUITE FREQUENTLY 3 = INFREQUENTLY 4 = NEVER 5 = ANY OTHER
	2	3 (33.3)	9 (42.9)	6 (46.2)	3 (33.3)	4 (19.0)	5 (38.5)	1 (11.1)		
	3	2 (22.2)	2 (9.5)	2 (15.4)	1 (11.1)	8 (38.1)	1 (7.7)	2 (22.2)		
	4	–	–	–	–	–	–	–		
	5	–	1 (4.8)	1 (7.7)	–	–	1 (7.7)	–		
	COLUMN TOTAL and %	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)		
6. How long have you been involved in these activities in this school?	1	2 (22.2)	11 (52.4)	7 (53.8)	7 (77.8)	15 (71.4)	12 (92.3)	9(100.0)	CHI-SQUARE (X^2) = 32.84473 D.F. = 18 SIGNIFICANCE = p>0.0174 = 1%　*	RESPONSE RUBRIC 1 = 2 YEARS OR MORE 2 = 1-2 YEARS 3 = 6 MONTHS TO 1 YEAR 4 = 1 MONTH TO 6 MONTHS 5 = UNDER 1 MONTH 6 = ANY OTHER
	2	5 (55.6)	8 (38.1)	5 (38.5)	2 (22.2)	6 (28.6)	–	–		
	3	2 (22.2)	1 (4.8)	–	–	–	–	–		
	4	–	–	–	–	–	–	–		
	5	–	–	–	–	–	–	–		
	6	–	1 (4.8)	1 (7.7)	–	–	1 (7.7)	–		
	COLUMN TOTAL and %	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)		

QUESTIONS	RESPONSE RUBRIC	AGE CATEGORIES							RESULTS	KEY
		20 – 25	26 – 30	31 – 35	36 – 40	41 – 45	46 – 50	Over 50		
7. What would you say about these courses as regards fulfilling your expectations of them?	1	–	–	1 (7.7)	1 (11.1)	2 (9.5)	–	1 (11.1)	CHI-SQUARE (X²) = 38.75374 D.F. = 36 SIGNIFICANCE = p>0.3465 = 34% t	RESPONSE RUBRIC 1 = EXCEEDED EXPECTATIONS 2 = CAME UP TO EXPECTATIONS 3 = SOME PARTS DID AND SOME DID NOT 4 = HAD LITTLE OR NO PRECONDITIONS 5 = DIFFERED SIGNIFICANTLY FROM EXPECTATIONS 6 = DISAPPOINTING 7 = ANY OTHER
	2	–	11 (52.4)	4 (30.8)	2 (22.2)	7 (33.3)	7 (53.8)	4 (44.4)		
	3	7 (77.8)	6 (28.6)	7 (53.8)	4 (44.4)	10 (47.6)	5 (38.5)	2 (22.2)		
	4	2 (22.2)	2 (9.5)	–	1 (11.1)	2 (9.5)	–	1 (11.1)		
	5	–	–	–	1 (11.1)	–	–	–		
	6	–	1 (4.8)	–	–	–	–	1 (11.1)		
	7	–	1 (4.8)	1 (7.7)	–	–	1 (7.7)	–		
	COLUMN TOTAL and %	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)		
8. How relevant would you say these activities have been as regards your classroom performance?	1	–	7 (33.3)	2 (15.4)	3 (33.3)	7 (33.7)	3 (23.1)	4 (44.4)	CHI-SQUARE (X²) = 28.49862 D.F. = 24 SIGNIFICANCE = p>0.2396 = 23% t	RESPONSE RUBRIC 1 = VERY RELEVANT 2 = SOME ARE RELEVANT 3 = NOT RELEVANT AT ALL 4 = NOT SURE 5 = ANY OTHER
	2	7 (77.8)	13 (61.9)	10 (76.9)	6 (60.7)	12 (57.1)	10 (76.9)	4 (44.4)		
	3	–	–	–	–	1 (4.8)	–	1 (11.1)		
	4	2 (22.2)	–	–	–	1 (4.8)	–	–		
	5	–	1 (4.8)	1 (7.7)	–	–	–	–		
	COLUMN TOTAL and %	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)		
9. How much were you involved in deciding what activities to attend?	1	4 (44.4)	20 (95.2)	11 (84.6)	9 (100.0)	20 (95.2)	12 (92.3)	8 (88.9)	CHI-SQUARE (X²) = 36.87814 D.F. = 18 SIGNIFICANCE = p>0.0054 = 0.5% *	RESPONSE RUBRIC 1 = FULLY INVOLVED IN DECIDING FOR MYSELF 2 = HELPED BY VISITING CONSULTANT 3 = NOT INVOLVED AT ALL 4 = ANY OTHER
	2	4 (44.4)	–	–	–	1 (4.8)	1 (7.7)	–		
	3	1 (11.1)	–	1 (7.7)	–	–	–	1 (11.1)		
	4	–	1 (4.8)	1 (7.7)	–	–	–	–		
	COLUMN TOTAL and %	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)		
10. How much do you agree with arguments that stress the growing importance of school-focused in-service provision in improving teachers' professional skills?	1	2 (22.2)	9 (42.9)	6 (46.2)	5 (55.6)	11 (52.4)	6 (46.2)	5 (55.6)	CHI-SQUARE (X²) = 7.18675 D.F. = 12 SIGNIFICANCE = p>0.8450 = 84% t	RESPONSE RUBRIC 1 = STRONGLY AGREE 2 = AGREE 3 = NOT SURE 4 = DISAGREE 5 = STRONGLY DISAGREE
	2	6 (66.7)	11 (52.4)	7 (53.8)	4 (44.4)	8 (38.1)	7 (53.8)	3 (33.3)		
	3	1 (11.1)	1 (4.8)	–	–	2 (9.5)	–	1 (11.1)		
	4	–	–	–	–	–	–	–		
	5	–	–	–	–	–	–	–		
	COLUMN TOTAL and %	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)		
11. Advocates of school-focused activities argue that without such activities in schools teachers become professionally stale. How much do you agree with this?	1	3 (33.3)	8 (38.1)	5 (38.5)	6 (66.7)	8 (38.1)	6 (46.2)	5 (55.6)	CHI-SQUARE (X²) = 27.76508 D.F. = 24 SIGNIFICANCE = p>0.2701 = 27%	RESPONSE RUBRIC 1 = STRONGLY AGREE 2 = AGREE 3 = DON'T KNOW 4 = DISAGREE 5 = STRONGLY DISAGREE
	2	4 (44.4)	11 (52.4)	8 (61.5)	2 (22.2)	12 (57.1)	7 (53.8)	3 (33.3)		
	3	2 (22.2)	2 (9.5)	–	–	–	–	–		
	4	–	–	–	1 (11.1)	–	–	1 (11.1)		
	5	–	–	–	–	1 (4.8)	–	–		
	COLUMN TOTAL and %	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)		

QUESTIONS	RESPONSE RUBRIC	AGE CATEGORIES							RESULTS	KEY
		20 – 25	26 – 30	31 – 35	36 – 40	41 – 45	46 – 50	Over 50		
12. How much contribution would you say such school-focused activities have made towards the professional development of the teacher?	1	1 (11.1)	5 (23.8)	5 (38.5)	5 (55.6)	9 (42.9)	4 (30.8)	3 (33.3)	CHI-SQUARE (X^2) = 15.94056 D.F. = 18 SIGNIFICANCE = $p > 0.5967$ = 59% t	RESPONSE RUBRIC 1 = A GREAT DEAL 2 = SOME USEFUL CONTRIBUTION 3 = SMALL CONTRIBUTION 4 = NO CONTRIBUTION 5 = NOT SURE 6 = ANY OTHER
	2	6 (66.7)	13 (61.9)	6 (46.2)	4 (44.4)	9 (42.9)	8 (61.5)	5 (55.6)		
	3	2 (22.2)	3 (14.3)	2 (15.4)	–	1 (4.8)	–	1 (11.1)		
	4	–	–	–	–	–	–	–		
	5	–	–	–	–	–	–	–		
	6	–	–	–	–	2 (9.5)	1 (7.7)	–		
	COLUMN TOTAL and %	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)		
13. Looking back now on some of the school-focused activities you have attended, would you say they would have been better as college-based courses?	1	–	–	1 (7.7)	1 (11.1)	1 (4.8)	1 (7.7)	1 (11.1)	CHI-SQUARE (X^2) = 14.34605 D.F. = 24 SIGNIFICANCE = $p > 0.9384$ = 93% t	RESPONSE RUBRIC 1 = YES – ALL OF THEM 2 = SOME WOULD, SOME WOULD NOT 3 = NO – NONE OF THEM 4 = NOT SURE 5 = ANY OTHER
	2	3 (33.3)	9 (42.9)	4 (30.8)	3 (33.3)	12 (57.1)	7 (53.8)	4 (44.4)		
	3	2 (22.2)	7 (33.3)	5 (38.5)	3 (33.3)	3 (14.3)	3 (23.1)	2 (22.2)		
	4	4 (44.4)	4 (19.0)	2 (15.4)	2 (22.2)	5 (23.8)	2 (15.4)	2 (22.2)		
	5	–	1 (4.8)	1 (7.7)	–	–	–	–		
	COLUMN TOTAL and %	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)		
14. How would you compare school-focused activities with external award-bearing courses as regards the professional development of the classroom teacher?	1	6 (66.7)	16 (76.2)	11 (84.6)	8 (88.9)	16 (76.2)	12 (92.3)	8 (88.9)	CHI-SQUARE (X^2) = 14.32790 D.F. = 18 SIGNIFICANCE = $p > 0.7075$ = 70% t	RESPONSE RUBRIC 1 = SCHOOL-BASED COURSES ARE MORE DIRECTLY GEARED TO WHAT THE TEACHER IS EXPECTED TO MEET IN THE CLASSROOM. 2 = EXTERNAL COURSES ARE EQUALLY GOOD IN EQUIPPING THE TEACHER FOR HIS/HER DAY-TO-DAY CLASSROOM EXPERIENCES 3 = NOT REALLY SURE 4 = ANY OTHER
	2	–	1 (4.8)	–	–	2 (9.5)	1 (7.7)	–		
	3	3 (33.3)	3 (14.3)	2 (15.4)	–	2 (9.5)	–	1 (11.1)		
	4	–	1 (4.8)	–	1 (11.1)	1 (4.8)	–	–		
	COLUMN TOTAL and %	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)		
15. How much would you say school-focused activities have succeeded in identifying and rectifying mismatch between what is learnt on external courses and the actual process in the classroom?	1	4 (44.4)	15 (71.5)	9 (69.2)	6 (66.7)	13 (61.9)	9 (69.2)	8 (88.9)	CHI-SQUARE (X^2) = 19.09924 D.F. = 24 SIGNIFICANCE = $p > 0.7467$ = 74% t	RESPONSE RUBRIC 1 = VERY MUCH 2 = NOT MUCH 3 = VERY LITTLE 4 = NOTHING AT ALL 5 = ANY OTHER
	2	1 (11.1)	3 (14.3)	2 (15.4)	2 (22.2)	4 (19.0)	3 (23.1)	–		
	3	1 (11.1)	1 (4.8)	1 (7.7)	–	1 (4.8)	1 (7.7)	1 (11.1)		
	4	1 (11.1)	–	–	–	–	–	–		
	5	2 (22.2)	2 (9.5)	1 (7.7)	1 (11.1)	3 (14.3)	–	–		
	COLUMN TOTAL and %	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)		
16. What aspect of the organisation of these school-focused activities were you most dissatisfied with?	1	4 (44.4)	8 (38.1)	7 (53.8)	2 (22.2)	7 (33.3)	6 (46.2)	4 (44.4)	CHI-SQUARE (X^2) = 15.74849 D.F. = 24 SIGNIFICANCE = $p > 0.8969$ = 89% t	RESPONSE RUBRIC 1 = TIMING OF THE COURSES 2 = CONTENT – TOO PRACTICAL 3 = CONTENT – TOO THEORETICAL 4 = LACK OF INFORMATION 5 = LACK OF NECESSARY EXPERTISE IN THE STAFFING 6 = NONE 7 = ANY OTHER
	2	–	–	–	–	–	–	–		
	3	–	–	–	–	–	1 (7.7)	–		
	4	–	–	–	–	–	–	–		
	5	–	1 (4.8)	–	1 (11.1)	2 (9.5)	2 (15.4)	1 (11.1)		
	6	5 (55.6)	10 (47.6)	5 (38.5)	5 (55.6)	10 (47.6)	4 (30.8)	4 (44.4)		
	7	–	2 (9.5)	1 (7.7)	1 (11.1)	2 (9.5)	–	–		
	COLUMN TOTAL and %	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)		

