

ABSTRACT

**POLICY FORMATION FOR STAFF DEVELOPMENT:
PERCEPTIONS OF IN-SERVICE TRAINING HELD BY
PRIMARY SCHOOL TEACHERS AND THE PROFESSIONAL STAFF AT
CENTRAL ADMINISTRATION**

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The study sought to investigate the perceptions of two sectors of the Ministry of Education, namely those of primary school teachers who had been participants of in-service training programmes which came under the sole aegis of the Ministry of Education and those of Professional administrative staff of the Head Office. The main point of comparison was the input of primary school teachers into the policy formation process in the area of In-service training.

The data collected came from 120 teachers drawn from the Valsayn Teachers College, graduates of Corinth Teachers College and participants of programmes run by the Ministry of Education during July to August 1989. Thirteen members of the professional administrative personnel at Head Office were interviewed.

Simple statistical measures of percentages and cumulative frequencies were used to analyse the data. The methods of content analysis were also used.

Findings indicated data are generated mainly from the Head Office based on the perceived needs of the system.

- Head Office personnel saw themselves as being part of this process.
- Primary school teachers will like to participate in a number of areas, most notably, in that of the subject areas of in-service training programmes.
- Professional administrative staff saw the teachers input as formalized and carried out by the representative bodies.
- Impact of the factors of experience, age and gender and programme were inconclusive.
- There were some areas of congruence and divergence, among the views of both groups. Both teachers and Head Office personnel noted that teachers' ideas are rarely sought. They agreed that more input was needed but disagreed on the form this input should take.