CHAPTER - III

REVIEW OF RELATED LITERATURE
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3.1 Introduction

A wide survey has been made on the area of human resource development, human resource development climate, performance appraisal, in-service education training needs. While surveying it was found that the previous studies on human resource development, performance appraisal, in-service education, induction training, professional self-development, training needs of teachers educators were very meager and hence the researcher has made a survey of the related fields. They are presented in the form of abstracts in the present chapter.

3.2 Previous Studies

Kulshrestha (1977) conducted a study on “An Approach to the Appraisal of the Performance of College Teachers in Rajasthan Educational Service”.

The study attempted to suggest an approach to the formats of annual performance appraisal of college teachers of Rajasthan Educational Service. The investigator adopted a systems approach to appraisal. Instead of appraising the college teachers, the performance of a college unit was appraised.
The important conclusions of the study were: (i) The key areas of college where performance could be judged were academic performance-teaching and research, curricular and extra-curricular activity and extension and extension services. Extension services represented an area of social change. (ii) The points to be taken into consideration in appraising teaching performance were quantity and quality of teaching, contributing to library and teaching insights which reflect the effort expanded. (iii) While appraising academic growth of a college teacher, the following factors might be incorporated in the departmental formats: (a) the number of books reviewed, (b) the number of papers/articles published with the names of journals, (c) the number of articles published after acquiring Ph.D., (d) whether he had been awarded Ph.D./ was doing Ph.D. If he had been awarded Ph.D., whether the thesis was published, (e) how the publication of Ph.D. thesis had been financed—personal/ICSSR grant/publisher, (f) the papers read and contributed in seminars, (g) seminars, workshops. Summer schools directed (for senior persons only), (h) seminars attempted at his own cost, (i) membership of professional societies, etc. (iv) In appraising the potential of college teachers, the departmental format might incorporate the following points: (a) attitude adopted toward the principal during crisis in the college, (b) his specific contribution by way of suggestions as a faculty member or in charge or a member of committee formed, (c) any innovative idea given which might increase efficiency or economize college administration, (d) any practicable suggestions given for furtherance of research
and modification in RES rules, (e) in the case of a new college, his contributions to its growth and development, (f) his specific contribution to social service-NSS and national calamities, and (g) his assistance in building the image of the institution. (v) In appraising the college principals, the following areas need to be incorporated in the proforma: (a) management of growth of the institution in terms of population, (b) faculty development and research, (c) innovation in administration in administrative procedures, information systems, and conduct of examination, (d) management of crisis, (e) college environment as reflected by academic, extra-curricular and extension activities and discipline, (f) stability in organization as reflected by better human relationships in the college, (g) building the image of the institutions, and (i) organizing ability in the case of a new college.

Shastri (1977) conducted a study on “Human Resource Development and Educational Planning in Kumaun”. The main objectives of the study were:

i. to compute the human resource development on the basis of levels of educational attainment and the number of persons in relation to population,

ii. to explain intra-sectoral diffusion of literacy and other profiles

iii. to adjust the educational system according to the needs of the community,

iv. to prepare the students for life in the community with the assumption that their standard of living will depend on the level of their productivity.

The findings of the study were;
i. Though the literacy percentages for the region was impressive, yet there certainly existed inter-sectoral anomalies.

ii. A strong preference for white collar jobs was identified among the students.

iii. A significant number of students were not clear about their career, symbolizing the general problem of directionlessness.

iv. Unemployment, among arts and science graduates was found to be related to the dominance of government jobs and lack of demand for these graduates in private business. The problem centered on the deficiency of their training.

v. The number of jobs created in the public sector in 1973 was approximately half the employment provided through the employment exchange offices.

vi. Higher education had expanded unrelated to the expansion of primary education.

vii. The number of female literates was very-low, particularly in rural sectors. Though women's education had been gradually progressing, yet it was found to be limited even at the elementary level, consequently leading to the wide gape between male and female education.

viii. The migration rate among rural people was higher than among urban people.
ix. The coefficient equality for the region was below that for the state level. The average coefficients for the region were 44.71 while it was calculated as 68.4 and 53.4 for India and UP., respectively.

x. It was revealed that the higher the level of education the lower was the coefficient of equality i.e. the higher the rate of drop-outs.

xi. Because of rugged terrain and large number of smaller villages the number of schools at the primary level was high in Kumaun as compared to the U.P aggregate but even then the incidence of rural dropout was high.

xii. The number of rural entrants to college was low, particularly for females, the Scheduled Caste and Scheduled Tribe students, as compared to the number of the urban entrants.

xiii. The design of the educational structure should be radically different for rural areas from that of the traditional, lock-step, implying that intense efforts should also be made to non-formalize education at the primary stage.

xiv. Unemployment remained high even in well-defined manpower at undergraduate levels viz., engineering and medicine. Through post graduates in engineering had shown low incidence of unemployment, the same remained high for postgraduates in medicine.

Gupta (1979) conducted a study on “In-service Training Need of the Secondary Teacher-Educators”.
The objectives of the investigation were: (i) to study the relationship between the qualification and the in-service education proneness of secondary teacher-educators, (ii) to study the relationship between the professional and the in-service education proneness of secondary teacher-educators, (iii) to identify the type of in-service education courses preferred by secondary teacher-educators in view of the emerging curriculum changes at the school level and the corresponding changes in the teacher education curriculum, and (iv) to identify the specific units under each of the curricular areas identified at (iii) above, and (v) to study the congruence between the qualifications and the instructional allocation.

The findings of the investigation were: (i) There was some measure of association, though not very strong, between the qualifications of secondary teacher-educators and their in-service education proneness. (ii) There was a small measure of association between the teaching experience and the in-service education proneness of teacher-educators, (iii) In view of the emerging curricular changes at the school level and subsequently at the teacher education level. The in-service education courses required by secondary teacher-educators were identified: (a) socially useful productive work, (b) vocationalization, (c) working with the community, (d) non-formal education, and (e) pedagogical and methodological subjects, (iv) By and large, there was congruence between the qualifications and the instructional allocation, except in the case of those
secondary teacher-educator who were involved in the teaching methodology of Teaching Geography as they did not have any degree in geography.

Singh (1980) conducted a study on "A Critical Study of the Programmes of the Pre-service and In-service Education of Teachers of Higher Education in India".

The objectives of the investigation were: (i) to study the needs of pre-service and in-service education programmes as felt by the university teachers, (ii) to study the objectives of the pre-service and in-service education programmes as they were being conducted by various institutions, (iii) to study the pre-service and in-service programmes in terms of their types, duration, syllabi and methods of teaching, (iv) to seek the opinions of the participants regarding the evaluation of their performance in the programmes and the usefulness of the programmes, (v) to study the attitude of the teachers of universities towards pre-service and in-service programmes, and (vi) to develop a syllabus for training teachers of higher education.

The major findings of the investigation were: (i) The programme was helpful for the pre-service, in-service and untrained teachers, (ii) The main aspects helpful to them in their teaching learning process were techniques of teaching, skills leading to effective teaching, skills of understanding the behaviour of students, developing confidence in teaching, better knowledge of motivational factors, knowledge of educational psychology and techniques of
evaluation. (iii) The input of the programme changed the attitude of the teachers at 0.01 level. Making it more favourable that the previous one. (iv) There was no significant difference of opinion about the aims of the programme between the pre-service group and the in-service group. But the untrained teachers differed significantly about the aims from the pre-service and in-service teachers. (v) The teachers who underwent pre-service programmes, favoured pre-service programmes whereas those who underwent in-service programmes, favored in-service programmes. (vi) Regarding the duration of the course, the pre-service programme was suggested for one academic year whereas in-service course was suggested for one full semester to be conducted in the evening. (vii) The present syllabus was acceptable to both the groups. So far as teaching methods were concerned, lecture followed by discussion was rated first, the multi-media approach was rated second and the lecture method was rated third. (viii) All the teachers indicated a sense of dissatisfaction with the existing system of examination universities/colleges. (ix) Most of the participants felt that there should be some procedure for evaluating the performance of participants in the orientation programme.

Sharma (1982) conducted a study on “Growth and Development of In-service Education for Secondary School Teachers in the State of Bihar Since 1955”.

The aims of the study were: (i) to trace the growth and development of in-service education in Bihar since 1955, and (ii) to bring out clearly the
philosophy, nature and general implications for the organization of In-service education programmes for continuing education of secondary school teachers.

There had been sharp decline in the organization of activities with regard to in-service education programme after the administration of extension centers, formerly administered by the NCERT had been taken over by the Government of Bihar. The Department of Education and Education Ministry should look into the problems and see that the in-service education programme did not remain on paper only. They had to organize the extension centers on sound footing and create condition for their effective functioning. This they could do by allowing the centers to have separate identity as they use to have during the NCERT administration days.


System was initiated to assess the system’s present human resource development practices and plan future directions. A field-based study was conducted to identify and assess current human resource development efforts, identify areas for improvement and suggest possible future directions. Through consultations with a system wide sample of 376 staff, faculty, administrators, and members of boards of governors, perceptions relating to human resource development programs and practices in the colleges of Applied Arts and
Technology were collected. Most participants felt that they were valuable assets to their institutions; that there was a commitment to employment equity approaches in recruitment, development, and employment of staff in most colleges; and that staff appreciated encouragement from managers to keep their skills up to date. Respondents felt that dramatic improvement was needed in institutional planning for change, recognition for staff development and reward for innovation, cooperation between staff and managers for setting of performance objectives, managerial support of employee achievement, training of staff for job functions, and development staff for future promotions and succession planning. Overall, respondents felt that each college should: (1) highlight employee development in a clear statement of mission; (2) have new staff orientation and opportunities for career development; (3) plan effectively for change; (4) reward innovation; (5) hold managers accountable for providing development opportunities for staff; and (6) cultivate an environment which provides constructive challenges and opportunities for staff creativity. A list of recommendations and suggested human resource development practices are included.

American River College’s (ARC) Human Resources Development (HRD) plan for 1991-92 marks the third year of implementation of HRD funding at the college. Funds for HRD were received as part of Assembly Bill (AB) 1725 and activities have included computer training, multicultural awareness, shared governance, and “flexible calendar” (paid non-teaching days) activities. Among the program’s and events planned for faculty as part of the 1991-92 HRD plan are workshops on classroom research, how to work with small groups, student involvement, and the use of the new campus computers; a 3-day “Great Teachers” retreat; reading-discussion groups; and mini-grants for travel to other institutions. Planned classified staff activities include workshops on effective telephone techniques and successful approaches to carrier advancement; and travel funds for attendance at conferences and workshops. In addition, five non-teaching days for instructional improvement have been planned as well as special computer literacy workshops. Evaluations of the 1990-91 HRD plan revealed that 182 HRD activities were offered in the fall and 110 in the spring; 74% of faculty attendance an event or used the Teaching Resource Center; 66% of classified staff attended workshops; $3,933 in classified travel grants were awarded; five flexible calendar days were held; a shared governance colloquium was held; and 85% of participants surveyed rated the HRD activities as “good” or “excellent”.

Clough (1991) conducted a study on “Improving Staff Development in South Country Community College District, California”.
A study was conducted to investigate staff development needs at Chabot College and Las Positas College as perceived by members of the faculty, administration, and classified staff; to develop strategies to address the perceived needs; and to recommend short – and long-term implementation plans. A Staff Development Needs Assessment Questionnaire, an eight-page instrument designed specifically for the study, was administered to the 745 full – and part-time administrators, faculty, and classified staff at the colleges. The questionnaire asked about demographic information; opinions about the colleges. The questionnaire asked about demographic information; opinions about the colleges organizational operating environment; willingness to participate in workshops focused on meeting changing institutional needs, developing academic – and technical knowledge and skills, and personal development; preferred workshop times; and personal achievements in professional development. Study findings, based on 577 responses, included the following: (1) administrator, faculty, and staff respondents wanted more computer–related information/skills and information on methods for improving service to or working with culturally diverse people; (2) 91% of the respondents felt that the institution should encourage and facilitate development and continuous learning of personnel, but only 44% felt that the district was providing that environmental tone and support; (3) administrators expressed most interest in workshops on problem-solving strategies, team building, and priority setting; and (4) 80% of the faculty and classified staff perceived salary
incentives for participation in staff development as important, compared to 58% of the administrators.

Todd (1992) conducted a study on “A Mode for Integrating Computer-Based Technologies in Teacher Education”.

The purposes of the study were to design a model for integrating computer technologies into teacher education. Results showed that instructional user, those faculties who developed assignments requiring students to use computers for instructional applications, had more intense impact concerns than the two other user groups. Professional users, that faculty who used computers as a personal productivity tool without developing student assignments, and the computer non-user faculty had the most intense self-concerns. Instructional users had highest intensities for consequence and lowest intensities for management concerns. Professional users and non-users had highest intensities for information concerns. Professional users had lowest intensities for collaboration and refocusing. Non-users had lowest intensities for consequences.

Since instructional, professional, and non-users will be implementing the model, policy considerations were addressed to facilitate developing instructional applications by faculty. Three support elements per course included software, hardware, and instructional development needs.
Results are limited to undergraduate teacher preparation programs and the research setting. Findings contribute to understanding curricular organization accommodating technologies. The study furthers the knowledge base of concerns about innovations in the context of computer education for pre-teachers.