QUESTIONS	RESPONSE RUBRIC	AGE CATEGORIES							RESULTS	KEY
		20 – 25	26 – 30	31 – 35	36 – 40	41 – 45	46 – 50	Over 50		
17. How much effort did you have to make to attend these school-focused activities?	1	–	2 (9.5)	1 (7.7)	1 (11.1)	3 (14.3)	1 (7.7)	–	CHI-SQUARE (X^2) = 27.56655 D.F. = 24 SIGNIFICANCE = p>0.2787 = 27% t	RESPONSE RUBRIC 1 = A GREAT DEAL 2 = SOME EFFORT 3 = A LITTLE EFFORT 4 = NONE AT ALL 5 = ANY OTHER
	2	1 (11.1)	8 (38.1)	4 (30.8)	2 (22.2)	11 (52.4)	8 (61.5)	6 (66.7)		
	3	4 (44.4)	3 (14.3)	–	1 (11.1)	1 (4.8)	1 (7.7)	1 (11.1)		
	4	4 (44.4)	7 (33.3)	7 (53.8)	5 (55.6)	6 (28.6)	3 (23.1)	2 (22.2)		
	5	–	1 (4.8)	1 (7.7)	–	–	–	–		
	COLUMN TOTAL and %	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)		
18. How enthusiastic are you about attending subsequent school-focused activities?	1	7 (77.8)	17 (81.0)	10 (76.9)	7 (77.8)	14 (66.7)	11 (86.6)	8 (88.9)	CHI-SQUARE (X^2) = 30.50358 D.F. = 24 SIGNIFICANCE = p>0.1686 = 16% t	RESPONSE RUBRIC 1 = LOOKING FORWARD TO THEM VERY MUCH 2 = NOT LOOKING FORWARD TO THEM AT ALL 3 = NOT SURE 4 = ANY OTHER
	2	–	–	–	–	–	–	1 (11.1)		
	3	2 (22.2)	3 (14.3)	3 (23.1)	1 (11.1)	2 (9.5)	–	–		
	4	–	1 (4.8)	–	1 (11.1)	5 (23.8)	2 (15.4)	–		
	COLUMN TOTAL and %	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)		
19. What is the general orientation of these courses?	1	–	–	–	–	1 (4.8)	–	–	CHI-SQUARE (X^2) = 10.36584 D.F. = 24 SIGNIFICANCE = p>0.9929 = 99% t	RESPONSE RUBRIC 1 = THEORETICALLY ORIENTED INVOLVING LECTURES, READING ETC. 2 = PRACTICALLY ORIENTED INVOLVING WORKSHOPS, PRODUCTION OF CURRICULUM MATERIALS ETC. 3 = DISCUSSION BASED 4 = A COMBINATION OF THE THREE ABOVE 5 = ANY OTHER
	2	2 (22.2)	2 (9.5)	1 (7.7)	1 (11.1)	2 (9.5)	1 (7.7)	1 (11.1)		
	3	1 (11.1)	2 (9.5)	2 (15.4)	1 (11.1)	3 (14.3)	1 (7.7)	1 (11.1)		
	4	6 (66.7)	16 (76.2)	9 (69.2)	6 (66.7)	15 (71.4)	11 (84.6)	7 (77.8)		
	5	–	1 (4.8)	1 (7.7)	1 (11.1)	–	–	–		
	COLUMN TOTAL and %	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)		
20. How would you describe a school without such school-focused activities?	1	–	–	–	–	2 (9.5)	–	–	CHI-SQUARE (X^2) = 32.30752 D.F. = 30 SIGNIFICANCE = p>0.3534 = 35% t	RESPONSE RUBRIC 1 = HEALTHY 2 = VIABLE 3 = NORMAL 4 = STALE 5 = UNPROGRESSIVE 6 = ANY OTHER
	2	–	–	–	–	–	2 (15.4)	1 (11.1)		
	3	1 (11.1)	2 (9.5)	1 (7.7)	–	2 (9.5)	1 (7.7)	–		
	4	6 (66.7)	13 (61.9)	4 (30.8)	4 (44.4)	12 (57.1)	6 (46.2)	3 (33.3)		
	5	2 (22.2)	6 (28.6)	8 (61.5)	5 (55.6)	4 (19.0)	4 (30.8)	5 (55.6)		
	6	–	–	–	–	1 (4.8)	–	–		
	COLUMN TOTAL and %	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)		
21. From your experiences what would you say about these school-focused activities in general?	1	9 (100.0)	18 (85.7)	12 (92.3)	9 (100.0)	19 (90.5)	12 (92.3)	8 (88.9)	CHI-SQUARE (X^2) = 20.53246 D.F. = 24 SIGNIFICANCE = p>0.6661 = 66% t	RESPONSE RUBRIC 1 = EVERY SCHOOL SHOULD HAVE SOME FORM OF SCHOOL-FOCUSED ACTIVITIES 2 = SCHOOL-FOCUSED ACTIVITIES CONTRIBUTE LITTLE OR NOTHING TO THE PROFESSIONAL DEVELOPMENT OF THE TEACHER 3 = SCHOOL-FOCUSED ACTIVITIES ARE NOT LIVING UP TO THE EXPECTATIONS THEY HAVE AROUSED 4 = ANY OTHER
	2	–	1 (4.8)	–	–	–	–	1 (11.1)		
	3	–	1 (4.8)	1 (7.7)	–	–	–	–		
	4	–	1 (4.8)	–	–	2 (9.5)	1 (7.7)	–		
	COLUMN TOTAL and %	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)	21 (22.1)	13 (13.7)	9 (9.5)		

KEY: D.F. = Degrees of Freedom
   t   = Not Significant at the 5% level
   *   = Significant at the 5% level

Numbers are expressed frequencies of response.
Numbers in parentheses are expressed as percentages.

TABLE   71

CROSSTABULATION OF QUESTIONS BY MARITAL STATUS OF RESPONDENTS

QUESTIONS	RESPONSE RUBRIC	MARITAL STATUS			RESULTS	KEY
		SINGLE	MARRIED	ANY OTHER		
1. What effects do you think in-service education has on teachers?	1	30 (93.8)	56 (91.8)	2(100.0)	CHI-SQUARE (X^2) = 3.35035 D.F. = 9 SIGNIFICANCE = p > 0.9488 = 94% t	RESPONSE RUBRIC 1 = KEEPS TEACHERS PROFESSIONALLY VIABLE. 2 = DOES NOT MAKE MUCH DIFFERENCE TO A TEACHER'S PROFESSIONAL COMPETENCE. 3 = NOT REALLY SURE WHAT TEACHERS DERIVE FROM IN-SERVICE COURSES. 4 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	1 (3.1)	3 (4.9)	–		
	3	1 (3.1)	–	–		
	4	–	2 (3.3)	–		
	COLUMN TOTAL and %	32 (33.7)	61 (64.2)	2 (2.2)		
2. How would you rate the necessity of having other forms of in-service education other than the traditional college-based provision?	1	17 (53.1)	36 (59.0)	1 (50.0)	CHI-SQUARE (X^2) = 2.94456 D.F. = 6 SIGNIFICANCE = p > 0.8158 = 81% t	RESPONSE RUBRIC 1 = VERY NECESSARY 2 = NECESSARY IN SOME COURSES 3 = NOT NECESSARY 4 = DON'T KNOW Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	13 (40.6)	23 (37.7)	1 (50.0)		
	3	–	–	–		
	4	2 (6.3)	2 (3.3)	–		
	COLUMN TOTAL and %	32 (33.7)	61 (64.2)	2 (2.2)		
3. How were you first made aware of the in-service programme in your school?	1	4 (12.5)	15 (24.6)	2(100.0)	CHI-SQUARE (X^2) = 14.46532 D.F. = 15 SIGNIFICANCE = p > 0.4906 = 49% t	RESPONSE RUBRIC 1 = THROUGH THE HEAD 2 = THROUGH THE DEPUTY HEAD 3 = THROUGH MY HEAD OF DEPARTMENT 4 = THROUGH THE PROFESSIONAL TUTOR 5 = THROUGH OTHER MEMBERS OF STAFF 6 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	6 (18.8)	15 (24.6)	–		
	3	5 (15.6)	12 (19.7)	–		
	4	9 (28.1)	11 (18.0)	–		
	5	6 (18.8)	3 (4.9)	–		
	6	2 (6.3)	5 (8.2)	–		
	COLUMN TOTAL and %	32 (33.7)	61 (64.2)	2 (2.2)		
4. Why did you decide to engage in school-focused activities?	1	1 (3.1)	–	–	CHI-SQUARE (X^2) = 2.27999 D.F. = 6 SIGNIFICANCE = p > 0.8922 = 89% t	RESPONSE RUBRIC 1 = IT WAS COMPULSORY 2 = TO IMPROVE MY PROFESSIONAL COMPETENCE 3 = OTHER STAFF WERE ATTENDING 4 = DON'T KNOW 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	30 (93.8)	60 (98.4)	2(100.0)		
	3	–	–	–		
	4	–	–	–		
	5	1 (3.1)	1 (1.6)	–		
	COLUMN TOTAL and %	32 (33.7)	61 (64.2)	2 (2.2)		
5. How regularly do you attend these activities?	1	16 (50.0)	26 (42.6)	1 (50.0)	CHI-SQUARE (X^2) = 8.07971 D.F. = 9 SIGNIFICANCE = p > 0.5261 = 52% t	RESPONSE RUBRIC 1 = FREQUENTLY 2 = QUITE FREQUENTLY 3 = INFREQUENTLY 4 = NEVER 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	12 (37.5)	19 (31.1)	–		
	3	3 (9.4)	14 (23.0)	1 (50.0)		
	4	–	–	–		
	5	1 (3.1)	2 (3.3)	–		
	COLUMN TOTAL and %	32 (33.7)	61 (64.2)	2 (2.2)		
6. For how long have you been involved in these activities in this school?	1	16 (50.0)	45 (73.8)	2(100.0)	CHI-SQUARE (X^2) = 10.29278 D.F. = 9 SIGNIFICANCE = p > 0.3273 = 32% t	RESPONSE RUBRIC 1 = 2 YEARS OR MORE 2 = 1-2 YEARS 3 = 6 MONTHS TO 1 YEAR 4 = 1 MONTH TO 6 MONTHS 5 = UNDER 1 MONTH 6 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	12 (37.5)	14 (23.0)	–		
	3	3 (9.4)	–	–		
	4	–	–	–		
	5	–	–	–		
	6	1 (3.1)	2 (3.3)	–		
	COLUMN TOTAL and %	32 (33.7)	61 (64.2)	2 (2.2)		

QUESTIONS	RESPONSE RUBRIC	MARITAL STATUS			RESULTS	KEY
		SINGLE	MARRIED	ANY OTHER		
7. What would you say about these courses as regards fulfilling your expectations of them?	1	3 (9.4)	2 (3.3)	–	CHI-SQUARE (X^2) = 13.05273 D.F. = 18 SIGNIFICANCE = p > 0.7884 = 78% t	RESPONSE RUBRIC 1 = EXCEEDED EXPECTATIONS. 2 = CAME UP TO EXPECTATIONS. 3 = SOME PARTS DID AND SOME DID NOT. 4 = HAD LITTLE OR NO PRECONDITIONS. 5 = DIFFERED SIGNIFICANTLY FROM EXPECTATIONS. 6 = DISAPPOINTING 7 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	12 (37.5)	23 (37.7)	–		
	3	9 (28.1)	30 (49.2)	2(100.0)		
	4	6 (18.8)	2 (3.3)	–		
	5	–	1 (1.6)	–		
	6	1 (3.1)	1 (1.6)	–		
	7	1 (3.1)	2 (3.3)	–		
	COLUMN TOTAL and %	32 (33.7)	61 (64.2)	2 (2.2)		
8. How relevant would you say these activities have been as regards your classroom performance?	1	11 (34.4)	14 (23.0)	1 (50.0)	CHI-SQUARE (X^2) = 5.78201 D.F. = 12 SIGNIFICANCE = p > 0.9267 = 92% t	RESPONSE RUBRIC 1 = VERY RELEVANT 2 = SOME ARE RELEVANT 3 = NOT RELEVANT AT ALL 4 = NOT SURE 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	19 (59.4)	42 (68.9)	1 (50.0)		
	3	–	2 (3.3)	–		
	4	1 (3.1)	2 (3.3)	–		
	5	1 (3.1)	1 (1.6)	–		
	COLUMN TOTAL and %	32 (33.7)	61 (64.2)	2 (2.2)		
9. How much were you involved in deciding what activities to attend?	1	27 (84.4)	55 (90.2)	2(100.0)	CHI-SQUARE (X^2) = 1.22887 D.F. = 9 SIGNIFICANCE = p > 0.9987 = 99% t	RESPONSE RUBRIC 1 = FULLY INVOLVED IN DECIDING FOR MYSELF. 2 = HELPED BY VISITING CONSULTANT. 3 = NOT INVOLVED AT ALL 4 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	3 (9.4)	3 (4.9)	–		
	3	1 (3.1)	2 (3.3)	–		
	4	1 (3.1)	1 (1.6)	–		
	COLUMN TOTAL and %	32 (33.7)	61 (64.2)	2 (2.2)		
10. How much do you agree with arguments that stress the growing importance of school-focused in-service provision in improving teachers' professional skills?	1	14 (43.8)	29 (47.5)	1 (50.0)	CHI-SQUARE (X^2) = 2.98785 D.F. = 6 SIGNIFICANCE = p > 0.8104 = 81% t	RESPONSE RUBRIC 1 = STRONGLY AGREE 2 = AGREE 3 = NOT SURE 4 = DISAGREE 5 = STRONGLY DISAGREE Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	17 (53.1)	28 (45.9)	1 (50.0)		
	3	1 (3.1)	4 (6.6)	–		
	4	–	–	–		
	5	–	–	–		
	COLUMN TOTAL and %	32 (33.7)	61 (64.2)	2 (2.2)		
11. Advocates of school-focused activities argue that without such activities in schools teachers become professionally stale. How much do you agree with this?	1	13 (40.6)	27 (44.3)	1 (50.0)	CHI-SQUARE (X^2) = 6.99980 D.F. = 12 SIGNIFICANCE = p > 0.8576 = 85% t	RESPONSE RUBRIC 1 = STRONGLY AGREE 2 = AGREE 3 = DON'T KNOW 4 = DISAGREE 5 = STRONGLY DISAGREE Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	16 (50.0)	30 (49.2)	1 (50.0)		
	3	3 (9.4)	1 (1.6)	–		
	4	–	2 (3.3)	–		
	5	–	1 (1.6)	–		
	COLUMN TOTAL and %	32 (33.7)	61 (64.2)	2 (2.2)		
12. How much contribution would you say such school-focused activities have made towards the professional development of the teacher?	1	13 (40.6)	19 (31.1)	–	CHI-SQUARE (X^2) = 33.72977 D.F. = 9 SIGNIFICANCE = p > 0.0001 = 0.01% *	RESPONSE RUBRIC 1 = A GREAT DEAL 2 = SOME USEFUL CONTRIBUTION 3 = SMALL CONTRIBUTION 4 = NO CONTRIBUTION 5 = NOT SURE 6 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	17 (53.1)	33 (54.1)	1 (50.0)		
	3	2 (6.3)	7 (11.5)	–		
	4	–	–	–		
	5	–	–	–		
	6	–	2 (3.3)	1 (50.0)		
	COLUMN TOTAL and %	32 (33.7)	61 (64.2)	2 (2.2)		

