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IN-SERVICE EDUCATION OF ELEMENTARY
SCHOOL TEACHERS IN JORDAN:
A CRITICAL AND ANALYTICAL STUDY

BY

SALEH ABDALLA SALAH al-ZU'BI

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IN-SERVICE EDUCATION: JORDAN

ZU'BI

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Saleh A. Zu'bi

ABSTRACT

The majority of the elementary school teachers in Jordan are in need of in-service education. Many of these teachers are unqualified and have only secondary education. The deficiency in the quality of teachers and the keen interest of the Ministry of Education in the improvement and expansion of in-service education emphasize the greatest need for re-examination and evaluation of the in-service programs to cope with the training of a large number of unqualified teachers for elementary schools.

On the one hand, the present in-service education programs are by no means sufficient for the preparation and training of teachers. On the other hand, qualified teachers are so essential for producing reform in the educational system of the country that without a sufficient number of them, any effort for the improvement of education would be ^a failure.

In this study, an attempt has been made to analyze and evaluate the in-service education programs in Jordan. The problem was dealt with as follows:

The introduction defines the nature and objectives of the study, its significance and its methodology.

The first chapter reviews briefly the development of in-service education in Jordan. This includes a discussion of the problem of

teacher education in Jordan, development of the in-service education programs, and the aims and objectives of these programs as viewed by school authorities in Jordan.

The second chapter deals with the operation and structure of the in-service programs in Jordan. It presents a brief description of the different in-service education practices with regard to their organization, administration, scope and content. The main purpose of this chapter and the previous one is to furnish the background of this study.

The third chapter presents a comparative study of the in-service education practices in England, France, the Soviet Union and the United States. The main objectives of this comparative study is to discover some of the basic principles underlying the in-service education practices in these countries and to adopt them to similar programs in Jordan.

The fourth chapter deals with the analysis and evaluation of the in-service programs in Jordan. This analysis and evaluation were made in the light of the practices of in-service education in the countries mentioned above, and the opinions of administrators and teachers who have had experience with the in-service programs in Jordan and who responded to a questionnaire designed for this purpose.

Analysis of the in-service programs deals with the following areas: (1) characteristics of teachers in relation to frequency of programs attended, (2) types of programs attended in relation to areas emphasized (methods of teaching used, evaluation techniques, subjects emphasized

etc.), and (3) teachers' views with regard to these programs classified by the sex, academic qualifications and years in service of the respondents.

The writer believes that some basic improvements can be introduced into the present in-service programs. This opinion is shared by many of the teacher respondents. Some of the weakness emphasized by the teachers are: lack of adequate planning, defective methods of selection of teachers, lack of time, lack of demonstration and practice teaching and lack of material incentives. In the final chapter, some suggestions are presented for the improvement of the in-service programs in Jordan. These suggestions are based on the assumption that if in-service education in Jordan is to achieve its objectives, its facilities should be considerably increased. The main suggestions in this connection are:

1. Organization and planning for in-service education should be the responsibility of a joint committee representing school teachers, supervisors, members of the staff of the teacher training colleges, as well as the administrators of the Department of the In-Service education in Amman.

2. Supervision as a means of in-service should be improved to include such activities as educational conferences, teachers' days, educational exhibits, and frequent supervisory visits. To be able to run such activities, the supervisory staff (supervisors and school principals) should be well trained and should be qualified academically

and professionally. This requires the organization of in-service programs designed specifically for this purpose.

General suggestions are also advanced for the improvement of the method of teacher selection, and the duration, type and quality of the in-service programs.

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INTRODUCTION

In-service education of elementary school teachers constitutes a problem of major importance for the Ministry of Education in Jordan. In this study, an attempt is made to state the problem, show its significance, and to discuss the means and measures used for training elementary school teachers in service. At the end of this study, it is intended to present some practical suggestions which might be of use to educational authorities in Jordan.

A. Statement of the Problem:

School authorities in Jordan have been increasingly aware of the need for providing in-service education. The Ministry of Education has been intensively involved in this process over the last fifteen years. Each year, the Ministry launches different types of in-service programs: refresher courses, short sessions, seminars, workshops, and college level courses. But these measures seem to have fallen short of achieving their goals. A major reason, in the writer's opinion, is the lack of a sound and realistic knowledge of in-service education, its requirements and its different operational aspects. Another reason is certainly, lack of resources. The Ministry of Education in Jordan does not have the necessary means to carry on in-service education programs on a large scale and successfully. This study will center on the first of these two reasons.

The training of elementary school teachers in service has been undertaken by many countries such as England, France, the Soviet

Union, and the United States of America. Further, many studies have been produced on in-service education programs. Birgelow⁽¹⁾ studied the factors pertaining to the success of in-service education programs. He suggested that, to provide for successful in-service education emphasis should be placed on democratic processes, cooperative planning, identification of teachers' needs and problems, and pooling of local and college resources. Tower⁽²⁾ studied the use of group discussions in promoting in-service teacher education. He found out from a survey of teachers, principals and consultants in Indianapolis, U.S.A., that individual conferences with consultants and group discussion on common problems were rated most helpful for all groups involved in in-service education.

In describing the need for in-service education Hass⁽³⁾ states that,

The reason for in-service education is to promote the continuous improvement of the total professional staff of the school system. All teachers, administrators, and supervisors must constantly study in order to keep up with advances in subject matter and in the theory and practice of teaching.

1 Birgelow, Karl, W. "Workshop in Teacher Education", Teacher College Record, (Vol. 46, May 1945) pp: 508-17.

2 Tower Melvin "A study of Orientation and In-Service Education Practices in Indianapolis Schools", Educational Administration and Supervision, (Vol. 42, April, 1956) pp: 219-29.

3 C. Glen Hass "In-Service Education Today", In-Service Education for Teachers, Supervisors and Administrators, The National Society for the Study of Education, 56th Yearbook, part I, (Chicago, Chicago University Press, 1956) p: 13.

These and many other studies emphasize the importance of in-service education and provide valuable information on what makes in-service education a success.

To the writer's knowledge, no study of this kind had ever been attempted in Jordan. It can easily be noticed that the in-service education activities in Jordan have developed without prior research or investigation. This is stated here with no intention to blame the educational authorities of the country, but to point out the need for some serious investigation into the in-service programs that have been going now for some years. The writer hopes that this study will prove of some use in this direction.

B. Purpose of the Study:

From the above, the purpose of this study should have become clear, i.e., to analyze and evaluate the in-service education programs in Jordan. In this analysis, the writer will rely heavily on the information and views of the administrators, supervisors and teacher participants transmitted by them in personal interviews and in filling a questionnaire which he gave out. A review of the in-service education practices in England, France, the Soviet Union, and the United States will be presented in this study to serve as a background material for the analysis of the Jordanian experience.

C. Procedure of the Study:

In conducting this study, the writer had to depend upon his own experiences as a teacher and upon the opinions of the teachers, supervisors and administrators who have the knowledge of and the experience in the in-service education activities. In addition, he had to review the literature issued by the educational authorities in Jordan on the planning and organization of the in-service education programs. Material on the in-service education activities in England, France, Soviet Union, and the United States was drawn from books on comparative education and other available sources on teacher education especially UNESCO Publications.

In locating the study area, the writer decided to limit himself to Amman Municipality. This was done for the following reasons:

1. Amman is the capital and the biggest city in Jordan. As such, it was expected that a great number of the elementary school teachers in this area would have the opportunity to receive in-service education. Amman is the center and the heart of such activities. Thus practically speaking, conducting the study in this area makes it more feasible to contact school teachers as well as the administrators of the Ministry of Education.

2. In-service education activities were since 1952, conducted and organized in the teacher training college in Amman. Hence, it was thought that the information obtained from teachers who are

working in Amman, would help in giving a clear picture of the nature and development of these programs.

After checking the records of teachers at the Ministry of Education in Amman it was found that the total number of teachers who had attended in-service programs was 284. Since this is a manageable size all the 284 teachers were considered the sample of this study.

A questionnaire⁽¹⁾ was given out to all these teachers. The questionnaire was of the objective type. The teacher had the freedom to choose one or more alternatives as the case may require. The questionnaire was designed to achieve two purposes:

1. To collect data on the teachers who attended in-service programs with regard to their age, sex, academic and professional qualifications and years in service.

2. To collect the teachers' opinions on the in-service programs with regard to their values and shortcomings.

The questionnaire was distributed to and collected from the teachers by the writer himself. A copy of the questionnaire was handed to each teacher who was asked not to put his name anywhere in the questionnaire.

The writer had to face some difficulties in conducting the questionnaire. Many teachers thought that the information obtained from them on the in-service programs would affect their position as teachers. Others were reluctant to answer the questionnaire simply because they were not familiar with such studies. Only 100 responses

1 A copy of the questionnaire is found in the appendix.

were collected in the first three days. Hence, the writer had to contact the schools where the teachers were working and to explain that the information obtained is needed for experimentation purposes only. An additional 67 responses were collected making the total number of the responses 167. This number was considered sufficient to serve the purpose of this study comprising a proportion of 59% of all the teachers who have attended in-service programs in Amman.

In addition to the teachers' questionnaire, the writer carried on interviews with some of the administrators and supervisors of the in-service programs. The interviews involved five administrators and twenty supervising teachers from the Ministry of Education and the teacher training institutions. The aim of these interviews was to collect data on: the objectives of the in-service programs in Jordan, selection of participants, and organization and administration of the programs with some instances where these programs have failed or succeeded.

D. Reporting the Study:

This study is divided into the following parts: Chapter I presents a brief survey of the problem of teacher education in Jordan, the development of in-service education, and the aims and objectives of the in-service education programs in Jordan. Chapter II deals with the organization, administration, scope and content of the in-service education programs in Jordan. Chapter III deals with the in-service education practices in England, France, Soviet Union, and the United States. Chapter IV gives a critical analysis

of the in-service education programs in Jordan. Chapter V presents some suggestions for the improvement of these programs.

CHAPTER I

[DEVELOPMENT OF IN-SERVICE EDUCATION

IN JORDAN

The aim of this chapter is to review briefly the history and development of in-service education in Jordan. This includes a discussion of (a) the problem of teacher education in Jordan, (b) the development of the in-service education programs, and (c) the aims and objectives of these programs.

A. The Problem of Teacher Education In Jordan:

The present system of education in Jordan had its beginning after the unification of the East (Trans-Jordan) and the West (Palestine) Banks in 1950. The Ministry of Education had to unify the two systems of education in the two banks, which were, more or less, similar in theory and practice. After an intensive study of regulation and curricula the two systems were united in 1952.

The central problem which faced the development of the system of education in Jordan was the supply and quality of teachers. The need for qualified teachers was felt as far back as 1923 when a department of education was established for the first time in the Eastern Bank (Trans-Jordan). This Department had to rely on neighbouring countries for the supply of teachers. The great need for

teachers was the main factor for the absence of any serious selection procedures in recruiting teachers at that time. Some army officers from neighbouring countries for instance, were appointed to teach academic subjects. Teachers with qualifications beyond the matriculation level were a minority among those who were brought into the country.⁽¹⁾ The case in the Western Bank (Palestine), however was a bit different, but on the whole, the standard of teachers was higher.

Meanwhile, the two departments of education in (Palestine) and (Trans-Jordan) began to send students on scholarships. The students were bound with contracts to come back and teach in the secondary schools. However, the graduates of the secondary schools remained the main source from which teachers for the elementary schools were recruited. Quite frequently, as soon as a student could get his secondary or matriculation certificate, then he would be appointed as an elementary school teacher.⁽²⁾

The problem of supplying teachers became critical after the unification of the two systems of education in 1952. The entire problem of providing teachers, classrooms and equipment was intensified by the great increase in the number of students who entered schools and were desirous of remaining for the full secondary program. The number of students in the government schools rose from 118,239 to 264,702, an increase of more than twice over a period of eleven years (from 1953 to 1964), while the number of schools and teachers rose by even a

1 Jordan, Ministry of Education, Education In The Hashimite Kingdom of Jordan, (Amman, 1953) p: 10.

2 Ibid, p: 12.

higher proportion in the same period. Table 1 gives a numerical account of the increase in the number of schools, teachers and students in Jordan in the period (1953-1964).

Under these circumstances, the Ministry of Education was compelled to employ teachers without any consideration to their standards. Some teachers entered the profession without having any school certificate at all. Others had only an elementary or secondary school certificate. In 1950/51 3.6% of the public school teachers had no school certificate at all, 7.5% had elementary certificates, 69.2% had secondary school certificates, 3.5% had university degrees and 10.2% had other certificates (vocational, technical, agricultural, etc.).⁽¹⁾ The greatest number of these teachers had no educational training at all. Although the situation has improved since then, a large number of the elementary school teachers at present remain without professional qualifications. (See Table 2)

It appears from Table 2 that approximately two-thirds of the elementary school teachers in the public schools did not have degrees beyond the matriculation in 1964/65, while about 70% of them had no professional training.

These conditions made it necessary for the Ministry of Education to give considerable attention to the problem of teacher

1 Ibid, p: 30.

TABLE 1

Growth of the Number of Schools, Teachers and Students
in Jordan 1953 - 1965

Year	Government			Non-Government			Total	% of Increase	Teachers	% of Increase	Students	% of Inc.
	Schools	Teachers	Students	Schools	Teachers	Students						
1953/54	521	2787	118239	429	2216	74595	950	--	5003	--	192834	--
1957/58	871	4863	167098	369	3012	86176	1240	29	7875	57	253274	31
1961/62	1185	6302	199104	429	3384	94214	1614	30	9686	23	293318	16
1964/65	1402	7535	264702	413	3040	113760	1815	12	10575	9	378462	21

Source: Jordan, Ministry of Education, Annual Statistical Reports (Amman, 1963, 1965).

preparation. Two measures were adopted: (a) pre-service program for the intending teachers, and (b) in-service programs for teachers who are already teaching.

TABLE 2

Qualifications of Teachers in Government Schools
for the year 1964 - 65

Qualifications	Secondary Cycle		Elementary Cycle	
	Total No. of teachers	Percentage	Total No. of teachers	Percentage
Without Certif.	---	---	1	0.01%
Elem. Certif.	---	---	31	0.46%
Prepar. Certif.	2	0.02%	166	2.5 %
Second. Certif.	28	3.3 %	1061	16.0 %
Matric. Certif.	121	14.4 %	3031	45.0 %
T.T.C. Certif.	210	25.0 %	1275	19.0 %
Under Graduates	145	17.0 %	139	11.0 %
Graduates	286	34.0 %	46	0.69%
Vocational Cer.	21	2.5 %	239	3.6 %
Not Specified	24	3.0 %	109	1.64%

Source: Jordan Ministry of Education, Annual Statistical Reports, (Amman, 1965)

p: 104.

Pre-Service Preparation of Teachers:

From 1953 to 1964 six teacher training institutions were established by the Ministry of Education with the aid of the Agency for International Development (A.I.D.) in addition to two others established by the United Nations Relief Work Association (UNRWA).

These were:

The Teacher Training College for Men - Amman.

The Teacher Training College for Men - Hawara-Irbid.

The Teacher Training College for Men - Beit Hanina⁽¹⁾.

The Teacher Training College - Al-Aroub.

The UNRWA - UNESCO Teacher Training Center for Men - Ramalla.

The Teacher Training College for Women - Ramalla.

The Teacher Training College for Women - Ajlun.

The UNRWA - UNESCO Teacher Training Center for Women - Ramalla.

All these colleges are boarding institutions and free of charge. To obtain admission a candidate must have satisfactorily got: (1) a matriculation certificate, (2) a health certificate, (3) age not exceeding twenty-three years; and (4) he must have favourably impressed a special committee.

The course of study is devised by the Ministry of Education through a committee from the teachers of the training institutions. The course is made up of three components: general education, profes-

1 This college has been changed into a managerial school to prepare secretaries and clerks for the different governmental agencies.

sional education, and specialized education.

General education includes courses on art education, physical education, physics, mathematics, Arabic language, English language, and history and geography of the Arab World. The student is given the opportunity to specialize in one of these subjects during his second year of study.

Professional education includes courses in history of education, and educational, general and developmental psychology, This is on the theoretical side. On the practical side, students are required to participate in three periods of supervised teaching practice: observation, extensive student teaching and intensive student teaching. Extensive student teaching begins with the third semester and lasts until the mid-term examination of the fourth semester. Intensive student teaching covers the last three weeks of the fourth semester. The students are required to prepare lesson plans and participate in actual teaching situations.)

B. Development of In-Service Education Programs:

The school officials in Jordan felt that while the existing teacher training institutions could go on doing their regular work, they could, at the same time, accomodate in-service programs. Prior to 1952 there was no organized in-service education programs for elementary school teachers in Jordan. Most teachers were engaged in teaching without any professional training. The mastery of the three R's was, in most cases, considered enough to qualify teachers for the job. Holders of a teaching diploma or the teacher Lower Examination were very few. Moreover, school supervision which was supposedly meant to add to the teachers' education and to orient them in the new trends of education, was meager and failing.⁽¹⁾

After 1952, three types of in-service activities; the teachers' Lower Examination, school supervision, and summer refresher courses were instituted.

1. The Teachers' Lower Examination:

The main purpose of this examination was to help unqualified teachers to raise their academic standards and consequently to improve their financial and professional status.

Candidates were expected to pass an examination in three major subjects: Arabic language, history and arithmetic, and two

1 Ahmed Tukan, "Development of Education In Jordan," The Systems of Education in the Arab Countries, (A.U.B., Department of Education, 1954) p: 162 (in Arabic).

electives chosen from among the following courses: Islamic religion, English language, history and geography and home economics for women teachers. These subjects were of the same standard as those given in the Jordanian Matriculation.⁽¹⁾

The candidates also had to take an examination in the principles of education, educational psychology, and methods of teaching. They were also required to conduct demonstration lessons in a classroom that meets the satisfaction of a committee assigned for this purpose.

Many teachers sat for this examination; in 1958/59, 713 teachers from government, private, and UNRWA schools took this examination. However, the increase in the output of the secondary schools and the teacher training institutions made the Ministry of Education discontinue this examination in 1960 as they could not cope with the large numbers of candidates who wished to take the exam.

2. Visits of School Inspectors:

The idea of using school supervision as a means for improving the education of teachers in-service is an old one. In order to help teachers to overcome their difficulties, the school authorities encouraged the visits of inspectors to schools. The inspectors were supposed to help teachers in meeting their teaching problems, and to check on the conditions of the schools. But unfortunately most of the inspectors were unable to perform their duties. Some of them were neither academically nor professionally qualified to perform an effective job. To them school supervision was limited to detecting the mistakes of the

1 Husari, Sati', Yearbook of Arab Education, Book II, (Cairo, Daral-Tarjama Wal Ta'lif, 1952) pp. 20-24 (in Arabic).

teachers. These conditions caused many teachers to hesitate in discussing their problems or to establish good rapport with the inspectors.