A study was undertaken to compare the institutional climate for Human Resource Development (HRD) at the two campuses to determine the effects, if any, of the centralization of resources on the climate. Research on HRD climates in college mergers was examined and questionnaires were mailed to all full-time employees of the two campuses.

An analysis of responses indicated the following: 1) Staff satisfaction with HRD climate were slightly higher at the south campus that at the North campus: 2) at the both campuses faculty showed the lowest level of satisfaction with their HRD climate: 3) The rate of satisfaction for North campus classified staff was lower than any other college employee sub group and: 4) No significant difference however was found between the HRD climate at the two campuses, which appears to indicate that increased organization size is not a major influence in personal practices.
Barbour (1996) conducted a study on “The Outcomes of Teacher Training Workshop on Parent Education Focusing on Reading With Children”.

This study examined the overall impact of an in-service program, what to do when you Read with Children, on one particular elementary school.

The results indicated that prior to the workshop the teachers and parents exhibited positive attitudes toward the issue of parental reading to children as well as a good knowledge base of how to accomplish it. But, in spite of this, parents actually read aloud to their children very seldom, and little was done by the teachers to promote parental reading. The results of the study showed the in-service workshop to be very effective in bringing about positive teacher behaviors by providing them with specific tools to use in training parents. The effectiveness of the parent-training workshops, however, proved to be limited due to poor attendance. Alternative methods of parent education proved to be more effective than workshops and are to be encouraged. Included are descriptive data on the teacher, parent and student populations as well as recommendations for improving parent education on the topic of reading aloud to children.

Reddick and Hopkins (1997) conducted “A Study of Competencies and Requirements of Master’s Degree Programs in Human Resource Training and Development”.

The purpose of this study was to survey program administrators of master's degree programs in the field of human resource development to ascertain that graduates possess the competencies that they perceive the private sector demands.

The findings indicated that HRD is an academic hybrid—a wellspring of several established disciplines and graduates programs have evolved without long term strategies geared to the market for HRD personnel. In every case HRD programs were the offshoots of a small cadre of creative faculty who continue to be pioneers in this relatively new field of academe. HRD programs are not limited to large urban universities but are emerging in small rural colleges. However, the programs attract a homogeneous student body of white females over 30.

Most institutions rely on informal communication and receive little or no financial support from the private sector. HRD program graduates are for the most part all employed at many levels in the HRD field.

Two important and related findings in this study are: (1) the large number of part-time instructional personnel; and (2) the creativity that HRD departments have shown in cross-departmental assignments. HRD programs continue to lack instructional personnel with terminal degrees in adult education or training and development. Additionally, the practice of alumni recruitment for faculty positions results in a self-perpetuating faculty.
There is no standardization with regard to curriculum requirement, nor is there any commonality in terms of graduates possessing competencies essential to professional mastery in the HRD field. There is a trend toward internships and away from the traditional thesis.

**Johnson (1997)** conducted a study on “Cities and School Districts: Maximizing Use of Capital and Human Resources”.

The purpose of this study was to describe and examine how successful collaboration was conducted between three cities and their school districts as they attempted to maximize the use of their capital and human resources. The areas studied included:

1) Areas of collaboration
2) Processes of collaboration, and
3) Effects of collaboration

Numerous successful collaborations were documented in the area of services, facilities and programs. Some of the reasons for collaboration were to better the community, maximize the utilization of resources, improve the public image of local government, serve the same clients more cost effectively, and help solve otherwise insoluble problems. To facilitate the collaboration the three cities and school districts studied adopted certain processes to follow. Certain personal and cultural factors were found to either have helped or hindered
collaboration. Collaboration was found to: benefit all-students, citizens and the whole community. Money was saved, community pride was engendered, public trust in government was improved and capital and human resources were used more effectively.

Khan (1998) conducted a study on “The Professional Development of Teachers: A Study of the Field-Based Teacher Development Program in Chitral, Pakistan”.

This study examines teachers’ professional development through a field-based on the-job-training program, the Field-Based Teacher Development Program.

An objective of the study, identifies the research questions, and highlights the significance of the research. Chapter 2 is a review of the literature pertinent to teacher’s professional development. Chapter 3 spells out the methodology, discussing the qualitative approach to social science research and its pertinence to the present study, the fieldwork process, and analysis of data. Chapter 4 presents an overview of teacher education in Pakistan and of Chitral where the research was carried out. Chapter 5 details the FBTDP, describing the three phases of the program, along with the limitations, which the teachers face in implementing its approaches and principles at the school level. The chapter also covers the ways in which the FBTDP influenced its graduates. Chapter 6 looks at the professional needs of teachers in Chitral. Chapter 7 describes the
opportunities for professional development, which are assessable to the teachers in the AKES system. It also discusses the obstacles that the teachers face in availing themselves of those opportunities. Chapter 8 presents the conclusions of the study and suggests areas for further research including recommendations.

Contreras and George (1998) conducted “A Study of Possible Connections Between Teachers Professional Development and the Performance Evaluation Process”.

The study’s purpose was to identify teacher’s perceptions on professional development (PD) in curriculum and pedagogy, knowledge of teacher evaluation processes, active participation (AP) of teachers in the evaluation process, and evaluation effectiveness (EE) and the relationships to each other.

1) Teachers who report that they are active participants in their evaluations also appear to report their evaluations to be effective.

2) Teachers who receive evaluation training report that the evaluation is effective.

3) A relationship exits between teachers’ reports of their PD in AP evaluation models

(a) their reports of AP and (b) of EE.
4) A relationship exists between teacher's reports of classroom observation / consultation with other teachers and (a) their reports of AP and (b) of EE.

5) Teachers reports that they receive training when curriculum changes are adopted appear to be related (a) to their reports of AP and (b) of EE.

6) Teachers perceptions of their PD in instruction or student assessment strategies appear to be related (a) to their reports of AP and (b) of EE.

7) Involved teachers reports of their PD through attendance at professional conference and reading of professional journals appear to be related to their reports of AP.

8) A relationship exists between teachers who report they have a voice in curriculum policies and (a) their reports of AP and (b) of EE.

9) Teachers PD through attendance at professional conferences or reading professional journals appear to be related to their perceptions of EE.

**Thomas (1998)** conducted a study on “The Rationales, Design, and Implementation of an In-service Training Program and Direct Support System for Continuing Training of Teachers in the Human Development Program”.

This dissertation describes an in-service teacher training and support system designed to facilitate the continued growth of teachers initially trained to implement the affectively oriented human development program. The dissertation focuses on the development of a rationale for continuing in-service
training and support, a description of the implementation of the in-service workshop training experiences, the development of a self-report assessment instrument for workshop evaluation, and a description of the direct support system created to parallel the teachers implementation of the communication vehicle of the Human Development Program, the magic circle.

The description of each workshop includes: (1) a listing of the factors involved in planning; (2) a description of the physical environment; (3) specific session objectives; (4) a statement relative to the activity; (5) a brief summary of the role of the trainer; (6) a description of the procedures used to implement each session; (7) a summary of what transpired during the a workshop; (8) a summary of group observations following each workshop session. The description of the supervision and support structure includes a discussion of the role of the program trained in building a consultative relationship with principals of the three project schools and the trainer's role as field supervisor of project participants. The design for the initial training experience includes activities developed to teach the skills required for classroom implementation of the magic circle.

Gibbs (1998) conducted a study on "Supporting Beginning Teachers: The Mentor Perspective".

The purpose of this study was to explain the perceptions of California Mentor Teachers who provide services to beginning teachers.
Findings: (1) More than three-fourths of all contacts between mentor teachers and beginning teachers were initiated through the combined efforts of mentor and administrators. (2) Mentor teachers rated contacts initiated by the mantes significantly more useful than other in all teacher need areas. (3) Casual conversation or brainstorming and sharing materials were the most commonly used mentor approaches, while team teaching was used the least. (4) Mentor teachers did not identify any mentor approach as being more useful than any other. (5) Responses of mentors and mantes were similar in reporting the source of contacts and the frequency and usefulness of approaches, while only mentors post- mentor-initiated contact to be significantly more useful.

Wong-Park (1998) conducted a study on “The Relationship Between Assessment Procedures in Teacher Support Programs and Teachers Feelings of Support”.

The purposes of this study were to determine: (a) whether beginning teacher support programs that include a formative assessment component (e.g. Beginning Teacher Support and Assessment (BTSA) are more effective in retaining teachers in the profession than teacher induction and support programs that do not provide a formative assessment process; and (b) which type of support and formative assessment processes are related to greater feelings of support, higher levels of job satisfaction among new teachers, and higher levels of teacher retention.
The study found (1) Job retention, job satisfaction, and feelings of job support were positively related to both the number and type of support activities by teachers. (2) Use of three or more assessment procedures resulted in significantly higher job satisfaction and greater feeling of support. (3) Generally, demographic characteristics did not affect teachers’ job retention, job satisfaction, or feeling of job support.

Costa (1998) conducted a study on “A Needs Assessment of the Teacher Education Program at the State Pedagogical University of Mongolia”.

This study assesses the perceived needs for change at Mongolia’s State Pedagogical University (SPU), in the context of rapid socio economic transition.

The results of this comparison suggest that faculty development activities should include updates on socioeconomic changes. The pre-service teachers need to have with this understanding so that they can prepare youth for this new environment. Another issue is the need to further develop the student-centered methodology including the instructional resources for this methodology. Since pedagogical content was integrated into one department, appropriate measures are needed to assure that the specializations do not become disassociated from pedagogical concerns. The study also noted a decline in the quality of students entering SPU. Incentive programs are needed to attract quality students.
Fallon (1999) conducted a study on “The Impact of In-service Teacher Training on the Writing of 879 High School Juniors in Five West Central Ohio Counties”.

The purpose of this study was to define the relationship between an in-service teacher-training program at Lima Technical College and the effects of the program on the writing of high school juniors at participating high school.

The in-service teacher training had the cost significant impact on the writing of the high school students in the area of development. While not statistically significant, style showed a tendency to improve in students from intervention group school. The control group school showed a tendency to improve at an increased rate in terms of mechanics skills. As the in-service training focused on rhetorical aspects of the writing process best measured by development and style, the study showed that the in-service teacher training had an impact on the writing of participating high school juniors.

Byrd (1999) conducted a study on “What Should Beginning Teachers know and be Able to do Following their Pre-Service Preparation?”

Surveys were conducted in four universities to determine which competencies are needed to begin teaching, degree of proficiency, and where proficiencies were acquired, as perceived by beginning teachers.
It was found that the most-needed competencies were in the category of management and discipline. Although teacher educators agree with beginning teachers as to needed competencies, instructors were not in agreement as to the extent to which skills must be mastered to begin teaching. In addition, teacher educators felt that the majority of these needed competencies should be learned at the school of education (either in coursework or student teaching) but in fact, according to beginning teachers, they are learned on-the-job. Beginning teachers reported discrepancies between need and proficiency. Many competencies felt to be highly needed had low proficiency ratings. On the other hand, some skills felt to be of low need had high proficiency levels. Examples include abilities that deal with organizing, classroom management and climate, which were shown to be high needs, but had low proficiency ratings. Abilities in non-instructional duties, working with studies of different race/class ethnic backgrounds and working with colleagues were found to below needs, but had very high proficiency levels. These findings indicate insufficient preparation in the first case and over preparation in the last. The same had been found to be true in past studies by Pigge (1975-1985), and similar needs of management and discipline persist over time. Recommendations include listening and responding to beginning teachers’ perceptions, spending more time on high needs and less on low, and increasing communication with, as well as time at, the school site.

Deriger (1999) conducted a study on “The Impact of a Professional Development Program Co-developed by Middle School Teachers and School
Teachers and College Faculty: A Qualitative Study of Teacher-Initiated Change.

This qualitative study explored the experience of twenty-eight teachers from three middle schools that participated in a professional development program co-developed by teachers and college faculty.

The researcher concluded that this professional development program for middle school teachers contributed to personal and professional growth, facilitated the development of a new "culture" of advocates for young adolescents in the school district, and provided an impetus for teacher-initiated change in their middle schools. This study has implications for the professional development of middle school teachers, the role of teachers and higher education in initiating change in schools, and middle school reform. This study also documents unanticipated benefits of teachers and pre-service teachers in the same courses, an area for further study. Finally, this study suggests modes for an action-based professional development program that can impact middle school teachers, their schools, and their district.

Efthimiou (1999) conducted a study on "The Problematic of Comparative Teacher Education: Perspectives from Greece and the United States".
This study is a comparative analysis of teacher education reform processes and discourse in Greece and the United States.

The comparative analytical categories of political conflicts were reflected teacher education reform processes. The formation of policies gathering pre-service and in-service teacher education made transfers a shifting political terrain in each nation and a changing relationship among the state, higher education and public education. The concept of rationalization, revealed how certain kinds of teacher education policies gained increasingly public support in the two countries and explained why some kinds of proposed policies may be successfully implemented or sustained after an initial legislative enactment.

Draper (1999) conducted “A Study of the Reflective Practice of Pre-Service Teachers in their Final Internship”.

The purpose of this study was to investigate perceived reflection of six elementary pre-service teachers during a final internship that included a weekly university seminar.

The study revealed that pre-service teachers preferred focus groups and seminar activities because they were the most enjoyable and personally beneficial for reflection. Though all strategies were valued, reviewing videotaped lessons and keeping journals were the least enjoyable. Results also indicated that pre-service teachers do reflect, and their reflections are based on
classroom dilemmas and experiences. Also, reflection was promoted through the strategies employed in this study. The pre-service teachers tended to reflect more through talking and doing (completing hands-on structured activities) than through writing.

