

## The Role of School Inspectors in Implementing the In-service Training Program

Dr. Imad waragh  
كلية الآداب يفرن- جامعة الزنتان

**Abstract:** the role of inspector is seen as a strategy to monitor and develop the education quality. The purpose of this study is to explore the role of Libyan secondary school inspectors in implementing the in-service training program offered by the government. A total of 31 English language teachers completed a questionnaire. Results revealed that the role of inspectors is passive in some aspects of implementing training programs because the Center of In-Service Training in Libya focuses on training teachers rather than inspectors. Therefore, inspectors need to be effectively involved in the process of training programs to meet teachers' needs, develop and update teaching skills. The findings prompt a re-thinking about the role of inspectors in implementing the in-service training programs to provide great insights into the education in the Libyan context.

**Keywords:** Inspectors, in-service teacher training programs, a questionnaire.

**المخلص:** ينظر إلى دور المفتش على أنه استراتيجية لمراقبة جودة التعليم وتطويرها. الغرض من هذه الدراسة هو استكشاف دور مفتشي المدارس الثانوية الليبية في تنفيذ برنامج التدريب المقدمة من الحكومة. أكمل ما مجموعه 31 مدرس لغة إنجليزية الاستبيانات في الدراسة. كشفت نتائج هذه الدراسة أن دور المفتشين غير فعال في بعض جوانب تنفيذ البرامج التدريبية لأن مركز التدريب في ليبيا يركز على تدريب المعلمين وليس المفتشين. لذلك ، يجب أن يشارك المفتشون بشكل فعال في عملية البرامج التدريبية لتلبية احتياجات المعلمين وتطوير مهارات التدريس وتحديثها. تدفع النتائج إلى إعادة التفكير في دور المفتشين في تنفيذ برامج التدريب لتقديم رؤى جيدة حول التعليم في ليبيا.

### 1-Introduction:

School inspection is an important stage to check the quality of education and it helps to achieve the education goals. Therefore, most of the developed countries spend a lot of money and effort to have a

successful education system with goals to be reached by involving effective process. The concept of developing education starts within a process that begins with pre-service training and followed by in-service training programs. "Teachers need in-service training programs to fill in the gaps from pre-service training and for continuous professional development, which keep teachers up-to-date throughout their careers with respect to the skills required in a contemporary knowledge-based society" (Koc, 2016:455).

School inspection is a machine to develop and monitor the quality of education (Mutabaruka et al, 2018). English language teachers and inspectors can use their own experience and training knowledge to improve the education system. However, more training programs are effective for teachers and inspectors as Omar (2014) states that there is a need for in-service training programs for teachers to play an essential role in successful education reform. Also, Amara (2020) confirms that the teacher training has gained much interest since the beginning of the 21st century, and any neglect of that has become a serious issue. The offered training programs for English language teachers need to meet students' needs, context, curriculum, teachers' professional and the role of inspectors. Consequently, school inspection is a way that influences on the quality of performance of individuals and accordingly hence quality teaching/learning (Mutabaruka et al, 2018). As the role of school inspectors is become important in relation to training, this study would focus on the role of school inspectors in implementing in-service training programs in the Libya context.

## **2-Literature Review:**

The development of the quality education is a key component among education policy makers, educators, school leaders, inspectors and teachers around the world. To reach the quality of teachers, training programs are considered as main aspect in developing education. Richards and Farrell (2005:03) refer to the term training as "activities directly focused on a teacher's present responsibilities and is typically aimed at short-term and immediate goals". Also, Kazemi and Ashrafi (2014) define in-service

training as a term used to describe a set of activities and requirements commonly falling under the heading of professional development. School inspection is widely considered as a vital tool for quality education.

It is believed that school teachers training programs have several purposes including a qualified teacher in every classroom, improving teaching knowledge and a successful production of teachers. Training involves understanding basic concepts and principles to apply and demonstrate them in the classroom ( Richards and Farrell, 2005). Moreover, in-service training programs maintain lifelong education for teachers that reflects on their teaching practice and strategies. "The purpose of an in-service teacher-training program is to enable teachers to develop their knowledge and apply this knowledge in the classroom (Koc, 2016:459).