QUESTIONS	RESPONSE RUBRIC	MARITAL STATUS			RESULTS	KEY
		SINGLE	MARRIED	ANY OTHER		
13. Looking back now on some of the school-focused activities you have attended, would you say they would have been better as college-based courses?	1	2 (63.3)	3 (4.9)	–	CHI-SQUARE (X²) = 5.17638 D.F. = 12 SIGNIFICANCE = p > 0.9518 = 95% t	RESPONDSE RUBRIC 1 = YES ALL OF THEM 2 = SOME WOULD SOME WOULD NOT 3 = NO – NONE OF THEM 4 = NOT SURE 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	14 (43.8)	27 (44.3)	1 (50.0)		
	3	8 (25.0)	17 (27.9)	–		
	4	7 (21.9)	13 (21.3)	1 (50.0)		
	5	1 (3.1)	1 (1.6)	–		
	COLUMN TOTAL and %	32 (33.7)	61 (64.2)	2 (2.2)		
14. How would you compare school-focused activities with external award-bearing courses as regards the professional development of the classroom teacher?	1	27 (84.4)	49 (80.3)	1 (50.0)	CHI-SQUARE (X²) = 10.24936 D.F. = 9 SIGNIFICANCE = p > 0.3307 = 33% t	RESPONSE RUBRIC 1 = SCHOOL-BASED COURSES ARE INDIRECTLY GEARTED TO WHAT THE TEACHER IS EXPECTED TO MEET IN THE CLASSROOM. 2 = EXTERNAL COURSES ARE EQUALLY GOOD IN EQUIPPING THE TEACHER FOR HIS/HER DAY-TO-DAY CLASSROOM EXPERIENCES. 3 = NOT REALLY SURE 4 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	–	4 (6.6)	–		
	3	4 (12.5)	6 (9.8)	1 (50.0)		
	4	1 (3.1)	2 (3.3)	–		
	COLUMN TOTAL and %	32 (33.7)	61 (64.2)	2 (2.2)		
15. How much would you say school-focused activities have succeeded in identifying and rectifying mismatch between what is learnt on external courses and the actual process in the classroom?	1	24 (75.0)	39 (63.9)	1 (50.0)	CHI-SQUARE (X²) = 14.84483 D.F. = 12 SIGNIFICANCE = p > 0.2500 = 25% t	RESPONSE RUBRIC 1 = VERY MUCH 2 = NOT MUCH 3 = VERY LITTLE 4 = NOTHING AT ALL 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	2 (6.3)	13 (21.3)	–		
	3	2 (6.3)	4 (6.6)	–		
	4	–	1 (1.6)	–		
	5	4 (12.5)	4 (6.6)	1 (50.0)		
	COLUMN TOTAL and %	32 (33.7)	61 (64.2)	2 (2.2)		
16. What aspect of the organisation of these school-based activities were you most dissatisfied with?	1	13 (40.6)	24 (39.3)	1 (50.0)	CHI-SQUARE (X²) = 18.01621 D.F. = 12 SIGNIFICANCE = p > 0.1152 = 11% t	RESPONSE RUBRIC 1 = TIMING OF THE COURSES 2 = CONTENT = TOO PRACTICAL 3 = CONTENT = TOO THEORETICAL 4 = LACK OF INFORMATION 5 = LACK OF NECESSARY EXPERTISE IN THE STAFFING 6 = NONE 7 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	–	–	–		
	3	–	1 (1.6)	–		
	4	–	–	–		
	5	–	6 (9.8)	1 (50.0)		
	6	17 (53.1)	26 (42.6)	–		
	7	2 (6.3)	4 (6.6)	–		
	COLUMN TOTAL and %	32 (33.7)	61 (64.2)	2 (2.2)		
17. How much effort did you have to make to attend these school-focused activities?	1	2 (6.3)	5 (8.2)	1 (50.0)	CHI-SQUARE (X²) = 23.04134 D.F. = 12 SIGNIFICANCE = p > 0.0274 = 2% *	RESPONSE RUBRIC 1 = A GREAT DEAL 2 = SOME EFFORT 3 = A LITTLE EFFORT 4 = NONE AT ALL 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	7 (21.9)	32 (52.5)	1 (50.0)		
	3	7 (21.9)	4 (6.6)	–		
	4	15 (46.9)	19 (31.1)	–		
	5	1 (3.1)	1 (1.6)	–		
	COLUMN TOTAL and %	32 (33.7)	61 (64.2)	2 (2.2)		

QUESTIONS	RESPONSE RUBRIC	MARITAL STATUS			RESULTS	KEY
		SINGLE	MARRIED	ANY OTHER		
18. How enthusiastic are you about attending subsequent school-focused activities?	1	26 (81.3)	48 (78.7)	–	CHI-SQUARE (X^2) = 23.32855 D.F. = 12 SIGNIFICANCE = p > 0.0251 = 2% *	RESPONSE RUBRIC 1 = LOOKING FORWARD TO THEM VERY MUCH 2 = NOT LOOKING FORWARD TO THEM AT ALL 3 = NOT SURE 4 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	–	1 (1.6)	–		
	3	4 (12.5)	7 (11.5)	–		
	4	2 (6.3)	5 (8.2)	2(100.0)		
	COLUMN TOTAL and %	32 (33.7)	61 (64.2)	2 (2.2)		
19. What is the general orientation of these courses?	1	–	1 (1.6)	–	CHI-SQUARE (X^2) = 1.77455 D.F. = 12 SIGNIFICANCE = p > 0.9997 = 99% t	RESPONSE RUBRIC 1 = THEORETICALLY ORIENTED INVOLVING LECTURES, READING ETC. 2 = PRACTICALLY ORIENTED INVOLVING WORKSHOPS, PRODUCTION OF CURRICULUM MATERIALS ETC. 3 = DISCUSSION BASED 4 = A COMBINATION OF THE THREE ABOVE. 5 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	3 (9.4)	7 (11.5)	–		
	3	3 (9.4)	8 (13.1)	–		
	4	25 (78.1)	43 (70.5)	2(100.0)		
	5	1 (3.1)	2 (3.3)	–		
	COLUMN TOTAL and %	32 (33.7)	61 (64.2)	2 (2.2)		
20. How would you describe a school without such school-focused activities?	1	–	2 (3.3)	–	CHI-SQUARE (X^2) = 9.34597 D.F. = 15 SIGNIFICANCE = p > 0.8587 = 85% t	RESPONSE RUBRIC 1 = HEALTHY 2 = VIABLE 3 = NORMAL 4 = STALE 5 = UNPROGRESSIVE 6 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	–	3 (4.9)	–		
	3	2 (6.3)	5 (8.2)	–		
	4	20 (62.5)	26 (42.6)	2(100.0)		
	5	9 (28.1)	25 (41.0)	–		
	6	1 (3.1)	–	–		
	COLUMN TOTAL and %	32 (33.7)	61 (64.2)	2 (2.2)		
21. From your experiences what would you say about these school-focused activities in general?	1	29 (90.6)	56 (91.8)	2(100.0)	CHI-SQUARE (X^2) = 1.16859 D.F. = 12 SIGNIFICANCE = p > 1.0000 t	RESPONSE RUBRIC 1 = EVERY SCHOOL SHOULD HAVE SOME FORM OF SCHOOL-FOCUSED ACTIVITIES. 2 = SCHOOL-FOCUSED ACTIVITIES CONTRIBUTE LITTLE OR NOTHING TO THE PROFESSIONAL DEVELOPMENT OF THE TEACHER 3 = SCHOOL FOCUSED ACTIVITIES ARE NOT LIVING UP TO THE EXPECTATIONS THEY HAVE AROUSED. 4 = ANY OTHER Numbers are expressed frequencies of response. Numbers in parentheses are expressed as percentages.
	2	1 (3.1)	1 (1.6)	–		
	3	1 (3.1)	3 (4.9)	–		
	4	1 (3.1)	3 (4.9)	–		
	COLUMN TOTAL and %	32 (33.7)	61 (64.2)	2 (2.2)		

KEY: D.F. = Degrees of Freedom
t = Not Significant at the 5% level
* = Significant at the 5% level

TABLE 72

CROSSTABULATION OF QUESTIONS BY

HIGHEST QUALIFICATION HELD BY RESPONDENTS

QUESTIONS	RESPONSE RUBRIC	HIGHEST QUALIFICATION								RESULTS	KEY
		TEACHERS' CERTIFICATE	B.ED.	B.A.	B.SC.	P.G.C.E.	ADVANCED DIPLOMA	MASTERS	Ph.D		
1. What effects do you think in-service education has on teachers?	1	20(100.0)	17 (94.4)	19 (86.4)	16 (94.1)	14 (93.3)	2(100.0)	–	–	CHI-SQUARE (X^2) = 53.51646 D.F. = 18 SIGNIFICANCE = p > 0.0000 *	RESPONSE RUBRIC 1 = KEEPS TEACHERS PROFESSIONALLY VIABLE. 2 = DOES NOT MAKE MUCH DIFFERENCE TO A TEACHER'S PROFESSIONAL COMPETENCE. 3 = NOT REALLY SURE WHAT TEACHERS DERIVE FROM IN-SERVICE COURSES. 4 = ANY OTHER
	2	–	1 (5.6)	1 (4.5)	1 (5.9)	1 (6.7)	–	–	–		
	3	–	–	1 (4.5)	–	–	–	–	–		
	4	–	–	1 (4.5)	–	–	–	1(100.0)	–		
	COLUMN TOTAL and %	20 (21.1)	18 (18.9)	22 (23.2)	17 (17.9)	15 (15.8)	2 (2.1)	1 (1.1)			
2. How would you rate the necessity of having other forms of in-service education other than the traditional college-based provision?	1	15 (75.0)	9 (50.0)	9 (40.9)	10 (58.8)	8 (53.3)	2(100.0)	1(100.0)	–	CHI-SQUARE (X^2) = 9.56211 D.F. = 12 SIGNIFICANCE = p > 0.6543 = 65% t	RESPONSE RUBRIC 1 = VERY NECESSARY 2 = NECESSARY IN SOME COURSE 3 = NOT NECESSARY 4 = DON'T KNOW
	2	5 (25.0)	8 (44.4)	11 (50.0)	7 (41.2)	6 (40.0)	–	–	–		
	3	–	–	–	–	–	–	–	–		
	4	–	1 (5.6)	2 (9.1)	–	1 (6.7)	–	–	–		
	COLUMN TOTAL and %	20 (21.1)	18 (18.9)	22 (23.2)	17 (17.9)	15 (15.8)	2 (2.1)	1 (1.1)	–		
3. How were you first made aware of the in-service programme in your school?	1	8 (40.0)	2 (11.1)	4 (18.2)	2 (11.8)	2 (13.5)	2(100.0)	1(100.0)	–	CHI-SQUARE (X^2) = 39.57805 D.F. = 30 SIGNIFICANCE = p > 0.1133 = 11% t	RESPONSE RUBRIC 1 = THROUGH THE HEAD 2 = THROUGH THE DEPUTY HEAD 3 = THROUGH MY HEAD OF DEPARTMENT 4 = THROUGH THE PROFESSIONAL TUTOR 5 = THROUGH OTHER MEMBERS OF STAFF 6 = ANY OTHER
	2	5 (25.0)	8 (44.4)	3 (13.6)	4 (23.5)	1 (6.7)	–	–	–		
	3	3 (15.0)	3 (16.7)	6 (27.3)	2 (11.8)	3 (20.0)	–	–	–		
	4	3 (15.0)	1 (5.6)	6 (27.3)	5 (29.4)	5 (33.3)	–	–	–		
	5	1 (5.0)	2 (11.1)	1 (4.5)	4 (23.5)	1 (6.7)	–	–	–		
	6	–	2 (11.1)	2 (9.1)	–	3 (20.0)	–	–	–		
	COLUMN TOTAL and %	20 (21.1)	18 (18.9)	22 (23.2)	17 (17.9)	15 (15.8)	2 (2.1)	1 (1.1)	–		
4. Why did you decide to engage in school-focused activities?	1	–	–	–	1 (5.9)	–	–	–	–	CHI-SQUARE (X^2) = 7.73352 D.F. = 12 SIGNIFICANCE = p > 0.8056 = 80% t	RESPONSE RUBRIC 1 = IT WAS COMPULSORY 2 = TO IMPROVE MY PROFESSIONAL COMPETENCE 3 = OTHER STAFF WERE ATTENDING 4 = DON'T KNOW 5 = ANY OTHER
	2	20(100.0)	18(100.0)	21 (95.5)	15 (88.2)	15(100.0)	2(100.0)	1(100.0)	–		
	3	–	–	–	–	–	–	–	–		
	4	–	–	–	–	–	–	–	–		
	5	–	–	1 (4.5)	1 (5.9)	–	–	–	–		
	COLUMN TOTAL and %	20 (21.1)	18 (18.9)	22 (23.2)	17 (17.9)	15 (15.8)	2 (2.1)	1 (1.1)	–		
5. How regularly do you attend these activities?	1	15 (75.0)	7 (38.9)	8 (36.4)	6 (35.3)	6 (40.0)	1 (50.0)	–	–	CHI-SQUARE (X^2) = 36.47817 D.F. = 18 SIGNIFICANCE = p > 0.0061 = 1% *	RESPONSE RUBRIC 1 = FREQUENTLY 2 = QUITE FREQUENTLY 3 = INFREQUENTLY 4 = NEVER 5 = ANY OTHER
	2	5 (25.0)	9 (50.0)	7 (31.8)	7 (41.2)	3 (20.0)	–	–	–		
	3	–	2 (11.1)	7 (31.8)	4 (23.5)	3 (20.0)	1 (50.0)	1(100.0)	–		
	4	–	–	–	–	–	–	–	–		
	5	–	–	–	–	3 (20.0)	–	–	–		
	COLUMN TOTAL and %	20 (21.1)	18 (18.9)	22 (23.2)	17 (17.9)	15 (15.8)	2 (2.1)	1 (1.1)	–		
6. For how long have you been involved in these activities in this school?	1	18 (90.0)	10 (55.6)	13 (59.1)	10 (58.8)	10 (66.7)	1 (50.0)	1(100.0)	–	CHI-SQUARE (X^2) = 29.24605 D.F. = 18 SIGNIFICANCE = p > 0.0455 = 4% *	RESPONSE RUBRIC 1 = 2 YEARS OR MORE 2 = 1-2 YEARS 3 = 6 MONTHS – 1 YEAR 4 = 1 MONTH – 6 MONTHS 5 = UNDER 1 MONTH 6 = ANY OTHER
	2	2 (10.0)	7 (38.9)	9 (40.9)	6 (35.5)	1 (6.7)	1 (50.0)	–	–		
	3	–	1 (5.6)	–	1 (5.9)	1 (6.7)	–	–	–		
	4	–	–	–	–	–	–	–	–		
	5	–	–	–	–	–	–	–	–		
	6	–	–	–	–	3 (20.0)	–	–	–		
	COLUMN TOTAL and %	20 (21.1)	18 (18.9)	22 (23.2)	17 (17.9)	15 (15.8)	2 (2.1)	1 (1.1)	–		