Norbeck (1999) conducted a study on "the Mentor Experience in a First-year Teacher Induction Program: Implications for Professional and Personal Growth".

The purpose of this study was to investigate the influence that a first-year teacher induction program has on the personal and professional growth and development of teacher-mentors. Also investigated were theoretical constructs that were useful in understanding and refining the teacher-mentor experience.

Findings identified specific personal and professional meanings that teacher-mentors attributed to participation in the first-year teacher induction program. Further findings included but were not limited to: teacher-mentors' recognition of improved teaching techniques, improvement of their interpersonal skills, fulfilled leadership opportunities, acquired respect and appreciation for others, and a heightened awareness of the needs of others.

Pettersen (1999) conducted a study on "Higher Education and Teacher Induction: The Role of Higher Education and the Residency Program in Oklahoma".
Early beginning teacher induction programs were predominately based on a deficit model while later programs followed a more developmental model.

The results indicated conflicting perceptions across the groups regarding the value of the higher education representative’s contribution and other possible roles for higher education. In particular, the higher education representatives perceived their contribution greater than did the other three groups. In addition, the present role of higher education, further, there were some indications of non-compliance with mandated program requirements, as well as a general lack of shared understanding of program components among residency program participants.

Justus (1999) conducted a study on “Role Expectations and Predictions of Trends for Human Resource Development at Large Public Universities Within the Southern Regional Education Board (SREB) Area”.

This study was designed to identify the role expectations, reporting hierarchy, years in role and trends in human resource development in large public universities within the Southern Regional Education Board (SREB) geographic area.

Results of the study found that the greatest average institutional emphasis for the respondents was on those role involving the delivery and support of existing HRD programs and services; the least average institutional emphasis
was on roles involving assisting individual employees with their developmental needs, determining organizational needs, evaluating existing programs, and identifying new programs to meet changing needs.

Wait (1999) conducted a study on “Do Teachers Trained in the Professional Development School Student Teacher Project Have Higher Teacher Performance than those Teachers Trained in a Traditional Student Teacher Program?”

The purpose of this dissertation is to determine if students trained in the professional development in a traditional student teacher program.

The researcher found that teachers trained in the Professional Development School student teacher project had higher teacher performance, as measured by the North Carolina Teacher Performance Appraisal Instrument (NCTPAI), then those involved in a traditional student teacher program. The NCTPAI is an eight-function evaluation instrument with a six point Likert scale.

The individual functions in which there were significant differences are Function Two: Management of Student Behavior, Function Three: Instructional Presentation; Function Five: Instructional Feedback; Function Six: Facilitating Instruction; and for the Sun of the Eight Functions. The most compelling case can be made for comparing the groups of teachers over several years and generalization with larger rather than smaller groups of teachers. The evidence
warrants the belief that these same results could and would be replicated in a similar setting.

Seven recommendations and an appendix are included. The recommendations include follow-up studies on student achievement, culture, University/local School and teaching practices in the university, practices in the university.

Bramblett (2000) conducted a study on “An Analysis of New Teacher Programs”.

The purpose of this study was to evaluate successful new teacher induction programs to determine what training and support systems were most helpful to first-year teachers. A variety of methods and training components were identified within the literature review. Successful elements of national and international training programs were identified.

Key findings. 1) Rather than receive training from implementers through full-day training sessions, teachers and administrators should collaborate to develop on-site interactive practices. This training should include lesson observation, conferencing, coaching, and team-teaching. 2) Interpersonal, collegial coaching should be provided through a strong mentor program to provide assistance and modeling in organization and classroom management to the beginning teacher. 3) Time should be provided for teacher cohort groups to
discuss the practice of teaching and frequent opportunities to observe and respond to one another’s teaching.

**Bigham (2000)** conducted a study on “Preferred Leadership Frames of Texas Principals in Implementing the Professional Development and Appraisal System”.

The purpose of this study was to determine the preferred leadership frame of Texas principals in implementing the PDAS. Using a descriptive research design, data were collected from a target population of principles in the West Texas area via a researcher-developed survey. The questions on the survey were structured to include both the dimensions of the four leadership frames and dimensions of the eight domains in the PDAS framework. Hypotheses were tested to determine the preferred leadership frame of the respondents in each domain of the PDAS and in overall PDAS implementation.

The data revealed that the overall preferred leadership frame is the human resource frame. The implication of using the human resource frame as a preferred frame could be great since much of the leadership literature suggests that the symbolic frame is the most influential frame to use.


The purpose of this research is to implement a peer support-accompanying program to be used in schools, in that manner to obtain a feasible qualitative research data. The defects have been identified as the following:

i. Teachers do not have enough time to have a one on one interaction with the pupils.

ii. Limited information concerning the child’s skills to have the ability to defend himself.

iii. The Head of the Department must use the experts, who are wanted for training, at school-level as well as extra-mural.

iv. Peer leaders must be trained areas: use of narcotics, dysfunctional attitudes and pastoral accompaniment.

v. Broadcasting proficiency must be subject to continue evaluating.

vi. The peer support accompaniment program must continually be subject to evaluation.

Martínez (2000) conducted a study on “Analysis of Embedding Teacher Leadership in Professional Development”.

This study was an examination of how a teacher leadership role-presenting professional development program, which focused on microbiology for middle and high school grades, was funded by the National Science Foundation and developed by the Microcosms.
There were two major findings. First after fulfilling the requirement of
the NSF grant, 7 of the 9 teachers with no prior experience presenting
professional development presented additional professional development to
colleagues. The most important attitudes influencing this new capability were:
an acceptance of the Microcosms philosophy and curriculum, and
having a degree of comfort with the biological content. The most important
behaviors were: having a desire to learn, being an effective communicator, and
having self-initiative. Six attributes of the Microcosms professional
development program are described which encouraged this teacher leader role.

The second finding was that the 15 science teachers consider the concept
of “sharing knowledge with colleagues” to be a major quality of teacher
leadership. A new definition of teacher leadership is offered.

Abernathy (2000) conducted on “A Descriptive Case Study of a Florida
School District’s Human Resource Management Development Plan: Preparing
New Principals Program”.

The purpose of this qualitative case study was to examine and describe
the characteristics of one part of a selected Florida school district’s HRMD
leadership development plan known as the Preparing New Principals Program
(PNPP) in relation to the development of Florida’s 19 Principal Competencies.
This research study found that the pivotal person in the development of assistant principals and their principal competencies was the school principal. It is important for principals to be versed in Problem-based learning and reflective thinking as well as how to use real needs and problems to meet the competency development needs of the assistant principals. Principals must be aware of the specialized needs of the adult learner when mentoring assistant principals.

Shackelford (2000) conducted a study on “Implications of Parents and Educators’ Needs in Creating a Parental Involvement Program”.

This study examined the needs of parents and staff members in a rural elementary school in south Mississippi. Data collected will be used to design a more effective parental involvement program for the school based on the particular needs of the families and the teachers within the school district.

The following recommendations based on the findings of the study were made:

(1) Parents, teachers and school administrators should be included in focus groups to cooperatively develop and implement a parental involvement program for the school based on the findings of this study regarding the needs of the both families and educators.

(2) In-service training should be development and implemented for team building and for improved communication between families and school staff.

Based on the findings of the study, research on the various types of parental
involvement should also be conducted to create more productive activities which should help families feel more a part of the school’s plan to educate its children and to help them reach their potential.

(3) A wide variety of parental involvement activities should be planned throughout the year to reach as many parents as possible. Offering programs at different times of the day or evening, moving locations of programs and providing a wide variety of activities should help more parents feel they have an integral part in their children’s education.

(4) A specific process should be set up to evaluate the success of the parental involvement program. Included in the evaluation should be analysis of additional parent questionnaires about the effectiveness of each activity, observations and student achievement for the current year.

Badal (2000) conducted a study on “A Study Assessing the Effectiveness of a Performance Appraisal System for Elementary School Administrators”.

Performance appraisal instruments used throughout the private and public sector have never been without flaws. The current certificated administrator performance appraisal instrument used in a central California unified school district is a case in point.

The rationale for the current performance appraisal instrument’s ineffectiveness appears to stem from two main factors: the lack of appropriate administration of the appraisal instrument, and the degree of subjectivity
involved in measuring the principals’ performance. Both factors may contribute to American public elementary schools’ underachievement and weak competitive performance.

The study-analyzed data gathered from questionnaires administered to 16 elementary school principals in a central California unified school district. The responses from the questionnaire were analyzed based upon strategic criteria and adapted for the educational administrators. The implementation and application relied on David’s (1997) External and Internal Matrices, Threats, Opportunities, Weaknesses, and Strengths (TOWS) Matrix, and the Quantitative Strategic Planning Matrix (QPSM). Suggestions are made regarding the deficiencies of performance appraisals.

Two alternate appraisal strategies were reviewed, a coaching methodology and a tow-option response scale. Analysis suggested that the coaching method was more favorable and suitable to appraisal of current administrative performances in the central California unified school district.

Presented as a quantitative dissertation, the purpose and intention of this research was to encourage discussion and research was to encourage discussion and private school districts, not only in California, but also throughout the United States.
Vartainan and Elizabeth (2000) conducted a study on “Power, Partnership and Professionalism: A Model for Needs-Based Teacher Professional Development”.

In this study the researcher focused on the critical issues related to the continuing professional development for elementary teachers. Teachers are faced with many challenges throughout their careers. The professional growth and development of educators is a profound issue. The school district is also faced with many challenges. Resources must be used in ways that can maximize teacher professional growth and development.

The study concluded that power, partnership and professionalism must be part of the design, development and implementation of needs-based teacher professional development. The researcher encouraged school districts to from a staff development committee to serve as the facilitators of teacher professional development.


This study investigated factors that are important for an effective teacher appraisal system by conducting a survey involving 337 teachers from 15 schools.
that joined the Hong Kong School Management Initiative Scheme in 1991 and 1992.

This study found that the overall perceived effectiveness of an appraisal system is likely to be related to both its formative and summative outcomes. The formative and summative outcomes of appraisal were found to be positively associated with formative appraisal procedures, sources of data, appraisal criteria, appraisal feedback professional development, characteristics of appraiser, competence of appraiser, formative purpose of appraisal, teacher participation in appraisal and negatively with aspects of appraisal related to meeting bureaucratic requirements. The study also found that the nature and quality of feedback was the most important predictor of both outcomes of appraisal.

Patterson (2001) conducted a study on “Performance Appraisal: Managing the Process and Perceptions of Supervisor Efficiency in the Test Department at Lockheed Martin Astronautics-Denver”.

The purpose of this study is to understand if there exists a difference in employee and supervisors’ perception in the test department at Lockheed Martin Astronautics that employee multi-source performance appraisal feedback affects employee satisfaction.

Results indicate that employee and supervisors’ perceptions about their multi-source performance appraisal in the test department at Lock-heed Martin Astronautics do not statistically differ. On the other hand, results also indicate
that supervisors and employees perceive the evaluation system as having inequitable components.

**Marano (2001)** conducted study on “Teacher Learning: Collaborations Within and Across Three Professional Development Activity Settings”.

The qualitative study is an investigation of the collaborations of two small groups of experienced teachers as they participated in three professional development activity settings in a one-week summer institute.

The findings indicate that the five experienced teachers in the study, who all brought a genuine commitment to their learning, had unique approaches to the collaborations. As a result, their contributions were enhanced based on their use of available tools as well as by mediated assistance from an expert. The analysis also raises questions about the ways in which teachers negotiate their individualistic approaches within collaborations.

**Nduna (2001)** conducted a study on “The Development of an In-service Training Programme for Science Teachers at Vista University”.

The aim of the study is to develop an innovative In-service Education and Training Programme for science teachers at Vista University, so that they would become highly skilled and competent in their practice.
The constrains which hindered the development of an effective In-service education and training programme for science teachers were analyzed and possible solutions considered. Alternative forms of in-service education and training as well as programmes in other countries were studied with a view to the development of an effective in-service education and training programme for science teachers at Vista University.

Opinions of teachers concerning their past experiences of in-service education and training were elicited, as well as the determination of their future in-service education and training needs were required. The in-service education and Training programme at Vista University was planned with the consideration of, among others, the science educators' needs, objectives, methods and techniques to be used, as well as the learning matter to be presented.

A pilot In-service Education and Training Programme was presented with a view to testing the viability of the proposed programme at Vista University. At the end of the programme, its effectiveness was evaluated in order to eliminate weaknesses and improve upon the strengths identified. The study culminates with the drawing up of recommendations to implement an In-service Education and Training Programme for science teachers at Vista University, based on the outcomes of the pilot programme conducted.
Snow (2001) conducted a study on "Teacher Induction: A Research-Based Framework".

This study investigated how beginning teachers in Decatur City Schools perceive the induction process (New Teacher Academy). The purpose of the study was to develop an understanding and appreciation for the beginning teachers' perspectives. In addition to understanding the beginning teachers' perspectives, information was obtained concerning how the induction process can help teachers be more effective.

Results from the study indicate that beginning teachers have a positive perception of the New Teacher Academy. Suggestions concerning where the Academy can be improved are offered. In addition, the beginning teachers explain how the induction process has helped them successfully transition into the teaching profession. Extrapolation of the information presented by the beginning teachers provided an induction framework, a listing of induction components that beginning teachers find helpful to the induction process. Policy makers and district personnel wishing to improve the performance of beginning teachers will obtain the necessary information to structure successful induction programs.