The situation started to improve gradually; under the Education Act No. 16, 1964, the Ministry of Education decreed that no person can work as a supervisor without having a university degree with at least four years' experience in teaching, and at least one year's experience in school administration. But, due to the pressing needs of the country there are still supervisors who work without having these qualifications.⁽¹⁾ So, in order to improve the qualifications of school supervisors, the Ministry of Education started to hold conferences and refresher courses so as to train them while in service.

3. Short Refresher Courses:

The Ministry of Education in Jordan has been involved in conducting short refresher courses since 1952. The aim of these courses is to give the elementary school teachers instruction in the pedagogical and methodological aspects of teaching. Most of these courses are held during summer vacations.

Two pilot courses were held by the British Council in Amman during the summer of 1952 for teachers in the elementary schools which were attended by about thirty teachers. The aim of these courses was to help teachers acquire new methods and techniques for teaching

1 Jordan, Ministry of Education, Education Law No. 16, Official Gazette No. 1763, (Amman, 1964) p: 23.

English as a foreign language. Some of the lecturers in these courses were brought from England. Among them was Michel West, the author of a textbook in English used at that time.⁽¹⁾

Inspired by this action, the Ministry of Education decided to follow the example and establish refresher courses during summer vacations in the special methods of teaching other subjects.

The fact that the teacher training institutions were already operating, made it possible for the Ministry to increase the number of these courses each year. In 1960 some 1,975 attended refresher courses in Arabic, English, Social Studies, arithmetic, physical education, librarianship, and school administration while college level courses for the training of principals and school supervisors were held by the Department of Education at A.U.B.⁽²⁾

In 1964, the Ministry of Education decided to re-organize the program of teacher education in the country. It was urged, under the Education Act No. 16, that "no person can be appointed in any educational institution in the Kingdom, whether governmental or private, unless he has obtained a licence from the Ministry of Culture and Education to practice the profession of teaching."⁽³⁾ The Act excluded the teachers who were already appointed before 1964.

1 Jordan, Ministry of Education, Education in the Hashimite Kingdom of Jordan, Op.Cit, p: 12.

2 Jordan, Ministry of Education, Annual Statistical Reports, (Amman, 1960) p: 62.

3 Ministry of Education, Education Law No. 16, Op.Cit, p: 11.

In the same Act the following rules were laid down for granting a teacher's certificate.⁽¹⁾

1. Teachers in the kindergarten and the compulsory grade level (elementary and junior high school) should have a high school certificate plus two years of teacher education. In some exceptional cases, a high school certificate only is accepted.

2. Teachers in secondary schools are required to have a Bachelor of Arts (B.A.) degree as a minimum plus a year of teacher education or its equivalent (in-service courses in teacher education). In case of necessity a university degree only is accepted.

3. To be able to teach in a teacher training institution, a Masters of Arts (M.A.) degree in the field of specialization is required; it is desirable also to have teacher education certificate in addition.

Teachers who were employed before 1964, and who did not have these qualifications were encouraged to raise their professional standards through in-service education programs. Item (23) of the same Education Act No. 16 states that:

The Ministry shall, within the limits of its possibilities, provide the opportunity and measures for those teachers who have been appointed in the governmental and private educational institutions prior to 1964 school year and who do not possess the qualifi-

1 Ibid, item (22) p: 11.

education prescribed in item 22, by establishing institutions and organizing courses for those who wish to be qualified.(1)

To put this into practice, the Ministry of Education developed a plan for the training of elementary school teachers. The plan aimed at qualifying all teachers in elementary schools in a period of ten years (from 1964-74), by providing in-service education programs. In order to be qualified, the teachers were required to obtain 72 college-level hours of credit, the same as that provided in the teacher training institutions.(2)

To achieve this objective the Ministry of Education established two certification centers one for men in Amman and another for women in Ramalla to give college level courses. The Ministry also converted 75% of the courses given during summer vacations to serve the certification of teachers. The remaining 25% of the in-service programs was aimed at meeting the urgent needs of the Ministry (training of professional personnel working in the Ministry or in the regional directorates of education, such as supervisors, school and administrators).

C. Aims and Objectives of In-Service Education Programs In Jordan:

The main objectives of in-service education as viewed by edu-

1 Ibid, p: 12.

2 Jordan, Developmental Board, Seven Years Plan for Economic Development, (Amman, 1964) p: 325.

national authorities in Jordan, is to eliminate the deficiencies in the background education of the elementary school teachers. Since the majority of teachers in the elementary school are not professionally qualified, in-service education was deemed necessary to refresh their knowledge and improve their skills.

During the period between the establishment of the educational system and the development of the teacher training institutions in 1954, the elementary public schools in Jordan, on the whole, were poorly staffed. Teachers were indifferent, incompetent and poorly educated. Although the cultural level of school teachers improved gradually after 1954, the gap between the number of teachers needed and the number of qualified ones available remained very wide.⁽¹⁾

Such conditions, and the ideas regarding education in general made it essential that the programs of in-service education be directed towards the correction of the defects of teachers namely, inadequate command of subject matter and the lack of professional skills. This concept of in-service education was emphasized by the committee on teacher education in 1962. It was stated that:

Fruitful education requires teachers with
(1) command of material to be taught, (2)
knowledge of and interest in the widely
varied capacities and motives of individual
students and how they can be connected
with maximum learning experiences, and
(3) an ability to relate education to life.
Certification requirements should be designed
to establish at least the formal

1 Ahmed Tukan, Op. Cit., p: 162.

education prerequisites for teachers of this type. These educational prerequisites can be met either by pre-service or in-service work. Since many teachers have been employed after obtaining the secondary school certificate and without previous knowledge of educational psychology, educational methods, or practice teaching, it is therefore, essential that reasonable standards should be set immediately.(1)

The developments in the theory and practice of education and the continuous up grading of teachers in Jordan after the establishment of the teacher training institutions, created a new concept of in-service education. Educational authorities in Jordan began to realize that, although in-service education is necessary for the improvement of unqualified teachers, the improvement of trained teachers is also essential.

This concept is justified on the basis of two assumptions: The first is that teacher education is a continuous process that does not end when a teacher receives his school certificate, or when he leaves his training college. The second assumption is that our world is a vastly changing world. Thus, education should be a dynamic progressive process which can prepare students for life.

In-service education is necessary to meet the explosion of knowledge in all fields. Many changes and developments happened in the field of education and psychology. The new discoveries in science and technology raised many new questions to education. Today's teacher must be alert to keep up with the accumulated knowledge the student learns every day.

1 Jordan, Developmental Board, Five Years Plan for Economic Development, (Amman, 1962-67) p: 325.

Kandel emphasizing the need for in-service education remarks:

Then, however, the basic knowledge both academic and professional which contributes to the science and art of education, is being constantly enriched the teacher who does continue his studies is likely to stagnate and drop into routine ways. (1)

This danger of stagnation prompted the educational authorities in Jordan to undertake new measures for the improvement of the elementary school teachers. It was realized that in-service education is essential and should be continuously organized to keep the teacher abreast of the new knowledge and developments in the field of education. The Minister of Education in 1964 summarized this idea in the following words:

It is absurd to believe that teacher preparation ends when a teacher leaves his training college, or when he is confirmed to a teaching post. In fact, this is just a starting point. Education is a continuous process. The school teacher is like a doctor or engineer who cannot practice his profession successfully without refreshing his knowledge through experimentation and study. Similarly, the teacher cannot perform his duty without accumulation of new knowledge and experiences in the academic and professional field of education. (2)

Educational leaders in Jordan are aware of the fact that in-service education should be organized to improve the quality of the total staff of the school, teachers, principals, supervisors as well as administrators. But in fact, the greater emphasis in in-service

1 Kandel, I.L. The New Era in Education, (Cambridge Haughton, Mifflin Co., 1955) p: 328.

2 Jordan, Ministry of Education, Circulation No. 4/121/31733, (Amman, 1963).

education is still given to the training and improvement of the school teachers. Supervisors and administrators may have the opportunity to refresh their knowledge in the educational conferences and seminars organized annually for this purpose. (1)

Owing to the importance of the financial incentive in encouraging teachers to enroll of their own accord in the in-service programs, the committee on teacher education recommended that a teacher be upgraded and be awarded annual increments in case he/she obtains a qualifying certificate. (2) But owing to the financial difficulties of the country, these measures have not been put into practice.

By way of summary, it may be pointed out that, the development of in-service education in Jordan has been influenced by two factors: (1) a pressing need of training a large number of untrained teachers, and (2) an equally pressing concern for continuous growth of trained teachers. There is no doubt that the opportunities for in-service education are still very limited, but there is a growing tendency among the educational authorities of the country to increase the facilities both in number and scope. The establishment of the certification centers, specially charged with the responsibility for in-service education is an important step in this direction.

1 Jordan, Developmental Board, Seven Years Plan of Economic Development, Op. Cit, p: 325

2 Committee on Teacher Education, Suggestions for the Improvement of Teacher Education In Jordan, (Amman, 1963) p: 9. (mimeographed).

CHAPTER II

OPERATION AND STRUCTURE OF IN-SERVICE

EDUCATION PROGRAMS IN JORDAN

Two questions will be discussed in this chapter: (a) the organization and administration of in-service education programs in Jordan; and (b) the scope and content of these programs.

A. Organization and Administration of In-Service Programs in Jordan:

Education in Jordan is centralized and is the responsibility of the Ministry of Education. The Ministry is responsible for drawing up curricula, prescribing textbooks, holding examinations, awarding certificates, and maintaining recurring and non recurring expenses of education programs. It is also responsible for the supply and training of teachers: the provision of the training programs and the determination of the nature and content of these programs.

To enable him to keep in touch with matters related to the training of teachers, the Minister of Education is assisted by a committee on the training of teachers. This committee is composed of five members: The general undersecretary of the Ministry of Education (president), the director of higher education section, the assistant of the Undersecretary for technical guidance in general education, the head of the certification of teachers section, and the head of the compulsory education section as members.

The functions of the committee is to keep under review questions of supply and training of teachers and to advise the Minister as to what action should be taken. The committee is also entrusted with developing effective education programs, supervising and co-ordinating the work of the different institutions concerned with the training of teachers, and publishing an educational magazine containing useful articles for the teachers.⁽¹⁾

The programs of in-service education in Jordan are directly or indirectly organized by the Ministry of Education. They are organized on two levels: national and local. The national programs include two major types: certification courses and summer courses, organized mainly to meet the needs and problems of teachers in the whole country. The local in-service programs are mainly directed towards solving the problems of teachers in local areas.

Nation-Wide In-Service Programs:

1. Certification Courses:

Certification courses are of recent origin, which only goes back as far as 1963, when the Ministry of Education established two certification centers - one in Amman for men and the other in Ramalla for women, to train teachers for elementary schools. The purpose of establishing these centers was "to raise the standard of the teachers qualitatively after the vast quantitative expansion during the last ten years."⁽²⁾

1 Committee on Teacher Education, Op.Cit, p: 1

2 Ibid, p: 2

Administratively, the certification centers are affiliated with the teacher training institutions in Ramalla and Amman. They are dependent on these institutions for the provision of teachers, classrooms, and other accommodational and instructional facilities.

Attached to each center is a demonstrational school to provide an opportunity for adequate training of teachers and an atmosphere for experimentation and research. The principal and teachers of this school are selected very carefully.

According to the Education Act No. 16 of 1964, teachers of the training institutions and the certification centers are required to have a Master of Arts (M.A.) in the subject of their specialization, plus a teacher's education certificate.⁽¹⁾

The certification courses are given annually; each course lasting for approximately four months. The number of participants in each course is set at 120 men teachers and 60 women teachers as a maximum. This number may increase according to the existing needs and the possibilities of the Ministry of Education. However, the Ministry has prepared a plan to increase the number of participants from 120 to 350 for men, and from 60 to 180 for women.⁽¹⁾

Table 3 serves to give information on the number of teachers

1 Jordan, Ministry of Education, Education Act No. 16.
Op.Cit, p: 11.

2 Jordan, Developmental Board, Seven Years Plan for Economic Development, Op.Cit, p: 328.

who attended certification courses since 1963/64.

TABLE 3

Number of Men and Women Teachers who Participated
in Certification Courses Since 1963/64

School Year	Men		Women	
	No. of Particip. in each course	No. of courses	No. of Particip. in each course	No. of courses
1963/64	120	3	---	---
1964/65	120	3	---	---
1965/66	100	3	60	3

Source: Jordan, Ministry of Education, Annual Statistical Reports,
1963-66.

Selection of participants is in the hands of the local direct-
orates of education, but minimal standards are prescribed by the
Ministry of Education. In brief, these standards state that, a teach-
er should have the Jordanian matriculation certificate or its equivalent,
should have spent at least three years of experience in service, and
should have maintained satisfying reports on performance of duty. Ad-
mission to the course frees the candidate from tuition, board, and lodg-

ing expenses. However, the participant has to pay 2 J.D. as school fees. (1)

In order to facilitate the participation in the certification courses, the committee on teacher education divided courses into four categories: (1) courses given at the certification center itself; (2) courses given during summer vacation at the center or other training institution under the supervision of teachers assigned by the center, (3) evening classes supervised by the center or other training institution, and (4) courses pursued by teachers on their own in preparation for an examination held and supervised by the certification center.

The course given at the certification center is equivalent to 17 credit hours and extends over a period of four months. During this time, the participant undertakes theoretical studies dealing with the general and professional aspects of teaching, and has to do some practice teaching in the demonstrational school attached to the center.

The trainee's time is divided between attending lectures, tutorials; practice teaching and independent study. The participating teacher spends twenty two hours per week in the classroom; plus an average of four hours a week in practice teaching. In addition to this, he spends more than two hours each day on work in the audiovisual room. This means that the teacher spends more than four hours

1 Jordan, Committee on Teacher Education, Op.Cit. p: 10.

per day in classwork.

Lectures are usually given in the morning, while in the afternoons and evenings the trainees work in the audio-visual room, or are left to themselves to see a film, attend a lecture or stay in the library to prepare for their daily assignments.

The method used for assessing the trainees work is determined by the center itself and usually takes the form of a written and oral examination at the end of the course. The examination is supposed to measure the trainees progress in the material studied as well as in practice teaching. To evaluate the course as a whole, the trainees are given the opportunity to fill up questionnaires and conduct panel discussions. The final session is usually devoted for this purpose.

At the conclusion of the course, the participant is given a certificate testifying that he obtained 17 credit hours, i.e., one quarter of the whole lot required for the certification diploma.

2. Summer Courses:

Each year, during summer vacations, the Ministry of Education organizes and conducts different kinds of in-service programs: refresher courses, workshops, seminars and pedagogical conferences. These courses are organized to serve different purposes:

- a. Courses complimentary to the certification programs.

As indicated before, the Ministry of Education planned that 75% of

all the summer courses are to be converted to programs leading to the certification of the elementary school teachers. The remaining 25% was to be left for the training of the employees of the Ministry and those working in the regional directorates of education.

b. Courses held for headmasters and headmistresses to raise their professional standards and to add to their education by discussion problems which pertain to elementary school administration and supervision.

c. Courses of specific nature dealing with subjects such as Arabic, English, Social Studies, in which teachers of the same subject get together and discuss problems that pertain to the methods of teaching these subjects.

d. Pedagogical conferences organized mainly for administrators and school supervisors. The participants usually exchange ideas and engage in discussions on current educational problems or other areas in the school curricula.

The majority of the summer courses are held at the teacher training colleges. These institutions are equipped with lodgings, dining halls, libraries, and other resources that enable the teacher to make good use of his time.

Lecturers in these courses are drawn up from the staff of the training institutions, the regional supervisors or from the central educational authorities. The administrative and technical responsibilities are shared between the senior lecturer in the course and the principal

of the training institution where the course is held. The principal is usually responsible for the administrative matters, while the technical and advisory matters are carried by the senior lecturer who is usually appointed by the Ministry of Education.

The summer course lasts from 2 to 5 weeks, but the usual time is a fortnight. The participating teachers, during this time, attend lectures, participate in group discussions, and observe demonstrational lessons. The lectures are either typed and distributed at the beginning of the sessions or delivered orally. In the afternoons the participants usually spend their time in seeing an educational film, or in reading and preparing for next day assignments. Sometimes, trips and cultural evenings are organized by the teachers. But on the whole, the course leaves very little time for the trainee to do independent study.

Local In-Service Programs:

There are eight local directorates of education in Jordan. One of the major responsibilities of the Inspector of Education in each directorate is to plan and organize refresher courses for teachers to improve their methods and broaden their culture. These courses are organized for teachers in their respective areas.

Most of the refresher courses are held during the school term, but some of them may be held during summer vacations. The duration of these courses varies from three days to one week, according to the nature of the course.

The usual procedure in these courses is that the Inspector of Education, assisted by the regional supervisory staff, selects a few

subjects such as Arabic, English, or Mathematics to constitute the subject of study in the course. He also decides upon the number, date, and place of the course as well as the number of participants. The regional supervisors usually act as instructors in the course. Whereas, the Inspector of Education is usually present on the opening and closing sessions.

The selection of candidates rests completely with the Directorate of Education. The teachers are selected by the regional supervisors who may or may not consult the school principals about the teachers who are in need of in-service training. Most of the times the teachers are not consulted before hand about their preferences for course work. It so often happens that a teacher selected for a subject in a particular course, is later asked to attend classes in other subjects in stead. One of the respondent teachers said:

"I was selected to study the teaching of English, but when I started attending the course, I was asked to attend class in mathematics instead. The reason is because there is no mathematics teacher in the school. This killed my interest and made the course seem a failure to me."

The refresher courses usually deal with the teaching of different subjects. Instead of helping the teachers to solve their daily problems, major emphasis is put on the theoretical aspects of teaching. The most commonly used method is the lecture method. Instructors give lectures about different methods of teaching a particular subject but practical work and demonstrations are rarely used and group discussions are not generally encouraged.

The autonomy of these courses does not relieve the Ministry of Education from its responsibilities towards promoting and facilitating the organization of these courses. The Ministry provides audio-visual aids, professional library facilities and other supervisory services of curriculum leaders.

B. Scope and Content of In-Service Programs:

In this section the certification courses and summer courses will be discussed in detail. The main emphasis of the discussion will be given to the aims and objectives of these programs as well as their scope and content.

1. Certification Courses:

The courses organized by the certification centers are similar in nature and follow the same line in administration, organization, scope and content. Thus, a description of the content of one course would give a picture of the content of the other courses as well.

The first course for men teachers was held in Amman in 1963. Courses for women teachers were started in 1964/65, after the establishment of the certification center for women in Ramalla. One hundred-twenty teachers attended the men's course; they were selected from elementary schools in all over the country.

