Impact of training through long-term in-service programmes on teachers' practices – The case of Oman

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Abstract

This large-scale research was conducted to measure the impact of training of long-term in service programmes that last for between one, and two and a half years of training. The research aimed at identifying the changes that occurred in teachers' knowledge, skills, attitudes and values. It also aimed at determining the impact of trainees on teaching and learning process in schools, and their impact on the school community as a whole. This research was conducted in cooperation with the Finnish University of Turku to ensure research quality and commitment to internationally recognized scientific research methodologies. The research instruments varied between qualitative and quantitative. Several instruments were implemented including: classroom observation of 432 teachers, interviews with 251 school principals, surveys for 6,000 school students and self-assessment surveys by 367 trainees. One of the most important findings of the research in general was the positive impact of training at The Specialized Centre for Professional Training of Teachers. The positive impact appeared in improving the teaching practices among the trained teachers compared to those who did not undergo training in the Centre. The trainees were also more conducive to improving students' attitudes towards learning. The findings also revealed that female trainees are more involved in improving the quality of teaching and the most influential in their colleagues’ behavior and their students' attitudes towards learning. The research recommended activating the research findings in evaluating the Centre’s nine long-term programs and using the results to contribute to these programs future developments.

Keywords: teachers; professional development; trainees; measuring impact; change