This dissertation focused on the evaluation of industrial Human Resource Development (HRD). The literature review emphasized the existing concepts and models in educational evaluation in order to revise the existing evaluation field. In addition, the concept of training success was addressed and discussed, particularly within the context of the Finnish pulp and paper industry.

The study contributed in shaping the conceptual analysis in educational evaluation, especially in adult education and human resource development. The relationships among the concepts of training success transfer of training, academic achievement, and learning were clarified and expanded. Suggestions for future research were focused on two issues. The relationship between the HRD program and the strategy of Met-Serla Corporation would be an interesting research area. And the same kind of viewpoint could be applied to the other case studies, too. Stakeholder evaluation, i.e. the qualitative analysis of experiences of participants, is an important part.

Ladd (2001) conducted a study on “A Comparison of Teacher Education Programs and Graduates Perceptions of Experiences”.

Purpose of this study was to explore the similarities and differences among four university teacher preparation programs in a mid-western state. Perceptions of 1996, 1997, and 1998 university graduates regarding their pre-
service preparation and perceptions of supervising principals regarding the classroom proficiency of these graduates formed a second focus of the study.

Findings: Seven issues emerged from the analysis of data: (1) requirements for certification and licensure, (2) male and female survey demographic data, (3) beginning teacher follow-up data regarding classroom management, (4) instructional practices, (5) diverse and special students, (6) field experiences and student teaching, and (7) beginning teacher perceptions for the over-all education faculty commitment to the profession.

Crain (2001) conducted a study on “The Effects of a Formal Induction Program on Newly Hired Teachers Perceptions of Self-Efficacy”.

This study examines the relationship between a teacher induction program and newly hired teachers' self-efficacy beliefs. Specifically, it explores the effects of a teacher induction program on teacher self-efficacy beliefs, and analyzes the relationship between teacher demographic characteristics (age, gender), prior teaching experience, and the size of the school, and the self-efficacy beliefs of newly hired teachers.

This study found that the induction program did not have a positive effect on teachers' self-efficacy. In fact, teachers' self-efficacy beliefs declined for both experimental and control groups. Additionally, the study finds no relationship between teacher characteristics and self-efficacy.
Dillon (2001) conducted a study on “University Supervision of Student Teachers: A Comparison of Traditional and Alternative Models”.

This study compared student teaching outcomes for interns who received traditional university supervision with interns who received alternative student teaching supervision during their semester of full-time student teaching at the University of Florida. Following assignment of student teaching placements, 33 interns were stratified on two levels and then randomly assigned to treatment groups. In the traditional model, university supervisors assumed primary responsibility for supervision of interns. In the alternative model, cooperating teachers assumed primary supervisory responsibility.

Findings of this study suggest that traditional and alternative models of student teacher supervision can be equally effective. Three considerations emerged as being essential to successful implementation of alternative models of supervision: participant selection and matching, training and evaluation, and a comprehensive evaluation protocol.


The College of Education at Western experimented with many innovations to help teachers, and formed a professional Development Task
Force to investigate and define the role of the College in the professional development of public school teachers of all grade levels. The faculty, staff, and students invested a great deal of time and energy in the formation of a new policy, the Professional Development Credit policy (PDCr).

This is a study of the formation of a new policy at a college of education.

PDCr courses are very flexible in site and timing for presentation. Strong task force leadership, focused attention, and an inclusive collaborative effort made possible the formation and approval of a promising new policy in a surprisingly short time. Communication and an appreciative spirit among participants at all levels were essential throughout the formation and approval process. Qualitative methodology is used in this study of the formation process, with data collected in documents, twenty-one extensive interviews, and observations of the working, weekly task force meetings as well as a Council meeting.

PDCr attracts a maximum number of students to courses approved by collaborative Professional Development Credit Council. Courses are taught by college faculty and also by approved non-doctoral, experienced schoolteachers from all levels of instruction. A record of credits is kept by the university. Pseudonyms are used in this study for people and places to preserve the privacy of participants.
Franks (2001) undertake “An Investigation into The Effectiveness of the “Trainer of Trainers” Model for In-Service Science Professional Development Programs for Elementary Teachers”.

The purpose of the study was to determine the effectiveness of the “Trainer of Trainers” model of professional development for elementary science teachers participating in the Mathematics and Science Education Co-operative (MSEC). In this professional development model, a core group of teachers (key and lead) received professional development sessions taught by science education professors. After the work sessions for the core group of teachers, training materials and equipment were distributed among the five elementary schools within the school district. Under the auspices of the “Trainer of Trainers” model, the core group of teachers was to share information, plan, and collaborate with their grade level team members. In the past, university team members of the MSEC program have even neither directly nor indirectly involved in the second phase of the program.

Both qualitative and quantitative methods were used data collection. Focus groups, interviews, observations, and survey instruments were the primary sources of data collection. Triangulation methods were used to establish validity and verification of data. Analysis was an on-going process that included several levels of affinity groups, interrelationship diagrams, path diagrams, and system influence diagrams. Interview and feedback surveys were also used to
evaluate the problem under investigation. Teachers considered the state-
mandated assessment test to have the largest impact on the school curriculum
and to be the primary reason that teachers could not find time for science
teaching. Furthermore, they believed that the administration played a huge role
in determining if science took a back seat at their respective schools.

Mafi (2001) conducted a study on “Testing the Appropriateness of the
Gap Service-Management Model to the Human Resource Development
Function in Organizations”.

This study tested the appropriateness of the gap model to the human
resource development (HRD) function in organizations. The gap model has been
used in the service quality literature to assess customer satisfaction with the
assumption that discrepancies may exist between customer expectations before
and after the delivery of service, Similarly, the model was used to assess
satisfaction with the training services provided by a human resource
development function in an organization setting. The gap model was validated
in two phases. The first phase tested the relationships among nine proposed
constructs. The second phase tested the relationship among five potential gaps in
the training service process. The results showed that employee perceptions of
the criticality of the training program and the extent of management
involvement in the training program were significantly related to employee
expectations. Overall employee perception of the HRD function and its
marketing efforts did not contribute beyond what was already explained by the first two constructs. Additionally, manager perceptions of employee expectations were significantly related to how well the training program was operationalized to match employee expectations. Employee perceptions of the extent of management involvement and employee perceptions of how the training was delivered were significantly related to employee perceptions of training outcomes. The study also found three gaps: (1) the marketing information gap, (2) the standard gap, and (3) the service performance gap, were significantly related to employee satisfaction with the training outcomes, which had the most influence. Gap 4, the communication gap, was not related to employee satisfaction with training results.

The results suggest that employee expectations play a crucial role in establishing perceptions of training results. In turn, those expectations are shaped by what employees consider critical training and the extent to which they believe their management is involved and supportive of the training initiatives. The study also suggests that training delivery is the most influential element in evaluating training outcomes.

Duran (2001) conducted a study on “Examination of Technology Integration in to an Elementary Teacher Education Program. One University’s Experience”.
This study investigates the perception of pre-service elementary teachers regarding the extent to which their institution is providing the experiences needed for them to use information technology in their future practice.

A major research institution in Southeastern Ohio was selected as the study site. Sixteen student teachers within three-focus groups—fall, winter, and spring—participated in this study. Data collection and analysis were conducted on a continuous basis throughout the 1998-1999 academic year. The study findings indicate that the pre-service elementary teachers are not provided with the experiences needed for them to use information technology in their future classrooms. Only one course has a primary focus of information technology in the undergraduate curriculum. The course introduces pre-service elementary teachers to “basic” information technology concepts and skills. However, one required course is insufficient in addressing the task of technology integration into the teaching and learning process. The pre-service elementary teachers experiences somewhat random exposure to information technology in the teaching and learning process in their content and education classes. Most education faculty do not model the use of information technology in their classrooms; therefore, pre-service elementary teachers have few opportunities to observe appropriate models of technology usage in the classroom thought their method and curriculum courses. Pre-service elementary teachers have a variety of field experience requirements including student teaching. During their student teaching, they observe scattered examples of technology use by practicing
teachers, and very limited modeling of effective technology usage. The most common barriers to technology integration in the classrooms are the attitudes of time, and technical support. The author recommends that in order to increase the technology proficiency of new elementary teachers, teacher preparation institutions should increase the level of technology integration in their own programs. Information technology should be integrated into method and curriculum courses as well as fields components of teacher preparation programs, rather than being limited to stand-alone technology classes.


This study examined the effectiveness of professional development and training practices for assisting instructional personnel in achieving computer competence. Participants were from 135 school divisions. Division technology coordinators shared their instructional approaches to prepare teachers for the state’s evaluation of their computer competence.

Results of the study provided evidence that the practices involving on-site/in-service training, evening/college courses, summer training and training on integrating technology into the curriculum achieved high levels of agreement. Teacher-to teacher support was found to be effective. They also
suggested that investment in training people within the building may be more effective than the use of external trainers and consultants.

Foss (2001) undertake a study on “Perceptions of Post-Secondary Precision Machining Instructors: Induction, Teacher Preparation, Evaluation and Critical Reflection”.

This study identified the perceptions of three post-secondary precision machining instructors regarding their experiences with induction, teacher preparation and evaluation through critical reflection. All were male. None had education degrees upon employment; one held a bachelor’s degree in an unrelated field.

The study was descriptive and qualitative. Ethnographic case study processes were utilized during the data gathering process. A comprehensive literature review was conducted. The other data were gathered during formal and informal on-site interviews, in off-site interviews, and through observations in the college machine shop settings.

Findings were as follows: (1) the induction process did not provide much direction or support. (2) The administrators were not readily available to new instructors. (3) The teacher preparation courses were of little value (4) Teaching was more difficult than they anticipated. (5) Students were not ready to learn. (6) Budget shortfalls hindered their program from functioning fully. (7) Machine
repair consumed instructors' time and interfered with their teaching and their availability to students. (8) Technical support was inadequate. (9) The best and most meaningful evaluations and support came from their peers and their advisory committees who are members of industry.

Other findings: (1) Citizens and the government of this state do not provide aggressive support for education. (2) Literature about induction is scant, especially pertaining to post-secondary settings.

Cousin (2001) made “An Analysis of Stress Factors and Induction Practices that Influence a Novice Teacher’s Intention to Stay in the Profession”.

The purpose of this study was to (a) analyze the relationship between those novice teachers who intend to stay in the teaching profession with those who do not; (b) identify those variables that influence that decision; and (c) determine if working conditions, job satisfaction, satisfaction with the quantity and quality of professional and peer support, teacher self-efficacy, stress induced by student misbehaviour, certification routes, and satisfaction with induction experience influenced commitment level.

This study was conducted in one south Mississippi school district. Participants were drawn from 10 separate schools – four elementary, two middle, three high schools, and one vocational school. Teachers wish one at 5 years of teaching experience, typically referred to as novice teachers, were asked
to participate since the vast majority of teachers who opt to leave the profession do so at or by their firth year of teaching. Participants were selected from a pool of 250 novice teachers. A total of 166 teachers, however, voluntarily agreed to participate. Once the data were collected and inputted, a multiple regression analysis and/or an analysis of variance (ANOVA) was run. Post-hoc comparisons were run under ANOVA, where applicable. R change, beta weights, and variable significance were discussed under each regression in order to determine predictive value on the dependent variable (level of commitment).


The study addressed a perceived gap between training performance evaluation practice and decision-making criteria required in business. Investigated: 1) What training performance measurements are valued by managers leading non-training functions and by training professionals. 2) Whether there is a difference in preferred measurements of performance evaluation between the groups and 3) Whether the value of performance evaluation measurements can be predicated by an individual’s demographic characteristics. A survey was developed containing measures found in training and non-training professional literature and used to compare the group’s perceptions of training performance measurement.
The study concluded that 1) Training professionals and non-training managers react to different training performance measures 2) Training professionals are more likely to react to job/individual-level performance measures 3) Non-training managers are more likely to relay on organizational-level measures 4) Non-training managers are not primarily concerned with converting training benefits to dollar figures. 5) On-the-Job test and customer service reports are value by both the training professional and business and industry; and 6) The low response suggests a potential a lack of interest for the strategic position of the training function.

Noble (2001) conducted a study on “Human Resource Management Strategic: The Dual Pursuit of Employee Investment and Workforce Adaptability”.

The purpose of the study firms face a strategic challenge of the dual pursuit of enhancing commitment to continuous improvement in performance through employee involvement, and remaining flexible and adaptable to constantly changing market conditions. Toward understanding the consequences of this strategic dilemma, the influence of this dual pursuit on firm performance was examined. The proposition was that firms seek to maximize performance by creating sustainable competitive advantages, particularly through the effective deployment of human resources. This deployment requires that firms choose
among an array of employee involvement and workforce adaptability policies and practices that best align with business strategies.

The dual pursuit of these strategic options communicates inherently different (and contradictory) philosophies to employees. On the one hand, employee involvement policies and practice reinforce management’s value of employees and management’s commitment to empower employees to continuously improve performance. On the other hand, workforce adaptability policies and practices create uncertainty and threaten employment and compensation security of employees.

The findings indicate that certain employee involvement and related practices have positive effects on commitment, whereas certain adaptability practices have negative effects on commitment. Commitment, in turn, is shown to have a strong positive association with performance outcomes. Last, the evidence also shows that certain employee involvement and related practices have positive, direct effects on performance outcomes, whereas certain adaptability practices have negative direct effects on performance outcomes.