QUESTIONS	RESPONSE RUBRIC	HIGHEST QUALIFICATION								RESULTS	KEY
		TEACHERS' CERTIFICATE	B.ED.	B.A.	B.SC.	P.G.C.E.	ADVANCED DIPLOMA	MASTERS	Ph.D		
7. What would you say about these courses as regards fulfilling your expectations of them?	1	2 (10.0)	-	2 (9.1)	1 (5.9)	-	-	-	-	CHI-SQUARE (X²) = 135.08559 D.F. = 36 SIGNIFICANCE = p>0.0000 *	RESPONSE RUBRIC 1 = EXCEEDED EXPECTATIONS 2 = CAME UP TO EXPECTATIONS 3 = SOME PARTS DID AND SOME DID NOT 4 = HAD LITTLE OR NO PRECONDITIONS 5 = DIFFERED SIGNIFICANTLY FROM EXPECTATIONS 6 = DISAPPOINTING 7 = ANY OTHER
	2	13 (65.0)	8 (44.4)	5 (22.7)	7 (41.2)	2 (13.3)	-	-	-		
	3	4 (20.0)	8 (44.4)	13 (59.1)	6 (35.3)	8 (53.3)	2(100.0)	-	-		
	4	1 (5.0)	2 (11.1)	1 (4.5)	3 (17.6)	1 (6.7)	-	-	-		
	5	-	-	-	-	-	-	1(100.0)	-		
	6	-	-	1 (4.5)	-	1 (6.7)	-	-	-		
	7	-	-	-	-	3 (20.0)	-	-	-		
	COLUMN TOTAL and %	20 (21.1)	18 (18.9)	22 (23.2)	17 (17.9)	15 (15.8)	2 (2.1)	1 (1.1)	-		
8. How relevant would you say these activities have been as regards your classroom performance?	1	8 (40.0)	6 (33.3)	4 (18.2)	3 (17.6)	4 (26.7)	1 (50.0)	-	-	CHI-SQUARE (X²) = 24.79463 D.F. = 24 SIGNIFICANCE = p>0.4170 = 41% t	RESPONSE RUBRIC 1 = VERY RELEVANT 2 = SOME ARE RELEVANT 3 = NOT RELEVANT AT ALL 4 = NOT SURE 5 = ANY OTHER
	2	12 (60.0)	11 (61.1)	17 (77.3)	12 (70.6)	8 (53.3)	1 (50.0)	1(100.0)	-		
	3	-	-	1 (4.5)	-	1 (6.7)	-	-	-		
	4	-	1 (5.6)	-	2 (11.8)	-	-	-	-		
	5	-	-	-	-	2 (13.3)	-	-	-		
	COLUMN TOTAL and %	20 (21.1)	18 (18.9)	22 (23.2)	17 (17.9)	15 (15.8)	2 (2.1)	1 (1.1)	-		
9. How much were you involved in deciding what activities to attend?	1	20(100.0)	17 (94.4)	20 (90.9)	15 (88.2)	9 (60.0)	2(100.0)	1(100.0)	-	CHI-SQUARE (X²) = 22.90591 D.F. = 18 SIGNIFICANCE = p>0.1942 = 19% t	RESPONSE RUBRIC 1 = FULLY INVOLVED IN DECIDING FOR MYSELF 2 = HELPED BY VISITING CONSULTANT 3 = NOT INVOLVED AT ALL 4 = ANY OTHER
	2	-	1 (5.6)	1 (4.5)	2 (11.8)	2 (13.3)	-	-	-		
	3	-	-	1 (4.5)	-	2 (13.3)	-	-	-		
	4	-	-	-	-	2 (13.3)	-	-	-		
	COLUMN TOTAL and %	20 (21.1)	18 (18.9)	22 (23.2)	17 (17.9)	15 (15.8)	2 (2.1)	1 (1.1)	-		
10. How much do you agree with arguments that stress the growing importance of school-focused in-service provision in improving teachers' professional skills?	1	10 (50.0)	11 (61.1)	13 (59.1)	5 (29.4)	5 (33.3)	-	-	-	CHI-SQUARE (X²) = 20.31553 D.F. = 12 SIGNIFICANCE = p>0.0613 = 6% t	RESPONSE RUBRIC 1 = STRONGLY AGREE 2 = AGREE 3 = NOT SURE 4 = DISAGREE 5 = STRONGLY AGREE
	2	10 (50.0)	7 (38.9)	9 (40.9)	10 (58.8)	8 (53.3)	1 (50.0)	1(100.0)	-		
	3	-	-	-	2 (11.8)	2 (13.3)	1 (50.0)	-	-		
	4	-	-	-	-	-	-	-	-		
	5	-	-	-	-	-	-	-	-		
	COLUMN TOTAL and %	20 (21.1)	18 (18.9)	22 (23.2)	17 (17.9)	15 (15.8)	2 (2.1)	1 (1.1)	-		
11. Advocates of school-focused activities argue that without such activities teachers become professionally stale. How much do you agree with this?	1	9 (45.0)	10 (55.6)	9 (40.9)	6 (35.3)	6 (40.0)	-	1(100.0)	-	CHI-SQUARE (X²) = 16.96498 D.F. = 24 SIGNIFICANCE = p>0.8502 = 85% t	RESPONSE RUBRIC 1 = STRONGLY AGREE 2 = AGREE 3 = DON'T KNOW 4 = DISAGREE 5 = STRONGLY DISAGREE
	2	11 (55.0)	6 (33.3)	12 (54.5)	9 (52.9)	7 (46.7)	2(100.0)	-	-		
	3	-	1 (5.6)	-	2 (11.8)	1 (6.7)	-	-	-		
	4	-	1 (5.6)	-	-	1 (6.7)	-	-	-		
	5	-	-	1 (4.5)	-	-	-	-	-		
	COLUMN TOTAL and %	20 (21.1)	18 (18.9)	22 (23.2)	17 (17.9)	15 (15.8)	2 (2.1)	1 (1.1)	-		
12. How much contribution would you say such school-focused activities have made towards the professional development of the teacher?	1	10 (50.0)	7 (38.9)	10 (45.5)	2 (11.8)	2 (13.3)	1 (50.0)	-	-	CHI-SQUARE (X²) = 19.05936 D.F. = 18 SIGNIFICANCE = p>0.3882 = 38% t	RESPONSE RUBRIC 1 = A GREAT DEAL 2 = SOME USEFUL CONTRIBUTION 3 = SMALL CONTRIBUTION 4 = NO CONTRIBUTION 5 = NOT SURE 6 = ANY OTHER
	2	9 (45.0)	9 (50.0)	10 (45.5)	12 (70.6)	9 (60.0)	1 (50.0)	1(100.0)	-		
	3	1 (5.0)	2 (11.1)	1 (4.5)	3 (17.6)	2 (13.3)	-	-	-		
	4	-	-	-	-	-	-	-	-		
	5	-	-	-	-	-	-	-	-		
	6	-	-	1 (4.5)	-	2 (13.3)	-	-	-		
	COLUMN TOTAL and %	20 (21.1)	18 (18.9)	22 (23.2)	17 (17.9)	15 (15.8)	2 (2.1)	1 (1.1)	-		

QUESTIONS	RESPONSE RUBRIC	HIGHEST QUALIFICATION								RESULTS	KEY
		TEACHERS' CERTIFICATE	B.ED.	B.A.	B.SC.	P.G.C.E.	ADVANCED DIPLOMA	MASTERS	Ph.D		
13. Looking back now on some of the school-focused activities you have attended would you say they would have been better as college-based courses?	1	3 (15.0)	1 (5.6)	1 (4.5)	–	–	–	–	–	CHI-SQUARE (X^2) = 22.01809 D.F. = 24 SIGNIFICANCE = p> 0.5782 = 57% t	RESPONSE RUBRIC 1 = YES – ALL OF THEM 2 = SOME WOULD, SOME WOULD NOT 3 = NO – NONE OF THEM 4 = NOT SURE 5 = ANY OTHER
	2	8 (40.0)	8 (44.4)	11 (50.0)	6 (35.3)	7 (46.7)	1 (50.0)	1(100.0)	–		
	3	6 (30.0)	5 (27.8)	6 (27.3)	5 (29.4)	2 (13.3)	1 (50.0)	–	–		
	4	3 (15.0)	4 (22.2)	4 (18.2)	6 (35.3)	4 (26.7)	–	–	–		
	5	–	–	–	–	2 (13.3)	–	–	–		
	COLUMN TOTAL and %	20 (21.1)	18 (18.9)	22 (23.2)	17 (17.9)	15 (15.8)	2 (2.1)	1 (1.1)	–		
14. How would you compare school-focused activities with external award-bearing courses as regards the professional development of the classroom teacher?	1	17 (85.0)	16 (88.9)	15 (68.2)	15 (88.2)	12 (80.0)	1 (50.0)	1(100.0)	–	CHI-SQUARE (X^2) = 21.09203 D.F. = 18 SIGNIFICANCE = p> 0.2748 = 27% t	RESPONSE RUBRIC 1 = SCHOOL-BASED COURSES ARE MORE DIRECTLY GEARED TO WHAT THE TEACHER IS EXPECTED TO MEET IN THE CLASSROOM? 2 = EXTERNAL COURSES ARE EQUALLY GOOD IN EQUIPPING THE TEACHER FOR HIS/HER DAY-TO-DAY CLASSROOM EXPERIENCES 3 = NOT REALLY SURE 4 = ANY OTHER
	2	2 (10.0)	–	1 (4.5)	–	–	1 (50.0)	–	–		
	3	1 (5.0)	1 (5.6)	5 (22.7)	2 (11.8)	2 (13.3)	–	–	–		
	4	–	1 (5.6)	1 (4.5)	–	1 (6.7)	–	–	–		
	COLUMN TOTAL and %	20 (21.1)	18 (18.9)	22 (23.2)	17 (17.9)	15 (15.8)	2 (2.1)	1 (1.1)	–		
15. How much would you say school-focused activities have succeeded in identifying and rectifying mismatch between what is learnt on external courses and the actual process in the classroom?	1	15 (75.0)	13 (72.2)	16 (72.7)	13 (76.5)	7 (46.7)	–	–	–	CHI-SQUARE (X^2) = 28.54319 D.F. = 24 SIGNIFICANCE = p> 0.2378 = 23% t	RESPONSE RUBRIC 1 = VERY MUCH 2 = NOT MUCH 3 = VERY LITTLE 4 = NOTHING AT ALL 5 = ANY OTHER
	2	4 (20.0)	2 (11.1)	1 (4.5)	2 (11.8)	3 (20.0)	2(100.0)	1(100.0)	–		
	3	–	1 (5.6)	2 (9.1)	1 (5.9)	2 (13.3)	–	–	–		
	4	–	–	1 (4.5)	–	–	–	–	–		
	5	1 (5.0)	2 (11.1)	2 (9.1)	1 (5.9)	3 (20.0)	–	–	–		
	COLUMN TOTAL and %	20 (21.1)	18 (18.9)	22 (23.2)	17 (17.9)	15 (15.8)	2 (2.1)	1 (1.1)	–		
16. What aspect of the organisation of these school-focused activities were you most dissatisfied with?	1	9 (45.0)	6 (33.3)	8 (36.4)	7 (41.2)	7 (46.7)	1 (50.0)	–	–	CHI-SQUARE (X^2) = 34.14941 D.F. = 24 SIGNIFICANCE = p> 0.0820 = 8% t	RESPONSE RUBRIC 1 = TIMING OF THE COURSES 2 = CONTENT – TOO PRACTICAL 3 = CONTENT – TOO THEORETICAL 4 = LACK OF INFORMATION 5 = LACK OF NECESSARY EXPERTISE IN THE STAFFING 6 = NONE 7 = ANY OTHER
	2	–	–	–	–	–	–	–	–		
	3	–	1 (5.6)	–	–	–	–	–	–		
	4	–	–	–	–	–	–	–	–		
	5	1 (5.0)	1 (5.6)	1 (4.5)	–	3 (20.0)	–	1(100.0)	–		
	6	10 (50.0)	9 (50.0)	11 (50.0)	10 (58.8)	2 (13.3)	1 (50.0)	–	–		
	7	–	1 (5.6)	2 (9.1)	–	3 (20.0)	–	–	–		
	COLUMN TOTAL and %	20 (21.1)	18 (18.9)	22 (23.2)	17 (17.9)	15 (15.8)	2 (2.1)	1 (1.1)	–		
17. How much effort do you have to make to attend these school-focused activities?	1	1 (5.0)	1 (5.6)	3 (13.6)	1 (5.9)	1 (6.7)	1 (50.0)	–	–	CHI-SQUARE (X^2) = 25.60193 D.F. = 24 SIGNIFICANCE = p> 0.3737 = 37% t	RESPONSE RUBRIC 1 = A GREAT DEAL 2 = SOME EFFORT 3 = A LITTLE EFFORT 4 = NONE AT ALL 5 = ANY OTHER
	2	10 (50.0)	7 (38.9)	9 (40.9)	5 (29.4)	8 (53.3)	–	1(100.0)	–		
	3	3 (15.0)	3 (16.7)	1 (4.5)	2 (11.8)	2 (13.3)	–	–	–		
	4	6 (30.0)	7 (38.9)	9 (40.9)	9 (52.9)	2 (13.3)	1 (50.0)	–	–		
	5	–	–	–	–	2 (13.3)	–	–	–		
	COLUMN TOTAL and %	20 (21.1)	18 (18.9)	22 (23.2)	17 (17.9)	15 (15.8)	2 (2.1)	1 (1.1)	–		
18. How enthusiastic are you about attending subsequent school-focused activities?	1	17 (85.0)	15 (83.3)	16 (72.7)	15 (88.2)	9 (60.0)	2(100.0)	–	–	CHI-SQUARE (X^2) = 33.04448 D.F. = 24 SIGNIFICANCE = p> 0.1031 = 10% t	RESPONSE RUBRIC 1 = LOOKING FORWARD TO THEM VERY MUCH 2 = NOT LOOKING FORWARD TO THEM AT ALL 3 = NOT SURE 4 = ANY OTHER
	2	–	–	–	–	1 (6.7)	–	–	–		
	3	1 (5.0)	3 (16.7)	4 (18.2)	2 (11.8)	1 (6.7)	–	–	–		
	4	2 (10.0)	–	2 (9.1)	–	4 (26.7)	–	1(100.0)	–		
	COLUMN TOTAL and %	20 (21.1)	18 (18.9)	22 (23.2)	17 (17.9)	15 (15.8)	2 (2.1)	1 (1.1)	–		