The general aims of the course held in 1963, were set in advance by the committee on teacher education.⁽¹⁾ The purpose of the

1 Jordan Committee on Teacher Education, Aims and Objectives of Teacher Training Institutions and Certification Centers, (Circular No. 11/121/19425, Amman 1963.)

course was to prepare teachers for the compulsory cycle, who are supplied with knowledge and understandings, and who are able to participate in the development of the society by means of an integral programs of theoretical and practical education. This would include the following tasks and activities:

- a. Providing the teacher with professional and academic education that helps him to improve his teaching methods and classroom techniques in the light of modern theories of education.
- b. Developing the teacher's mental, emotional, and physical abilities by means of curricular and non-curricular activities.
- c. Helping him to build a realistic attitude based on observation, experimentation, evaluation and arriving at truth.
- d. Helping him to acquire knowledge and skills that enable him to transfer his experiences to his students in a free and democratic atmosphere.
- e. Training him to look at the pupil as a whole - a living organism who has his own needs, desires, abilities, problems, experiences and environments.
- f. Helping him to be confident in himself and to build new habits that may help in modifying his philosophy of life in the light of new experimentations and facts.
- g. Giving him the opportunity to develop a democratic attitude in dealing with others; to share in group activities and to respect the decisions made by the majority.

To achieve these aims, the course was organized to give the teacher-participants 17 credit hours in general and professional education. It was operated on two levels: theoretical and practical. On the theoretical level, the course was organized to cover the following subjects:

1. General Education:

<u>Courses</u>	<u>Semester Credit hrs.</u>
General Science	2 - 4
Arabic Language and Literature	"
English Language and Literature	"
Physical Education	"
Teaching Aids	"
Arab World.	"

The in-service teacher was given the opportunity to choose any one of these areas as his field of specialization. The number of credit hours depends upon the subject chosen by the teacher.

2. Professional Education:

Introduction to Education	3
Educational Psychology	2
Developmental Psychology	3
Practice Teaching	2
Curriculum of the Elementary School - 2	5
Methods - 3	

17-19

The number of periods allotted for each section of these courses is given in Table 4.

On the practical level all teachers were required to take two semester hours of credit in professional laboratory experiences (observation and intensive practice teaching).

The usual procedure of organizing practice teaching was as follows: The class was divided into divisions according to the number of participants. Each division was divided into sub-divisions of 10 to 12 members each. The members of each sub-division observed as a group a "model" lesson taught by a cooperating teacher for one day just at the start of practice teaching.

Two members of each sub-division were required to prepare a lesson to be given in the class, two times a week, under the supervision of a member of the college staff. The first member was to take the first period while the other members of the group and the supervising teacher would observe and take notes about the lesson. The second member would give his lesson in the second period. The third period was devoted to discussion of the two lessons given by the two in-service teachers.

The in-service teacher was supposed to plan his lessons with the help of the college teacher of that particular area and the teacher of methods.

Evaluation of the teaching of the in-service teacher was done according to prescribed criteria. These included: a command of the subject matter and broad range of professional skills classroom

TABLE 4

The Program of Studies at the Certification
Centers with the Number of Weekly
Periods Alloted For Each

Courses	Periods Per Week
General Science	2-4
Arabic Language	"
English Language	"
Physical Education	"
Arab World	"
Introduction to Education	3
Educational Psychology	2
Developmental Psychology	3
Practice Teaching	4
Teaching Aids	2
Librarianship	2
Curriculum and Methods:	
Curriculum - 2	
Methods of Teaching - 4	6
(This includes all fields in the Elementary School Curriculum).	
Total	<u>24-26</u>

Source: Jordan, Certification Center, Amman, Mimeographed Sheet.

management and discipline, communicating effectively through appropriate media, and developing an effective person. The evaluation was carried on in the form of a single letter and percentage grade, and a description statement of achievement. (1)

2. Summer Programs:

The aim of the summer courses is three folds: (1) to serve the certification process of elementary school teachers, (2) to help the teachers in overcoming some difficulties in the teaching of special subjects of the elementary school curricula (Arabic, English, etc.), and (3) to meet the professional and administrative needs of school principals, supervisors and administrators.

In 1964/65, the Ministry of Education held 21 courses in which 1027 men and women teachers were trained. The courses were of different types: refresher courses, seminars, workshops, and certification courses. Along with these, the Ministry organized two educational conferences; one dealt with the planning for higher education and the other dealt with school supervision. Table 5 shows the number and kind of the summer courses held in 1964/65.

As it appears from Table 5 the courses held during summer were of three different types: certification courses, courses for head masters and mistresses, and courses which deal with special subjects. Added to these were the educational conferences held for school supervisors and administrators. To give the reader an idea of the content of these courses, it is proper to present a summary of

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one course of each type of the courses which dealt with school administration, subject matter, and pedagogical matter.

a. Elementary School Administration Course:

The purpose of this course was to train headmasters and headmistresses of elementary schools in the whole country. The organization of the course in the two teacher training institutions in Beit Hanina and Hawara, and the boarding life which the participants shared, gave them opportunities to know each other, to exchange ideas and views on common problems, and to develop lasting friendships. The course lasted for four weeks from 17 of July to 12 August, 1965.

Some of the topics discussed in this course were:

1. Professional problems of the elementary school teacher in Jordan.
2. Growth and development of the learner.
3. Methods of teaching the different subjects of the elementary school curriculum.
4. Audio-visual aids.
5. School guidance and supervision.

TABLE 5

Summer Courses Offered During 1964/65

Course	Duration in weeks	No. of courses	No. of Participants		
			Men	Women	Total
1. School Administration for headmasters and mistresses.	8	2	116	107	223
2. English Language (men and women teachers)	6	1	29	29	58
3. Physical Education (men and women teachers)	6	2	37	44	81
4. Method of Teaching Science (men & women teachers)	8	2	43	44	87
5. Laboratory (Secondary teachers)	4	2	17	8	25
6. Arithmetic and Reading for the first grade teachers	4	2	61	63	124
7. Home Economics	4	1	-	50	50
8. Art Education (men and women teachers)	6	2	28	32	60
9. Certification courses (women teachers)	5	1	-	106	106
10. Librarianship (men and women teachers)	4	2	36	24	60
11. Daily Certification for men and women teachers	20	4	74	79	153
Grand Total	75	21	441	586	1027

Source: Jordan, Ministry of Education, Annual Statistical Reports,
Amman, 1964, 65, p: 194.

A great deal of the participants time was spent in attending lectures, participating in group discussions, and conducting panels on the current problems of elementary schools in the country. The afternoons were spent in the library, while in the evenings the participants used to busy their time in seeing an educational film or participating in the cultural programs organized by the institution.

Evaluation of the course took one complete session at the end of the course. First, the teachers filled a questionnaire individually, and then, they and the supervising teachers got together and evaluated the course as a group. Written examination was also conducted to cover the material given in the course.

b. Teaching Arithmetic for the First Elementary Grade:

A two-week course for teaching arithmetic in the first elementary grade was held at al-Husein college in Tulkarm from July 13th to 30th, 1965.

The main purpose of the course was to help elementary school teachers to overcome some of the difficulties they face in teaching arithmetic for young children. The main topics discussed in the course were:

1. Problems of teaching arithmetic in elementary grades.
2. Methods of teaching arithmetic.
3. How to develop the concepts of number, space, weight and time among young children.
4. How to prepare for individual difference in the classroom,

and in the examination and homework.

5. Audio-visual aids and teaching arithmetic.

Seventy-six teachers participated in this course. They were drawn up from the schools of the Ministry of Education, the Ministry of Defence and UNRWA. In addition to attending lectures and demonstration, the teachers benefited from the rich resources available at al-Husein College in making audio-visual material for their school.

Evaluation of the course took the form of a written examination conducted at the end. The examination was based on the material given in the course and on the projects and papers presented by the teachers

c. A Conference on Elementary School Supervision:

This conference was held in 1962/63, from January 9 to 11. It was held by the Ministry of Education in cooperation with the United States Agency for International Development (A.I.D.). The aim of the conference was to discuss school supervision; its objectives, and its principles. (1)

Sixty-seven administrators and school supervisors participated in this conference. They were representing the Ministry of Education, the regional directorates of education, UNRWA schools, the British Council, the American Cultural Center, and the A.I.D. education division. (2)

The conference involved the discussion of the following

1 Jordan, Ministry of Education, Proceedings of the Conference (Jan. 9-11, Jericho, 1962) p: 1 (Arabic)

2 Ibid, p: 6-8.

topics: (1)

1. Inspection: its objectives, techniques, and procedures (a review of the current practices).
2. The modern concept of supervision.
3. Supervision and the improvement of instruction:
 - a. through curriculum development
 - b. through teaching aids
 - c. through improvement of teaching methods
 - d. through in-service training.
4. Implementation of new concept and techniques of supervision:
 - a. the role of the principal
 - b. the role of the district supervisor
 - c. the role of the Ministry supervisor of academic subjects.
5. Organization and evaluation of supervision.

The following are some of the principle recommendations made by the conferees :

- a. School supervision should be based on cooperation and exchange of ideas between the school teacher and the supervisor so as to improve the quality of instruction and to help the teacher to grow academically and professionally. In order to achieve these tasks the supervisor should be acquainted with the following concepts and activities:

1 Ibid, p: 23-101.

1. The supervisor should build his work on guidance and cooperation and not on passive criticism.

2. He should accept the teachers as they are and try to help them raise their standards and achievement.

3. He should render his services to all teachers without undesirable interference or enforcement.

4. He should realize that the aim of supervision is to improve the quality of instruction and to clarify the aims of education in Jordan which regards the individual learner as its main objective.

b. The supervisor should be well educated in his field of specialization. He should be well oriented in the changes and developments in the fields of knowledge. He should study his local environment and know its cultural and economic resources so as to benefit from these resources in the organization of the elementary school curriculum.

c. The supervisor should give the opportunity to the principal and the teachers of the school to choose the subjects and procedures best suitable for meeting the needs and abilities of their students.

d. The supervisor should help the teacher to study and plan his work. He should cooperate with the teacher to develop new methods and techniques in instruction; and on the other hand, to apply these methods, to evaluate them and to adopt them to the local needs of the school.

e. He should encourage educational exhibits and visits between teachers in local areas.

Conclusion:

In this chapter, the efforts of the Ministry of Education in Jordan to promote the in-service growth of teachers were described. In the following chapter a comparative study of in-service education will be attempted. This will include a review of the practices of in-service education in England, France, Russia, and the United States.

CHAPTER III

IN-SERVICE EDUCATION IN ENGLAND, FRANCE,
THE SOVIET UNION AND THE UNITED STATES

This chapter is an attempt to review in-service training of elementary school teachers from a comparative perspective taking into account the in-service education practices in England, France, the Soviet Union and the United States. The aim of this attempt is to identify some of the basic principles and practices which underly in-service education programs in these countries hoping that some of them can be adapted to Jordan.

The development of the concept of in-service education has been closely connected with the development of the total system of teacher education on the one hand and the progress in the theory and practice of education on the other hand.

The system of teacher education in a particular country is usually determined by the aims and values of education in that country. For this reason, it seems necessary to present a brief account of pre-service education of elementary school teachers and the aims of elementary education.

Traditionally, the main emphasis in elementary education was upon the teaching of subject matter. The function of the elementary school was looked upon as the imparting of knowledge of the three R's

(1)

and perhaps other subjects as history and geography.

So long as the emphasis in the elementary school was upon the teaching of the three R's, an adequate training in these subjects and in the methods of teaching were considered as sufficient for the preparation of the elementary school teacher. Thus, the professional training of the elementary school teacher was conceived in terms of the mastery of the subject matter of his specialty and the methods of teaching that subject.
(2)

The developments in the theory and practice of education and the social and economic changes toward the end of the nineteenth century and the beginning of the twentieth century created new implications to the problem of elementary school teacher preparation. Firstly, with the growing recognition of the principle of equality of opportunity, elementary education began to spread widely and at the same time the school leaving age was raised. Secondly, with the enlargement of the scope of elementary education, the aim of the elementary school was considered to give not merely instruction in subject matter but an education in the broadest sense. It was realized that the purpose of the elementary school should not be restricted to the transmission of knowledge but extended to the development of the individual learner intellectually, physically, emotionally, and socially. Thirdly, it was realized that the school cannot and should not be divorced from the social and political interactions which take place around it. The development of the concept of education as an instrument of social and national wel-

1 I.L. Kandel, Comparative Education, (Boston, Houghton Company, 1933) p: 522.

2 Ibid, p: 522.

fare made the school more responsible to the environment where it functions. (1)

All these factors led to more emphasis on the importance of preparing teachers for elementary schools. They led to new demands not only for more education, but for a type of training which went beyond the mastery of subject matter. A shift in teacher education from "apprenticeship to the improvement of the professional needs and problems of the elementary school teacher" (2) took place.

This broad concept of elementary education placed new responsibilities on the teacher. His place and importance in the educative process began to be increasingly recognized. He is expected to assist in the total development of the child and to broaden his culture beyond the knowledge of subject matter. To this extent pre-service education was considered inadequate to meet the professional needs of the elementary school teacher. Also, the rapid progress in the fields of knowledge made it clear that the training of teachers could not be restricted to a period of pre-service preparation, but must be continued throughout the teacher's career. It is now generally accepted that pre-service education of any standard and duration does not and cannot produce an adequately prepared teacher. In the words of Denmark,

"The reality and rapidness of change means that no program of teacher education, however long and however good, can be effect-

1 Ibid, p: 522-28.

2 Ibid, p: 522.

ive unless it systematically provides for the continuity of the education of the teacher on the job."(1)

After this brief introduction on the growth of the concept of in-service education and its importance, we can now proceed with a review of in-service education as it is practiced in England, France, Soviet Union and the United States.

A. In-Service Education In England:

The need for in-service training for elementary school teachers in England had been felt since the beginning of the present century. The developments in the theory and practice of education created a growing tendency among the educational authorities to question the adequacy of the means and measures used for the preparation of elementary school teachers at that time. Moreover, teachers themselves began to realize the necessity of refreshing their knowledge and renewing their ideas so as to avoid stagnation and deterioration.⁽²⁾

The problem of in-service education in England was dealt with on two levels: administrative and educational. On the administrative level, a probationary period of one year was introduced. After leaving his training college, the teacher had to go through this probationary period in order to be qualified as a teacher. On the educational level, evening classes to promote the education of the elementary school teach-

1 George, W. Denmark, "Editorial", Educational Leadership, Vol. 20(Nov. 1962) p: 80.

2 Lance G.W.Jones, Training of Teachers in England and Wales, London, (Oxford University Press, London, Milford, 1924) p: 182.

ers were established by both local and voluntary institutions. The scope of these courses was extended after a more unified system of local administration was established in 1920. (1)

Under the Education Act of 1902 the local educational authorities were permitted to establish schools and training colleges in their local areas. The establishment of the training colleges in the local areas increased the facilities for organizing these classes and other refresher courses. (2)

With the establishment of the Area Training Organizations (3) in 1944, the number and quality of in-service programs were increased. The Area Training Organizations, in cooperation with the local Educational Authorities, provided the opportunity for the release of teachers who wish to take full time study, and for research in the field of education. In addition, the Ministry of Education encouraged the demand for refresher courses, originally developed many years ago by the Board of Education and the local educational authorities.

1 Ibid, p: 184.

2 Ibid, p: 190.

3 Kandel, The New Era In Education, Op.Cit; p: 341.

(The Area Training Organizations are the institutes of education founded after the publication of McNair report in 1944 and associated with Universities. They have the responsibility for the approval of curricula for all types of students' pre-service training. They are also responsible for the planning and development of training facilities in their areas, providing educational centers for students and serving teachers and organizing programs for the study of qualified teachers in the schools. The governing body of the organization is in most cases a committee of the university council. It includes in its membership representatives from all the institutes responsible for the training of teachers - the university, the local educational authorities and the governing bodies of the training colleges and schools in the area .

Various facilities are provided for in-service training of elementary school teachers in England. There are regular courses lasting several months or a year, refresher courses, evening classes, study travels, and publications of books and periodicals specially intended for the training of teachers in-service. Typical among these are the supplementary courses, special courses for serving teachers, and refresher courses. (1)

1. Supplementary Courses:

The purpose of the supplementary courses, is to enable the in-service teachers, both graduates and undergraduates to continue their study in the subject which they might be interested. The duration of these courses usually lasts for one year. Generally, these courses, cover much the same range as the general subjects studied in the teacher training colleges, but particular courses may be held depending on the needs of schools and the facilities provided by the Ministry of Education. Revision and planning of the program of study is usually undertaken by the officials of the Ministry of Education and the Area Training Organizations. The supplementary courses are usually held in the teacher training college, but, sometimes, they may be held in other institutions such as colleges of arts and music when

1 Brain Stanley, "Further Professional Studies by Teachers In The United Kingdom", The Year Book of Education, 1963; The Education and Training of Teachers, (London, Evans Brothers Ltd., 1963) pp: 156-161.

(1)
facilities are available.

Selection of candidates is usually the responsibility of the institution running the course. H.M. inspectors are available for consultation services, and through them the Ministry of Education maintains supervision over the supplementary courses. The accepted candidates receive grants from the Ministry of Education which cover all tuition board, and lodging expenses. The grants vary according to the needs of the teacher, and according to the institution in which the course is held.
(2)

2. Special Courses for Serving Teachers:

The special courses are usually organized to meet the needs of schools for special qualifications as a teacher for teaching handicapped children, a principal for nursery school, or a teacher for backward pupils. These courses last for one year. Courses of similar length are also offered in special primary school subjects such as music, drawing, educational hand work, and needle work.
(3)

Any in-service teacher may apply to attend special courses, if he is in need of further training. Selection of participants is in the hands of the Ministry of Education and the institution running the

1 Ibid, p: 156.

2 Ibid, p: 157.

3 International Bureau of Education, In-service Training for Primary Teachers, Publication No. 240 (UNESCO, Paris, 1962) p: 158.

course. Facilities for attending these courses are provided by the Ministry of Education as well as the local educational authorities. However, no fees are charged by the institutions in which these courses are organized. 60% of the cost is born by the Ministry of Education and 40% by the other educational authorities. (1)

3. Short Refresher Courses:

The refresher courses are the most popularly organized type of in-service education in England. They are held by the Ministry of Education, local Educational Authorities and the Area Training Organizations. They include many educational facilities such as evening class, weekend classes, educational travels which usually last from one to six weeks. (2)

The courses held by the Ministry of Education are of national character. They recruit teachers from all over the country. Teachers usually attend these courses to improve their education in subject matter and methods of teaching. Tuition and transport expenses are paid by the Ministry of Education. Other expenses may be paid for by the teachers themselves, or by the local educational authorities who usually provide financial assistance for their teachers to attend these courses.

1 Ibid, p: 159.

2 "Refresher Courses" Times Educational Supplement, Vol. mmdxxvi, (October 18, 1963) p: 539.