Grieb (2001) conducted a study on “Teacher Beliefs and Practices of Comprehension Monitoring in Fifth Grade Classes of Professional Development Schools and Traditional Schools”.

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This causal comparative study investigated the similarities and differences of teachers reading comprehension and reading comprehension-monitoring beliefs and practices in fifth-grade classes of professional development schools (PDS) and traditional schools.

Moderate correlations were evident in the traditional school group between beliefs and practices of reading comprehension while the PDS group showed low correlations between their beliefs and practices. The correlated means t-test indicated no statistically significant differences in the beliefs (P>.05) or practices (p>.05) of reading comprehension and reading comprehension—monitoring strategies between the school types. Both groups shared similar beliefs, specifically that it is important to make time to teach reading comprehension strategies and metacognition. The strategy most often used is comprehension questions for informal assessment after reading.

Both types of schools in the areas of comprehension and comprehension monitoring use similar strategies. The most frequently used strategy in comprehension is that of plot. The traditional group used word identification strategies more often than the PDS group. The PDS used content—area—text-comprehension strategies more often than the traditional group. PDS teachers model metal imagery and visualization, while the traditional teachers favor the frequent use of word identification strategies.
Lewis (2001) conducted a study on “Gatekeeping for Children: How the Use of an Electronic Screening Process by a Human Resources Cooperative Affects Teacher Selection in a Region Education Service Center in Texas”.

This study examines how electronic prescreening effects hiring of teachers. Specifically, this study seeks to examine and understand the electronic screening system. Both traditional and electronic screening methods utilize the resume as the main criterion for deciding whether or not to grant an applicant an interview. It is the personality profile used in the electronic process, which separates these two otherwise similar approaches to employment screening. Despite empirical evidence, which clearly defines the one-to-one interview as the least effective selection tool for predicting future success as a classroom teacher, public school districts continue to rely heavily upon this form of applicant screening (Ponessa, 1997; Bowslaugh, 1993; Darling – Hammond, 1987). The resume is noted among the most valid selection instruments because it focuses on the relevance of past performance to the currently sought job (Knouse, 1989). Biases as they relate to gender, age, and ethnicity have been found to affect the decision to accept or reject an applicant (Knous, 1989; Herriot, 1981; Dipbove, Fromkin & Wiback, 1975). Although research indicates that traditional interviewers are affected by non-job related factors, little is currently known about how an electronic screening device might affect or eliminate the otherwise subjective biases, which can occur. The use of an electronic screening system was expected to affect positively the selection...
process were expected to be removed. A mixed method case study was used, combining in-depth interviews and archival document analysis of EEO hiring data from 26 member districts of a human resources cooperative. Findings show that the technology used by the electronic screening system in this study appears to be effective in eliminating bias because EEO data is not requested of an applicant and not gender-specific. Results also showed that low minority teacher numbers within the region education service center studied herein are representative of state, region and district ethnicity statistics; are reflective of similar trends in the business community at large; and are a result of factors outside the pre-interview phase of the electronic selection process.

Weatherholtz. (2001) conducted a study on “Principals Response to Pre-Service Teacher Education Reform: Principals’ Procedures and Perspectives When Interviewing Graduate M.Ed. Students From the Educators for Collaborative Change, a Professional Development Schools Program at the Ohio State University”.

The purpose of this study was to examine the interview phase in the selection process: the procedures and perspectives that influenced principals when they hire teachers.

A qualitative research methodology was chosen to make sense of the selection phenomenon and understand the meanings that interviewers bring to it.
The data revealed that (1) the procedures that principals in this study followed when hiring teachers; (2) the perceptions that influenced the way the principals in this study made decisions about hiring teachers; and (3) the knowledge of and/or experience with a teacher education program that influenced decision-making in the hiring process.

Themes emerged that described what actions principals take and what perceptions influenced their hiring of teachers. The major themes that appeared throughout the interviews were: principal’s vision of school, hiring procedures, rating scales, interview questions, interview team, teacher qualities, challenges, tacit knowledge, district pressures, and differences in teacher education programs.

Tutterow (2001) conducted a study on “The Relationship Between Demographic Characteristics and Current Teaching Performance of Lateral Entry Teachers”.

The purpose of this study was to determine if relationships existed between characteristics of lateral entry teachers and their ratings on North Carolina’s Teacher Performance Appraisal Instrument (TPAI), between lateral entry teachers’ previously held jobs and their ratings on North Carolina’s TPAI; and between lateral entry teachers’ motivation to teach and their ratings on North Carolina’s TPAI. Three null hypotheses were developed in order to study these relationships. Ninety-eight lateral entry teachers from five public school
system in piedmont North Carolina participated in the research. The teachers represented all three grade spans: elementary, middle, and high school. Data were gathered through the Lateral Entry Questionnaire and TPAI recording forms. Once all data were collected, chi-square ($\chi^2$) tests were administered to determine if relationships existed at the .01 level of significance and to examine trends at the .05 level of significance. Non-significant relationships were not evident between characteristics of lateral entry teachers and their performance ratings; between lateral entry teachers' previous jobs and their performance ratings; and between lateral entry teachers' motivations to teach and their performance ratings.

Leland (2001) conducted a study on “The Process of Becoming a Teacher: Perspectives on Induction”.

This narrative describes how teaching identities are constantly renegotiated as a result of events both within and beyond the school context. It reveals how the multiple competing voices within the profession speak powerfully to those teachers who are anxious to negotiate a successful path for themselves and their students within a new school context. It illustrates how all teachers, regardless of their history, beliefs, or length of teaching experience, are disconcerted by these voices. Eventually, almost against their will, teachers heed these voices. Thus, it is clear that the events of those first years within a school setting have an impact on who or what we become as teachers. This study
depicts how three teachers negotiated the real world of teaching amidst the clash and clamor of the multiple voices vying for their attention and commitment. It reveals power that particular voices garner in order to be heard, most of all it reveals the struggle that the participants wage in order to carry on the business of teaching and learning. This work also provides hypotheses for further research and study of beginning teachers’ experiences during the induction years and points out the role that experienced colleagues play in the developing persona teacher.


The purpose of this study was to identify professional development practices that increase the likelihood that classroom teachers change instructional and curricular practices through the use of gifted education pedagogy. A multiple-case (embedded) design was used for the selection of cases as well as for multiple units of analysis.

The within-case analyses revealed five key categories that included professional development plans and practices in general, changes in teachers’ curricular and instructional practices, gifted education training opportunities, impact of training, and impact of design components associated with professional development. Although the key categories remained the same for
both sites, minor differences in factors were identified within key categories. The cross-case analyses findings focused specifically on factors that contributed to extending gifted education strategies to the regular classroom: (a) professional development plan and practices, (b) gifted education training opportunities, (c) impact of gifted education training experiences on teachers and students, (d) impact of design components for all professional development experiences, and (e) changes in curricular and instructional practices.

Meanor (2001) conducted a study on “Teacher-Driven Professional Development”.

This study examines the adoption of teacher-driven professional development in a Delaware school district. How the district implemented this aspect of teacher-assisted decision-making and the implications for increased teacher satisfaction with professional development are the foci of analysis.

Four major themes emerged. (1) Understanding the importance of continued learning is essential for teachers and can lead to a sustained learning culture in schools, which benefits students. (2) Sharing power in schools, even perceived power, is not easy but can be facilitated through preparation, guidelines and support. (3) Recognizing the psychological and social needs and characteristics of educators when planning professional growth is essential. (4) Confronting the need for changing the traditional modes of professional development is fundamental.
That teachers recognize the need for continued learning and appreciate shared-decision making are two findings that come this study. In addition, teachers indicated satisfaction with professional development when the time commitment is recognized and they were provided with choices.

Using the findings that support the study's themes, three recommendations are made, that, if implemented, could improve the education profession by infusing it with rigorous standards for continuous and sustained learning.

Eder (2001) conducted a study on "The Relationship Between the Student Teachers' Self-reflection of Performance and the Student Teachers' Performance Evaluation as Viewed by Their Evaluation Team".

The purpose of this correlational study was to explore the relationship between the student teachers' self-reflection of performance and the student teachers' performance evaluation as viewed by their evaluation team.

The study involved the use of a "Student Teaching Evaluation" instrument based on the Framework for Evaluation and Professional Growth that has been adopted by the Tennessee State Department of Education as the procedure through which K-12 public school teachers are evaluated.
The "Student Teaching Evaluation" instrument focused on six areas: (1) planning, which included nine descriptors, six in which correlations were statistically significant at the .05 level. (2) teaching strategies, which included thirteen descriptors, six in which correlations were statistically significant at the .05 level. (3) assessment and evaluation, which included eleven descriptors, four in which correlations were statistically significant at the .05 level. (4) learning environment, which included eight descriptors, five in which correlations were statistically significant at the .05 level. (5) professional growth, which included nine descriptors, eight in which correlations were statistically significant at the .05 level. (6) communication, which included six descriptors, three in which correlations were statistically significant at the .05 level.

Frost (2001) undertook "A Case Study of the Ways Individuals Conceptualized and Participated in a Professional Development School".

The purpose of this case study is to describe the various ways individuals in one Professional Development School (PDS) conceptualized and participated in this partnership. The sample for this study consisted of the faculty from a suburban elementary school and the faculty from the elementary and early childhood education department of the partner university. Documents, questionnaires, and interviews provided the primary data source for this study and were analyzed inductively.
Results of the study indicated that the ways participants conceptualized the PDS were linked integrally to the ways that they participated in it. Three categories of participants emerged from the data analysis. Some individuals appeared to view the PDS as an agreement for them to implement. Others seemed to conceptualize the PDS as a commitment and to view their roles as collaborators in ongoing efforts to fulfill this commitment. A third group emerged to hold more dynamic conceptualizations of the PDS and to participate in inventing new visions for it. Interpretations of these findings include a discussion of developmental, personal, and social dimensions that may contribute to these differences.

Zhan (2001) conducted a study on “Professional Development of English (EFL) Faculty Members in a Large Comprehensive University, China: The Teachers Perspectives”.

The purpose of the study is to profile the demographic status of the teachers of English (EFL) in a large comprehensive university in China and investigate their perceptions of the knowledge base and the major sources that these EFL teachers use to acquire their professional knowledge base. This study also explores the possible influence of demographic factors on these teachers’ professional development. Data were obtained from a questionnaire designed by the researcher. Sixty-nine out of 79 EFL teachers at Jilin University responded to the survey.
The study found that English proficiency (in particular, the four basic communicative skills) was perceived as being the most important skills, and the knowledge pertaining to classroom teaching as being very important for EFL teachers at Jilin University. The subjects mostly acquired English proficiency and knowledge of the English language in undergraduate or/and graduate programs. Reading and experience were basically the major sources for them to learn about general pedagogy and classroom teaching. They also report their interest to further improve their English proficiency and learning about classroom teaching. Demographic factors such as gender, English programs, and teaching loads were found to have no influence on these EFL teachers' perceptions and choices for learning sources. Other demographic factors such as overseas experiences, and affiliations with professional organizations had slightly influenced some teachers' perceptions and their choices for learning sources.

The study mainly implied that more courses on classroom teaching should be added to the EFL teacher education curriculum in China. Academic activities such as seminars and in-service programs should be facilitated for these teachers. Moreover, opportunities to visit or study in English-speaking countries should be created for more Chinese EFL teachers. The EFL teachers at Jilin University should strengthen their sense of professional development by
being aware of the importance of professional organizations, establishing a professional development plan, and reflecting upon their teaching practices.


This dissertation explains why the content of employee training has expanded in the 20th century from specific-technical training to include a wide range of personal development training programs such as leadership, creativity and career management. Given that provision of personal development training does not seem to follow an instrumental logic in the sense of technical rationality, human-capital and technology-based arguments cannot adequately explain the rise of such training in organizations. Based upon the institutional perspective of organizations, it was proposed that the historical rise of the participatory citizenship model of organization drives the expansion of personal development training. The participatory citizenship model consists of two dimensions. One dimension is that individual employees (especially middle management) are empowered and regarded as the main source of organizational rationality rather than “adjunct of machines” or rule-followers. The second dimension is that organizations incorporate diffused demand from the state and society as corporate citizens rather than simply production/service centers. The rise of the participatory model is accompanied by the decline of the bureaucracy
and community models, which emphasize training in specific-technical and human relations skills rather than personal development training.

This study demonstrates the impact of the participatory organizational model on personal development training at three levels: ideological, organizational, and cross-national. The empirical analyses explain both the historical changes and contemporary diversity in employee training.

Ossont (2001) conducted a study on “The Relationship Between Teacher Professional Engagement Levels and Their Rating of Pre-Service Preparation Program Quality: A Post Hoc Multiple Regression Analysis”.

The purpose of this explanatory non-experimental study was to examine the relationship between teachers' professional engagement and their ratings of their undergraduate professional preparation. The study was based on a post hoc multiple regression analysis of the results of a follow-up mail survey.

The hypothesis was that teachers who are more engaged in professional development would view their pre-service teacher training from a different perspective, and this would have effect on their teacher preparation ratings in five teaching competency categories. Professional engagement was defined by indicators of teacher quality linked to improved student performance. The professional engagement variables included: career satisfaction, graduate education, professional activities, professional leadership roles, professional
organization membership, teaching experience, and number of years since graduation.