QUESTIONS	RESPONSE RUBRIC	HIGHEST QUALIFICATION								RESULTS	KEY
		TEACHERS' CERTIFICATE	B.ED.	B.A.	B.SC.	P.G.C.E.	ADVANCED DIPLOMA	MASTERS	Ph.D		
19. What is the general orientation of these courses?	1	–	–	–	–	1 (6.7)	–	–	–	CHI-SQUARE (X^2) = 49.35940 D.F. = 24 SIGNIFICANCE = p > 0.0017 = 0.1% *	RESPONSE RUBRIC 1 = THEORETICALLY ORIENTED INVOLVING LECTURES, READINGS ETC. 2 = PRACTICALLY ORIENTED INVOLVING WORKSHOPS, PRODUCTION OF CURRICULUM MATERIALS ETC. 3 = DISCUSSION BASED 4 = A COMBINATION OF THE THREE ABOVE 5 = ANY OTHER
	2	2 (10.0)	1 (5.6)	3 (13.6)	1 (5.9)	2 (13.3)	1 (50.0)	–	–		
	3	2 (10.0)	2 (11.1)	3 (13.6)	2 (11.8)	2 (13.3)	–	–	–		
	4	16 (80.0)	15 (83.3)	16 (72.7)	14 (82.4)	8 (53.3)	1 (50.0)	–	–		
	5	–	–	–	–	2 (13.3)	–	1(100.0)	–		
	COLUMN TOTAL and %	20 (21.1)	18 (18.9)	22 (23.2)	17 (17.9)	15 (15.8)	2 (2.1)	1 (1.1)	–		
20. How would you describe a school without such school-focused activities?	1	–	–	2 (9.1)	–	–	–	–	–	CHI-SQUARE (X^2) = 45.29552 D.F. = 30 SIGNIFICANCE = p > 0.0362 = 3% *	RESPONSE RUBRIC 1 = HEALTHY 2 = VIABLE 3 = NORMAL 4 = STALE 5 = UNPROGRESSIVE 6 = ANY OTHER
	2	–	–	–	–	3 (20.0)	–	–	–		
	3	–	1 (5.6)	2 (9.1)	2 (11.8)	2 (13.3)	–	–	–		
	4	6 (30.0)	12 (66.7)	11 (50.0)	8 (47.1)	10 (66.7)	1 (50.0)	–	–		
	5	13 (65.0)	5 (27.8)	7 (31.8)	7 (41.2)	–	1 (50.0)	1(100.0)	–		
	6	1 (5.0)	–	–	–	–	–	–	–		
	COLUMN TOTAL and %	20 (21.1)	18 (18.9)	22 (23.2)	17 (17.9)	15 (15.8)	2 (2.1)	1 (1.1)	–		
21. From your experiences what would you say about these school-focused activities in general?	1	19 (95.0)	18(100.0)	18 (89.8)	16 (94.1)	13 (86.7)	2(100.0)	1(100.0)	–	CHI-SQUARE (X^2) = 19.68436 D.F. = 24 SIGNIFICANCE = p > 0.7146 = 71% t	RESPONSE RUBRIC 1 = EVERY SCHOOL SHOULD HAVE SOME FORM OF SCHOOL-FOCUSED ACTIVITIES 2 = SCHOOL-FOCUSED ACTIVITIES CONTRIBUTE LITTLE OR NOTHING TO THE PROFESSIONAL DEVELOPMENT OF THE TEACHER 3 = SCHOOL-FOCUSED ACTIVITIES ARE NOT LIVING UP TO THE EXPECTATIONS THEY HAVE AROUSED 4 = ANY OTHER
	2	–	–	–	1 (5.9)	1 (6.7)	–	–	–		
	3	–	–	2 (9.1)	–	–	–	–	–		
	4	1 (5.0)	–	2 (9.1)	–	1 (6.7)	–	–	–		
	COLUMN TOTAL and %	20 (21.1)	18 (18.9)	22 (23.2)	17 (17.9)	15 (15.8)	2 (2.1)	1 (1.1)	–		

KEY: D.F. = Degrees of Freedom
t = Not Significant at the 5% level
* = Significant at the 5% level

Numbers are expressed frequencies of response.
Numbers in parentheses are expressed as percentages.

TABLE 73

CROSSTABULATION OF QUESTIONS BY YEARS

OF TEACHING EXPERIENCE OF RESPONDENTS

QUESTIONS	RESPONSE RUBRIC	YEARS OF TEACHING EXPERIENCE					RESULTS	KEY
		UNDER 2 YEARS	2–5 YEARS	5 YEARS	5–10 YEARS	OVER 10 YEARS		
1. What effects do you think in-service education has on teachers?	1	8(100.0)	11 (91.7)	9 (90.0)	23(100.0)	37 (88.1)	CHI-SQUARE (X^2) = 14.37595 D.F. = 12 SIGNIFICANCE = p> 0.2773 = 27% t	RESPONSE RUBRIC 1 = KEEPS TEACHERS PROFESSIONALLY VIABLE. 2 = DOES NOT MAKE MUCH DIFFERENCE TO A TEACHER'S PROFESSIONAL COMPETENCE. 3 = NOT REALLY SURE WHAT TEACHERS DERIVE FROM IN-SERVICE COURSES. 4 = ANY OTHER
	2	-	1 (8.3)	-	-	3 (7.1)		
	3	-	-	1 (10.0)	-	-		
	4	-	-	-	-	2 (4.8)		
	COLUMN TOTAL and %	8 (8.4)	12 (12.6)	10 (10.5)	23 (24.2)	42 (44.2)		
2. How would you rate the necessity of having other forms of in-service education other than the traditional college-based provision?	1	3 (37.5)	6 (50.0)	5 (50.0)	10 (43.5)	30 (71.4)	CHI-SQUARE (X^2) = 14.69390 D.F. = 8 SIGNIFICANCE = p> 0.0654 = 6% t	RESPONSE RUBRIC 1 = VERY NECESSARY 2 = NECESSARY IN SOME COURSES 3 = NOT NECESSARY 4 = DON'T KNOW
	2	4 (50.0)	4 (33.3)	5 (50.0)	13 (56.5)	11 (26.2)		
	3	-	-	-	-	-		
	4	1 (12.5)	2 (16.7)	-	-	1 (2.4)		
	COLUMN TOTAL and %	8 (4.9)	12 (12.6)	10 (10.5)	23 (24.2)	42 (44.2)		
3. How were you first made aware of the in-service programme in your school?	1	-	-	2 (20.0)	6 (26.1)	13 (31.0)	CHI-SQUARE (X^2) = 31.73950 D.F. = 20 SIGNIFICANCE = p> 0.0462 = 4% *	RESPONSE RUBRIC 1 = THROUGH THE HEAD 2 = THROUGH THE DEPUTY HEAD 3 = THROUGH MY HEAD OF DEPARTMENT 4 = THROUGH THE PROFESSIONAL TUTOR 5 = THROUGH OTHER MEMBERS OF STAFF 6 = ANY OTHER
	2	-	5 (41.7)	-	7 (30.4)	9 (21.4)		
	3	-	3 (25.0)	2 (20.0)	4 (17.4)	8 (19.0)		
	4	6 (75.0)	1 (8.3)	3 (30.0)	13 (13.0)	7 (16.7)		
	5	1 (12.5)	2 (16.7)	2 (20.0)	2 (8.7)	2 (4.8)		
	6	1 (12.5)	1 (8.3)	1 (10.0)	1 (4.3)	3 (7.1)		
	COLUMN TOTAL and %	8 (8.4)	12 (12.6)	10 (10.5)	23 (24.2)	42 (44.2)		
4. Why did you decide to engage in school-focused activities?	1	-	-	-	1 (4.3)	-	CHI-SQUARE (X^2) = 7.08630 D.F. = 8 SIGNIFICANCE = p> 0.5274 = 52% t	RESPONSE RUBRIC 1 = IT WAS COMPULSORY 2 = TO IMPROVE MY PROFESSIONAL COMPETENCE 3 = OTHER STAFF WERE ATTENDING 4 = DON'T KNOW 5 = ANY OTHER
	2	8(100.0)	12(100.0)	9 (90.0)	22 (95.7)	41 (97.6)		
	3	-	-	-	-	-		
	4	-	-	-	-	-		
	5	-	-	1 (10.0)	-	1 (2.4)		
	COLUMN TOTAL and %	8 (8.4)	12 (12.6)	10 (10.5)	23 (24.2)	42 (44.2)		
5. How regularly do you attend these activities?	1	4 (50.0)	3 (25.0)	6 (60.0)	11 (47.8)	19 (45.2)	CHI-SQUARE (X^2) = 12.58304 D.F. = 12 SIGNIFICANCE = p> 0.4001 = 40% t	RESPONSE RUBRIC 1 = FREQUENTLY 2 = QUITE FREQUENTLY 3 = INFREQUENTLY 4 = NEVER 5 = ANY OTHER
	2	2 (25.0)	7 (58.3)	3 (30.0)	9 (39.1)	10 (23.8)		
	3	1 (12.5)	2 (16.7)	1 (10.0)	2 (8.7)	12 (28.6)		
	4	-	-	-	-	-		
	5	1 (12.5)	-	-	1 (4.3)	1 (2.4)		
	COLUMN TOTAL and %	8 (8.4)	12 (12.6)	10 (10.5)	23 (24.2)	42 (44.2)		
6. For how long have you been involved in these activities in this school?	1	-	5 (41.7)	6 (60.0)	17 (73.9)	35 (83.5)	CHI-SQUARE (X^2) = 36.38986 D.F. = 12 SIGNIFICANCE = p> 0.0003 = 0.03% *	RESPONSE RUBRIC 1 = 2 YEARS OR MORE 2 = 1-2 YEARS 3 = 6 MONTHS - 1 YEAR 4 = 1 MONTH - 6 MONTHS 5 = UNDER 1 MONTH 6 = ANY OTHER
	2	5 (62.5)	6 (50.0)	4 (40.0)	5 (21.7)	6 (14.3)		
	3	2 (25.0)	1 (8.3)	-	-	-		
	4	-	-	-	-	-		
	5	-	-	-	-	-		
	6	1 (12.5)	-	-	1 (4.3)	1 (2.4)		
	COLUMN TOTAL and %	8 (8.4)	12 (12.6)	10 (10.5)	23 (24.2)	42 (44.2)		

QUESTIONS	RESPONSE RUBRIC	YEARS OF TEACHING EXPERIENCE					RESULTS	KEY
		UNDER 2 YEARS	2–5 YEARS	5 YEARS	5–10 YEARS	OVER 10 YEARS		
7. What would you say about these courses as regards fulfilling your expectations of them?	1	–	–	1 (10.0)	2 (8.7)	2 (4.8)	CHI-SQUARE (X^2) = 19.50625 D.F. = 24 SIGNIFICANCE = p > 0.7245 = 72% t	RESPONSE RUBRIC 1 = EXCEEDED EXPECTATIONS 2 = CAME UP TO EXPECTATIONS 3 = SOME PARTS DID AND SOME DID NOT 4 = HAD LITTLE OR NO PRECONDITIONS 5 = DIFFERED SIGNIFICANTLY FROM EXPECTATIONS 6 = DISAPPOINTING 7 = ANY OTHER
	2	–	6 (50.0)	5 (50.0)	8 (34.8)	16 (38.1)		
	3	5 (62.5)	5 (41.7)	2 (20.0)	11 (47.8)	18 (42.9)		
	4	2 (25.0)	1 (8.3)	1 (10.0)	1 (4.3)	3 (7.1)		
	5	–	–	–	–	1 (2.4)		
	6	–	–	1 (10.0)	–	1 (2.4)		
	7	1 (12.5)	–	–	1 (4.3)	1 (2.4)		
	COLUMN TOTAL and %	8 (8.4)	12 (12.6)	10 (10.5)	23 (24.2)	42 (44.2)		
8. How relevant would you say these activities have been as regards your classroom performance?	1	–	6 (50.0)	2 (20.0)	4 (17.4)	14 (33.3)	CHI-SQUARE (X^2) = 29.85957 D.F. = 16 SIGNIFICANCE = p > 0.0187 = 1% *	RESPONSE RUBRIC 1 = VERY RELEVANT 2 = SOME ARE RELEVANT 3 = NOT RELEVANT AT ALL 4 = NOT SURE 5 = ANY OTHER
	2	5 (62.5)	6 (50.0)	8 (80.0)	17 (73.9)	26 (61.9)		
	3	–	–	–	–	2 (4.8)		
	4	2 (25.0)	–	–	1 (4.3)	–		
	5	1 (12.5)	–	–	1 (4.3)	–		
	COLUMN TOTAL and %	8 (8.4)	12 (12.6)	10 (10.5)	23 (24.2)	42 (44.2)		
9. How much were you involved in deciding what activities to attend?	1	2 (25.0)	12(100.0)	10(100.0)	22 (95.7)	38 (90.5)	CHI-SQUARE (X^2) = 41.28034 D.F. = 12 SIGNIFICANCE = p > 0.0000 *	RESPONSE RUBRIC 1 = FULLY INVOLVED IN DECIDING FOR MYSELF 2 = HELPED BY VISITING CONSULTANT 3 = NOT INVOLVED AT ALL 4 = ANY OTHER
	2	4 (50.0)	–	–	–	2 (4.8)		
	3	1 (12.5)	–	–	–	2 (4.8)		
	4	1 (12.5)	–	–	1 (4.3)	–		
	COLUMN TOTAL and %	8 (8.4)	12 (12.6)	10 (10.5)	23 (24.2)	42 (44.2)		
10. How much do you agree with arguments that stress the growing importance of school-focused in-service provision in improving teachers' professional skills?	1	1 (12.5)	7 (58.3)	5 (50.0)	11 (47.8)	20 (47.6)	CHI-SQUARE (X^2) = 7.32636 D.F. = 8 SIGNIFICANCE = p > 0.5019 = 50% t	RESPONSE RUBRIC 1 = STRONGLY AGREE 2 = AGREE 3 = NOT SURE 4 = DISAGREE 5 = STRONGLY DISAGREE
	2	6 (75.0)	4 (33.3)	5 (50.0)	12 (52.2)	19 (45.2)		
	3	1 (12.5)	1 (8.3)	–	–	3 (7.1)		
	4	–	–	–	–	–		
	5	–	–	–	–	–		
	COLUMN TOTAL and %	8 (8.4)	12 (12.6)	10 (10.5)	23 (24.2)	42 (44.2)		
11. Advocates of school-focused activities argue that without such activities in schools, teachers become professionally stale. How much do you agree with this?	1	2 (25.0)	7 (58.3)	4 (40.0)	10 (43.5)	18 (42.9)	CHI-SQUARE (X^2) = 22.76390 D.F. = 16 SIGNIFICANCE = p > 0.1202 = 12% t	RESPONSE RUBRIC 1 = STRONGLY AGREE 2 = AGREE 3 = DON'T KNOW 4 = DISAGREE 5 = STRONGLY DISAGREE
	2	4 (50.0)	3 (25.0)	6 (60.0)	13 (56.5)	21 (50.0)		
	3	2 (25.0)	2 (16.7)	–	–	–		
	4	–	–	–	–	2 (4.8)		
	5	–	–	–	–	1 (2.4)		
	COLUMN TOTAL and %	8 (8.4)	12 (12.6)	10 (10.5)	23 (24.2)	42 (44.2)		
12. How much contribution would you say such school-focused activities have made towards the professional development of the teacher?	1	1 (12.5)	3 (25.0)	4 (40.0)	9 (39.1)	15 (35.7)	CHI-SQUARE (X^2) = 7.39222 D.F. = 12 SIGNIFICANCE = p > 0.8306 = 83% t	RESPONSE RUBRIC 1 = A GREAT DEAL 2 = SOME USEFUL CONTRIBUTION 3 = SMALL CONTRIBUTION 4 = NO CONTRIBUTION 5 = NOT SURE 6 = ANY OTHER
	2	5 (62.5)	7 (58.3)	6 (60.0)	11 (47.8)	22 (52.4)		
	3	2 (25.0)	2 (16.7)	–	2 (8.7)	3 (7.1)		
	4	–	–	–	–	–		
	5	–	–	–	–	–		
	6	–	–	–	1 (4.3)	2 (4.8)		
	COLUMN TOTAL and %	8 (8.4)	12 (12.6)	10 (10.5)	23 (24.2)	42 (44.2)		