Courses held by local educational authorities are usually planned to meet the needs of teachers in their schools. Some of these courses are wholly residential while others are partly or non-residential, depending on the area from which the teacher has come to attend the course.⁽¹⁾

Courses organized by the Area Training Organization are similar to those held by the Ministry of Education and the local Educational Authorities. They cover the same fields of study. The organization and administration of these courses is undertaken by teachers from the constituent training colleges and departments in which these courses are organized.⁽²⁾

Summarizing this brief review on the in-service education of the elementary school teachers in England, it appears that the necessity for in-service education of teachers in England is fully undertaken by official and non official bodies. On the official level, the in-service programs are organized by the Ministry of Education, the local Educational Authorities and the Area Training Organizations. On the non-official level, teachers' associations and educational and cultural societies undertake a considerable part in the training of their teachers. In 1962, 1,457 teachers attended in-service courses in England, 926 of them attended short refresher courses, 258 attended one year supplementary course, 55 attended on-term supplementary courses, and 338 attended one-year special course.⁽³⁾

1 Ibid, p: 539.

2 Ibid, p: 539.

3 UNESCO, International Bureau of Education, Op.Cit, p: 156.

B. In-Service Education In France:

The development of in-service training of elementary school teachers in France has been influenced by two factors: the development of the total system of teacher preparation, and the system of educational administration.

Traditionally, the training of elementary and secondary school teachers was separated. The elementary school teacher was not expected to know as his companion the secondary school teacher. Therefore, he was not expected to undergo the same length and intensity of training.⁽¹⁾

The training of the elementary school teacher was entrusted to the normal school which originated in the seventeenth century. After passing from the elementary school, the teacher had to sit for a competitive examination and if successful, he would enter the normal school. There he was trained for two or three years after which he was expected to function as an elementary school teacher. The major part of teacher education was limited to elementary school level, i.e. mastery of subject matter and methods of teaching. Except for the modifications in 1905 and 1920, the preparation of the elementary school teacher remained unchanged until 1945 when a new concept of teacher education emerged.⁽²⁾

Influenced by the developments in the theory and practice of education toward the end of the nineteenth century, the regulations

1 Kandel, the New Era In Education, Op.Cit, p: 342.

2 Ibid, p: 342.

of 1905 and 1920 sought to professionalize teacher education and to raise the level of the normal school. Under the regulations of 1905, the first two years of the normal school were devoted to general academic studies and the last year solely to professional education. The regulations of 1920 attempted to give general education and professional practice teaching as closely as possible during the three years' study. In spite of this change in the curriculum of the normal school, the system of teacher preparation remained unchanged. It remained within the level of elementary education. (1)

The program of in-service education which developed during that period was directed toward solving the professional problems of teachers. The in-service training of elementary school teachers was entrusted to the primary inspectors who used to organize periodical conferences for teachers in one or more cantons. The conferences were wholly devoted to the discussion of the theory and practice of education. Beyond that, courses were organized by the normal schools for teachers who wanted to specialize in language teaching (French, English), or to function as teachers in the higher elementary or normal schools. (2)

In 1945, the whole system of the elementary teacher education was re-organized. The aim of the 1945 regulations was to abolish the traditional distinction between elementary and secondary teacher and to establish the system of elementary teacher preparation on broader academic and professional fields. It was realized that, the element-

1 Ibid, p: 342.

2 Kandel, Comparative Education, Op.Cit, p: 560.

ary school teacher, beside being well prepared professionally, should be a well educated person. For this purpose, the system of teacher education was developed along the following lines: (1) compulsory education to eighteen; (2) pre-university education; (3) university education, and (4) professional preparation. Thus the distinction between elementary and secondary teachers was abolished. The only distinction became between teachers of general subjects (elementary) and specialized subjects (secondary). Moreover, the elementary school teacher became free to pursue his education up to the university level. He became no longer confined to the level of the elementary school. (1)

The education reform of 1945 created new opportunities for the elementary school teacher to grow in-service. In the first place the responsibility for in-service education became considerably undertaken by both official and non-official organizations. The official agencies (The Ministry of Education, regional directorates of education, training colleges, pedagogical centers), and the non-official agencies (primary teachers unions, and associations) began to devote many of their activities for the training of teachers. In the second place the number and quality of the in-service programs were increased. In addition to the educational conferences, regular courses, teachers' days, educational visits, documentational facilities, professional associations activities were established. (2)

1 Kandel, The New Era in Education, Op.Cit, p: 344.

2 Helene Brule, "The Training of Teachers in France", The Education of Teachers in England, France, and the U.S.A., (UNESCO, Paris, 1953) p: 165-170.

Such activities are still organized and encouraged up to the present time. (1)

1. Educational Conferences:

Pedagogical conferences are usually held once a year by the divisional director of education for teachers in his area. All elementary teachers are required to attend these conferences. Each conference deals with a given educational question, often determined by the Minister of Education for the whole country. The divisional director of education usually determines the time and the place of the conference. The topic of discussion is usually current to all teachers before the conference in order to study it and report on it to the primary inspector of the respective area. (2)

Additional conferences are held two or three times a year by training colleges for student-teachers and supply teachers (those who work for a certain time) doing their course at the teacher training college. The purpose of these conferences is to enable practicing teachers to experience and discuss real situations that exist in the elementary school. (3)

2. Training Courses and Teachers Days:

Teachers days for supply teachers are either organized by the head of the training college or the primary inspector of the area.

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- 1 UNESCO, International Bureau of Education, Op.Cit, pp: 53-54.
 - 2 Brule, Op.Cit, p: 166
 - 3 UNESCO, International Bureau of Education, Op.Cit, 53.

These activities are aimed at giving the teacher an opportunity to discuss and exchange views with other teachers, to ^{attend} a lecture or a "model" lesson given by an experienced teacher, or to participate in the application of new methods and techniques in the field of teaching. (1)

There are also specialized training courses organized by either the divisional primary inspectors or by the CEMEA (Center for Training of Active Educational Methods). The aim of these courses is to enable the teachers to improve their education in their fields. Such courses last for a month or more and are optional.

3. National Center for Educational Documentation:

This center was established in 1879 as an educational museum whose purpose was to collect comparative data on the educational establishments and teaching methods of various European countries. The museum was modified in 1903, 1936; and in 1950 it came to be known as the national center for educational documentation. (2)

The main purposes of the documentation center are the following: (3)

a. It encourages educational research and the improvement of teaching methods by facilitating comparisons of experiments conducted in France and other countries, and by the trying out of new teaching methods and techniques.

1 Ibid, p: 52.

2 Brule, Op.cit, p: 167.

3 Ibid, p: 167

b. It helps the elementary as well as the secondary teachers in teaching (preparation of courses, classes and lectures) and in practical work by supplying them with books, films and other educational media.

c. It supplies primary teachers with information about schools and courses of study, organizes professional training by means of correspondence, and it helps in the operation and development of out of school projects.

The center also contains a book library, a film library and a center for the study and production of audio-visual aids. Such facilities are sent to all teachers employed in the public school and to school and teachers' libraries. (1)

Connected with this center, there are many educational and documentational centers which fulfil the same function, and operate under the authority of the divisional directorates of education.

4. Professional Associations Activities:

Professional associations play an important role in the education of elementary school teachers in service. For example, in each departmental branch of the National Union of Primary Teachers in France there is a committee whose responsibility is to study methods, issue recommendations, and show films for elementary school teachers in their areas. (2)

Teachers' associations also issue weekly publications which deal with educational problems of different types and send them to

1 Ibid, p: 168.

2 Ibid, p: 169.

(1)
schools on the expense of the canton in which they are located.

Thus, it is seen that the elementary school teacher in France has many opportunities to grow in service. The responsibility for in-service education is fully undertaken by the Ministry of Education, the local educational authorities, and the professional associations of teachers. Yet in-service education in France, is not as widely accepted as it is in England and the United States, and it lacks in France similar organizational and administrative requisites. The French elementary school teacher does not have the opportunity to initiate and develop programs on his own. All the in-service programs are initiated and operated by the Ministry of Education or the divisional directorates of education.

C. In-Service Education In The Soviet Union:

Compared to other advanced countries, the program of teacher education in the Soviet Union is of recent origin. The need to train politically dependent teachers, and to meet the expansion of education following the Soviet Revolution in 1917, promoted the Soviet educational leaders to establish an extensive program of pre-service and in-service education.
(2)

The responsibility for teacher preparation in the Soviet Union is primarily undertaken by the public ministries of education. The central Ministry of Education of the U.S.S.R, however, exercises

1 Ibid, p: 169.

2 U.S. Division of International Education, International Educational Relations Branch, Education In The USSR, Government Printing Office, Bulletin No. 14, (Washington, 1959)p: 202.

certain supervisory responsibilities in this field. It has ultimate control over universities, and it shares with the republic ministries of education the responsibility for the organization of the training programs, the setting of selection requirements and the approval of new staff appointments. (1)

The greater bulk of in-service education is provided by the Institution for Teacher Improvement which was first established in Moscow in 1939. This institute was established by the presidium of the City Soviet and then approved by the Ministry of Education of the USSR. Soon after that, many institutions were established in the different parts of the country. (2)

The aim of this institute is to give the teacher education in his subject matter and to help him acquire new knowledge and skills in his field and in the teaching methods generally. The training provided by the separate institutes is free, and participation is open to all teachers who feel in need to improve their education in service. (3)

The other agency charged with in-service preparation of teachers in local areas is the local school. Here, the academic board of the school which consists of the principal and the teachers of the school plans and organizes programs for teachers in that school. The function of the board is to plan and organize the school activities for the year. The second function is to discuss and improve teaching methods. If a teacher is not performing his duty effectively, members of the board attend

1 Ibid, p: 204.

2 George G.F. Bereday, et., al., The Changing Soviet School, (Riverside Press, Cambridge, New York, 1960) p: 262.

classes of that teacher and try to help him to solve his problems. (1)

The in-service programs of the elementary school teachers are of types: (1) academic year courses, (2) summer courses, (3) seminars, and (4) educational conferences. (2)

1. Academic Year Courses:

During the school year, courses of the institute are given 6 hours a day, 6 days a week from the first of September to the first of June. Teachers from cities, towns and local institutions try to attend these courses in the institutes nearest to them. The teachers who attend these courses are given a leave of absence with a pay from their regular job in order to attend the institute, Each teacher takes three subjects and at each meeting each subject is taught for two hours. The course of training comprises: principles and history of education, subject matter knowledge, and teaching practice. At the end of the course, each teacher is expected to present a paper reacting to the experiences he acquired. (3)

2. Summer Courses:

Summer courses of a month duration are given each year, from the first part of June to the last part of July. The courses are held in the teacher training colleges and cover the same subjects of the academic one-year courses.

1 William, Melden, et., al., Soviet Education Programs, U.S. Government Printing Office, Bulletin No. 17, (Washington, 1960) p: 199.

2 Ibid, p: 197.

3 Ibid, p: 198.

3. Seminars:

Teachers who are not able to attend the institute courses on regular basis may attend one of the seminars on the different subjects and problems of the elementary school. Teachers come to these seminars twice a month. The seminars may be directed and operated by teachers from the institutes, universities, and the pedagogical research centers. One good thing about these seminars is that the teacher may have, in addition to the information he obtains through lectures and discussions, the opportunity to receive consultations from the lecturers and professors of the seminar at any time. At the end of the seminar program the teachers are asked to write papers on their experiences and submit them. The outstanding ones are put on exhibition.⁽¹⁾

4. Teacher Conferences:

In addition to the seminars, many conferences are held for the elementary school teachers. The aim of these conferences is to enable the teachers to exchange views and have informal discussion on the theoretical and practical aspects of education. The conferences are usually held in March or April during the school vacations.⁽²⁾

The conferences comprise many activities. For instance, the participants may engage in the discussion of new theories and practices in education or teaching; or they may evaluate, try out and criticize new textbooks used in the elementary school. The results are forwarded to the appropriate authorities to assist them in making their decision and plans.⁽³⁾

1 Ibid, p: 198.

2 Ibid, p: 198.

3 Ibid, p: 199.

In addition to the different activities mentioned above, the elementary school teacher in Russia has the opportunity to benefit from publications issued by the teachers' associations, public lessons given in the elementary school in order to publicize the best methods of teaching and education, radio and television programs, free discussions organized by the teacher associations, pedagogical and ideological readings at the district level organized by the RSFSR (The Academy of Pedagogical Sciences)⁽¹⁾.

Up to 1962, a total of 11,216 elementary school teachers in the Soviet Union, took correspondence courses in the RSFSR, and 394,300 made use of all the other in-service educational programs. In comparison with the total number of the elementary school teachers, 99.3% received secondary or higher level training and 7% were not fully trained.⁽²⁾

Summarizing this brief account on the in-service education of elementary school teachers in the U.S.S.R., it could be realized that the necessity for the promotion of the professional growth of teachers has been considered by all: administrators as well as teachers. Organization and administration of the in-service programs is strictly under the control of the central and local educational authorities. The elementary school teachers may not have the opportunity to initiate and develop activities of interest to them.

1 UNESCO, International Bureau of Education, Op.Cit, p: 150.

2 Ibid, p: 150.

B. In-Service Education In The United States:

The history of in-service education in the United States dates back to 1839, when the first teacher institute was established under the sponsorship of Henry Barnard. Originating in a period in which there was a shortage of trained teachers the function of the institute was limited to the improvement of untrained teachers. Its main purpose was to correct the deficiencies of teachers in subject matter and methods of instruction; and consequently to meet the concept of in-service education prevailing at that time. (1)

Originally, the teachers' institutes were established as normal schools and closely resembled it. But developing along with the normal schools they began to lose their character until they became restricted to professional meetings of teachers dealing with current educational problems. By the end of the nineteenth century and the beginning of the twentieth century, the institute began to lose its grounds in towns, whereas, in rural areas, it took about forty years after that time to disappear completely. (2)

The continuous upgrading of teachers, and the modification of the original concept of in-service education which was reflected by the development of newer agencies of in-service education such as

1 Herman G. Richey, "Growth of Modern Concept of In-Service Education", In-Service Education For Teachers, Supervisors and Administrators, 56th Yearbook, Part I, National Society for the study of Education, (Chicago, Chicago University Press, 1956-57) p: 39.

Benjamin, W., Frazier, "History of Professional Education of Teachers In The United States", National Study of the Education of Teachers, V, Office of Education, Bulletin No. 10, 1933, (Washington, Government Printing Office, 1935) p: 81.

summer schools and extension courses, rendered the institutes unfit for the training of teachers. In 1933, the National Survey reported that the improvement of teacher education had passed the stage where the institutes which were short in duration, lacking in continuity and limited in resources, could offer little, if any, to classroom teachers. (1)

During this period a new concept of in-service education as a function of supervision was developed. This concept was stimulated by the responsibilities assigned to the school supervisor (such as visiting schools, inspecting the work of teachers and pupils). To this end, the school supervisor was expected to give demonstrational lessons in the classrooms, direct the teachers work, and help the teacher to prepare for problems that may arise in his career. (2)

The attitude towards in-service education as a means of supervisory practices began to be changed gradually. Teachers as well as administrators started to claim that supervision should be directed toward the promotion of professional growth of teachers in service and not only to the correction of their educational defficiencies. In 1947, Burton stated that, "instructional supervision should have for its large purpose, the improvement of the quality of instruction, primarily by promoting the professional growth of all teachers, and secondly or temporarily by correcting deficiencies of preliminary preparation for teaching by the training of teachers in service. (3) To this extent a new relationship between the teacher and the school supervisor was established and concequently a new concept of in-service education emerg-

1 Ibid, p: 81.

2 Richey, OpCit, p: 49-52.

3 William H. Burton, et., al., Supervision, New York (D. Appleton-Century Co., 1947), p: 5.

ed. This concept was based on assistance and guidance of the teachers' activities towards more growth and education. (1)

The change in the concept of in-service education had been stimulated by the improvement of the standard of teachers on the one hand, and the development of educational research on the other hand. The developments in the field of education and psychology made it necessary that in-service programs be directed to the improvement of the total staff of the school: teachers, supervisors and administrators. Moreover, the organization of in-service programs became a group activity in which teachers as well as administrators participate to meet the needs and problems of their individual schools. (2)

Organization of In-Service Education In The United States:

There is no one unified pattern of organization of in-service education in the United States. Every school system has the freedom to initiate and develop its own programs. Yet, broadly conceived, the in-service education programs in the United States could be grouped under three headings: (1) centralized approach, (2) decentralized approach, and (3) centrally coordinated approach. This classification is based on a survey conducted by Berge, Russel and Waldin, in which the programs of some 145 systems were studied and analysed. (3) It may be appropriate, here, to elaborate on the main characteristics of each of these approaches.

1 Richey, Op. Cit., p: 58.

2 Ibid, p: 64-66.

3 Marvin L. Berge, et., al., "In-service Education Programs of Local School Systems", In-Service Education for Teachers, Supervisors, and Administrators, 56th Yearbook, Part I, the National Society for the Study of Education, (Chicago, Chicago University Press, 1956-57) p: 197.

1. Centralized Approach:

The centralized approach is based on the conviction that curriculum development should be initiated, managed and conducted by the central administrators of the school system. Accordingly, the central staff (whether it be superintendent or supervisor) assumes the chief responsibility for the initiation, organization and development of the in-service programs.⁽¹⁾

The usual procedure of organizing programs of this type is that the superintendent, or whoever is responsible in the central office, chooses a problem for study. He then appoints a committee or committees of teachers to find out some solution. The problems chosen for the committee study are usually selected because of their significance to the administrators rather than to the members of the teaching staff. After discussing these problems the participants report their findings and decisions to the central office staff who in turn tries to put these decisions into practice.⁽²⁾

2. Decentralized Approach:

The decentralized approach results from a conviction that curriculum development can best be achieved when major responsibility for it rests with the individual teaching staff. This implies that the principal and the teachers of the school in the U.S. hold major responsibilities for organizing and developing in-service programs in their schools. They select the problems to be discussed, the methods to be used for attacking these problems and the persons to be involved. The school administrators in the central office may be asked for advice or

1 Ibid, p: 199.

2 Ibid, p: 202.

may know if such activity is going on in the local school, and they may provide consultant service when needed. (1)

The school meetings are usually used as vehicles for in-service education. This may include the general faculty meeting, the grade level meetings, the subject matter meetings or the meetings of selected committees representing teachers in all schools of the area. The problem for discussion are usually suggested ^{by} the teachers themselves while the principals play the role of leadership. The teacher participants in an in-service program of this type study their problems and report their results to their principals and colleagues. (2)

3. Centrally Coordinated Approach:

The centrally coordinated approach is a combination of the above two approaches in that, while there is a great responsibility undertaken by the individual school, there is also a professional responsibility of the central administrators for coordinating the activities of the schools and for bringing some unity to the entire school system.