The overall results suggest that there is a significant (p<0.05 or less) relationship between teacher's levels of professional engagement and their ratings of the quality of their pre-service teacher program. Further evaluation of each regression model through t-test produced a proposed parsimonious model for the explanation of each dependent variable. The restricted regression models for all five research questions about degree of preparation to: plan instruction, present instruction, and manage classrooms, (p<0.01), assess student performance, and develop as a professional (p<0.01), were significantly related to teachers' professional engagement. Teaching experience and professional activities were excluded from every restricted model. Teacher satisfaction accounted for the greatest amount of variance at a significant level in each model, and graduate education was second in four of the models. Determining the scope of these relationships requires further research.

Neese (2001) conducted a study on "Elementary Teacher Induction Programs: A Policy Study of Texas Schools".

The purpose of this study was to identify and categorize the induction programs implemented across the state of Texas in Elementary public schools during the 2000-2001 school year. Additionally, the policies, procedures,
difficulties encountered, and solutions realized were to be explored. Data was gathered from first year teachers, mentor teachers, and induction program coordinators from approximately 228 elementary school campuses across the state of Texas.

The results of this study indicate that various perceptual differences exist between new teachers, mentor teachers, and induction program coordinators regarding the participation rates, availability, and the helpfulness of the induction activities.

Chen (2001) conducted a study on “The Experiences of Participating in Continuing Professional Development: A Study of Human Resource Development Professionals in Taiwan”.

The purpose of this study is to gain a deep understanding of the meaning and the nature of the selected human resource development (HRD) professionals’ experience of participating in continuing professional development (CPD).

Hermeneutic phenomenology was used as the research methodology. The researcher purposefully invited 14 participants from the members of the Human Resource Development Association of Republic of China (Taiwan). All participants were engaged in HRD or related tasks and had worked at least 3 years in this field. The researcher developed the research texts through face-to-
face conversational interviews with open-ended questions. Each participant was interviewed twice and all interviews were tape-recorded in order to transcribe verbatim into the research texts.

Through thematic analysis of the research texts, several essential themes and subthemes emerged as follows: (1) "I felt changes:" (a) "I felt changes in the business environment," (b) "I felt changes in the HRD field," and (c) "I felt changes in my career." (2) "I felt a drive for learning and development:" (a) "I was preparing for my future," (b) "I desired to keep myself active," (c) "I desired to know more," and (d) "I felt self-challenge or self-actualization." (3) "I felt CPD was part of my working life:" (a) "I learned while working," (b) "I perceived organizational cultures influenced my CPD," and (c) "I built my professional networks," (4) "I felt powerless and frustrated:" (b) "I felt anxious about participating in some continuing learning activities," and (c) "I felt my professional competencies and expertise did not give me power."

Mattson (2001) conducted a study on “The Effects of Alternative Reports of Human Resource Development Results on Managerial Support”.

Managerial responses to human resources development (HRD) results assessments were experimentally investigated as a function of (1) how assessment information was presented and (2) reported HRD program impact levels. Managers (N = 233) read a business scenario in which they were asked to make a decision about whether to implement a development program. Managers
were then exposed to one of nine experimental treatment conditions (assessment report type x reported program impact level). The report types included utility analysis, critical outcome technique, and anecdotal assessment. Results were varied at three impact levels (low, average, and high). Findings of the study showed that managers perceived utility analysis and critical outcome technique reports as almost equally useful in decision-making; however, the anecdotal assessment report was found to be significantly less useful than either of the other to report types. There was no effect of the reported program impact level on the perceived usefulness of the assessment reports for decision-making. Further, there was no interaction between report type and impact level on the perceived usefulness of the reports for decision-making. These findings represent support for presenting managers with information about the financial results of human resource development interventions.

Root (2001) conducted a study on “Entering the Professional Phase of Teaching: Factors Which Impede or Propel Teacher Development”.

The purpose of this study was to examine the major sources of stress and support of elementary school teachers, then to determine how those sources of stress and support influenced teacher development in second – third and fourth year teachers. The study was conducted in one suburban school district located in the southwestern region of the United States.
Findings suggest that second, third and fourth year teachers were focused on developing pedagogical expertise and defining themselves as professionals: Low stress and high support positively influenced teachers development by assessing the teachers in developing awareness of themselves as professionals, and their roles in an educational environs. If stress and support were not carefully balanced, then decreased job satisfaction, withdrawal, or attrition occurred.

**Erickson (2001)** conducted a study on “Morning Conversations: A Study of the Lived Experience of Human Resource Development Practitioners”.

Studies done before 1990 describe the practice of human resource development (HRD) in terms of practitioner competencies. Many graduate HRD programs are based on a 1989 competency model. In the last decade work, workers, and organizations have changed dramatically. The literature review revealed no study describing the live experience of HRD practice. The problem addressed in this study deals with the preparation of graduate students for HRD practice. The research question is *what is it like to practice human resource development today?*

The goals of the study are to describe the lived experiences of HRD practitioners and to provide information for academicians to use in responding to new expectations for the education of HRD practitioners. Three qualitative approaches were used to examine data from the study group of five full – time
HRD practitioners who are also graduate students in HRD. The findings relate to time and change; role conflict; a historical metaphorical shift in the profession from competencies to conversation; working theories about problematic moments; mind activity as the naming of experience; and conversation and reinterpretation of the self.

Al-Khamis (2001) conducted a study on "Human Resource Development in Saudi Arabia: The College of Technology Role in Supplying Skilled Manpower to the Private Sector".

The purpose of the study was to assess the role of Colleges of Technology in relation to human resource development in Saudi Arabia, in general, and investigate and identify factors that have an impact on the hiring Colleges of Technology graduates in the private sector, in particular. Finally, the study also sought to determine the degree of important of each of these factors.

The result of this study revealed that three groups perceived the overall equality of college programs to be good. Other common perception among the groups were the effects of factors such as graduate basic skills, job security in the private sector, and weekend work in the private sector. Common group perceptions regarding the degree of effect of each factor on lowering college graduates employment showed that the graduate basic skills were thought to have a moderate effect, while job security in the private sector and weekend work in the private sector were thought to have a moderate or high effect. Some
different in perception were found among the three groups on factor related to college objective, college programs outcomes, graduate profession, wages in the private sector, daily working hours, and college program variation.

Manering (2002) conducted a study on “Professional Development Schools: A Pilot Project Involving Teaching Fellows and In-Service Teachers”.

Three in-service teachers and three teaching fellows were involved in a Professional Development School (PDS) pilot project in an elementary school district in southern Illinois. In-service teacher were selected after responding to an inner district posting seeking volunteers were selected after responding to an inner district posting-seeking volunteers for the PDS pilot project. The teachers who were selected taught kindergarten, second and fifth grades. They were veteran teachers with five or more years of teaching experience.

It was found in this study that the professional development of participants involved in the Professional Development School pilot project had been impacted by their participation. Participants all agreed that they would select to be involved in another PDS project and that they would encourage other educators to also become involved.

The purpose of this survey study was to obtain data pertaining to the Beginning Teacher Support and Assessment Program (BTSA) in the Baldwin Park Unified School District. The investigation was conducted to gain insight about the aspects of the BTSA program that had been perceived as most beneficial to new teachers. The Baldwin Park Unified School District offers mandatory and optional training for new teachers. The study was concerned with those activities that 50 beginning teachers perceived as most helpful for both personal and professional satisfaction.

Conclusions are (1) as indicated by the responses to the survey from, most new teachers' perceptions to the BTSA program were positive in nature. (2) In general, the greatest number of new teachers and support providers met bi-monthly in person. (3) Overall, most beginning teachers indicated that the BTSA program had been instrumental to their effectiveness as a teacher. (4) Nearly all BTSA participants planned to remain in the teaching profession for the next five years. (5) Most of the beginning teachers found that the on-going workshops and seminars were very helpful. (6) The most effective aspects of the BTSA program was meeting with a support provider. (7) The least effective aspect of the BTSA program was the amount of paperwork required. (8) Less paperwork would gain additional support for the BTSA program.
Schroeder (2002) conducted a study on “Faculty Change Agents: Individual and Organizational Factors that Enable or Impede Faculty Involvement in Organizational Change”.

This qualitative case study identified individual and organizational factors that enable or impede faculty involvement in organizational change. The study examined participation in a faculty development program as one of the primary factors enabling involvement in change.

The results of the study determined that a number of individual and organizational factors influence faculty involvement and interact in a dynamic interplay. Faculty change agents tapped existing or created organizational and individual factors to enable their involvement as change agents. Those with sustained involvement worked within the existing cultural values and norms. Faculty development in general, from a variety of sources including CCLE, figured prominently change provided a basis for teaching practice changes, and created credibility among peers. CCLE helped faculty approach change as learning, and enabled how they were involved in change.

Coe (2002) conducted a study on “The Practices and Perspectives of Teachers Trained in a Comprehensive Staff Development Model: Ten Years Later”.

The purpose of this study was to add understanding about staff development models and the potential impact they can have on personal and professional growth, to better understand the change process at a systemic and individual level, and to help understand what happens personally and professionally to individuals who are trained to act as change agents.

Local context plays a key role in the success or failure of programs, including the founding and the demise of the Cadre Program. Cadre members became change facilitators as a result of the confidence gained when their practice improved. They better understood the change process as a result of participating in change initiatives.

Smith (2002) conducted a study on “Instructional Technology in Tennessee K-12 Public School Classrooms: A Training Needs Assessment”.

Despite more than a decade of investment on instructional technology in Tennessee schools, classrooms have remained essentially unchanged. Since teachers are the primary gatekeepers of any classroom innovation, the purpose of the study was to examine their access to and experience with instructional technology, assess their past training experiences and future training preferences, and evaluate the impact of demographic issues on their use of technological tools.

Information was gathered through a survey instrument sent to 247 Tennessee who teach in “21st century” or “technology-rich” classrooms.
teachers returned the survey (78%). Data were analyzed using frequency 
tabulation, chi-square, ANOVA, and post-hoc Duncan's Multiple Range. Data 
were reported and conclusions drawn around the following questions:

What kinds of instructional technology were present in Tennessee 
teachers' classrooms and how were the tools used? Teachers described 
widespread access to computers, Internet, and electronic mail at home and at 
school. Respondents felt "very well informed" with the classroom use of 
electronic mail, the Internet, and instructional software.

What attitudes, knowledge, and skills related to specific technologies and 
training were identified by educators? Most teachers used full day or half-day 
in-services, after school workshops, talk with other teachers, and independent 
study to learn more about instructional technology. Hands-on conference 
sessions and full-day in-services scheduled at the beginning of the school year 
were most preferred for future training experiences. In general, teachers 
pREFERRED to attend hands-on training taught by fellow teachers in their school's 
computer lab. Sixty-five percent assessed themselves at the "intermediate" level. 
Sixty-one percent felt technology has had an extensive impact on their students 
learning.

In what ways did personal demographics relate to the use of instructional 
technology by respondent teachers and their students? Analyses revealed that 
technology use in classrooms was greater when teachers self-assessed at higher
levels. Teachers and students used technology more in classrooms where teachers felt technological tools had an extensive impact on student learning.

To help facilitate the process of integrating technology into Tennessee classrooms, in-service training, workshops, and conferences using methodologies, formats, trainers, and timeframes that are more consistent with teacher preferences should be scheduled.


The purpose of this study was threefold: (a) to develop a practitioner/researcher validated list of professionals, responsibilities and the HRD and OD professional responsibilities as perceived by the HRD and OD professionals, (b) to investigate the possible relationship between the professional responsibilities as perceived by HRD and OD professionals.

This study provided profile information on HRD and OD practitioners and researchers and developed a prioritized listing of professional responsibilities as perceived by the professionals. It showed that there is an overlapping interdependence between HRD and OD professionals and revealed that 70% of the identifiable professional responsibilities are similar in both professions.
Gill (2002) conducted “A Study for Improving the Selection Procedures for Assistant Principals in the Inglewood Unified School District”.

The purpose of this study is to examine and analyze the personnel selection process used in the selection of High School Assistant Principals in the Inglewood Unified School District and to make recommendations for improvements to District’s Human Resources Department. There is the expectation that the selected candidate will assume leadership in some critical areas in a short period of time, however this study found in most cases the successful candidate had insufficient knowledge and/or skill to independently perform the duties of Assistant Principal, as identified to the position announcement. By selecting candidates who do not have the necessary training and background to meet the position qualifications, the effectiveness of the school site administrative team is seriously reduced.

Findings of the study indicate that a high percentage of Inglewood High School Faculty that responded were unaware of the process to be selected as High School Assistant Principals. Another finding is that a high percentage was not academically qualified for the position, however they expressed a willingness to participate in a district-sponsored program to acquire academic qualifications.
Merwe and Carel (2002) conducted a study on “Human Resource Development as a Management Task of the Management Team of Colleges of Education in the RSA”.

The training of quality educators at colleges of education in particular, can only be optimally reached when trainers are academic-professionally competent for their task. The same criteria also apply to staff of training support services who are mainly responsible for administrative tasks.

The top level and middle management of a college of education should carry the management responsibility (management task) in order to optimally training and development, within organizational context, its human resources.

In view of the above-mentioned points of view as well as the scientific point of the departure that human resource management is a sub-science of education, human resources development: as management task of the management team (top-and middle management) at colleges of education in the Republic of South Africa, is investigated and addressed.

