



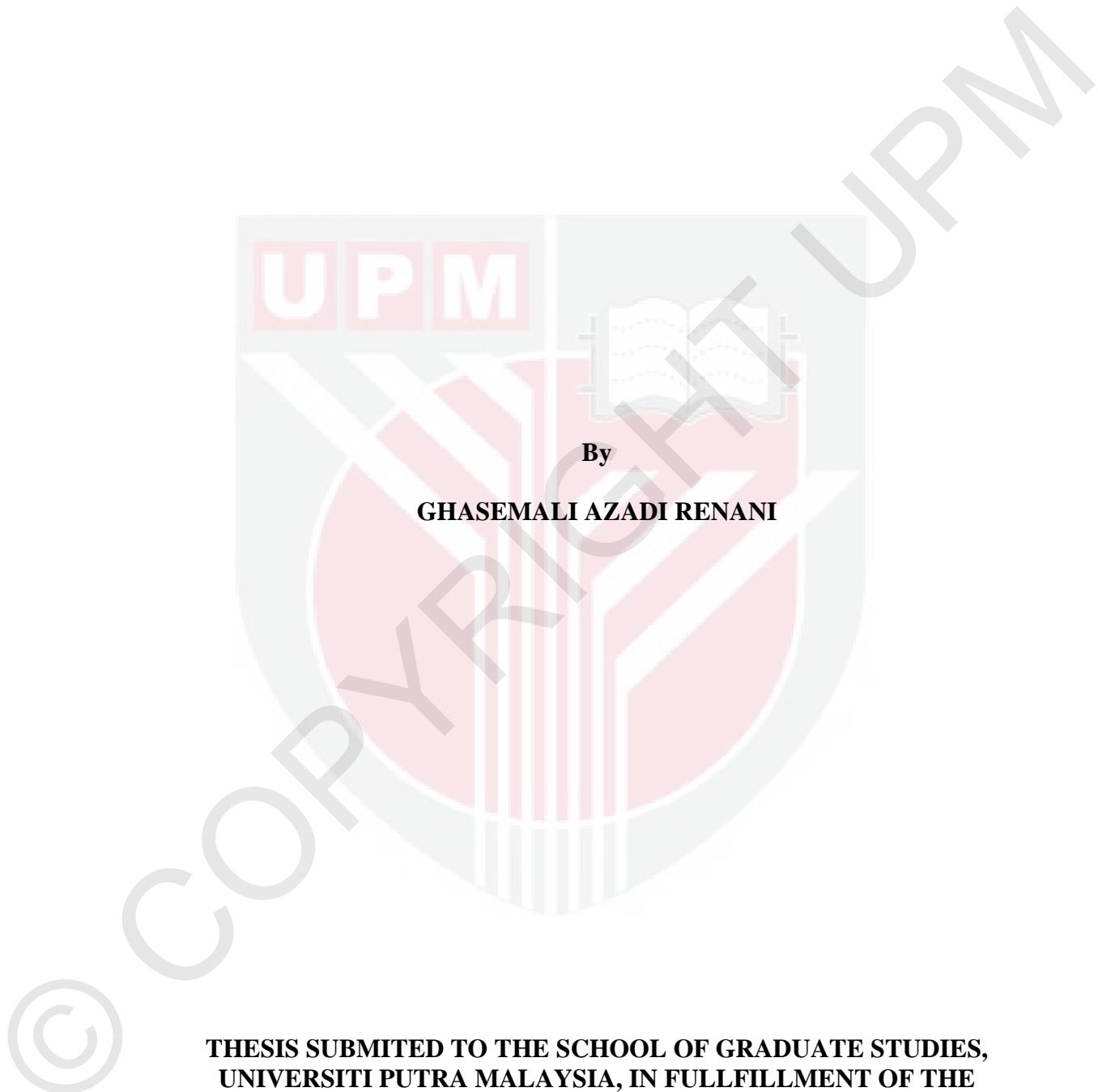
UNIVERSITI PUTRA MALAYSIA

**PERCEPTIONS OF EFL TEACHERS IN ESFAHAN HIGH SCHOOLS
TOWARDS PROFESSIONAL KNOWLEDGE AND SKILLS
DEVELOPMENT THROUGH SHORT-TERM IN-SERVICE PROGRAMMES**