One of the most significant aspects of in-service education of school systems underlying this approach is that many opportunities are offered for group work. Most of these systems engage in such varied activities as general faculty meetings, grade-level meetings, subject area meetings, and comprehensive, over-all committees concerned with all areas of the curriculum and the different aspects of education. Such a breadth and variety of activities provide the opportunity for

1 Ibid, p: 212.

2 Ibid, p: 213-218.

every one to find an activity suited to his interest and level of responsibility.⁽¹⁾

The common factor running through this variety of activities is coordination by the central administrators to foster the achievement of some commonly accepted goals in the entire school system. To achieve this coordination the school administrators hold the responsibility of planning for the in-service programs, serving as resource people, facilitating communication, and serving as members of the body in charge of putting the recommendations of the committees participating in an in-service program into practice.⁽²⁾

Depending on the survey of Berge, Russel and Waldin, it appears that the centrally coordinated approach is the dominant type of organization of in-service education in the United States. Of the 145 school systems covered by the survey, 83.57 per cent were listed in that category, 25 per cent showed strong centralized tendencies, and 18 per cent were classified as being in the decentralized group.⁽³⁾ The reason according to Berge and his associates is that the centrally co-ordinated approach provides the best possibilities for effective in-service education programs.⁽⁴⁾

It seems rather difficult for a strictly centralized system of in-service education to provide opportunities for teachers to work on problems which are not of interest to them. As the in-service programs are organized and conducted by the central educational authorities, the opportunities for teachers to discuss their problems and to participate

1 Ibid, 205

2 Ibid, p: 203.

3 Ibid, p: 221.

4 Ibid, p: 222.

and plan how they will work on them would decrease. Also it would be difficult under a centralized system to create an atmosphere of creativeness, permissiveness, and mutual respect between teacher and administrator. For without such an atmosphere it would be difficult for the school teachers to release the abilities inherent in them. (1)

On the other hand, a decentralized system of in-service education where major emphasis is placed on the individual school, and where teachers of different school systems do not have the opportunity to benefit from each others' experiences would seem impractical and defeat itself. (2)

For these reasons, Berge and his associates remark that, "a wisely managed system of central coordination would combine the advantages existing in both the centralized and decentralized approaches and at the same time avoid most of the disadvantages that exist in each." (3)

Types of In-Service Education Programs In The United States:

It seems rather difficult to enumerate all the in-service education activities rendered for the training of elementary school teachers in the United States. There are, for example, teachers' meetings, educational conferences, supervision practices, group study, leaves of absence, summer schools, extension courses, workshops, educational days, late and afternoon classes, correspondence courses, membership in professional organizations, and many other programs provided by the press and the official and non-official publication. (4)

1 Ibid, pE 223.

2 Ibid, p: 222.

3 Ibid, p: 223.

4 UNESCO, International Bureau of Education, Op.Cit, p: 163.

Participation in these activities, which usually includes travel, tuition, board, and lodging expenses, is taken care of by the school systems where the teachers are recruited. When the teacher attends a course for learning for general and professional improvement, he himself pays the costs of the course.⁽¹⁾

Of the programs provided for the in-service training of elementary school teachers, the following are most popular: (1) teacher meetings and educational conferences, (2) workshops, (3) summer schools and extension courses, and (4) study groups.⁽²⁾

1. Teachers Meetings and Conferences:

Many schools attempt to benefit from faculty meetings. The teachers in one school, or those teaching the same subjects in different schools may meet at regular times to exchange ideas, borrow from each others' plans and practices, and discuss problems relevant to their fields.

Generally the meetings of all teachers in the school system or in districts with a close system may usually be held at the beginning of the school year. The meeting usually deals with curriculum planning along with the other needs of the school.

It is becoming rather common for local school systems to hold educational conferences for four or five days at the beginning of the school year. The purpose of these conferences is to help new teachers to get along and to plan the school activities for the year. Such conferences may be held at the end of the school term for the discus-

1 Ibid, p: 164.

2 Ibid, p: 163.

sion of broader educational issues, or for the assessment of the school needs for next year.

2. Educational Workshops:

The educational workshop is a means for improving the effectiveness of the teachers work. It is a cooperative and organized effort where teachers and other members of the school personnel meet to discuss specific educational problems. In the words of Harrison⁽¹⁾ the workshop is:

... an arrangement under which special facilities, including particularly a wealth of source material and specialized personnel for group and individual conferences, are provided by an educational institution for individual or small group study of educational problems that are of special interest to individual students of education or to teachers in service.

The history of the workshop dates back to 1939 when the title was first used to indicate a particular type of activity. Since then it gained wide acceptance as the most effective technique of in-service education.⁽²⁾ In 1955, it was stated that, with the exception of regular courses, the workshop continued to be the most used form of in-service education.⁽³⁾

1 Raymond H. Harrison & Lawrence E. Gowin, The Elementary Teacher in Action, (Wardsworth Publishing Co., Inc., San Francisco, 1959) p: 257.

2 Richey, Op.Cit, p: 62.

3 Kenneth E., Anderson & Herbert A. Smith, "Pre-Service and In-Service Education of Elementary and Secondary School Teachers", Review of Educational Research, (Vol. 35, June 1955) p: 221.

There is no one accepted definition for a workshop but it normally consists of a number of teachers working together, with consultants, under conditions that are designed for the improvement of the teachers as individuals and as members in groups. In theory, there is no pre-planned schedule in the workshop. The participants work on problems they wish to work on, and plan and make decision on these (1) problems by themselves.

Workshops are usually held during the school year or during the summer. The aim is to lay the ground work for changes in the programs of study and to give an opportunity for teachers to increase their knowledge and skills in fields of interest to them. However, the workshop is usually devoted to solving problems of classroom management or teaching methods at the local school level using discussions, films, (2) audio-visual aids and other means of learning.

3. Summer Schools and Extension Courses:

Summer schools and extension courses were recognized early in the present century as popular and convenient forms of in-service education. The purpose of establishing these courses was to enable untrained teachers and those who wish to advance their academic and professional qualifications to engage in studies best conducted during (3) summer vacations than during the school year.

1 Richey, Op.Cit, p: 62.

2 Harold Spears, Curriculum Planning Through In-Service Programs, Englewood Cliffs. N.J., Prentice-Hall, Inc., 1957) p: 97-98.

3 Richey, Op.Cit, p: 47-48.

The main difference between the summer schools and the extension courses is that, extension courses are conducted by universities away from their campuses to meet the convenience of teachers. Otherwise both offer teachers the opportunity to do college work without less of salary.⁽¹⁾

Summer school and extension courses generally cover all the study related to academic and professional education of teachers. Extension courses are sometimes organized cooperatively by teacher training colleges and local school systems to deal with specific problems faced with teachers in their schools.

4. Study Groups:

Teachers having common interests in studying a new area in the school curriculum may organize regular meetings for this purpose. The meeting may be organized on the individual school level or the system-wide level. Planning and coordination of the activities of these meetings is a joint responsibility of school principals, administrators as well as teacher participants.

Study groups as a means of in-service education are highly valued by educators in the United States. According to Richey,⁽²⁾ "the trained intelligence of many teachers working together to make education of children more rational and effective serves also to promote in-service growth of teachers and to further advance teaching as a profession". In evaluating the activities of the study groups, Harrison states that,

1 Ibid, p: 62.

2 Richey, Op.Cit, p: 63.

Committee work provides teachers with the freedom and the responsibility to explore new ideas and to try new ways of working. Over a period of years, by serving on a variety of committees, teachers gain a better understanding of the entire school program. In the course of many explorations and by participating in many decisions, teachers develop new abilities and make many contributions to the improvement of the school programs.(1)

With this brief description of in-service programs in the United States it becomes clear that, the responsibility for the promotion of professional growth of teachers in-service is fully undertaken by teachers, supervisors and administrators. In-service education is organized by official agencies (local, state and federal authorities) and non-official agencies (colleges, universities and professional associations). Such variety of resources provide teachers with ample opportunity to attend in-service programs and help them to meet problems of significance to them.

E. Principles Underlying In-Service Education Activities In England, France, The Soviet Union, and The United States:

This section will attempt to summarize the most basic principles that underly in-service education as suggested by Parker.⁽²⁾ These principles are put into practice by one or more of the advanced countries reviewed above. The purpose, however, is to identify some guiding principles that can be applicable to any country conducting in-service programs, including Jordan. Added to the factual survey of what actually takes place in the area of in-service education in some of the advanced countries these principles now can become more meaning-

1 Harrison, Op.Cit, p: 257.

2 J. Cecil Parker, "Guidelines for In-Service Education", In-Service Education For Teachers, Supervisors and Administrators, 56th Yearbook, Part I, The National Society For The Study of Education, (Chicago University Press, Chicago, 1956) pp: 103-42.

ful as guidelines for attempts in Jordan.

Parker obtained his principles after a study of in-service education in the United States. In the following the most important of these principles are indicated and commented upon.

Principle I:

The professional training of the teacher does not cease as he leaves the college for the teaching position.(1)

Teaching is a professional field where changes are always taking place. The new discoveries in psychology and methods of teaching is the rule rather the exception. New changes in the different fields of knowledge are moving ahead at a fast pace. This demands that the teacher be well informed about these changes in order to do his job successfully. For this purpose, the teacher cannot depend on his experience alone, nor can he depend on the knowledge and skills acquired in a pre-service program. He should learn and study to meet new situations in the classroom and to keep himself abreast of the growing knowledge in all fields. It is essential, therefore, that facilities be provided for the training of teachers in-service.

This need for the professional education of teachers in service stimulates such practices as refresher courses in England, educational conferences in France and Russia, and workshops in the United States.

1 Spears, Op.Cit, p: 315.

Principle II:

In-Service education should not be limited to teachers only but should include the entire professional staff of the school.(1)

The responsibility for the improvement of the quality of education in a particular school cannot be entrusted to the teacher alone; it involves the entire staff of the school. Teachers, principals, and administrators should pool efforts and resources to bring about change in the school programs, each in his field of specialization. This necessitates that teachers as well as administrators be qualified and trained continuously to be able to perform their duties. According to Hass, "the major reason for in-service education is to promote the continuous improvement of the total professional staff of the school system. All teachers, administrators and supervisors must constantly study in order to keep up with advances in subject matter and in theory of teaching".⁽²⁾

Another factor which demands the growth of the total staff of the school is that, educational problems can better be solved through cooperative work. Observation of the educational practices and the findings of research indicate that attack upon educational problems by all persons concerned with them is a suitable means for clarifying the problems, developing solutions and of promoting professional growth in general.⁽³⁾

1 C. Glen Hass, "In-Service Education Today", In-Service Education for Teachers, Supervisors, and Administrators, 56th Year book, the National Society for the Study of Education, (Chicago, Chicago University Press, 1956-57) p: 13.

2 Ibid, p: 13

3 Richey, Op.Cit, p: 60.

Principle III:

People work as individuals and as members of groups on problems that are significant to them.(1)

It is generally accepted that an educational problem is significant to a teacher when he becomes emotionally and intellectually involved in it, or when it satisfies his needs. Therefore, in order to stimulate the teacher to participate actively in in-service education activities, the in-service programs should be designed to arouse his interests. They should be designed to meet his needs and to create a relationship between the activities involved and his system of values.
(2)

The in-service education programs should be significant not only to the individual teacher but also to the group because group activities help the individual to change, foster the development of objective decisions, and result in greater outcome for the individual as well as the group. However, decisions about group activities should be undertaken by all the group rather than by the individual teacher alone.

Principle IV:

The same people who work on problems should formulate goals and plan how they will work.(3)

One of the major principles of learning states that people learn better as they work on problems of interest to them. They be-

1 Parker, Op.Cit, p: 103.

2 Ibid, p: 103.

3 Ibid, p: 107.

come more active when they are fully involved in these problems. In order to prepare for more action and involvement a teacher should have the opportunity to participate in the organization, administration and evaluation in the in-service activities. (1)

Decisions regarding the procedures and the methods to be used in solving the problems embodied in an in-service program, and the goals to be achieved should not be imposed on the participating teachers but rather should be studied and agreed upon by the teachers themselves. However, decisions made by the group leader should be fully accepted by the group. (2)

Principle V:

Continuous attention should be given to individual and group problem-solving processes. (3)

Teachers who participate in an in-service program differ in their attitudes, ideals, needs and backgrounds. Therefore, the group leaders or administrators who plan for in-service education should pay considerable attention to these differences and should provide the teachers with varied procedures that lead to the achievement of the objectives of the programs. Otherwise, the teachers will loose

1 Robert S. Gilchrist, et., al., "Organization of In-Service Education", In-Service Education for Teachers, Supervisors and Administrators, 65th Yearbook, Part I, National Society for the Study of Education, (Chicago, Chicago University Press, 1965) p: 286.

2 Parker, Op.Cit, p: 108.

3 Ibid, p: 110.

interest and the program itself will be less effective. (1)

There is no one pattern or set of logical or sequential steps in problem-solving processes. Each group of teachers should make its own plans according to its own goals, ideals, resources, as well as to the perceptions of the individual group members. However, each group and each member should pay continuous attention to the improvement of these plans. (2)

Principle VI:

An atmosphere that is conducive to building mutual respect, support, permissiveness, and creativeness should be created. (3)

Over and above the need for resources to carry on an in-service program, the need for a free, permissive, and cooperative atmosphere is important. This atmosphere is necessary to encourage the teachers to work and to release their abilities and powers. It is also essential to create democratic relationships between the teacher participants on the one hand, and the teachers and the administrators on the other. To create such an atmosphere, procedures like group discussions, demonstrations, panels, talks and lectures should be fostered and developed.

1 Robert, Op.Cit, p: 290.

2 Parker, Op.Cit, p: 111.

3 Ibid, p: 112.

Principle VII:

Constant encouragement should be present to test and try ideas in real situations.(1)

(2)

According to Spears, "the test of the in-service program lies in the improvement of the instruction and consequently in the improved development of the pupils." To achieve this goal, the teacher participating in an in-service program should have the opportunity to put into practice the methods and techniques they acquire in an in-service program.

Testing the ideas and plans developed by the group in an in-service program should take place in the school setting itself. This demands the establishment of an experimental climate in the school. It also demands the existence of rich resources, and constant encouragement and support from the school administrators.(3)

Principle VIII:

Evaluation and appraisal should be made an integral part of in-service education.(4)

Evaluation of the in-service programs is needed for two purposes: (1) to determine what and how much of the goals and activities have been achieved, and (2) to give clues and hints for the improvement of the programs. To achieve these purposes, it is essential that evaluation be an integral part of the in-service program and not something added at the end. It should also be conducted in an objective

1 Ibid, p: 118.

2 Spears, Op.Cit, p: 315.

3 Parker, Op.Cit, p: 118.

4 Ibid, p: 119.

way and cover all the operational aspects of the program such as organization, participation, planning, and the different interactions of the individuals and the group involved in the program. (1)

Principle IX:

The facts of individual differences among members of each group should be accepted and utilized. (2)

Teachers who participate in an in-service program differ widely in many factors which determine their readiness for change. They differ in attitudes, values, experiences and knowledge. Yet, they might be working together in one group. Such differences among teachers should be accepted and given due consideration by the group teachers. Teachers should be accepted as they are. They should be given the chance to express themselves freely without violating each others freedom. This requires, on the part of the group leaders, non-judgemental, supportive and permissive attitudes to encourage progress among the participating teachers. (3)

Principle X:

In-service education should be related to pertinent aspects of current educational, cultural, political and economic scene. (4)

The teacher does not function in a vacuum. He is a member of an active social institution - the school. His responsibility is to serve society and contribute to the solution of its problems. He

1 Ibid, p: 120.

2 Ibid, p: 121.

3 Ibid, p: 122.

4 Ibid, p: 123.

is an interpreter of the society.⁽¹⁾ To be able to carry on this responsibility the teacher must understand the society in which he is functioning. This involves the understanding of the social, political, economic, and cultural factors which contribute to the nature of the society.

To develop such understanding through in-service education, the in-service programs should be related to the social, political and economic life of the people. The teacher who participates in an in-service program will carry back new ideas to his community, to put them into practice in terms of other things in the surrounding conditions. If the ideas of the teacher are not built on realistic things in his community, the teacher will not be able to function actively in the solution of the problems of that community. Consequently, the effectiveness of the in-service program will be doubtful.⁽²⁾

Principle XI:

Multiple and rich resources should be available and should be used.⁽³⁾

The programs of in-service education should be rich in human and material resources. This includes consultant services, library services, films and other educational media. The availability of such resources helps the teacher to develop and apply the methods and techniques he learns in an in-service program.

1 Cattrel, Donal P., "Editor" Teacher Education For a Free People, American Association of Colleges for Teacher Education, (Oneonta, New York, 1956) p: 73.

2 Parker, Op.Cit, p: 123.

3 Ibid, p: 113.

Parker⁽¹⁾ emphasizes that, in almost every type of in-service education activity there is need for three kinds of resource activities. The first has to do with the content of the problem under consideration, the second, with human relationships and group activities, and the third, with problem-solving methods.

Principle XII:

Individual teachers should be provided with motives and incentives to promote their professional and academic growth.⁽²⁾

In order to encourage professional growth of its staff, the school system should provide its teachers with motives and incentives to improve their qualifications in service. The incentives may be provided in the form of increase in salary, promotion to higher grades, facilities to leave to attend an in-service program, or grants for educational travels in and outside the country.

This principle is fully recognized in all advanced countries namely, England, France, Russia and the United States. In these countries, teachers have many service incentives and facilities to attend in-service programs.

Principle XIII:

As far as possible the in-service education programs should be organized around specific problems of teachers and the school from which they come.⁽³⁾

One of the main purposes of in-service education is to assist

1 Ibid, p: 113-114.

2 Spears, Op.Cit, p: 315.

3 Gilehrist, Op.Cit, p: 309.

the teacher to develop new methods and techniques so as to be able to solve difficult problems in the classroom. This demands that, the in-service programs should not be of general and theoretical nature. Rather, they should deal with concrete problems which confront the teacher in his day to day teaching. This can be easily achieved when the in-service programs are organized at the level of the local school. (1)

As indicated before, the tendency in the advanced countries is to organize in-service programs to meet the needs of the local schools. In the United States and Russia, academic boards of the schools organize workshops and meetings to improve the quality of their teachers. Also, in England and France, this tendency is more and more emphasized by the local educational authorities. (2)

Conclusion:

In this chapter, a survey of the main features of the in-service education practices in England, France, Russia and the United States has been given. In addition, some of the basic principles which govern these practices have been developed.

This survey reveals that the responsibility for in-service education is undertaken by official and non-official agencies. Besides, it shows that the need for further training of teachers in these countries is fully realized by all: teachers, administrators and school principals. In France and the Soviet Union the central ministries of education, and the provincial or cantonal educational authorities hold

1 Ibid, p: 309-310.

2 UNESCO, International Bureau of Education, Op.Cit, pp: 53, 148, 151, 163.

major responsibility for the training of teachers. In England and the United States, in-service education is organized by both public and private agencies from the Ministry of Education down to the individual school unit. In conclusion, it might be said that, the variety of the organizational patterns of in-service education in England and the United States provides the teacher with more opportunities to attend in-service programs than his counterpart in France or the Soviet Union.

The elementary school teacher in all the reviewed countries, however, has many facilities to grao in-service. He has the opportunity to attend regular courses, seminars, workshops, educational conferences; and to benefit from many other documentational and educational facilities. The general trend of in-service education in these countries is to meet the needs and necessities of teachers in their local schools. For this purpose, refresher courses in England, educational conferences in France and the Soviet Union, and workshops in the United States are organized.

CHAPTER IV

ANALYSIS AND EVALUATION OF THE IN-SERVICE

EDUCATION PROGRAMS IN JORDAN

The aim of this chapter is to analyze and evaluate the in-service education activities provided for training elementary school teachers in Jordan. In so doing, this chapter will be divided into two parts:

A. Analysis of the in-service programs which deals with:
(1) teachers' characteristics in relation to frequency of programs attended, (2) types of programs attended in relation to areas emphasized, and (3) teachers' reactions to these programs.