QUESTIONS	RESPONSE RUBRIC	YEARS OF TEACHING EXPERIENCE					RESULTS	KEY
		UNDER 2 YEARS	2-5 YEARS	5 YEARS	5-10 YEARS	OVER 10 YEARS		
13. Looking back now on some of the school-focused activities you have attended, would you say they would have been better as college-based courses?	1	–	–	–	2 (8.7)	3 (7.1)	CHI-SQUARE (X²) = 21.46198 D.F. = 16 SIGNIFICANCE = p > 0.1614 = 16% t	RESPONSE RUBRIC 1 = YES – ALL OF THEM 2 = SOME WOULD, SOME WOULD NOT 3 = NO – NONE OF THEM 4 = NOT SURE 5 = ANY OTHER
	2	2 (25.0)	6 (50.0)	4 (40.0)	6 (26.1)	24 (57.1)		
	3	2 (25.0)	3 (25.0)	5 (50.0)	5 (21.7)	10 (23.8)		
	4	3 (37.5)	3 (25.0)	1 (10.0)	9 (39.1)	5 (11.9)		
	5	1 (12.5)	–	–	1 (4.3)	–		
	COLUMN TOTAL and %	8 (8.4)	12 (12.6)	10 (10.5)	23 (24.2)	42 (44.2)		
14. How would you compare school-focused activities with external award-bearing courses as regards the professional development of the classroom teacher?	1	5 (62.5)	9 (75.0)	9 (90.0)	20 (87.0)	34 (81.0)	CHI-SQUARE (X²) = 11.28287 D.F. = 12 SIGNIFICANCE = p > 0.5048 = 50% t	RESPONSE RUBRIC 1 = SCHOOL-BASED COURSES ARE MORE DIRECTLY GEARED TO WHAT THE TEACHER IS EXPECTED TO MEET IN THE CLASSROOM. 2 = EXTERNAL COURSES ARE EQUALLY GOOD IN EQUIPPING THE TEACHER FOR HIS/HER DAY-TO-DAY CLASSROOM EXPERIENCES 3 = NOT REALLY SURE 4 = ANY OTHER
	2	–	–	–	2 (8.7)	2 (4.8)		
	3	2 (25.0)	3 (25.0)	1 (10.0)	1 (4.3)	4 (9.5)		
	4	1 (12.5)	–	–	–	2 (4.8)		
	COLUMN TOTAL and %	8 (8.4)	12 (12.6)	10 (10.5)	23 (24.2)	42 (44.2)		
15. How much would you say school-focused activities have succeeded in identifying and rectifying mismatch between what is learnt on external courses and the actual process in the classroom?	1	3 (37.5)	9 (75.0)	8 (80.0)	17 (73.9)	27 (64.3)	CHI-SQUARE (X²) = 20.89005 D.F. = 16 SIGNIFICANCE = p > 0.1828 = 18% t	RESPONSE RUBRIC 1 = VERY MUCH 2 = NOT MUCH 3 = VERY LITTLE 4 = NOTHING AT ALL 5 = ANY OTHER
	2	1 (12.5)	1 (8.3)	1 (10.0)	4 (17.4)	8 (19.0)		
	3	1 (12.5)	1 (8.3)	–	–	4 (9.5)		
	4	–	1 (8.3)	–	–	–		
	5	3 (37.5)	–	1 (10.0)	2 (8.7)	3 (7.1)		
	COLUMN TOTAL and %	8 (8.4)	12 (12.6)	10 (10.5)	23 (24.2)	42 (44.2)		
16. What aspect of the organisation of these school-focused activities were you most dissatisfied with?	1	3 (37.5)	4 (33.3)	4 (40.0)	9 (39.1)	18 (42.9)	CHI-SQUARE (X²) = 7.44230 D.F. = 16 SIGNIFICANCE = p > 0.9638 = 96% t	RESPONSE RUBRIC 1 = TIMING OF THE COURSES 2 = CONTENT = TOO PRACTICAL 3 = CONTENT = TOO THEORETICAL 4 = LACK OF INFORMATION 5 = LACK OF NECESSARY EXPERTISE IN THE STAFFING 6 = NONE 7 = ANY OTHER
	2	–	–	–	–	–		
	3	–	–	–	1 (4.3)	–		
	4	–	–	–	–	–		
	5	–	1 (8.3)	–	2 (8.7)	4 (9.5)		
	6	4 (50.0)	7 (58.3)	5 (50.0)	10 (43.5)	17 (40.5)		
	7	1 (12.5)	–	1 (10.0)	1 (4.3)	3 (7.1)		
	COLUMN TOTAL and %	8 (8.4)	12 (12.6)	10 (10.5)	23 (24.2)	42 (44.2)		
17. How much effort did you have to make to attend these school-focused activities?	1	–	1 (8.3)	1 (10.0)	2 (8.7)	4 (9.5)	CHI-SQUARE (X²) = 28.24416 D.F. = 16 SIGNIFICANCE = p > 0.0296 = 2% *	RESPONSE RUBRIC 1 = A GREAT DEAL 2 = SOME EFFORT 3 = A LITTLE EFFORT 4 = NONE AT ALL 5 = ANY OTHER
	2	–	4 (33.3)	3 (30.0)	10 (43.5)	23 (54.8)		
	3	4 (50.0)	1 (8.3)	2 (20.0)	–	4 (9.5)		
	4	3 (37.5)	6 (50.0)	4 (40.0)	10 (43.5)	11 (26.2)		
	5	1 (12.5)	–	–	1 (4.3)	–		
	COLUMN TOTAL and %	8 (8.4)	12 (12.6)	10 (10.5)	23 (24.2)	42 (44.2)		
18. How enthusiastic are you about attending subsequent school-focused activities?	1	5 (62.5)	10 (83.3)	9 (90.0)	20 (87.0)	30 (71.4)	CHI-SQUARE (X²) = 12.09337 D.F. = 16 SIGNIFICANCE = p > 0.7375 = 73% t	RESPONSE RUBRIC 1 = LOOKING FORWARD TO THEM VERY MUCH 2 = NOT LOOKING FORWARD TO THEM AT ALL 3 = NOT SURE 4 = ANY OTHER
	2	–	–	–	–	1 (2.4)		
	3	2 (25.0)	2 (16.7)	1 (10.0)	1 (4.3)	5 (11.9)		
	4	1 (12.5)	–	–	2 (8.7)	6 (14.3)		
	COLUMN TOTAL and %	8 (8.4)	12 (12.6)	10 (10.5)	23 (24.2)	42 (44.2)		

QUESTIONS	RESPONSE RUBRIC	YEARS OF TEACHING EXPERIENCE					RESULTS	KEY
		UNDER 2 YEARS	2–5 YEARS	5 YEARS	5–10 YEARS	OVER 10 YEARS		
19. What is the general orientation of these courses?	1	–	–	–	–	1 (2.4)	CHI–SQUARE (X^2) = 7.72561 D.F. = 16 SIGNIFICANCE = $p > 0.9566$ = 95% t	RESPONSE RUBRIC 1 = THEORETICALLY ORIENTED INVOLVING LECTURES, READING ETC. 2 = PRACTICALLY ORIENTED INVOLVING WORKSHOPS, PRODUCTION OF CURRICULUM MATERIALS ETC. 3 = DISCUSSION BASED 4 = A COMBINATION OF THE THREE ABOVE 5 = ANY OTHER
	2	–	2 (16.7)	1 (10.0)	2 (8.7)	5 (11.9)		
	3	1 (12.5)	2 (16.7)	–	3 (13.0)	5 (11.9)		
	4	6 (75.0)	8 (66.7)	9 (90.0)	17 (73.9)	30 (71.4)		
	5	1 (12.5)	–	–	1 (4.3)	1 (2.4)		
	COLUMN TOTAL and %	8 (8.4)	12 (12.6)	10 (10.5)	23 (24.2)	42 (44.2)		
20. How would you describe a school without such school-focused activities?	1	–	–	–	–	2 (4.8)	CHI–SQUARE (X^2) = 12.97375 D.F. = 20 SIGNIFICANCE = $p > 0.8785$ = 87% t	RESPONSE RUBRIC 1 = HEALTHY 2 = VIABLE 3 = NORMAL 4 = STALE 5 = UNPROGRESSIVE 6 = ANY OTHER
	2	–	–	–	–	3 (7.1)		
	3	1 (12.5)	1 (8.3)	1 (10.0)	2 (8.7)	2 (4.8)		
	4	5 (62.5)	9 (75.0)	4 (40.0)	11 (47.8)	19 (45.9)		
	5	2 (25.0)	2 (16.7)	5 (50.0)	10 (43.5)	15 (35.7)		
	6	–	–	–	–	1 (2.4)		
	COLUMN TOTAL and %	8 (8.4)	12 (12.6)	10 (10.5)	23 (24.2)	42 (44.2)		
21. From your experiences what would you say about these school-focused activities in general?	1	7 (87.5)	11 (91.7)	9 (90.0)	23 (100.0)	37 (88.1)	CHI–SQUARE (X^2) = 12.45738 D.F. = 16 SIGNIFICANCE = $p > 0.7119$ = 71% t	RESPONSE RUBRIC 1 = EVERY SCHOOL SHOULD HAVE SOME FORM OF SCHOOL-FOCUSED ACTIVITIES. 2 = SCHOOL-FOCUSED ACTIVITIES CONTRIBUTE LITTLE OR NOTHING TO THE PROFESSIONAL DEVELOPMENT OF THE TEACHER. 3 = SCHOOL-FOCUSED ACTIVITIES ARE NOT LIVING UP TO THE EXPECTATIONS THEY HAVE AROUSED. 4 = ANY OTHER
	2	–	1 (8.3)	–	–	1 (2.4)		
	3	–	–	1 (10.0)	–	1 (2.4)		
	4	1 (12.5)	–	–	–	3 (7.1)		
	COLUMN TOTAL and %	8 (8.4)	12 (12.6)	10 (10.5)	23 (24.2)	42 (44.2)		

KEY: D.F. = Degrees of Freedom
t = Not Significant at the 5% level
* = Significant at the 5% level

Numbers are expressed frequencies of response.
Numbers in parentheses are expressed as percentages.

APPENDIX 4

SELECTED EXAMPLES OF INSET

ACTIVITIES IN CASE STUDY

SCHOOLS AND TEACHERS' CENTRES

APPENDIX 4A

SCHOOL A : THE ORGANISATION OF INSET : EXAMPLES

INSET STANDING COMMITTEE
Held on Tuesday 17th February 1987
4.00 pm in A3

Members Present: Mr K. Druce, Mr P. Williams, Mrs S. Carstairs,
Mrs A. Paulls, Mr J. Stones, Mrs L. Smaje,
Mr J. Franzen.

Apologies: Mrs M. Waight, Mrs E. Crook, Mr J. Munson,
Mr M. Williams, Mr B. Barnes.

1.   Review of in-school functions to date (15 participants).

1.1. Meeting Needs in Main Stream School   Mr M. Wright.

      Members felt that the session had been useful in the
      sense that research findings indicated that special
      needs children benefited more from a wider curriculum
      exposure than 'massed practice' in the 3Rs. Mrs Paulls
      suggested, however, that future sessions on this topic
      should be more interactive.

1.2. True Reasoning   Dr D. I. Williams (25 participants).

      Members of the Committee felt that the main value of
      this session was Dr Williams insistence that counselling
      was part of a continuum of interpersonal skills often
      successfully accomplished without any specific
      training in classical non-directive techniques.
      (16 participants).

1.3. First Aid. The Committee felt that this course had been
      particularly successful - offering plenty of practical
      activities. Mrs Paulls proposed that this course should
      be offered to a wider audience during the Summer Term
      in school hours. Mr Druce suggested that full use could
      be made of a resuscitation model if the school could
      purchase one of its own.

      Mr Williams suggested that courses of this nature could
      well be offered in future on a consortium basis involving
      other schools.

      The Committee expressed its thanks to all the staff
      and visiting speakers who had contributed to the above
      events.

2.   Planning for the Spring Term

Mrs Faulls agreed to assume responsibility for the
sessions on assessments and Mrs Carstairs volunteered
to organise the 13+ options course. The Committee
agreed that members with responsibilities for events
should also undertake the publicity.

After some discussion it was decided to re-schedule
this term's programme in the following manner:

a) Record Keeping and Assessments - Mr Druce - 11.3.87.

b) Assessing Individuals and Groups - Mr Williams - 18.3.87.

c) Assessments and the Examination Boards - Miss Ward.

d) Publicity and Coordination - Mrs Faulls.

Mrs Carstairs proposed that the 13+ Options session be
run on Tuesday 24th March 1987 during TCC time.

3.   The Committee felt that there were a significant number
of Scale I teachers in the school without any experience
of other Hull schools who would benefit from the
experiences of Scale II, III and IV who had attended
meetings at their new designate 1988 schools. Mr Druce
Suggested that organised support counselling on this
basis would be of considerable help as many Scale I
staff felt that they were applying in the dark.