GHASEMALI AZADI RENANI

FPP 2011 22

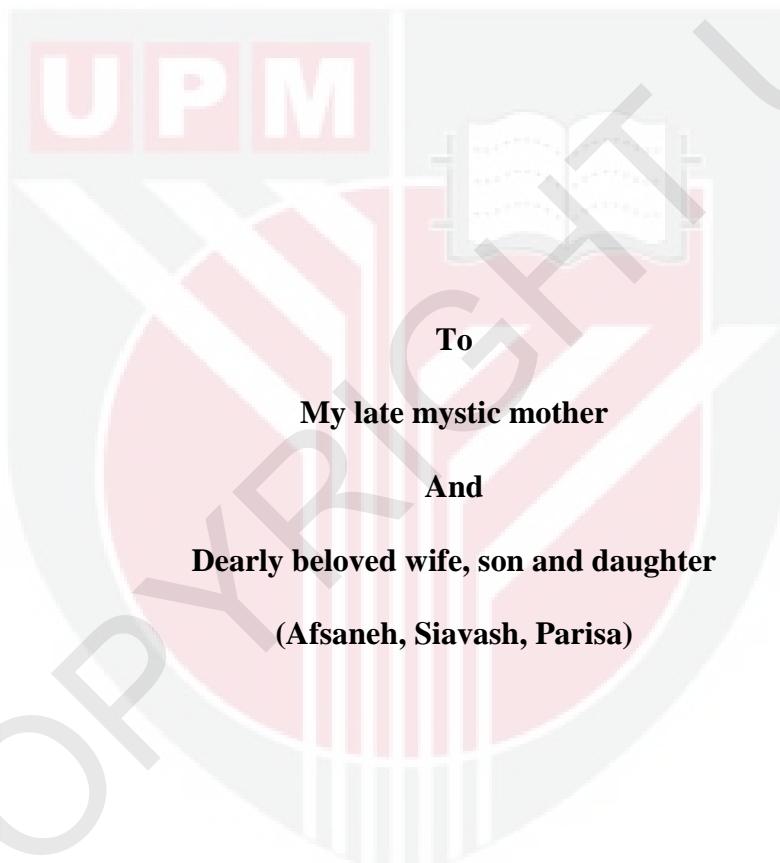
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**THEESIS SUBMITED TO THE SCHOOL OF GRADUATE STUDIES,
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AUGUST 17, 2011

In the Name of God
The Compassionate, the Merciful



Abstract of thesis presented to the senate of Universiti Putra Malaysia in fulfilment
of the requirement for the degree of Master of Science

**PERCEPTIONS OF EFL TEACHERS IN ESFAHAN HIGH SCHOOLS
TOWARDS PROFESSIONAL KNOWLEDGE AND SKILLS
DEVELOPMENT THROUGH SHORT-TERM IN-SERVICE
PROGRAMMES**

By

GHASEMALI AZADI RENANI

August 2011

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This study is an attempt to identify the perceptions of EFL teachers in Esfahan high schools towards professional knowledge (PK) and professional skills (PS) development through a short-term in-service development programme (SIDP). The SIDP for EFL teachers is assumed to be of crucial importance in updating teachers' PK and PS. EFL context in which English is merely taught as a subject in school but neither used as a medium of instruction in education nor as a language of communication calls for the need of proficient non-native teachers. This fact highlights the role of SIDPs supporting teachers to survive in the teaching profession.

The present survey study attempts to identify the significant difference in the perceptions of EFL teachers in Esfahan high schools towards the SIDP. The two

main defined objectives for this study are to determine: 1) whether there is any significant difference between EFL teachers' gender, academic qualification, teaching experience, and age and their perception towards the PK presented in a SIDP and 2) whether there is any significant difference between EFL teachers' gender, academic qualification, teaching experience, and age and their perception towards the PS presented in a SIDP.

The data were collected through questionnaire and interview using a quantitative research method with a descriptive design and cross-sectional method. As the sample, 256 Iranian EFL teachers in Esfahan high schools participated in the study and filled up questionnaires and 20 EFL teachers participated in interviews. The results were analysed through both descriptive and inferential statistics.