B. Evaluation of the in-service programs with the purpose of showing their strong points and shortcomings.

This analysis and evaluation will be based on the writers experiences as a teacher and on the opinions and views of the teachers who responded to a questionnaire designed for this purpose. It will also benefit from the views of the administrators and supervising teachers expressed during personal interviews.

A. Analysis of the In-Service Programs in Jordan:

Mention has been made that, a great number of the elementary school teachers in Jordan are lacking in their academic and professional qualifications. The majority of those teachers are secondary school

graduates who entered the profession without being academically or professionally qualified. To this extent the in-service education programs are mainly organized for the preparation of untrained teachers. The preparation of other categories of teachers (teachers graduated from training colleges, or those who have teaching diplomas) is undertaken on minimal bases.

1. Teachers Characteristics in Relation to Frequency of Programs Attended:

The number of in-service programs attended may vary from one teacher to another depending on such factors as age, sex, academic and professional qualifications, and the number of years in service. One teacher may attend one course, another may attend as many as eight. Analysis of the teachers responses indicates that, 26% of them attended one course, 23% attended two courses, 25% attended three courses, 9.6% attended four courses, and 3.6% attended eight courses.

a. Age and Attendance of In-Service Programs:

In terms of age, more than half (54.0%) of the teacher respondents were between 24 and 27 years of age, 13% were between 20 to 23, 23% between 28 and 31, and less than 2% of the teachers were above 40. (See Table 6). This indicates that, teachers who are newly appointed in the profession (age below 24), or those whose age is above 40, do not attend in-service programs as frequently as those in their late twenties.

Compared to other age groups, the number of teachers above the age of 40 is small in the whole teaching force in Jordan. This

TABLE 6

NUMBER OF PROGRAMS ATTENDED BY TEACHER RESPONDENTS
CLASSIFIED BY AGE

Age	Number of Programs								Total	
	1	2	3	4	5	6	7	8		
20 - 23	43.4(10)	21.7 (5)	26.0 (6)	8.6 (2)	0(00)	0(00)	0(00)	0(00)	0(00)	100(23)
24 - 27	25.5(23)	30.0(27)	34.4(31)	5.5 (5)	4.4 (4)	0(00)	0(00)	0(00)	0(00)	100(90)
28 - 31	20.0 (8)	15.0 (6)	12.5 (5)	17.5 (7)	5.0 (2)	12.5 (5)	7.5 (3)	10.0 (4)	0(00)	100(40)
32 - 35	0.0(00)	20.0 (1)	20.0 (1)	0(00)	0(00)	40.0 (2)	20.0 (1)	0(00)	0(00)	100 (5)
36 - 39	50.0 (1)	0(00)	0(00)	50.0 (1)	0(00)	0(00)	0(00)	0(00)	0(00)	100 (2)
40 and above	0(00)	0(00)	0(00)	33.3 (1)	0(00)	33.3 (1)	33.3 (1)	0(00)	0(00)	100 (3)
No answer	50.0 (2)	0(00)	0(00)	0(00)	0(00)	0(00)	0(00)	50.0 (2)	0(00)	100 (4)
Total	26.4(44)	23.3(39)	25.7(43)	9.6(16)	3.6 (6)	4.8 (8)	3.0 (5)	3.6 (6)	0(00)	100(167)

might be due to two reasons:

a. Since 1950, Jordan has been living under critical, social and economic problems. These problems created high mobility in the teaching profession. Each year, a great number of teachers leave Jordan to work in the neighbouring Arab countries. The policy of the Ministry of Education, in this respect, is to permit old teachers with low qualifications to leave the profession. This policy is adopted for two reasons: (1) to enable old teachers to improve their financial status, and (2) to bring into the teaching profession new blood by encouraging young teachers with higher qualifications to join the profession.

b. Old teachers by virtue of their experience and age, may be transferred to other services in the government, or they may be appointed as school masters or mistresses. This is an additional reason that explains their relatively small numbers.

Participation in the in-service programs in Jordan is usually determined by the Ministry of Education. According to the regulations of the Ministry, every school teacher should have spent at least two years in service before attending an in-service education program. Consequently, young teachers who are quite numerous, may not be called upon to attend in-service except after spending two years in service. The result is that, a great number of these young teachers are recruited without satisfactory orientation to help them adjust to the needs and requirements of the teaching profession.

b. Sex and Attendance of In-Service Programs:

Analysis of the teachers responses indicates that, in terms

of sex, the respondents were divided almost equally, 53% men and 47% women (See Table 7). But since man/woman teacher ratio in the elementary schools in Jordan is about 5:3⁽¹⁾, it is concluded that men teachers are under represented in the in-service programs.

c. Academic Qualifications and Attendance of In-Service Programs:

Analysis of the teachers' responses indicates that, none of them had a degree below the secondary school certificate or above the B.A. 60% of the teacher respondents had secondary and matriculation certificates. The remaining 40% had training college certificates, two or three years of college study, and B.A.'s in subjects such as English, Arabic, history and the like. (See Table 8).

This gives substance to the policy of the Ministry of Education in giving emphasis to the training of unqualified teachers, i.e., those 60% of the teachers who had only secondary and matriculation certificates without professional training. Teachers who graduate from training colleges are not encouraged to attend in-service education programs as the course given in the training college is considered adequate to prepare a teacher to teach in the elementary school. Teachers who have two or three years of college study are given preference in selection for in-service program over the graduates of the training colleges. Many of such teachers engage in correspondence study while

1 See Chapter 1, Table 2.

TABLE 7

NUMBER OF PROGRAMS ATTENDED BY TEACHER RESPONDENTS
DISTRIBUTED BY SEX (IN PERCENTAGES)

Sex	Number of Programs								Total
	1	2	3	4	5	6	7	8	
Men	20.2(18)	26.9(24)	29.2(26)	8.9 (8)	4.5(4)	4.5 (4)	2.3 (2)	3.3 (3)	100 (89)
Women	33.2(26)	19.2(15)	21.8(17)	10.3 (8)	2.5(2)	5.1 (4)	3.8 (3)	3.8 (3)	100 (79)
Total	26.4(44)	23.3(39)	25.0(43)	9.6(16)	3.6(6)	4.8 (8)	3.0 (5)	3.6 (6)	100(167)

TABLE 8

NUMBER OF PROGRAMS ATTENDED BY TEACHER RESPONDENTS
DISTRIBUTED ACADEMIC QUALIFICATIONS (IN PERCENTAGES)

Qualification	Number of Programs								Total
	1	2	3	4	5	6	7	8	
Secondary Certif.	15.0 (5)	24.0 (8)	21.0 (7)	9.0 (3)	3.0 (1)	12.0 (4)	9.0 (3)	6.0 (2)	100 (33)
Matriculation	10.5 (7)	21.5 (14)	44.6 (29)	9.0 (6)	4.5 (3)	4.5 (3)	1.5 (1)	3.0 (2)	100 (65)
T.T.C. Certif.	77.2 (17)	13.5 (3)	9.1 (2)	0(00)	0(00)	0(00)	0(00)	0(00)	100 (22)
Two or Three Years of College	44.2 (12)	33.3 (9)	29.5 (5)	18.5 (5)	3.7 (1)	5.9 (1)	0(00)	0(00)	100 (27)
B.A.	17.7 (3)	17.7 (3)	0(00)	11.8 (2)	5.9 (1)	5.9 (1)	5.9 (1)	5.9 (1)	100 (17)
No answer	0(00)	66.6 (2)	0(00)	0(00)	0(00)	0(00)	0(00)	33.3 (1)	100 (3)
Total	26.4 (44)	23.3 (39)	25.7 (43)	9.6 (16)	3.6 (6)	4.8 (8)	3.0 (5)	3.6 (6)	100 (167)

they are teaching and they are encouraged to attend in-service programs to improve their professional education as well. About 11% of all the elementary school teachers in Jordan are engaged in correspondence courses with the University of Damascus, Cairo, and Arab University of Beirut. School authorities in Jordan encourage such studies to raise the educational standards of teachers in the country. (1)

Comparing the academic qualifications of the teacher respondents by sex it seems that men, in general, have higher qualifications than women. 63.6% of the women teachers have education below the matriculation level as compared with 36.4% of men teachers at this level. On the hand, 35.3% of the women teachers have college education (B.A.) compared to 64.7% of the men teachers.

The lower qualifications of women teachers is due to the influence of various factors, religious, social, and cultural. Although men and women have, in principle, equal educational opportunities, women do not have equal freedom to pursue their education as men do, In some local communities, they may not be able to pursue their education beyond the elementary level. In view of these considerations, most of the women who were appointed as elementary school teachers lack in their education. One may surmise that their appointment took place recently, i.e., after 1950 due to the great need for teachers since then.

1 Jordan, Ministry of Education, Annual Statistical Reports, (Amman, 1965) p: 104.

Regarding their professional qualifications 59% of the teacher respondents of both sexes indicated that they did not have any professional education, 3% had the Teachers' Lower Examination Certificate, 7% had teaching diplomas, 12% had training college certificates and 19% had attendance certificates awarded to them after they participated in in-service courses.

d. Years of Service and Attendance of In-Service Programs:

Teachers' responses indicate that 3.0% of them attended in-service programs in their first year of service, 3.5% attended programs in their second year, 6.6% attended programs in their third year, and 28% of them attended programs in their eighth year of service (See Table 9).

The relationship between attendance of in-service programs and years of service indicates that, attendance of programs increases the longer a teacher stays in service. Out of the 28% of teachers who spent eight years in service, 4.8% attended one course, 23.4% attended two courses; 25.5% attended three courses and 4.2% attended eight courses. In comparison, out of the 3.0% of teachers who attended programs in their first year, 80% attended one course, and 20.0% attended two courses.

TABLE 9

NUMBER OF PROGRAMS ATTENDED BY TEACHER RESPONDENTS DISTRIBUTED
BY THE NUMBER OF YEARS SPENT IN SERVICE (IN PERCENTAGES)

Years in Service	Number of Course								Total	
	1	2	3	4	5	6	7	8		
One	80.0 (4)	20.0 (1)	0(00)	0(00)	0(00)	0(00)	0(00)	0(00)	0(00)	100 (5)
Two	83.3 (5)	63.6 (1)	0(00)	0(00)	0(00)	0(00)	0(00)	0(00)	0(00)	100 (6)
Three	36.4 (4)	0(00)	18.2 (2)	36.3 (4)	0(00)	0(00)	9.1 (1)	0(00)	0(00)	100 (11)
Four	35.7 (5)	7.1 (1)	35.7 (5)	14.3 (2)	0(00)	0(00)	7.1 (1)	0(00)	0(00)	100 (14)
Five	30.7 (4)	30.7 (4)	38.4 (5)	0(00)	0(00)	0(00)	0(00)	0(00)	0(00)	100 (13)
Six	18.5 (5)	33.3 (9)	33.3 (9)	0(00)	7.4 (2)	7.4 (2)	0(00)	0(00)	0(00)	100 (27)
Seven	27.2 (3)	18.1 (2)	18.1 (2)	9.1 (1)	18.1 (2)	0(00)	0(00)	9.1 (1)	0(00)	100 (11)
Eight	14.8 (7)	23.4(11)	25.5(12)	14.8 (7)	2.1 (1)	10.6 (5)	41.3 (2)	4.3 (2)	0(00)	100 (47)
No answer	21.2 (7)	30.3(10)	24.2 (8)	6.1 (2)	3.0 (1)	3.0 (1)	3.0 (1)	9.0 (3)	0(00)	100 (33)
Total	26.4(44)	23.3(39)	25.7(43)	9.6(16)	3.6 (6)	4.8 (8)	3.0 (5)	3.6 (6)	0(00)	100(167)

2. Types of Programs Attended In Relation To Areas of Study:

Analysis of the teachers responses indicate that 16% of them attended seminars, 12% attended workshops, 17.4% attended short sessions, 42.0% attended refresher courses, and 18% attended college-level courses. Thus, the most common type of programs is the refresher course which usually lasts from 3 days to 5 weeks. College-level courses, seminars, workshops, and short sessions are used less frequently.

In the opinion of school administrators interviewed by the writer, the refresher course is a more convenient arrangement than other types of in-service programs. They believe that, compared to the workshop, the refresher courses can easily be organized and costs less money. Moreover, elementary school teachers in Jordan are not yet in the stage where they organize and plan things on their own initiative. They need much guidance and help to discover their teaching problems and to find ways to solve them. For these reasons, the refresher course is considered more suitable by school authorities in Jordan.

In the writer's belief, even the programs which were identified by the teacher respondents as workshops had few characteristics of workshop techniques. Except for workshops on teaching English as a foreign language, which were organized by specialists from A. U. B. and the British Council in Amman, many of these courses were similar to refresher courses in nature and method.

a. Subject Matter Emphasized In The In-Service Programs:

With regard to subject matter, the teacher respondents indicated that 17% of them attended courses in English, 11% attended courses in Arabic, 20% attended courses in elementary school administration, 4.8% and 4.2% attended courses in mathematics and home economics respectively. (See Table 10). Thus it appears that, in organizing these programs, some subjects are more emphasized than others particularly English, Arabic and Elementary School administration.

One of the major purposes of in-service education in Jordan is to improve knowledge of the elementary school teacher of subject matter as well as methods of teaching. Therefore, most of the in-service programs organized by the Ministry of Education deal with the educational and administrative problems of the elementary school. These courses are mainly conducted by the certification centers. There, the teachers study general psychology, developmental psychology, educational psychology, history and principles of education, and the methods of teaching of the different subjects included in the elementary school curriculum.

The growing interest in English language makes school authorities in Jordan give special attention to improving the proficiency of English teachers; and consequently to increase the number of in-service programs in this field. Many of the English teachers in the elementary schools rely on traditional methods which depend mainly on repetition and memorization of rules. They are ignorant of the new methods in

TABLE 10

T TYPES OF PROGRAMS ATTENDED BY TEACHER RESPONDENTS
DIVIDED BY SUBJECT MATTER (IN PERCENTAGES)

Subject Matter	Types of Programs					Total
	Seminars	Workshop	Short Session	Refresher Courses	College-Level Courses	
English	10.3 (3)	24.1 (7)	13.8 (4)	41.2 (12)	10.3 (3)	100 (29)
Arabic	21.0 (4)	10.5 (2)	21.0 (4)	47.5 (9)	0(00)	100 (19)
Science	12.5 (2)	43.7 (7)	18.8 (7)	25.0 (4)	0(00)	100 (10)
Mathematics	0(00)	0(00)	25.0 (2)	75.0 (0)	0(00)	100 (8)
Social Studies	13.0 (3)	0(00)	39.0 (9)	48.0(11)	0(00)	100 (23)
Art Education	0(00)	0(00)	37.5 (3)	62.5 (5)	0(00)	100 (8)
Physical Ed.	15.0 (3)	5.0 (1)	20.0 (4)	60.0(12)	0(00)	100 (20)
Elementary Ed. and Adminis.	10.0 (3)	0(00)	0(00)	23.3 (7)	66.0(20)	100 (30)
Vocational Ed.	0(00)	50.0 (1)	0(00)	50.0 (1)	0(00)	100 (2)
Librarianship	0(00)	0(00)	0(00)	0(00)	100.0 (4)	100 (4)
Home Economics	0(00)	25.0 (2)	0(00)	37.5 (3)	37.5 (3)	100 (3)
Total	10.6(18)	12.0(20)	17.4(29)	42.0(70)	18.0(30)	100(167)

language teaching (aural-oral approach) which utilize practical language situations.

Depending on the teachers' responses, most of the courses organized on English are workshops, those organized on Arabic, mathematics, social studies, physical and art education are refresher courses. Courses dealing with elementary school administration are college-level courses provided in the certification centers.

b. Methods of Teaching Used in the In-Service Programs:

28% of the teacher respondents indicated that "group discussion" was the method used most often in the in-service programs, 33% of them said "demonstration", while 38% said that "lecture method" was used most often. (See Table 11).

The lecture method is seen to be more commonly used in refresher courses and college level courses than in other types of in-service programs. Group discussions are used most often in workshops, seminars and short sessions; while demonstrations are used in refresher courses and short sessions.

In fact, all these methods overlap with one another. Lectures may include group discussions, demonstrations as well as other methods of teaching. The same goes for group discussions and demonstrations. Thus, while it was shown that most of the in-service programs are offered in the form of refresher courses, it is shown here that these refresher courses utilize the lecture method more than any other method.

TABLE 11
 PROGRAMS ATTENDED BY TEACHER RESPONDENTS CLASSIFIED BY
 THE METHODS USED MOST OFTEN (IN PERCENTAGES)

Method of Teaching	Types of Programs						Total
	Seminars	Workshops	Short Sessions	Refresher Courses	College level Courses		
Group Discussion	19.2 (9)	27.7 (13)	25.5 (12)	17 (8)	10.6 (5)	100 (47)	
Lecture	9.4 (6)	6.3 (4)	10.4 (7)	48.4(31)	25.0 (16)	100 (64)	
Demonstration and Practice	5.5 (3)	5.5 (3)	18.2 (10)	54.6(30)	16.5 (9)	100 (55)	
No Answer	00 (00)	00 (00)	00 (00)	100 (1)	00 (00)	100 (1)	
Total	10.6(18)	12.0 (20)	17.4 (29)	42.0(70)	18.0 (30)	100 (167)	

So, the type of training that seems to be more prevalent than any other is a combination of refresher-lecture method.

c. Evaluation Techniques Used in The In-Service Programs:

50% of the teacher respondents indicated that written and oral examinations used most often for evaluation of the in-service programs, 20% of them said that "practice teaching" is the method used in evaluation, and 26.9% mentioned research work (reports, reaction paper). (See Table 12).

Thus, it appears that the methods used most often in evaluation of the in-service programs is the examination method which is dominant in all types of in-service programs. However, written and oral examinations are most typical of refresher courses.

In college-level courses, there are also mid-term and final examinations. They cover the material studied by the in-service teacher during the four months of training.

d. Subject Theme Emphasized in the In-Service Programs:

54.5% of the teacher respondents indicated that the main theme emphasized in the in-service programs was improvement of teaching methods, 21.5% of them believed that the programs aimed at improving competence in subject matter, and only 7.8% said that the aim was to develop healthy relationships in the school. (See Table 13).