4.   After some discussion about school based INSET in 1987-88,
the Committee agreed that a full programme of events would
probably not be well supported next year, bearing in
mind the increased pressure on staff time with both
current and designate school meetings being held. Never-
theless, it was proposed that in general terms INSET
should be aimed at enhancing old - new 1988 staff
communications. Mr Druce pointed out that for many staff
1987-88 would be a two term year, with the Summer Term
being directed to new school planning. Other members of
the Committee supported this view and suggested that in
general schoolbased INSET should adopt a low profile
during the winter of 1987 and spring of 1988, reopening
with new members on the Committee for one 1988 Summer Term.

5.   There was no further business and the meeting closed at
4.55 pm.

J. Franzen
26th February, 1987.

PROPOSED INSET PROGRAMME 1986 - 87

Date	TITLE AND SPEAKERS
19th Nov.'86	'Meeting Needs in Main Stream Schooling' Mr P.Riches, Education Psychologist, H.C.C. Mr M.Wright, Adviser Special Educational Needs, H.C.C. (School wide interest) QUERIES TO: Mr M.Williams
4th Dec.'86	'15+ Counselling Understanding exam entry decisions'. Mr T.Buttery, Bransholme High School. (Aimed at 15+ tutors, Heads of House, other interested staff). QUERIES TO: Mrs M.A.Waight
14th Jan.'87	'True Reasoning. Squaring Yourselves and Others with the Real World'. A common sense approach to counselling interviews. Dr D.I.Williams, Psychology Department, University of Hull. (Aimed at all staff who have to deal with children with difficulties). QUERIES TO: Mr J.Franzen
21st Jan.'87	Mr M.Wright. Special Needs. Postponed from 19th November, 1986.
JANUARY 1987 FEBRUARY	'FIRST AID - the Basics'. Messrs K.Druce and P.Wilkinson, Bransholme High School. A 2/3 hour course on the fundamentals of first aid. This course can be extended to certification level (9 hours) if there are enough interested staff. QUERIES TO: Mr K.Druce and MR P.Wilkinson
MARCH 1987	ASSESSMENTS (3 x 1 hours) 1. Assessing Individuals and Groups - Elementary Statistics. Mr M.Williams, Bransholme High School. (Aimed at staff without a mathematical background) 2. Assessments and the Examination Boards. Miss A.Ward, Bransholme High School. (School wide interest) 3. Record Keeping and Assessments C.D.C. Panel. (School wide interest) QUERIES TO: Mrs Carstairs

MARCH 1987   Guidance for the 13+ OPTIONS.
                     Mr T.Buttery, Bransholme High School.
                        QUERIES TO: Mr A.Pattison

SUMMER TERM 1987   (Dates to be arranged)
                     1. Problem Solving for Middle Management (3x1 hour
                          (i) The Overview - Management Responsibilities
                              in Schools.
                              Mr Cooling/Mrs Waight
                                 QUERIES TO: Mrs M.A.Waight
                         (ii) Group Work -Simulated Exercises
                              A workshop session in which course
                              participants attempt to 'cope' with real
                              life problems unassociated with the
                              present school.
                                 QUERIES TO: Mr J.Franzen
                        (iii) Plenary Session - Heads of Faculty give
                              individual perspectives on the solution
                              of hypothetical problems using school
                              policy as an overall guide.
                                 QUERIES TO: Mrs M.A.Waight

                     2. Preparing Good Quality A.V. As
                        Messrs Deyes and Holland
                        'Good layout and design in the preparation
                         of worksheets, posters and overhead
                         transparencies etc.'
                        (Aimed at all staff)
                           QUERIES TO: Mrs E.Crook

                     3. Computer Assisted Learning
                        Messrs Berry and Symes
                        A short course to show that the computer
                        and the appropriate software can be more
                        than an electronic blackboard.
                        (Aimed at staff with little computer
                         knowledge)
                           QUERIES TO: Mr J.Franzen

                     4. Computers in Administration
                        Mr Richard Green, Sydney Smith High School.
                        A short course designed to show that infor-
                        mation such as examination results can be
                        properly codified and analysed with the
                        minimum of effort.
                        (Of special interest to Heads of Faculty's
                         etc.)
                           QUERIES TO: Mr J.Franzen

                                                    8th December 1986

APPENDIX 4B

SCHOOL B : OUTLINE OF THE PROGRAMME OF
SCHOOL-FOCUSED INSET 1984 - 85

COURSE	PROVIDER	DATE
G.G.S. Weekend Conference The Role of the Tutor	School-based with C.C.D.U. trainers	March 1984
Special Needs	School-based with S.E.N. Adviser	June/July 1984
Equal Opportunities	School-based with C.C.D.U. Working Groups	Jan./Feb. 1985 Summer Term '85
Solvent Abuse	Teacher led seminar	March 1985
Word Processing	Staff trainers	June 1985
The Group Tutor: Good Practice	School-based with C.C.D.U./officer/ Adviser/Teacher	July 1985

I have established an Induction Period for the probationers
which includes their lessons being visited, lesson reports being
written, interviews with the individuals, the probationers
visiting lessons within their own school and to other schools
within the L.E.A., negotiated reports for the L.E.A., liaison
with the Advisory Service and the creation of an Induction
Course. This course has grown to encompass all the probationers
within the Goole area. The purpose of the course is to
encourage the probationers to look beyond their own classroom.
The meetings are held in different locations to further this
end. The 1984/85 programme was as follows:

The Role of the E.W.O.	Nov. 1984
Social Services and the Schools	Dec. 1984
Survival in the Classroom	Feb. 1985
The Psychological Service and the Schools	March 1985
Intermediate Treatment	March 1985
1981 Education Act	May 1985
Visits to Special Schools	April/May 1985
Special Educational Needs	June 1985

APPENDIX 4C

SCHOOL C: EXAMPLE OF A LETTER OF INVITATION

TO POTENTIAL VISITING SPEAKER FOR INSET

21st October 1982

A. V. Kelly,
Dean of School of Education,
Goldsmith's College,
Lewisham Way,
London SE14 6NW

Dear Mr Kelly,

I am writing to you in connection with an INSET Course
we are planning to run at this School entitled "Mixed Ability
Teaching : In Service Training for Staff". We are a large
11 - 18 co-educational comprehensive school (approximately
1,600 on roll) on the outskirts of Cottingham, approximately
five miles west of Hull. The School is pledged to go mixed
ability in registration and first year groups from September
1983. At present the School operates a three-tier banded
system.

In preparation for this change, we proposed running
approximately ten sessions between November and March,
including one whole day conference at the Hull College of
Higher Education on February 5th. Some anticipated areas of
discussion are:-

Theory and methodology
Transition to mixed ability registration groups
Curriculum development
Remedial provision
Resources.

I would like to invite you to be a speaker. I have read
your books with enjoyment and interest. Your Secretary was
kind enough to suggest that, if you felt able to talk to our
staff, the week of January 17th might be a possibility, and
that you preferred mornings. Any day would suit us and I
would make necessary arrangements to free particularly those
senior staff and heads of department who would be most
instrumental in bringing about the transition to mixed
ability.

It would be impertinent of me to specify a particular subject as the basis of an address to the staff. However, expert advice is sought in the following areas:-

a) Why mixed ability groups?
b) Mixed ability classes and the subject teacher.
c) Preparing for de-streaming.
d) What about the remedials?
e) Marking, assessing, reporting.
f) Implications for the curriculum.
g) Provision of resources.

It might help if I say that after school sessions are also planned with subject areas in mind and that the one day conference, including the Centre for the Study of Comprehensive School from York University, will be angled towards Good Practice in Schools. I feel we would benefit most from some understanding of the theory of mixed ability and its implications for departments in terms of grouping, resources and assessment.

If you are able to come, would you please indicate on which date(s) you would prefer to attend and which time during the day would most suit you. We would be happy to agree a title if you were able to indicate a preferred area of discussion. Fees, travel and other expenses would be paid by the Humberside Education Authority.

We look forward to hearing from you.

Yours sincerely,

J. Fawcett.
Head of English

APPENDIX 4D

CASE STUDY CENTRE 3 : AN EXAMPLE

OF A WEEKLY PROGRAMME OF EVENTS

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SEPT

DATE	TIME	MEETING		ALLOCATION	
21	9.30	Advisers.		!	
				!	A.M.
				!	
		Do		!	
				!	
				!	P.M.
				!	
	4.30	Theatre in Ed	10	!	
	4.30-6.00 100	French	8	!C	
	4.30	Home Econs	10	!MEB	
	4.30	DDGGA - Donc&Dist Girls Games Ass	8	!	4.30
	4.15	Records of Achievement.	8	!GKV	
				!	
	7.00	DITO - Doncaster Intermediate	20	3 !	
		Treatment Organisation		!	7.00
				!	
				!	
22	9.30-4.00	INSET Dance Studies Prog/Video	15	HALL !PJC	
	9.30-4.00 98	Foreign Asst Day ①	⑬	!CKV	
	9.00-12.00 100	INTENSIVE French (1)	⑬	!	A.M.
	9.00	Technology. No lunch. ③		2 !PH.	
	1.15-4.15 71	First Sc MATHS SD.	24	!PC.	
	1.30 118	Writing		!	
	1.30 126-1	I/F Cur? Infant first Curriculum		!	P.M.
	1.30	Business Studies		!	
	4.30	RE Support Group	10	!CeR	
	4.30 -	Dance		!AnoWalker 4.30	
				!	
				!	
				!	7.00
				!	
				!	

TSS.
Carousel.

10.20
Video ITV
German

S.I.

DATE	TIME	MEETING	ALLOCATION	

9.30
Video
French.
TV. Video

74

23	9.00-4.15	SD Maths 9-13 (21)	! N M	
	9.00-4.00	Probationers 246 (35) 3€	! JBM.	
	9.30-12.00	Careers Services (Carousel) ? Video 05	4230! S Sparr	A.M.
	1.30-4.00	198 1st Sch	! KTC	
	2.00		!	P.M.
			!	
	4.15	123	! MLB	
			!	4.30
			!	
	7.00-	N A R E	! 2.0Hrs	7.00
			!	

24	9.00-4.00	NA Heads Newly Appointed (30)	!	
	9.00-4.00	NAS/WWT Training 20	12.30 ! J Cooke	
	9.00-12.00	NAS/WWT/NUT/AMMA. -	! R.G.	A.M.
	1.00-4.00	100 French	!	
	2.00-	Under 5's Wkg Pty NAS Brookes	1 !	P.M.
	4.30	123 Central Parental Involvement other than families	!	4.30
		Video.	!	
	7.00-9.00	DANCE	HALL !	7.00
			!	

25		Tech Prep.	!	
			!	A.M.
	2.00	Dance PJC/KF	!	
			!	
			!	P.M.
			!	

APPENDIX 4E

CASE STUDY CENTRE 2 : AN EXAMPLE OF

A PROGRAMME FOR A ONE WEEK COURSE

HULL **REORGANISATION** **SCHOOLS** INSET

Hull Re-organisation INSET, Scales 1, 2 & 3

P R O G R A M M E

Days 1 & 2

      During these two days the group will examine the aims of education of individual institutions and of specific departments or faculties. The course is participative in nature, using small groupwork techniques to look at issues including identifying desired learning outcomes, assessment techniques and recording of achievement.

D A Y 1	9.00 a.m.	Introductions Aims of education – school aims
		"Record of Achievement"
		C O F F E E
		Aims of education – departmental aims
	12.45 p.m.	L U N C H
		Assessment – Raising the issues
		T E A
		Assessment continued
	4.00 p.m.	Day 1 ends
D A Y 2	9.00 a.m.	Methodology A series of participative sessions 1) Climate building 2) Main activity 3) Debrief (summary) (Coffee available)
	12.45 p.m.	L U N C H
	1.30 p.m.	Reviewing for assessment and recording achievement
		T E A
	3.20 p.m.	Personal and social development, a whole school philosophy
	4.00 p.m.	Day 2 ends

SECONDARY 'GENERAL' COURSE

DAY 3

9.00   Issues of continuity between Primary and Secondary
       Phases

10.15 Video on Primary Curriculum:

       "What are you doing that for?"

10.50 Coffee

11.20 "The Primary School Curriculum"

       Some Examples of current practice in Humberside
       Primary Schools, led by Primary Headteachers

12.45 Lunch

1.30   Aspects of Curriculum Planning and Practice
       in the early years of the 11 -16 School I

2.30   Tea

3.00   Aspects of curriculum Planning and Practice
       in the early years of the 11 - 16 School II

DAY 4

9.00   The Common Curriculum with particular
       reference to Year 4

       - Humberside Document

       - 'Better Schools'

       -'National Curriculum'

10.30 Coffee

11.00 'Aspects of Curriculum Organisation'