The findings on sample's gender, academic qualification, teaching experience, and age indicate: a) there is no significant difference in the PK between male and female teachers. The attitude of both groups is positive. However, there is significant difference in the PS between male and female teachers. The attitude of the male teachers is moderate while the attitude of the female teachers is positive; b) there is significant difference in the PK between Bachelors and Masters. EFL teachers holding Bachelor degree show positive attitude towards the programme while those holding Master degree show negative attitude. Likewise, there is significant difference in the PS between Bachelors and Masters. EFL teachers holding Bachelor degree show positive attitude towards the programme while those holding Master degree show negative attitude; c) regarding the PK, although all three groups with different teaching experience perceive SIDP as positive, there is difference among

the three groups. The least experienced teachers show the most positive attitude and the most experienced ones show the least positive attitude. Regarding the PS, the groups with the least and moderate experience perceive SIDP as positive while the most experienced group perceives SIDP as negative; d) the youngest teachers show the most positive attitude and the eldest ones show the least positive attitude towards PK. The young and mid-age groups perceive PS as positive while the old group perceives it as negative. Moreover, the results of the interviews indicate that EFL teachers perceive PK presented in the SIDP better than PS presented in the SIDP.

In general, EFL teachers in Esfahan high schools perceive the PK presented in the SIDP as positive and perceive the PS presented in the SIDP as moderate. In the light of findings, the implications of the study concern the need for education policy-makers to outline more practice-based SIDPs, for teacher educators to revisit development strategies by welcoming EFL teachers' challenges faced in the classroom, for EFL teachers to involve actively in the SIDPs to widen their PK and enhance their PS and identify immediate needs of teaching.

Abstrak tesis dipersembahkan kepada Senat Universiti Putra Malaysia dalam memenuhi syarat keperluan ijazah Master Sains

PANDANGAN GURU-GURU BAHASA INGGERIS SEBAGAI BAHASA ASING DI SEKOLAH TINGGI ESFAHAN TERHADAP PENGETAHUAN PROFESIONAL DAN PEMBANGUNAN KEMAHIRAN MELALUI PERKHIDMATAN PROGRAM JANGKA PENDEK

Oleh

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Ogos 2011

Pengerusi: Prof. Madya Ghazali B. Mustapha, PhD

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Kajian ini merupakan percubaan untuk mengenal pasti persepsi guru-guru EFL di sekolah-sekolah tinggi Esfahan ke arah pengetahuan profesional (PK) dan pembangunan kemahiran profesional (PS) melalui program pembangunan dalam perkhidmatan jangka pendek. SIDP untuk guru-guru EFL dianggap sebagai amat penting dalam mengemas kini PK guru dan juga PS guru. Konteks EFL di mana Bahasa Inggeris semata-mata diajar sebagai mata pelajaran di sekolah tetapi tidak digunakan sebagai medium pengajaran dalam pendidikan mahupun sebagai bahasa komunikasi untuk keperluan guru-guru bukan natif yang kurang mahir berbahasa Inggeris. Fakta ini menekankan peranan SIDP yang menyokong guru-guru untuk terus membangun dalam profesi perguruan.

Kaji selidik ini cuba mengenal pasti perbezaan yang signifikan dalam persepsi guru-guru EFL di sekolah-sekolah tinggi Esfahan terhadap SIDP. Kedua-dua objektif

utama yang dimajukan untuk kajian ini adalah untuk menentukan: 1) sama ada terdapat sebarang perbezaan yang signifikan dikalangan guru-guru EFL dari aspek jantina, kelayakan akademik, pengalaman mengajar, umur dan persepsi mereka ke arah PP dibentangkan di dalam SIDP dan 2) sama ada terdapat apa-apa perbezaan yang signifikan antara guru-guru EFL dari segi; jantina, kelayakan akademik, pengalaman mengajar, umur dan persepsi mereka terhadap PS yang terdapat dalam program SIDP.

Data telah dikumpulkan melalui soal selidik dan temu duga yang menggunakan kaedah penyelidikan kuantitatif dengan reka bentuk deskriptif dan kaedah keratan rentas. Seramai 256 guru-guru EFL Iran dari sekolah-sekolah tinggi Esfahan mengambil bahagian dalam kajian dan mengisi borang soal selidik dan 20 guru-guru EFL mengambil bahagian dalam temu duga. Keputusan telah dianalisis melalui kedua-dua statistik deskriptif dan inferens.