The dilemma concerning human resource development at a college of education in view of guidelines, has been thoroughly researched, both through a literature study on human resource management and development and an empirical study.
Human resource management and development is placed in perspective by referring to the areas in human resource management.

In order to identify and therefore address problem areas, human resource development should be preceded by a determination and analyses of needs.

The empirical research showed that the optimal development of human resources through training and development, is relevant in the following areas, namely, (1) task performance development; (2) career development; (3) professional development; and (4) personal development.

A through reflection on the choice of general and specific training and development methods and techniques and the implementation thereof on a continuous basis, serve as instruments for optimal implementation of resource development.

The research based on a literature study and empirical study resulted in the provision of guidelines for human resource management with reference to human resource development as a management task for the management team. The realization of aims, the solution of the dilemma as well as the specific conclusions reached, confirmed the accuracy of the research.

Roy (2002) conducted a study on “The Influence of Class Size Reduction on Teachers Instructional Strategies and Perception of Instructional Support”.
Researchers, policy makers, educators, and economists cannot agree on the influence of class size reduction on student achievement, instructional strategies, and implications for teacher professional development. This study compared the use of specific teacher instructional strategies prior to and after the implementation of the California Class Size Reduction initiative to determine whether significant differences occurred. Secondly, it investigated teacher perceptions of instructional support during participation in the Class Size Reduction Initiative.

This study indicated that primary teachers in the first year of class size reduction used grouping and diagnostic practices, and strategies that provided individual student attention with greater frequency and variety than they did when they taught larger classes. Furthermore, primary teachers in the second year of class size reduction used grouping and diagnostic practices and strategies that provided individual student attention with greater frequency and variety than they did in the first year of class size reduction.

Teachers perceived that there was frequent and useful instructional support during participation in class size reduction, which aided in the use of specific instructional strategies. At the same time they viewed the number and structure of staff development opportunities as a hindrance to the smooth implementation of the class size reduction initiative.
Rucker (2002) conducted a study on “The Relationship Between a Community Awareness Project and the Level of Cultural Sensitivity of Pre-Service and In-Service Teacher Education Students”.

As the enrollment of culturally and linguistically diverse children continuously creeps upward, the chasm between the culture of the children and the cultures of the teachers they are meeting in the classrooms continues to widen. Strategies that lead to a decrease in the dissonance between the two groups must be provided.

The statistics reveal that the community awareness project used in this study did not significantly change attitudes. The qualitative research, however allows for speculation that teachers are interested in becoming more culturally sensitive. Recommendations are made as to how colleges of education can meet the needs of pre-service and in-service teacher education students, and consequently the needs of culturally and linguistically diverse children. The recommendations include testing for cultural sensitivity of education majors, more aggressive recruitment efforts of people of color and those interested in working with diverse communities, integration of multicultural content in all classes, and expanded collaboration with urban school districts enrolling students from diverse background.

Friedrich (2002) conducted a study on “Generating Knowledge for Practice: Joint Work Among Teacher Professional Development Organizations”.

Dissertation examines how teacher professional development organizations (PDOs) exchange information and create knowledge as they work together.

PODs and their staff generate knowledge as they observe and participate in each other’s work over time and in multiple venues. Gaining direct experience with other’s practices comprises a key element of generating knowledge of unarticulated knowledge. When PDOs and their staff interact informally in the same setting, they develop a deep understanding of the contexts in which they work. As they participate in other’s work, participants gain both tacit and explicit knowledge about each other’s practice. When they synthesize their practices, they create new strategies, ideas and practices. These interactions occur as ongoing processes through which knowledge accumulates and deepens over time. These new understandings contribute to PDOs’ ability to support teacher learning and to tailor their strategies to better schools’ and teachers’ needs.

Shudak (2002) conducted a study on “Performance-Based Assessment: Teacher Perceptions of Implementation and Related Potential Outcomes”.

The purposes of this study were to determine (a) whether and to what extent teachers perceptions of a district-wide performance-based student assessment program (PBA) correlated with teacher demographics (sex, age,
years in the district, years teaching, regular or special education, grade level/subject area taught, elementary or secondary assignment, year of undergraduate degree, and highest level of education attained); (b) whether and to what extent teachers perceptions of the implementation of PBA correlated with their perceptions of PBA’s effects on teaching behaviors, professional identity, relationships with others in the profession, and student achievement; (c) the extent to which teachers felt the implementation was successful and their recommendations for improvement of the implementation of PBA.

The results of this study were as follows: (a) teachers with 20 or more years of teaching experience in the district viewed the implementation significantly more positively than teachers with less than 2 years experience in the district; regular education teachers viewed the implementation significantly more positively than special education teachers; and fourth grade teachers viewed the implementation significantly more positively than secondary, non-core, non-special education teachers; (b) significant positive correlations existed among teachers’ perception of the implementation of PBA and PBA’s perceived effects on classroom teaching behaviors, professional identity, relationships with others in the education profession, and student achievement; (c) respondents did not feel strongly one way or the other as to the implementation’s overall success but submitted recommendations that were summarized in the following needs: more modeling in the form of sample tasks and useable tasks tied directly to instruction, more support from administrators, more time to learn the
implementation and to develop, administer, and score PBA tasks, more training at the onset and continuing throughout, and more accountability for both teachers and students.

Hardesty (2002) conducted a study on "Professional Induction of Teachers: A Study of Student-Supervisor Dialogue Journals".

The purpose of the study was to reveal the mechanisms by which a university supervisor leads five student teachers to reflective professionalism in dialogue journals used during the final field experience of a two-year graduate teacher preparation program for teachers of children who are Deaf and Hard-of Hearing.

The results showed that the concerns of the student-teachers clustered into four themes, completion of requirements, competence in practice, caring in field experience relationships, and practical and ethical conflict resolution. In addition, the supervisor met her objectives of forming educational relationships and providing a model of teacher-like thinking and problem solving through use of a variety of strategies, both direct and indirect, within a collegial milieu.

The conclusions are that dialogue journals provide unparalleled opportunities for thoughtful reflective conversation, providing as they do, built in wait-time. In addition they provide teacher educators with opportunities to be directly involved in the education of children through problem solving with the
student teachers, thus maintaining their credentials as authentically experienced teachers.

Holland (2002) conducted a study on “How Human Resources Managers and Supervisors Value the Change that Skills Assessment Testing is Making in Hiring and Training Practices in the Workplace”.

Study looked at how human resource managers and supervisors value four promised benefits of the system. American College Testing offers that using Work Keys will enhance job matching, reduce hidden costs, reduce the threat of discrimination charges, and improve communication with educators.

He observed that those involved in hiring and training do indeed value each of these promised benefits. In varying levels of agreement, they also feel that such testing does what is promised. Human resource managers and supervisors in his study also value testing more as a screening tool for hiring and less as a training tool. Also, skills assessment testing is changing the workplace for the employee as it shows signs of challenging the tool of the interview as the paramount one to used in the hiring of applicants. For the aspiring employee, the best promise likely is that of improved communication between business and education. This holds forth the opportunity to widen labor pools when employment is available, broadening networks from favored employee-referral into the classroom. For human resource managers, the skills assessment testing promise that is most attractive may be that of reducing discrimination charges.
Human resource managers said skills assessment testing is indeed reducing hidden charges but are unable to quantify this in terms of dollars and cents. Finally, human resources managers offered favorable impressions regarding the promise of skills assessment testing to make better matches between companies and employees.

Laird (2002) conducted a study on “An Interactive Qualitative Analysis of Health and Student Development in College Freshmen”.

Purpose - The purpose of this study was to examine the health and student development of a sample of college freshmen through the use of Interactive Qualitative Analysis (Northcutt, et al.).

Significance - Research has shown that college students, particularly freshmen, experience transition as they move from adolescence into young adulthood. During this time, students may be at risk for developing factors related to their health, which may be detrimental to their development as students and adults.

Moussiaux, (2002) conducted a study on “Survey of Teacher Induction Programs Regarding the Value and Effects of Specific Elements and Activities”.

The purpose of this study was to develop a survey instrument to assist school districts in determining the value and effects of specific elements and activities for the development of successful model induction programs.
The study showed that there were differences in perceptions of effective program elements and activities between novice teachers and mentor teachers and between novice teachers and administrators. There were no differences found between administrators and mentors perceptions.

The study also showed that there is a significant relationship between adherences to elements and perceived effectiveness of the induction program. Schools that adhered to the most induction program elements perceived the induction program as most effective.

There was a difference between adherences to induction program elements and teacher retention. The two variables are related to each other.

There were differences in perceived effective elements and the amount of time spent in the program. The respondents that have spent one year in the program perceived the program elements most effective.

There were differences in perceived effective elements and gender. Males perceived the program elements more effective than females.

There were differences in perceived effective elements and age. Respondents age between twenty to thirty perceived program elements as most effective and respondents between the ages of sixty and over perceived the program elements as least effective.
There were no differences found in the perceptions of effective program elements and ethnic background, individuals coming from other professions, individuals teaching elementary verses secondary, or individuals coming from different content area majors.

Smith (2002) conducted a study on “Teacher’s Perceptions of Staff Development Activities”.

This purpose of this study was to investigate the relationship between teachers’ perceptions of staff development and their perceptions of the communication climate at different building levels: elementary, middle, and high schools. Three research questions were posed to determine the perceptions of teachers toward staff development at the three building levels; elementary, middle and high schools.

This study was significant because by understanding the relationship between teachers’ perceptions of in-service programs and building administrators can establish programs to improve staff participation in in-service programs, the types of in-service programs that are important to staff, and the communication climate that encourages staff participation in staff development programs.

Dickerson (2002) conducted a study on “The Institutionalization of Educational Reform: Sustaining an Effective Educational Program”.
The purpose of this study was to examine the key factors associated with sustaining an effective educational program. The primary research question was: How did the Bright Beginnings: Fantastic Follow Through program sustain itself for more than 25 years? The secondary research questions asked in this study were: (a) what role did the school context play in sustaining the program; (b) what role did leadership play in sustaining the program; (c) how did the school culture affect sustaining the program; (d) how did the implementation, continuation, and evaluation phases of the change effort affect sustaining the program; and (e) what effect, if any, did external factors have on sustaining the program?

Materials gathered during the in-depth interviews were transcribed and analyzed after the interviews were completed. First the researcher read the transcribed interviews and hand-coded the consistencies and emerging themes onto a large chart. Second, a matrix was made of the hand-coded data using a word processor. Third, the researcher identified themes, common patterns and important stories shared by the participants regarding the elements to the institutionalization of an educational program. Discussion of the summary, conclusions, implications for practice, and recommendations for further research are provided in chapter five.

Dreyer (2002) conducted a study on “Teacher Training for Outcomes-Based Education in South Africa”.
This study was undertaken because of the realization that a new approach to teacher education will have to be followed if teachers are to be empowered to teach within the framework of the new educational dispensation, Curriculum 2005. Because such a change implies a new curriculum for teacher training there is a need for research on how providers will have to adapt their training approach and curriculum to meet the challenges of Curriculum 2005.

The study shows that outcomes-based teacher education has received only scant attention in the rest of the world. It is also shown that the design of learning programmes for outcomes-based education requires a somewhat different approach than traditional curriculum design, where content play such a dominant role.

A model for outcomes-based teacher education is suggested to facilitate the development of such programmes. It is hoped that the model will be of use and that it will contribute to sensible learning programmes, which will empower teachers to function successfully in an outcomes-based education system.

Ray (2002) conducted a study on “Impact of Staff Development Training on Technology Integration in Secondary School Teachers classrooms”.

The purpose of this qualitative study was to explore the relationship between a particular staff development design to explore the relationship between a particular staff development design and the extent to which the
integration of technology in classroom practice occurred after the training. It also noted whether or not teachers who participated in the staff development would become leaders in technology integration.

Findings and Conclusions: Effective staff development to encourage innovative teaching and improved learning should include the following characteristics: teachers placed in an active role, demonstrations, extended time to assimilate learning, hands-on to enable teachers to develop materials, peer observations, collaboration, opportunities for feedback, teachers’ ability to choose activities, and follow-up support. Out of the 12 teacher participants, ten were using technology in the classroom as part of the classroom activities to support the curriculum and enhance student learning. All of the teachers used skills learned at teacher technology training to research in preparation for class and to create instructional materials. Teachers reported a change in teaching using technology: increased access to all sources, especially current sources; shared teaching with experts in the field, reputable Internet sites, and students who presented information; ability to strengthen interest and understanding by presenting information.

This project will serve as “living document” or road map for the growth of the company that will be periodically reviewed and updated and used as a means of maintaining focus on the true mission of the practice.

This study explores the underlying structure of justice perceptions of performance appraisal practices for four organizations (N=88). Twelve multi-item scales, based on the seminal works in the organizational justice literature, were designed to measure the perceived fairness of performance appraisal practices.

The results showed evidence of four distinct but highly correlated justice constructs. The structure provided a consistent fit in the total sample as well as in subgroups comprised of professional (n=92) and paraprofessional and administrative support personnel (n=96). Construct validity for the justice types was further demonstrated through a nested comparison of competing structural equation models. A justice model which differentiated the effects of the four facets on several satisfaction measures provided a better explanation of the relationships than satisfaction measures provided a better explanation of the relationships than a comparison model based on the discrepancy between expected and actual performance ratings. Results supported hypothesized relationships between systemic justice and appraisal system satisfaction, configural justice and appraisal satisfaction, and the social justice forms (interpersonal and information) and supervisor satisfaction. Statistically reliable differences appeared in the pattern of relationships between the subgroups.
Performance discrepancy perceptions predicted satisfaction with the performance appraisal for the professional employees, but not for the paraprofessional and administrative support personnel. Configural justice was less strongly related to appraisal satisfaction in the administrative subgroup than for the professional subgroup.