       - Modular approaches and unit accreditation

12.45 Lunch

1.30   Meeting Special Educational needs in the
       Secondary School

2.30   Tea

3.00 Special Educational Needs Cont.

APPENDIX 5

FIGURES -ORGANISATIONAL CHARTS

APPENDIX 5A

ORGANISATIONAL CHART OF THE FEDERAL MINISTRY

OF EDUCATION, NIGERIA

ORGANIZATIONAL CHART OF THE FEDERAL MINISTRY OF EDUCATION, NIGERIA
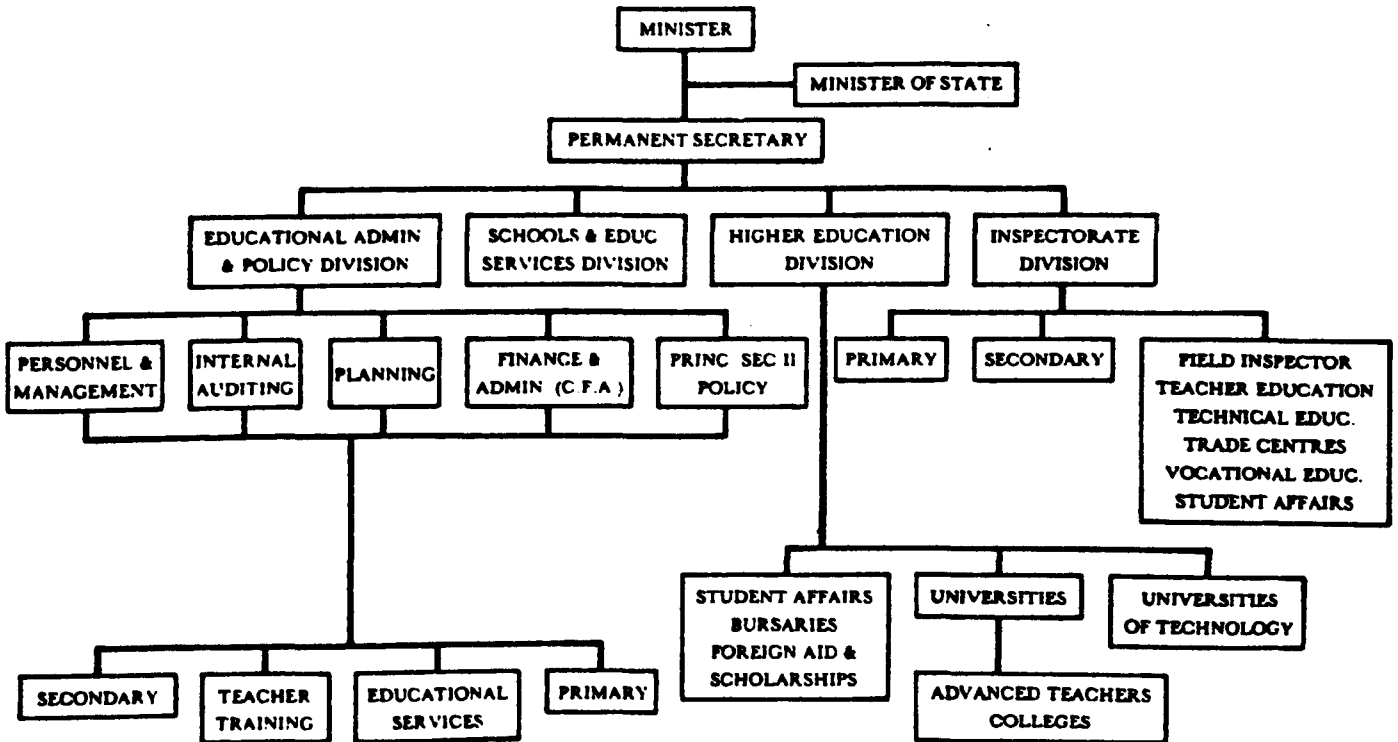
APPENDIX 5B

THE STRUCTURE OF THE SCHOOL SYSTEM

IN NIGERIA

THE STRUCTURE OF THE SCHOOL SYSTEM IN NIGERIA

Modern Schools
1 — 2 — 3 — 4

G.C.E. (O) OR EQUIV.

G.C.E. (A) OR EQUIV.

Trade Centres
1 — 2 — 3 — 4

Craft Schools
1 — 2 — 3

Tech. Sch.
1 — 2 — 3

Tech. Inst.
1 — 2 — 3

Jr Comm.
1 — 2 — 3

Sr
1

PRIMARY SCHOOLS
1 — 2 — 3 — 4 — 5 — 6

Technical School
1 — 2 — 3 — 4 — 5

Commercial School
1 — 2 — 3 — 4 — 5

6

Sixth Form
1 — 2

Grammar Sch.
1 — 2 — 3 — 4 — 5

Tech. College
1 — 2 — 3

1 — 2

UNIVERSITIES

Infant Primary Classes till 1961
1 — 2 — 3 — 4 — 5 — 6 — 7 — 8

Grade II Teach. Trg.
1 — 2 — 3 — 4 — 5

Adv T Trg.
1 — 2 — 3

Junior Tech.
1 — 2 — 3 — 4 — 5

Snr Tech
1 — 2 — 3

Higher Tech.
1 — 2

Junior Comm.
1 — 2 — 3 — 4 — 5

Snr Comr.
1 — 2

APPENDIX 5C

THE RELATIONSHIP BETWEEN THE FEDERAL, STATE AND LOCAL GOVERNMENTS IN THE MANAGEMENT OF THE DIFFERENT LEVELS OF EDUCATION

THE RELATIONSHIP BETWEEN THE FEDERAL, STATE AND LOCAL GOVERNMENTS IN THE MANAGEMENT OF THE DIFFERENT LEVELS OF EDUCATION.

GOVERNMENTAL AGENCY LEVEL		EDUCATIONAL LEVEL
FEDERAL GOVERNMENT	FEDERAL MINISTRY OF EDUCATION	Universities and. Research Institutes
STATE GOVERNMENT	STATE SCHOOLS BOARD	Post-Secondary Institutions
	STATE MIN. OF EDUCATION	Secondary Institutions
	Fed. INSPECTORATE IN STATES	
LOCAL GOVERNMENT	LOCAL GOVERNMENT (Local Authority) SCHOOLS BOARD	Primary Schools
		Nursery Schools

APPENDIX 5D

THE STRUCTURE OF THE SCHOOL SYSTEM IN ENGLAND AND WALES

549
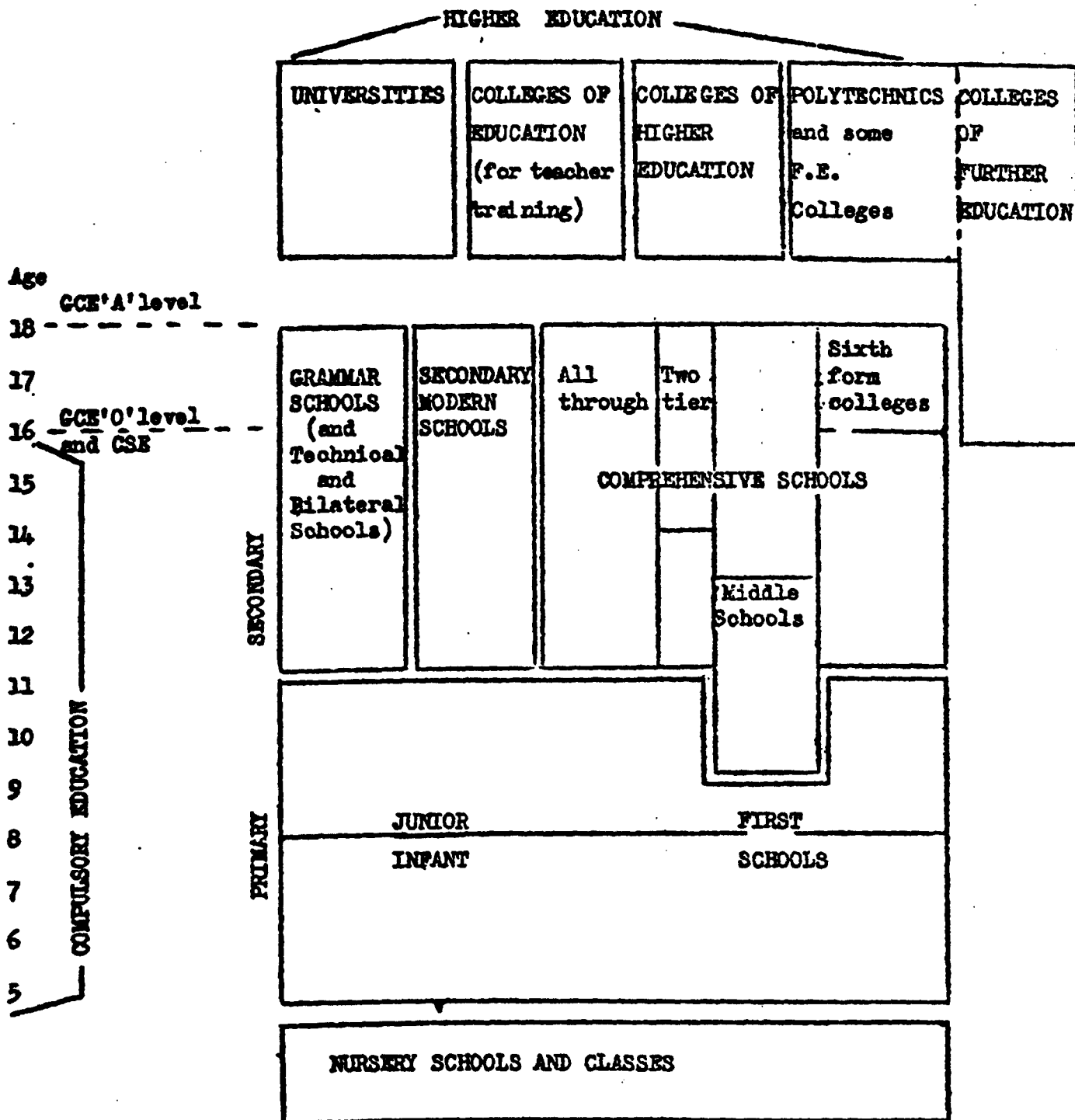
APPENDIX 5E

THE STRUCTURE OF THE INITIAL EDUCATION AND

TRAINING OF TEACHERS IN ENGLAND AND WALES

INITIAL EDUCATION AND TRAINING OF TEACHERS

AN EVOLVING PATTERN 1977-78
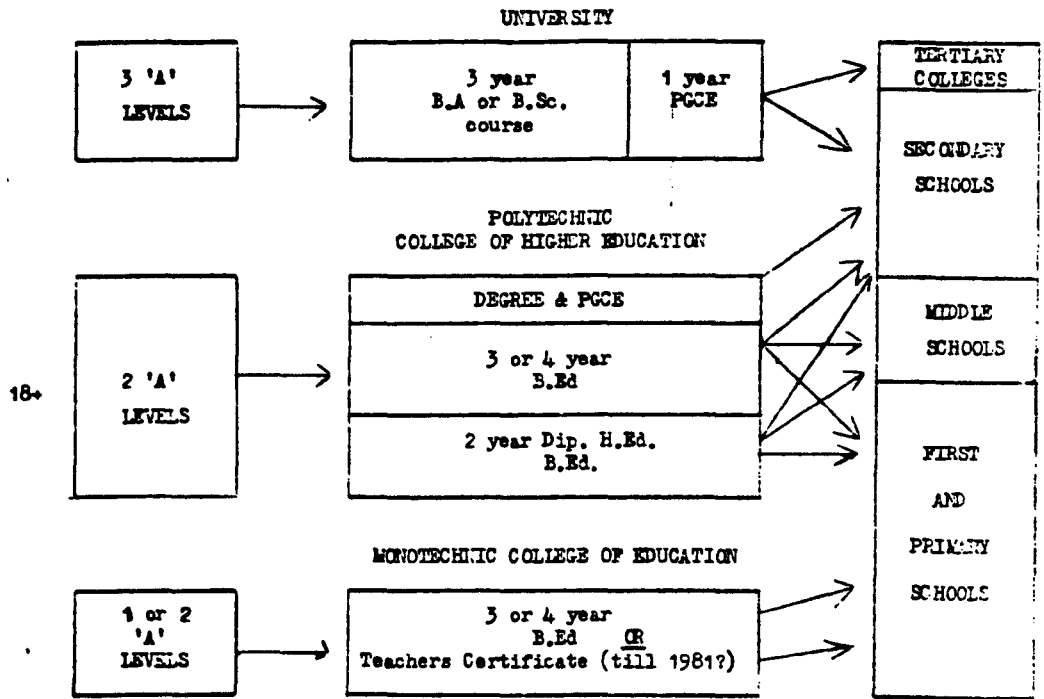
UNIVERSITY

Validation of degree and professional qualification by university or C.N.A.A.

APPENDIX 6

CORRESPONDENCES

THE UNIVERSITY OF HULL
INTERNATIONAL EDUCATION UNIT

Tel. 0482-46311

Institute of Education,
173 Cottingham Road, Hull, HU5 2EH

Professor V. A. McClelland (Ext. 7401)
Director of the Institute of Education

Mr. C. Brock, M.A., M.Ed (Ext. 7407)
Chairman of the International Education Unit

Dear Sir

8. 1. 86

MRS VICTORIA TEKENAH BA(Ed) MEd

I am writing to introduce Mrs Victoria Tekenah, who comes from the
Rivers State of Nigeria and is currently researching for the writing of
a doctoral thesis later in the year. She is a bona fide full time
research student, and a person of great reliability and integrity.

Mrs Tekenah's field of interest is in the in-service education and
training of teachers, and in particular the role and operation of school-
based in-service provision. It is likely that when she returns to Nigeria
she will play a significant part in the development of in-service
opportunities for teachers, and given the problems of providing teachers'
centres in many parts of that country it would seem that school-based
operations may be particularly desirable. However, at this stage she is
interested to visit several schools with a record of work of this type,
and colleagues in this Department/ Institute have recommended your school
to me in this respect.

I am writing to ask, therefore, whether you would be willing to receive
such a request from Mrs Tekenah, and if your response is in the
affirmative I shall put her in touch with you in order to make an initial
date. Meantime, may I thank you very much in anticipation of your reply,
and for giving this request your consideration.

Yours sincerely

COLIN BROCK MA MEd Chairman, International Education Unit and Supervisor
of Mrs Tekenah's Studies.

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APPENDIX 6B

A SAMPLE OF A LETTER FROM A SCHOOL

GRANTING PERMISSION TO THE RESEARCH STUDENT

EM/RGC   13th January, 1986

Mr. C. Brock,
Chairperson of the International Unit,
Institute of Education,
University of Hull,
173 Cottingham Road,
HULL.

Dear Mr. Brock,

Mrs. Victoria Tekenah

Thank you for your letter of 8th January. We would be willing to receive a request from Mrs. Tekenah to visit this school and would supply her with the information she requires on school-based INSET. She will not see any in operation at present because of Industrial Action. There are, however, other forms of Staff Development continuing.

Yours sincerely,

Deputy Headteacher

APPENDIX 6C

LETTER OF INTRODUCTION TO RESPONDENTS

IN RIVERS STATE

THE UNIVERSITY OF HULL
INTERNATIONAL EDUCATION UNIT

Tel 0482-46311

Institute of Education.
173 Cottingham Road, Hull, HU5 2EH

Professor V A McCanners (Ext 7481)
Director of the Institute of Education
Mr C Brock, M A, M Ed (Ext 7487)
Chairman of the International Education Unit

To whom it may concern

Mrs Victoria Tekenah BSc (Ed) MEd

This is to certify that Mrs Victoria Tekenah is a
bona fide full-time student of this Institute and
University, reading for the Degree of Doctor of
Philosophy. The survey she is undertaking is a
central part of her research and will form a
significant section in her Thesis. Consequently,
I should be most grateful for any support and co-
operation you may be able to give to Mrs Tekenah
if and when she approaches you.

May I thank you most sincerely in anticipation of
your assistance to Mrs Tekenah.

1st February 1986

COLIN BROCK, MA MEd
Chairman, International Education Unit and
Supervisor of Mrs Tekenah's research.

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