Knowledge of subject matter and methods of teaching is the theme most emphasized in the in-service education programs. Teaching methods as a theme is emphasized in all types of programs specially in refresher courses and college-level courses. However, the improvement of teaching methods may lead directly or indirectly to the improvement

TABLE 12

TYPES OF PROGRAMS ATTENDED BY TEACHERS RESPONDENTS IN
RELATION TO EVALUATION TECHNIQUES (IN PERCENTAGES)

Evaluation Methods	Type of Programs					Total
	Seminars	Workshops	Short Sessions	Refresher Courses	College level Courses	
Written and Oral Exams	10.7 (9)	13.0 (11)	17.8 (15)	46.4 (39)	11.8 (10)	100 (84)
Observations and Practice Teaching	20.0 (7)	11.25 (4)	20.0 (7)	25.6 (9)	22.5 (8)	100 (35)
Attitude Tests	00 (00)	100 (1)	00 (00)	00 (00)	00 (00)	100 (1)
Research Papers	4.5 (2)	8.8 (4)	15.3 (7)	44.5 (20)	26.4 (12)	100 (45)
No Answer	00 (00)	00 (00)	00 (00)	100 (2)	00 (00)	100 (2)
Total	10.6(18)	12.0 (20)	17.4 (29)	42.0 (70)	18.0 (30)	100 (167)

TABLE 13

TYPES OF PROGRAMS ATTENDED BY TEACHER RESPONDENTS IN RELATION
TO SUBJECT THEME EMPHASIZED (IN PERCENTAGES)

Subject Theme	Types of Programs					Total
	Seminars	Workshops	Short Sessions	Refresher Courses	College level Courses	
Improvement of teaching methods	13.2 (12)	15.5 (14)	16.5 (15)	33.0 (30)	22.0 (20)	100 (91)
Improvement of teacher's general education	12.5 (3)	16.6 (4)	33.3 (8)	25.0 (6)	12.5 (3)	100 (24)
Subject matter competence	2.8 (1)	5.6 (2)	11.2 (4)	72.0 (26)	8.4 (3)	100 (36)
Improvement of school climate	15.4 (2)	00 (00)	15.4 (2)	38.5 (5)	30.8 (4)	100 (13)
No answer	00 (00)	00 (00)	00 (00)	100 (3)	00 (00)	100 (3)
Total	10.6 (18)	12.0 (20)	17.4 (29)	42.0 (70)	18.0 (30)	100 (167)

of the teacher's knowledge in his field of specialization.

A major problem of the elementary school teacher in Jordan, as viewed by administrators interviewed, is lack of sound teaching methods. They believe that elimination of the traditional methods of teaching is an important step in improving the quality of instruction in schools. This step should be emphasized in all short-term in-service programs such as seminars, workshops and refresher courses. Other aspects of teacher education (such as the improvement of school climate or the general education of the teacher) can be taken care of, it is believed, in the college-level courses which last for four months.

e. Leadership Attitudes Expressed In The In-Service Programs:

68% of the teacher respondents indicated that the attitude of the administrators and supervising teachers was democratic, 18% of them said it was authoritarian, while 9.0% indicated that the attitudes expressed were different from one person to another. (See Table 14).

Opinions regarding the attitudes expressed in the in-service programs showed that the administrators and supervising teachers are democratic, active and cooperative. This attitude was believed to be characteristic of all types of in-service programs specially refresher courses. Authoritarian attitudes were believed to be more prevalent in college-level courses than in other types of programs.

To the writer's knowledge, most of the teachers who join college-level courses find it difficult to adjust to the boarding life of the teachers' institutions. They like to feel free to act and study; and above all, they hate to be identified as students. Being school teachers, they believe that they should be regarded as equal

TABLE 14

TYPES OF PROGRAMS ATTENDED BY TEACHER RESPONDENTS IN RELATION TO THE
ATTITUDES EXPRESSED BY THE ADMINISTRATORS AND SUPERVISING TEACHERS (IN PERCENTAGES)

Attitudes	Types of Programs					Total
	Seminars	Workshops	Short Sessions	Refresher Courses	College level Courses	
Democratic	13.0 (14)	11.3 (13)	14.8 (17)	52.1 (60)	9.6 (11)	100 (115)
Authoritarian	3.3 (1)	6.6 (2)	29.7 (9)	23.1 (7)	36.3 (4)	100 (30)
Leissez-faire	33.3 (2)	16.6 (1)	50.0 (3)	00 (00)	00 (00)	100 (6)
Different from one teacher to another	00 (00)	26.7 (4)	50.0 (00)	20.0 (3)	53.3 (8)	100 (15)
No answer	100 (1)	00 (00)	00 (00)	00 (00)	00 (00)	100 (1)
Total	10.6 (18)	12.0 (20)	17.4 (29)	42.0 (70)	18.0 (30)	100 (167)

in status to the supervising teachers. But life in these institutions requires them to follow a schedule that some of them feel humiliating. This, in many cases, creates a negative attitude toward the supervising teachers and the programs as a whole.

f. The Way The Programs Were Conducted:

55% of the teacher respondents indicated that the programs they attended were theoretical with no practice at all. 23% said that there was a balance between theory and practice in these programs. Only 7.7% of the teachers expressed their satisfaction in the way the programs were conducted. (See Table 15).

Teachers' reactions indicate that the in-service programs have fallen short in meeting the needs of the teachers and the schools which they come from. This could be explained in two ways: first, lack of demonstrations and practice on the part of the teachers who participate in the in-service programs. Second, most of the administrators and supervising teachers get involved in educational ideals and fail to translate these ideals into practical activities adopted by teacher participants.

Refresher courses were considered more theoretical than other types of in-service programs. On the other hand, workshops were regarded as most convenient.

g. Duration of In-Service Education Programs:

57.9% of the respondents were of the opinion that the duration of the programs was too short to be effective, 6.6% said it was long and should be shortened, and 5.5% were satisfied. (See Table 16).

Although most of the teacher respondents were desirous to

TABLE 15

TYPES OF PROGRAMS ATTENDED BY TEACHER RESPONDENTS IN RELATION
TO THE WAY THE PROGRAMS WERE CONDUCTED (IN PERCENTAGES)

Nature of Program	Types of Programs					Total
	Seminars	Workshops	Short Sessions	Refresher Courses	College level Courses	
More Practicle than Possible	19.0 (4)	14.2 (3)	14.2 (3)	52 (11)	00 (00)	100 (21)
Balance between theory & practics	12.5 (5)	5.0 (2)	17.5 (7)	47.5(19)	17.5(7)	100 (40)
Much theory without practice	7.4 (7)	10.8(10)	18.5(18)	30.7(37)	21.6(20)	100 (92)
Just right	15.3 (2)	38.4 (5)	00 (00)	23 (3)	23.0 (3)	100 (13)
No answer	00 (00)	00 (00)	100 (1)	00 (00)	00 (00)	100 (1)
Total	10.6(18)	12.0(20)	17.4(29)	42.0(70)	18.0(30)	100(167)

TABLE 16

TYPES OF PROGRAMS ATTENDED BY TEACHER RESPONDENTS IN
RELATION TO CONVENIENCE OF TIME AND DURATION (IN PERCENTAGES)

Duration	Types of Programs					Total
	Seminars	Workshops	Short Sessions	Refresher Courses	College level Courses	
Too short	2.0 (2)	13.0 (13)	7.0 (7)	59.0 (59)	19.0 (19)	100 (100)
Too long	00 (00)	27.2 (3)	00 (00)	72.8 (8)	00 (00)	100 (11)
Just Convenient	29.5(16)	8.4 (4)	35.4(22)	4.2 (2)	20.5 (11)	100 (55)
No answer	00 (00)	00 (00)	00 (00)	100 (1)	00 (00)	100 (1)
Total	10.6(18)	12.0 (20)	17.4(29)	42.0 (70)	18.0 (30)	100 (167)

attend in-service programs during summer vacations, they were dissatisfied with the duration of these programs. This attitude was expressed with regard to all types of programs except seminars and short sessions. The programs mostly criticized in terms of duration were refresher courses and college-level courses.

Consideration of the syllabus of the certification courses indicates that the teachers are rather overloaded with studies. They are supposed to take 3 credit hours in education, 5 credit hours in psychology, 7 credit hours in methods and practice teaching, and 2 to 4 credit hours in subjects of general education. All this needs to be covered within four-months duration. On the other hand, the in-service teachers need at least six months to carry this load if the courses are to be beneficial to them.

3. Teachers' Reactions to the In-Service Programs:

63% of the teacher respondents remarked that the programs they attended were beneficial in terms of knowledge and skills, 19.1% of them indicated that they had a chance to improve their social prestige, 4.7% of them said that they had a chance to improve their salary and rank, and 10.2 of the teachers said that the programs were of no value to them.

a. Teachers' Reaction by Sex:

The reactions of the teacher respondents by sex, (Table 17) indicate that both men and women teachers were desirous to attend in-service programs in order to improve their academic, social and financial conditions. However, the teachers appreciated these programs in terms of their academic and prestigious values more than in terms of

TABLE 17

REACTION BY THE TEACHER RESPONDENTS TO THE VALUES OF
THE IN-SERVICE PROGRAMS BY SEX (IN PERCENTAGES)

Sex	Teachers' Reactions					Total
	Gain in Knowledge	Promotion in Prestige	Promotion Salary	Nothing	No Answer	
Men	59.6 (53)	22.5 (22)	4.5 (4)	11.2 (10)	2.2 (2)	100 (89)
Women	66.6 (52)	15.4 (12)	5.1 (4)	9.0 (7)	3.9 (3)	100 (78)
Total	68.0(105)	19.1 (32)	4.7 (8)	10.2 (17)	3.0 (5)	100(167)

salary and rank promotions. The reason is that participation in an in-service program, in many cases, does not lead to improvement of the salary of the teacher.

It is rather interesting to notice that out of the 10.2% of the teachers who denied the value of the in-service programs, 57% were men who attended more than two courses. In their opinion it does not make any difference whether a teacher attends or does not attend in-service education programs in terms of salary increase. Moreover, they feel that lack of enough time and resources make the programs of little educational use.

b. Teachers' Reactions by Academic Qualifications:

The reactions of the teacher respondents by academic qualifications, (Table 18) indicate that the teachers with lower educational qualifications emphasized prestigious and financial values of the in-service programs more than teachers with higher qualifications. Thus, we might conclude that the higher the teacher's qualifications are, the less they recognize the benefits of the in-service programs; whereas, the lower their qualifications the more they appreciate these programs for their academic and prestigious values.

The status of teachers in general and the elementary school teachers in particular is low as it is commonly believed that continuous attachment to children leads to deterioration in the morality of the teacher. Low salaries also make teachers as well as people outside the profession look down on teaching. Since participation in the in-service programs does not usually lead to increase in salary teachers are prompt-

TABLE 18

REACTION OF TEACHER RESPONDENTS TO THE IN-SERVICE
BY ACADEMIC QUALIFICATION (IN PERCENTAGES)

Qualification	Gain in Knowledge	Teacher's reactions				Total
		Promotion in Prestige	Promotion in Salary and Rank	Nothing	No answer	
Secondary	54.5(18)	27.3 (9)	12.1 (4)	0(00)	6.1 (2)	100 (33)
Matriculation	61.8(40)	21.5(14)	3.1 (2)	9.2 (6)	4.6 (3)	100 (65)
T. T. C.	77.4(17)	4.5 (1)	4.5 (1)	13.6 (3)	0(00)	100 (22)
Two or Three Years of College	70.4(19)	22.2(16)	3.7 (1)	3.7 (1)	0(00)	100 (27)
B.A.	58.8(10)	11.8 (2)	0(00)	29.4 (5)	0(00)	100 (17)
No answer	33.3 (1)	0(00)	0(00)	66.6 (2)	0(00)	100 (3)
Total	63.0(105)	19.1(32)	4.7 (8)	10.2(17)	3.0 (5)	100(167)

ed to join colleges to improve their social and financial conditions rather than joining in-service education programs.

c. Teachers' Reactions By Years of Service:

The reaction of the teacher respondents by years in service (Table 19) indicate that, the longer the teacher stays in service the more he benefits academically from attending in-service programs; and the less he benefits in terms of salary and rank promotions.

Promotion in salary and rank depends on two factors: education and experience. The higher the teacher's degree the better his professional status becomes. In relation to experience, every school teacher has the right to get promotion after at least three years in service provided that he has achieved a good report of performance. Since in-service education does not lead to salary increases, participation in in-service programs is practically of no value for teacher who have already spent a number of years in service. On the other hand, they might be beneficial for teachers who are newly appointed in the profession.

B. Evaluation of In-Service Programs In Jordan:

The benefits of in-service education programs as viewed by school administrators interviewed by the writer can be grouped under two headings:

1. Educational. This includes:

a. Improvement of the academic and professional education of teachers.

b. Development of new teaching methods.

TABLE 19

VALUES OF IN-SERVICE PROGRAMS AS CONCEIVED BY TEACHER
 PARTICIPANTS DIVIDED BY YEARS OF SERVICE (IN PERCENTAGES)

Years in Service	Teachers' Reactions					Total
	Gain in Knowledge	Promotion in Prestige	Promotion in Salary	Nothing	No answer	
One	40.0 (2)	40.0 (2)	20.0 (1)	0(00)	0(00)	100 (5)
Two	33.3 (2)	50.0 (3)	16.7 (1)	0(00)	0(00)	100 (6)
Three	45.4 (5)	27.3 (3)	18.2 (2)	0(00)	9.1 (1)	100 (11)
Four	50.0 (7)	28.4 (4)	14.3 (2)	0(00)	7.1 (1)	100 (14)
Five	38.5 (5)	38.5 (5)	15.3 (2)	7.7 (1)	0(00)	100 (13)
Six	63.0(17)	28.8 (8)	0(00)	7.4 (2)	0(00)	100 (27)
Seven	63.6 (7)	9.1 (1)	0(00)	27.3 (3)	0(00)	100 (11)
Eight	74.4(35)	6.4 (3)	0(00)	12.8 (6)	6.4 (3)	100 (47)
No answer	75.8(25)	9.1 (3)	0(00)	15.1 (5)	0(00)	100 (33)
Total	63.0(105)	19.1(32)	4.7 (8)	10.2(17)	3.0 (5)	100(167)

c. Enrichment of the teachers' experiences through participation and discussion of practical teaching situations.

d. Building reading and study habits so that teachers may keep abreast of new knowledge in the field of education as well as in other fields of knowledge.

e. Fostering human relationships by encouraging group working, and building self-confidence in^{the} teacher to work cooperatively with others.

2. Material which includes:

a. Providing an opportunity to promote teachers' social prestige.

b. Promotion of rank and salary of teacher.

Elementary school teachers in Jordan, in general, are aware of these benefits. They believe that a school teacher should always be ready and willing to refresh his knowledge in order to do his job effectively. For this reason, in-service education is highly beneficial. A male teacher, 31 years old with a secondary school certificate said:

"In-service education is of great importance. Participation in in-service programs helps the teacher to acquire new knowledge and skills, and keeps him abreast of new developments in the field of education as well as in other fields of knowledge. For example, I attended a course in English language teaching. Then, after three years I attended another course in the same field. Although the subject matter was the same, I learned new methods and techniques which are quite different from what I learned in the previous course. For this reason, in-service programs should be continuously organized. Otherwise, the teacher's knowledge will become stagnant and outdated."

Another man teacher, 26 years of age who attended three courses said:

"The courses I attended were very advantagous to me. The knowledge and skills which I learned in these courses were of great help to me in solving some of the educational problems I faced in the first two years of my career."

According to another teacher who is 51 years old and who has a B.A. in philosophy and theology and who attended five in-service programs):

"The professional education which the teacher receives through attending in-service programs is very helpful to him in knowing his pupils. Readings in Education and Psychology help the teacher to know the attitudes, needs, and interests of his students. Without knowing these things, it would be difficult for the teacher to achieve his goals."

Elementary school teachers in Jordan are also aware of the fact that, pre-service education cannot and will not produce an adequately prepared teacher. One of the teacher respondents (a woman, 28 years of age, who had obtained a teachers' college certificate and a B.A. in English language) remarked:

"Great emphasis should be given to the education of teachers on the job because the practices and experiences acquired at a teacher training college are easily forgotten after two or three years of leaving the college. Besides, pre-service education cannot give a full picture of the different problems and interactions which take place in the school. For these reasons, in-service education is highly recommended for teachers."

One teacher, a man who has a secondary school certificate, who attended two courses in elementary education and administration,

expresses his opinion in the following way:

"The courses were of great value to us as we were able to discuss some of the modern concepts of education and administration of the elementary school."

Many teacher respondents emphasized that good human relations with fellow teachers and administrators are established through participation in in-service programs. Teachers coming from different parts of the country do not only develop long friendships but also benefit from each other's experiences.

According to one teacher who graduated from a teacher training college, and attended two courses:

"Advantages of in-service education cannot be denied. Teaching in a one-teacher school, I found it helpful to meet my colleagues, to exchange ideas with them, and to discuss problems of common interest specially those pertaining to the elementary school curriculum."

Another woman teacher who has a B.A. in art education, and who attended seven courses remarks:

"Participation in the in-service education programs results in more cooperation and communication between teachers, supervisors and administrators. Surely, this communication will help the teacher in solving some of his educational and administrative problems."

These are some of the favorable views expressed by the teacher respondents in connection with in-service education in Jordan. However, any activity seems to arouse positive as well as negative reactions, and in this case the negative reactions seem more numerous than the positive ones. What follows are some of the negative views expressed by teachers:

2. Shortcoming of In-Service Programs:

1. Lack of Adequate Number of Programs:

The number of the in-service education programs available each year seems to be inadequate to meet the professional needs of teachers. The number of teachers who had the opportunity to have in-service education is very small compared to the number of teachers who are in need of further training. Up to 1963 about 79% of the elementary school teachers were not adequately prepared. The majority of these teachers did not have education beyond the matriculation level. This figure of course, does not include the number of the new teachers (1) who entered the profession since then.

One administrator said:

"The number of in-service programs provided each year is not adequate to meet the needs and necessities of the elementary school teachers. Efforts should be made to increase this number so that ample opportunities are extended for teachers to improve their education on the job."

According to a mathematics teacher who spent five years in service and attended two courses, "the facilities are provided only to a few". A woman teacher, 31 years old, who attended two courses emphasized that "in-service programs should be organized frequently and all teachers should be given the opportunity to attend them.

2. Lack of Adequate Planning:

One of the basic principles developed in Chapter III speci-

1 Jordan, Developmental Board, Seven Years Plan for Economic Development, Op.Cit, p: 325.

fies that, teachers who attend in-service program should be given an opportunity to participate in the planning and organization of the activities in which they are involved. This implies that planning for in-service education should be a group activity where teachers, administrators and school supervisors participate in it.

In the United States, planning for in-service programs is most often undertaken as a group activity. Teachers and supervisors may equally participate in planning in-service programs for their schools.⁽¹⁾

In Jordan, teachers do not have the opportunity to participate in the planning of in-service education programs. Often, they are not consulted on what program they are to attend. This creates a feeling of indifference and negligence on the part of many teachers. An old teacher, who completed the freshman year and who attended three courses expressed his opinion as follows:

"Planning for in-service education should be in charge of a committee including teachers, principals and supervisors. It should not be an individual work. Administrators should take the teacher's opinions into consideration because the teacher knows about his needs and problems more than any one else."

Another teacher who has a B.A. in social studies and who attended four in-service programs commented that, "The teachers should be consulted with regard to the programs which they attend." Another woman teacher who spent eight years in service remarked that "Enough time should be given to the participating teachers to prepare some

1 Berge, Op.Cit, p: 212.

questions and issues to be discussed in the programs."