Penemuan tentang jantina, sampel, kelayakan akademik, pengalaman mengajar dan umur menunjukkan: a) tidak ada perbezaan yang ketara dalam PK antara guru lelaki dan perempuan. Sikap kedua-dua kumpulan adalah positif. Walau bagaimanapun, terdapat perbezaan yang ketara dalam PS antara guru lelaki dan perempuan. Sikap guru-guru lelaki adalah sederhana manakala sikap guru-guru perempuan adalah positif; b) terdapat perbezaan yang signifikan dalam PK antara Sarjana Muda dan Ijazah Sarjana. Guru-guru EFL yang memegang Ijazah Sarjana Muda menunjukkan sikap yang positif terhadap program ini manakala mereka yang memegang ijazah Sarjana menunjukkan sikap negatif. Begitu juga, terdapat perbezaan yang signifikan dalam PS antara guru-guru EFL yang berkelulusan Sarjana Muda dan Ijazah

Sarjana. Guru-guru EFL yang memegang ijazah Sarjana Muda menunjukkan sikap yang positif terhadap program ini manakala mereka yang memegang ijazah Sarjana menunjukkan sikap yang negatif; c) mengenai PK, walaupun ketiga-tiga kumpulan dengan pengalaman mengajar yang berbeza menganggap SIDP sebagai positif, terdapat perbezaan antara ketiga-tiga kumpulan. Guru-guru yang kurang berpengalaman menunjukkan sikap yang paling positif dan yang paling berpengalaman menunjukkan sikap kurang positif. Mengenai PS, kumpulan-kumpulan yang mempunyai mempunyai kurang pengalaman dan sederhana menganggap SIDP sebagai positif manakala kumpulan yang paling berpengalaman melihat SIDP sebagai negatif; d) guru-guru termuda menunjukkan sikap yang paling positif dan yang lebih berumur menunjukkan sikap positif terhadap PK. Kumpulan muda dan pertengahan umur menganggap PS positif manakala kumpulan lama melihatnya sebagai negatif. Selain itu, hasil wawancara menunjukkan bahawa guru-guru EFL melihat PK yang dibentangkan di SIDP adalah lebih baik daripada PS yang dibentangkan dalam SIDP.

Secara umum, guru-guru EFL di sekolah-sekolah tinggi Esfahan melihat PK yang dibentangkan dalam SIDP sebagai positif dan melihat PS dibentangkan dalam SIDP sebagai sederhana. Berdasarkan penemuan ini, kajian ini memberi implikasi ke arah keperluan untuk pihak yang berwajib dan pembuat dasar untuk menggariskan lebih amalan yang berasaskan SIDP, untuk pendidikan guru dan mengkaji semula strategi pembangunan dengan mengalu-alukan cabaran-cabaran yang di hadapi oleh guru-guru EFL di dalam kelas. Guru-guru EFL juga patut melibatkan diri secara aktif dalam SIDP untuk mengembangkan PK mereka dan juga meningkatkan PS mereka dan mengenal pasti keperluan semasa pengajaran.

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APPROVAL SHEET 1

I certify that an Examination Committee has met on **date of viva** to conduct the final examination of **Ghasemali Azadi Renani** on his **Master of Science** thesis entitled **“PERCEPTIONS OF EFL TEACHERS IN ESFAHAN HIGH SCHOOLS TOWARDS PROFESSIONAL KNOWELEDGE AND SKILLS DEVELOPMENT THROUGH SHORT-TERM IN-SERVICE PROGRAMMES”** in accordance with Universiti Pertanian Malaysia (Higher Degree) Act 1980 and Universiti Pertanian Malaysia (Higher Degree) Regulations 1981. The Committee recommends that the candidate be awarded the relevant degree. Members of the Examination Committee are as follows:

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Date: 23 August 2011

DECLARATION

I declare that the thesis is my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously, and is not concurrently, submitted for any other degree at Universiti Putra Malaysia or at any other institution.

GHASEMALI AZADI RENANI

Date: 23 August 2011

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