Greene (2002) conducted a study on “Pre-Service Teachers and the Teaching of African American Children”.

The purpose of the study is to analyze the attitudes and perceptions of pre-service educators as they concern the teaching of African American children.

The study tells the story of how perceptions and attitudes of the participants evolved particularly as they relate to the teaching of African American children. During the course of the study, preconceived assumptions and fresh insights on the part of the participants are revealed and analyzed.


This study traced the history of Human Resource Development (HRD) in Taiwan from the 1950s through the 1990s. The author used an historical methodology to review the evolution of HRD strategies and policies adopted by the government, private and public enterprises, civic organizations, and research
institutions in Taiwan. The purposes of this study were to trace the history of HRD in Taiwan since the 1950s, identify HRD patterns from the history of HRD in Taiwan since the 1950s, and post an HRD definition that is derived from the history of HRD in Taiwan.

Three factors have been fundamental in shaping Taiwan’s development of HRD: (1) Dr. Sun Yat-Sen’s teachings, (2) The government’s commitment to development of human resources; and (3) the pragmatic and pluralistic approaches adopted in policy formulation.

Thompson (2002) conducted a study on “A Descriptive Evaluative Model of Teacher Education”.

The purpose of the project is to extend the research literature base on the attrition and retention rules of teachers. The study investigates the main factors affecting attrition in the teaching profession. For various reasons some teachers stay in the profession while others leave, What is inherent in the teaching profession that makes some teachers stay while others leave and become disenchanted with the teaching profession? This study analyzes the potential effects of a beginning teacher induction program teacher -developed resource guides, a supportive educational community, positive working conditions, and teacher leadership on the attrition rate of teachers. The review of the research and evidence from teacher interviews indicate numerous causes for high teacher attrition.
General conclusions derived from the study show that beginning teachers and experienced teachers react favorably to teacher-developed resource guides, proficiency lists, and research articles. In addition, beginning and experienced teachers perceive a need for beginning teacher induction programs and school/district resource centers. The beginning and experienced teachers agree that colleges of education are not adequately preparing them for the rigors of today's classroom. Furthermore, beginning and experienced teachers' responses indicate that student teaching should last an entire school year, and student teachers should be compensated for student teaching. The beginning and experienced teachers' responses indicate that both groups are committed to remaining in the profession and are willing to participate in a beginning teacher mentor program. Both teacher groups demonstrate the capabilities of producing a framework for teacher competencies and standards for effective practices.

The implications of the findings are related to recent efforts to devote resources to work with beginning teachers as a way not only to reduce teacher attrition but also to improve the foundations for educational reform and performance improvement.

Human resource scholars and practitioners are calling for the engagement of human resource professionals in organizational change. This research examined the efficacy and phenomenology of the activities of nine human resource professionals who are beginning to serve as change agents. A nine-step model for addressing the human elements essential to implementation of change was used as a framework for data gathering. Data were collected from nine human resource professionals, 25 of their customers, and the human resource director who is responsible for managing the professionals. The investigation focused on the perceptions of participants with respect to (a) the dimensions of the human resource professionals’ roles, (b) the importance of the change dimensions, and (c) the perceived performance of the human resource professionals as change agents.

Customers focused on service delivery. The professionals focused on delivery and pursued inclusion as business partners. Overall, all raters perceived the nine change dimensions to be somewhat important, indicating they believe the human resource professionals should be involved in the change role. The 25 customers’ ratings of importance are significantly lower than the ratings provided by the professionals and the human resource director. All raters combined perceived overall performance as neutral. All raters combined perceived four of the nine professionals to be somewhat effective in the change agent role. Collectively, the professionals were involved in all elements of the change model, but individually did not appear to consider change as a process.
that can be managed and accelerated. The professionals focused on delivery of traditional human resource products and services, but were becoming more engaged in strategic issues.

Davis (2002) conducted a study on “Perceptions of New Teachers and Building Principals Regarding the Effectiveness of Site-Based Teacher Induction”.

The purpose of this study was to determine the perceptions of new teachers and building principals regarding the effectiveness of site-based teacher induction practices and compare the differences in the perceptions of these two groups. The induction practices in the study related to three areas of concern in teacher induction: reasonableness of teaching and extra duty assignments, colleagues’ support, and adequacy of feedback and encouragement provided by building principals.

Two hundred and fifty-four new teachers and twenty-eight building principals participated in the study. Data was collected through a survey instrument with statements that represented specific induction practices.

The findings of the study indicated a statistically significant difference in the perceptions of new teachers and building principals in all three areas of concern. In the area of reasonableness of teaching and extra duty assignments, building principals perceived these to be reasonable, while new teachers did not.
New teachers and building principals did perceive the new teachers' colleagues to be supportive. However, building principals had more positive perceptions than did new teachers. Regarding the adequacy of feedback and encouragement provided by building principals, both new teachers and building principals perceived the level of feedback encouragement to be adequate, but new teachers' perceptions were less positive than the perceptions of building principals.

**Hensley (2002)** conducted a study on “First – Year Teachers Perceptions of What Constitutes Effective Induction Programs in North Carolina”.

The purpose of this study was to determine the characteristics of induction programs in North Carolina's public school systems and how first-year teachers who participated in these programs perceived them. This study examined the perceptions of a select group of North Carolina teachers in order to begin formulating a description of first-year teaching experiences.

The findings of this study indicated there were statistically significant differences in perceived helpfulness between school levels and gender with induction program/activity, metro program/activity, administrative support and overall assistance/components.
Jares (2002) conducted a study on "An Analysis of Induction and Support Strategies Identified by Selected Newly Appointed Suburban Cook County Elementary School Principals".

This study was conducted to determine induction and support strategies newly appointed principals identified as having a positive effect upon their professional understanding of their elementary school principal ships in suburban Cook County.

Findings of the research identified that principals reported a difference between teacher and principal induction practices with a higher emphasis placed upon teacher induction. Principals reported acquiring information from participating in informal and usually self-initiated activities. The greatest agreement between principals for an induction practice supported a mentoring approach. The design reported, although supporting a mentoring approach in theory, realistically provided merely contact. Consistent recommendation characteristics were mentors be trusted by the protégé, an experienced principal in the same district and interactions be topically arranged in a sequential, continual manner.

Lutz (2002) conducted a study on "Organizational Support for Staff Development: Exemplary Practices in Education and the Private Sector".
This dissertation examines the extent to which exemplary practices in the public education sector and in the private sector is the result of strong organizational leadership and institutional support for continuing education. Utilizing a combination of case study research and comparative analysis, this study uncovers both similarities and differences in how decisions are made, how resources are allocated, how organizational cultures change and what incentives are in place to support the transformation and successful implementation of professional development in the public education sector and in the private sector. The study findings are intended to add to the knowledge base around teacher professional development in at least two ways: (1) provide data on the relevance of the private sector experience for education, and (2) increase our understanding of how organizations support or fail to support a work culture that values ongoing education.

Moore (2002) conducted a study on "A Study of the Perceptions of Teachers and Administrators Concerning the New Jersey Professional Development for Teachers Initiative".

This study was based on the premise that teachers' beliefs regarding professional development influence their decisions to participate in professional development activities. The primary focus of the research was to describe the perceptions of teachers and administrators regarding the New Jersey Professional Development for Teachers state policy initiative. Questionnaires
were used to explore how teachers and administrators perceived each of the different forms of professional development included in the What Counts? State guidelines with respect to its potential impact on enhancing teacher capacity. Additionally, teachers were asked to professional development and whether or not it was included in their individual Professional Improvement Plan. Additionally, administrators were asked questions relating to the implementation process.

The findings of this study suggest the importance of teacher and administrator beliefs regarding professional development, the need for contouring professional development toward teacher needs, and the need for tightening the current policy with regard to what counts as professional development. Further research is needed to investigate other factors such as organizational culture, funding, and leadership styles on teachers’ decisions to participate in professional development.

**Oberlander (2002)** conducted a study on “Effects of a Professional Development Program to Prepare Teachers to us Problem Based and Technology-Enhanced Learning Strategies”.

The purpose of this study was to explore the impact of a systematic effort to support a group of K-12 teachers in adopting technology-enhanced Problem-Based Learning (PBL) strategies in their classroom practice. With Grabinger’s Rich Environments for Active Learning (1996) providing the conceptual
framework for the training context and the ADISC Model of Technology Integration (Lasely, Matczynski, & Rowley, 2002) providing a conceptual link for integrating technology into the PBL training, ITEL partner Schools Program trained a class of in-service educators.

The demographic survey revealed the two groups were similar in technology goals and objectives, although older, more experienced teachers comprised the intervention group. A t-test indicated a statistically significant difference between group mean scores on the RBI (29) = -2.11, p<0.05. Teachers used the ADISC models from the training in their own unit design and implementation. Interviews with technology coordinators and selected teachers detail the progress and challenges of implementing PBL Units.

Dixion (2002) conducted a study on "The Relationship Between Human Resource Management and Organizational Effectiveness in Non-Profit Sport Organizations: A Multi-Level Approach".

The purposes of this study were to propose a model describing the critical pathways for the relationship between HRM system sophistication and organizational effectiveness and to test this model in a specific setting: NCAA Division III athletic departments.

ANOVA and MANOVA were utilized to examine the relationship between HRM sophistication groups and individual, group, and organizational-
level outcomes. Results supported previous findings in that HRM sophistication was related to athletic achievement at the organizational level. It was not, however, related to academic achievement. Furthermore, HRM grouping was not significantly related to individual-level outcomes. Within and between analyses showed that athletic departments could be conceptualized as "parts" or heterogeneous groups. Using the departmental averages for outcome variables, MANOVA results revealed that HRM sophistication was not significantly related to group-level outcomes.

Multiple regression analysis indicated that both individual and group outcomes explained a very small, but significant amount of variance in organizational effectiveness. Furthermore, the relationship between attitudes and athletic achievement was completely mediated by performance at both the individual and group level. The discussion presents both practical and research implications from the findings as well as limitations and directions for future research.

3.3 Conclusion:

The previous studies on human resource development climate, performance appraisal, in-service and induction training, teacher educators training needs and professional self development revealed as below;
1. Studies on human resource development and educational planning revealed that employee development in a clear statement of mission; have new staff orientation and opportunities for career development; plan effectively for change; reward innovation; hold managers accountable for providing development opportunities for staff; and cultivate an environment which provides constructive challenges and opportunities for staff creativity.

2. HRD is an academic hybrid – a well spring of several established disciplines and graduates programmes have evolved without long term strategies geared to the market for HRD personnel. HRD programmes are not limited to large urban universities but are emerging in small rural colleges.

3. Performance appraisal studies revealed that the college performance could be judged through academic performance-teaching and research, curricular and extra curricular activities and extension services.

4. In-service education findings revealed that there were some measures of association, though not very strong, between the qualifications of secondary teacher-educators and their in-service education proneness. There was a small measure of association between the teaching experience and the in-service education proneness of teacher-educators. In view of the emerging curricular changes at the school level and subsequently at the
teacher education level, the in-service education courses required by secondary teacher-educators were identified. By and large, there was congruence between the qualifications and the instructional allocation, except in the case of those secondary teacher-educators who were involved in the teaching methodology of teaching geography as they did not have any degree in geography.

5. Results from the studies indicate that beginning teachers have a positive perception of the new teacher academy. Suggestions concerning where the academy can be improved are offered. In addition, the beginning teachers explain how the induction process has helped them successfully in adjusting into the teaching profession. Extrapolation of the information presented by the beginning teacher provided an induction framework, a listing of induction components that beginning teachers find helpful to the induction process. Most of the beginning teachers found that the on-going workshops and seminars were very helpful. The results of this study indicate that various perceptual differences exist between new teachers, mentor teachers, and induction programme coordinators regarding the participation rates, availability, and the helpfulness of the induction activities.

6. The studies on teacher educators training needs demonstrated the impact of the participatory organizational model on personal development training at
three levels; ideological, organizational, and cross-national. The empirical analyses explain both the historical changes and contemporary diversity in employee training.

7. Professional self development studies found that administrator, faculty, and staff respondents wanted more computer-related information/skills and information on methods for improving service to or working with culturally diverse people, institution should encourage and facilitate development and continuous learning of personnel, administrators expressed most interest in workshops on problem-solving strategies, team building, and priority setting and faculty and classified staff perceived salary incentives for participation in staff development as important, compared to the administrators.

8. It is found that the professional development programmes for middle school teachers contributed to personal and professional growth, facilitated the development of a new "culture" of advocates for young adolescents in the school district, and provided an impetus for teacher-initiated change in their middle schools.

9. The studies concluded that power, partnership and professionalism must be part of the design, development and implementation of needs-based teacher professional development. The research encouraged school districts to from
a staff development committee to serve as the facilitators of teacher professional development.

Research investment is needed to find out the worth of 'money and time' invested to bring human resource development in teacher educators in teacher education colleges. The research studies undertaken in India on human resource development are only few and some studies are conducted abroad.

Hence, the present investigation aims to study the human resource development of teacher educators in secondary teacher education colleges.