3. Short Duration of the In-Service Programs:

Most of the in-service program, excluding certification programs, last from one to two weeks on the average. Teachers as well as administrators believe that a program including lecture group discussions, demonstrations and social evenings needs enough time to be effective. According to one supervisor:

"Shortness of time makes both the teacher and the supervisor feel frustrated. Many time the supervisor is obliged to cut short the plans he has in mind and concentrate on one type of activity."

According to a teacher who has a secondary school certificate and who had attended five in-service courses:

"The tendency to cover a lot of material in a short time decreases the value of in-service programs. The short duration of the programs prevents the teacher from feeling free to use his talents, and from participating in all the activities which make such programs effective. Consequently, teachers loose their interest and start to behave as if they are on a vacation."

Another teacher who had a teacher training college certificate and who had attended three courses remarked:

"To be effective, in-service programs should be organized continuously; their durations should also be lengthened..."

4. Lack of Emphasis on Some Subjects:

The Ministry of Education, while considering what subjects of the elementary school curriculum should be included in the programs, places greater emphasis on some subjects than on others. A mathematics teacher who spent seven years in service and who attended three courses

stated:

"It is generally noticed that, in providing in-service education facilities, the Ministry of Education has a tendency to emphasize some subjects more than others. Teachers of English, Arabic, or physical education have more opportunities to attend in-service programs than teachers of other subjects."

Another teacher complained that during his three years of service he only had the opportunity once to have in-service training in his field (drawing and manual work). Whereas teachers who teach Arabic or English had this opportunity almost every year.

5. Lack of Material Incentives:

The Ministry of Education in Jordan has already decided to give salary increments for teachers who improve their qualifications in service. However, this has not yet been put into practice. Except for correspondence study, increase in salary and grade is still dependent on the teachers' education and experience with or without participation in the in-service education programs.

Lack of material incentives may create a negative attitude toward in-service education and toward their own growth in general. In fact, some of the teacher respondents questioned the values of in-service education on the basis of lack of financial incentives. A teacher who spent eight years in service and who attended five courses remarked:

"Success and competency of the teacher is mainly determined by his social, financial and emotional stability. Lack in any of these aspects will influence his work in school. If participation in an in-service program does not lead to increase in sal-

ary and grade, then, practically, it is a waste of time."

Another teacher who spent five years in service suggested that "in-service education should lead to salary and rank promotions in order to stimulate active participation of teachers."

6. Lack of Proper Methods of Selecting Participants:

Selection of teachers for the in-service programs is usually undertaken by the local directorates of education. The usual procedure is that, the Ministry of Education sends circulars to the local directors of education indicating the number and type of courses to be given and the bases on which the teachers are to be selected. The director of education in turn, depends on the regional supervisors who may or may not consult school principals about the selection of teachers. This method leads to many irregularities and faulty practices. Sometimes, a teacher may be selected because he is on good terms with the principal or with the school supervisor. Moreover, a teacher of a particular subject may be chosen to attend courses in another subject without even being consulted. According to one teacher who spent three years in service and attended one course:

"In-service training is limited to a few.
It is limited to those who have access
to school supervisors and administrators."

An Arabic language teacher who spent six years in service and attended four courses expressed his opinion in the following words:

"The method of selecting participants for
the in-service programs is defective. A
teacher who may be in need of training in one
area is obliged to attend courses in another

area. For instance, I was selected to attend a course in art education although I have been teaching Arabic for six years. I was recommended by my school principal without even consulted."

Another teacher said: "Selection for in-service programs should be undertaken according to the needs and interests of teachers."

7. The In-Service Programs are More Theoretical Than Practical In Nature:

The majority of the in-service education programs in Jordan are theoretical in nature. Most of the efforts involved in these programs are devoted to the improvement of the theoretical education of the teachers whereas demonstration, experimentation, and practice are not given due consideration. Instead of dealing with concrete teaching problems, the teacher participants spend their time discussing issues which may not be relevant to the needs of their schools.

This drawback in the in-service education programs has been deeply felt by the teacher respondents. One teacher, a secondary school graduate who spent six years in service and attended four courses said:

"The programs we attended were theoretical in nature. The teachers spent most of their time attending lectures and doing studies without translating them into action."

Another teacher who had the same qualifications and who attended three courses said; "Being too theoretical the methods and techniques acquired in an in-service program are easily forgotten." According to another teacher who graduated from a teacher training

college and attended two courses "The problems discussed in an in-service program should be organized purposefully to meet the local needs of schools."

8. Lack of Systematic Method of Evaluation:

Lack of a systematic and integral method of evaluation is evident in the in-service programs in Jordan. Evaluation of these programs usually takes the form of an examination conducted at the end of the sessions. Sometimes, questionnaires and panels are used in the same manner. Most often, the examination is based on the material studied rather than on the total value of the program.

This method of evaluation has been criticized by teacher respondents. According to a woman teacher who had three years of college education and who attended four courses "the evaluation techniques used in the in-service program are impractical. The emphasis on the examination as the only method of evaluation creates dissatisfactions among teachers and makes them feel as if they are still elementary school children." Another teacher who attended the same number of courses emphasized:

"One panel discussion at the end of the course is not enough to enable the participant teacher to evaluate the activities involved in an in-service program. Rather, evaluation should be a continuous process which does not only deal with the activities in which the teacher participated but also give clues for the improvement of future courses."

9. Lack of Trained Leadership:

Trained and dedicated leadership is necessary for the success of any program. Such leadership is needed to provide inspiration for teachers, to encourage good organization, and to facilitate the work of the groups involved.

In-service education programs in Jordan are somewhat lacking in this type of leadership. The reason is that many of the school principals and supervisors do not have adequate training in their special fields. This problem is fully realized by both administrators and teacher participants. One administrator remarked to the writer orally:

"Above all things we need teachers who are dedicated, intelligent, and qualified to inspire the teacher participants to develop vision of the problems which they are dealing with."

According to another teacher:

"In order that the supervisor may understand the problems of the elementary school teacher he should have had experience in teaching and administration. He should also be qualified academically and professionally."

Conclusion:

The main points to be concluded from this chapter are the following:

1. The programs of in-service education in Jordan are mainly directed toward the improvement of the quality of elementary school teachers who entered the profession without being academically or professionally prepared.

2. Most of the teachers who undertake in-service training are young teachers (age 24 to 31) who do not have qualifications beyond the matriculation level. This goes for both sexes, men and women.

3. In spite of their educational values, the in-service programs are still in need of further improvement in matters which relate to their organization, scope, and content.

CHAPTER V

SUGGESTION FOR THE IMPROVEMENT OF IN-SERVICE

EDUCATION PROGRAMS IN JORDAN

In this final chapter, the writer wishes to present some suggestions for the improvement of in-service programs in Jordan. The suggestions are made in the light of the principles and practices developed in Chapter III, and the analysis and evaluation carried on in Chapter IV.

The Ministry of Education in Jordan has been involved in the problem of improving the academic and professional standard of the elementary school teachers in service over the past fifteen years. It has been developing plans, allocating money, and organizing different types of in-service activities in order to achieve this aim. In the writer's opinion, there are some basic modifications that are necessary to improve the present practices. Specifically, improvement should be introduced in the following areas:

A. Improvement of The Organization and Planning for The In-Service Programs:

1. Increasing the number of the in-service education facilities requires more funds. These may be drawn from the following sources:

a. Increasing the amount of funds allocated for in-service training of teachers which have to be drawn from the general budget of the Ministry of Education. The justification is that after the vast quantitative expansion of education in the past fifteen years (1950-1965), improvement of the quality of education is necessary. Undoubtedly, this cannot be done unless there is a sufficient number of teachers who are given the chance to improve their education on the job.

b. Exploiting the loans and donations supplied by friendly and international agencies such as A.I.D., Ford Foundation, UNESCO, and other governmental and non-governmental agencies, for the expansion of in-service facilities. This can be done by establishing professional libraries and audio-visual centers in local schools, and by increasing the opportunities of teachers as well as other members of the staff to receive scholarships to visit and study in other countries.

c. Allocating a certain percentage of the municipality-education tax for the improvement of in-service programs.

2. In order to improve the organization of the programs and to have better co-ordination, the responsibility for planning for in-service education should not be restricted to the Department of In-Service education, but it should be a joint responsibility of this Department and an advisory body representing teachers, principals, supervisors and the staff of the teacher training colleges. The responsibility of the advisory body would be to help the Department of In-Service education in assessing the needs and problems of teachers

and in finding ways to meet them.

3. To improve planning for in-service education a survey should be conducted from time to time. This survey should cover the following areas: (1) teachers to be selected, (2) time arrangements (courses held in summer or otherwise), (3) physical facilities (audio-visual aids, books), (4) special roles needed (supervisors, administrators, consultants), (5) methods used for solving problems, (6) evaluation techniques used, and (7) content of the programs. In the light of the data obtained in such surveys, the committee on teacher education and the advisory body would be more capable to locate the needs and problems of teachers and plan for change.

4. In-service education should not be limited to the untrained teachers but it should include qualified teachers as well. This can be done by extending the opportunities for in-service education to qualified teachers, during summer courses conducted by the Jordanian University.

B. Improvement of the Supervisory Practices as a Means for In-Service Education:

Supervision, nowadays, is considered as one of the most effective methods for teacher improvement. The supervisor, by virtue of being able to visit schools and check on the teachers' work, can add a great deal to the professional growth of teachers on the job. On the other hand, the most suitable way for training teachers is to

have trained people to work with them as they teach. Consequently, the school principal and the supervisor are the only people who can handle such a job because they understand the teachers' problems better than any one else.

In all advanced countries, initiation and development of the in-service activities at the local school level is undertaken by the school principal and supervisor who organize programs to meet the needs and conditions of their schools. Sometimes, these officials conduct their programs without referring to the central educational authorities except for consultation. Because of this important role of the supervisor, it is suggested that school masters and supervisors in Jordan be given the opportunity to organize and conduct in-service programs in their own schools. But a word of warning should be made here. If supervisors in Jordan are to initiate and develop in-service programs, and if they are to play the role of leadership in their communities, they should be more carefully selected and should be given specific training. They should also be chosen from among those of high academic and professional standards.

In the light of the above considerations, the following suggestions for improving the quality of school supervisors are given:

1. The number of supervisors in local areas should be increased to ensure that each school has an opportunity to be visited more than once. There should also be two types of supervisors should be released from administrative duties. They should be wholly devoted

for the improvement of teachers and teaching practices. Administrative supervisors should be responsible for buildings, equipment, instructional material and the like.

In order to instill such qualities in the supervisor, the following suggestions are given:

a. The number and quality of the present educational conferences organized for training supervisors should be increased. They should be organized regularly on both national and local levels. The operation and planning of these conferences should not be entrusted to the Ministry of Education alone, but the regional directorates of education should be given the opportunity to organize periodical conferences for their own supervisory staff.

b. Along with these conferences, a regular in-service program for supervisors should be conducted. The program should be held either in the teacher training college in Amman, in the Jordanian University, or in the American University of Beirut. The program should not be less than 4 to 6 weeks duration. A similar course should be held for school masters and mistresses.

Finally, in order to improve supervisory practices in a way that supervision may contribute more effectively to the improvement of teachers in service, the following are suggested:

a. The creation of good rapport between the school teacher and the supervisor necessitates that visits to schools be carried on continuously. The supervisor, in this case, should be able to attend classes, organize informal meetings and have a deep concern for the

needs and problems of teachers.

b. "Teachers' days" should be organized in local areas so that the supervisor and teachers meet and discuss problems relevant to their schools. Before these meetings are held, a list of the topics to be discussed should be circulated to all teachers to read and comment on them.

c. Educational exhibits should be organized by the directorates of education with the coordination of audio-visual center in Amman for teachers in local areas. The aim of these exhibits should be to enable the teacher to get acquainted with the most recent teaching aids and machines.

d. Local supervisors should organize educational workshops for their teachers. The organization and evaluation of these workshops should be jointly undertaken by the supervisors and teacher participants. These workshops should be organized around practical teaching problems and should stimulate contacts with the local environment. Participation in these workshops should be free and should be provided for by the Ministry of Education and the local directorates of education.

C. General Suggestions For The Improvement of The Present In-Service Programs:

1. Organization of in-service education programs should be undertaken in order to help solve the problem of the elementary school teacher as well as other members of the staff.

2. Selection of candidates should be improved. Teachers should be consulted before hand about the areas of their preference. They should not be forced to attend courses in one area where they need improvement in another area.

3. In-service programs should be organized to deal with concrete teaching problems. Activities like group discussions, demonstrations, panels, trips, social evenings should be fostered and implemented.

4. Teachers should be given the opportunity to participate in the organization, administration and evaluation of the programs they attend. This necessitates a shift from refresher courses to workshops as the most effective type of in-service programs.

5. In-service education facilities should be extended to include all the professional staff of the school. It should contribute to the improvement of teachers, principals, supervisors and administrators.

6. In-service programs should be conducted in a more permissive and cooperative atmosphere. The teacher should feel free to express himself to the most possible extent without jeopardizing the freedom of other participants.

7. In-service programs should be improved in their methods. Instead of relying on lecture method, group discussion, panels, demonstrations should be more emphasized.

8. Duration of in-service programs should be extended.

Each course should last for not less than 4 weeks.

9. Evaluation should be made an integral part of the in-service programs. It should include different techniques such as panel discussions, reaction papers, observation, questionnaires and examinations. The teacher should be actively involved in the evaluation process.

10. Current educational publications should be used and provided for teachers.

11. School supervisors should help in creating a relaxed and permissive atmosphere in the school so that teachers would feel free to apply the methods and techniques they learned in an in-service program.

12. In-service education should be given due recognition by the Ministry of Education. Participation in an in-service program should lead to promotion in salary and rank of the teacher. This will encourage a more active participation in the in-service programs.

Concluding Statement:

In conclusion, it may be stated that a critical evaluation of the present conditions in Jordan should be done in order that the in-service education programs could achieve their goals. If the modern objectives of education are kept in mind and the modern concept of in-service education and its principles are followed, improvement of the quality of the elementary school teachers and teaching practices will occur. In view of the sincere efforts which have been made in Jordan for the

general uplifting of its educational system, it is hoped that in-service education programs will play an important role in raising the standard of teachers in the country and thus be able to achieve their goals.

APPENDIX A

A Copy of the Questionnaire Distributed in Arabic to the
Teachers Who Attended In-Service Programs

Dear Sir/Madam;

I am a Jordanian student working for my M.A. in Education at the American University of Beirut. I am conducting a study on the "In-service Education of Elementary School Teachers In Jordan". The purpose of the study is to evaluate the present programs and to stress their importance for the progress of the educational process in our country. It is hoped that this study will be of help in making our present programs more effective.

You have participated in these programs. Consequently, your views and suggestions are of great value to this study. I would appreciate your cooperation by filling out the enclosed questionnaire. Please state your views frankly and freely. You need not give your name.

With regards,

Sincerely,

Saleh A. Zu'bi

Instructions:

Please place a check mark - in the square in front of the item or items applicable to you. In questions where you find a dotted line please fill the dotted line with the appropriate information.

1. How old are you? _____ Years.
2. Are you a male, or a female?
3. What is the highest degree or certificate you hold, and in which year did you receive it?

<u>Certificate</u>	<u>Year</u>
<input checked="" type="checkbox"/> Elementary school certificate _____	
<input checked="" type="checkbox"/> <i>intermediate (General Secondary) school</i> Preparatory school certificate _____	
<input checked="" type="checkbox"/> High school certificate _____	
<input checked="" type="checkbox"/> Matriculation certificate _____	
<input checked="" type="checkbox"/> Teacher training certificate _____	
<input checked="" type="checkbox"/> B.A. in a field other than Ed. _____	
<input checked="" type="checkbox"/> M.A. in a field other than Ed. _____	
Others (What?) _____	

4. Did you receive any professional training in the field of education along with the degree you indicated in question 3?
any cert

Yes _____ No _____

5. If yes, what kind of training? If you were given a diploma or certificate please specify _____

6. How many years have you been teaching? _____ years.

✓ 7. How many in-service programs have you attended?

_____ programs.

8. What type of program have you attended? (check more than one if applicable).

- | | <u>Year</u> |
|-------------------------|-------------|
| Seminars | _____ |
| Workshops | _____ |
| Short sessions | _____ |
| ✓ Refreshing courses | _____ |
| ✓ College-level course | _____ |
| ✓ <i>Summer courses</i> | _____ |
| ✓ Others (What?) _____ | _____ |

9. Indicate for each program you attended (the one you checked in question No. 8) the subject or subjects emphasized). *please check the field of the in-service*

*Answers
3 in
8 in
Quest.*

- English (9)
- Arabic (1)
- Science (1)
- Mathematics (3)
- Social Studies (5)
- Art (3)
- Religion (2)
- Agribusiness education*
- Physical Education
- Methods of Teaching (1)
- Educational Psychology (1)
- ~~Elementary school education~~
- ~~Technical Education~~
- Others (What?) _____

10. What methods were used in these programs? (check more than one if applicable giving the one used most often number one)

Group discussions

Lectures

Demonstrational Lessons

any other - which? (please give detail)
Others (What?) _____

11. What evaluation techniques were used in these programs? (check more than one if applicable giving the one used most often number one).

Written and oral exams

Teach practice situations
Practice teaching situations

~~Attitude tests~~

Research work

Others (What?) _____

12. What teaching ^{*aids*} material have been used in the programs? (check more than one if applicable giving the one used most often number one)

Textbooks

Periodicals

Films and slides

Bulletin boards

Recordings

Models

Charts and maps

Others (What?) _____

- ✓ 13. The main theme emphasized in the programs was: (check more than one if applicable giving the one used most often number one).

Developing teaching methods

Teacher's general education

Subject matter competency

Child development and psychology

Others (what?) _____

- ✓ 14. What, in your opinion, was the attitude most often expressed by the supervising teachers in conducting the programs? (check more than one if applicable giving the one used most often number one).

Democratic

Authoritative

~~Laissez-faire.~~

Interested

Disinterested

- ✓ 15. In your opinion, the way the programs were conducted was: (check more than one if applicable giving the one used most often number one).

More practical than necessary

A balance between the practical and the theoretical

Too much theory with little or no practice

Just right

Why do you think so? _____

✓ 16. The duration of the programs was:

Too short to be effective

Too long and should be shortened

Just convenient

+ 17. The time of the programs was:

Too late during summer

Too early during summer

Inconvenient at the beginning of the school year

Just convenient

✓ 18. The living accommodations were:

Very satisfactory

Acceptable

Unsatisfactory

19. What would you consider as the best aspect in the programs:

Gave you new insight in the theory and practice

Gave you a chance to promote your own prestige

Gave you a chance to be promoted in salary and rank

Others (What?) _____

Feel free to express your opinions about the programs specially
with regard to:

a) What parts of the programs, in summary would you like to keep
as it is? _____

b) What would you like to change and what do you suggest as an
alternative? _____

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