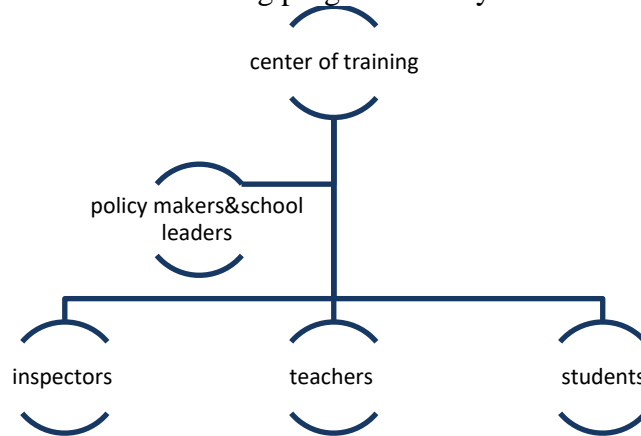
The content of training is usually determined by experts and is often available in standard training formats or through prescriptions in methodology books ( Richards and Farrell, 2005:03). Consequently, "teachers need in-service training programs to fill in the gaps from pre-service training and for continuous professional development, which keep teachers up-to-date throughout their careers with respect to the skills required in a contemporary knowledge-based society" (Koc, 2016:455). Implementing effective training programs require trained teachers and inspectors with support from school leaders. Well-prepared teachers and well-designed in-service training courses are very significant (Kazemi and Ashrafi, 2014).

### **2.1-In- Service Teacher Training Programs and the Role of Inspectors in Libya**

In-service teacher training programs are different from one country to another, based on policies, requirements and need. Like in many countries, Libyan education is in need for training programs for teachers to improve the quality of education. In Libya, training programs offered by Center of In-Service Training under the ministry of education aimed at increasing the knowledge of secondary school teachers. Amara (2020) stresses that effective professional training

**The Role of School Inspectors in Implementing the In-service Training Program**  
**Dr. Imad waragh**

would help teachers acquire the important pedagogical skills to use in their classroom. Also, Amara (2020) indicates that although many training programs have been offered for teachers in Libya, some of them were not found to be effective. This is because the most of training programs focus mainly on teachers rather than inspectors. Therefore, training programs need to be viewed as a process that teachers, inspectors, school leaders, students and policy makers have interrelated roles in this process. The below diagram illustrates the process of in-service training program in Libya.



**Diagram 1: The process of in-service training program in Libya**

Recently, the center provided several in- service teacher training programs for large groups of English language teachers. The purpose of the training program is to develop and update teaching strategies to provide higher quality teachers with better job performance. In-service training has for many years been the driving force behind much changes that has occurred in the area of teaching and learning (Omar, 2014:1).

The Center of In-Service Training in Libya follows particular criteria to select teachers who would join the training program. These criteria cover exams and oral interviews. Selected teachers can be trained sufficiently to achieve effective foreign language teaching and learning (Koc, 2016). It is also a way of updating teachers' skills and

knowledge for improving teaching. To keep up with these changes, teachers need to be trained continuously (Kazemi and Ashrafi, 2014).

In Libya, school inspectorate department conduct several inspections in schools per-year to report on the effectiveness of education and to offer recommendation for improvement. The key purpose of school inspection is to inform the government about the standards and quality, of education provided to the students (Kambuga and Dadi, 2015). The supervision by inspectors is a process which attempts to ensure that teachers follow the provided plan by Libyan ministry of education. In addition, school inspection is conducted to monitor and ensure that teachers follow the educational policy, plan, objectives, and to check that schools are in line with curriculum and standards set by ministry of education. Educational policy in Libya is used to direct educational plans, curricula and teacher training (Tantani, 2013).

In the area of in-service teacher training research, most of studies mainly focus on teachers. As a research conducted by Amara (2020) focuses on the perceptions of EFL teachers of the in-service training programs in Libya. However, this study aims to explore the role of school inspectors in implementing in-service training programs in Libya. Based on the researcher's teaching experience and following discussions with secondary school teachers, I have noticed generally that there is an issue about the role of school inspectors in implementing the in-service training programs. For example, inspectors ask their teachers to finish the units of the book on time rather than focusing on the quality of learning. In response to this, there is a need for the current research to explore and add more important knowledge in the field of in-service teacher training.

### **3-Research Methodology:**

#### **3.1 Research Question:**

This research aims to examine the role of school inspectors in implementing the in-service training program in the Libya setting. This aim is explored in-depth in order to contribute to on-going debates about the role of school inspectors.

To be able to meet the aims set out below, the next research question is posed:

1-What is the role of school inspectors in implementing the in-service training program in the Libya setting?

### **3.2 Research Design and Research Instrument:**

The research design is the important step in the research process in order to have a successful study. Therefore, appropriate methodological a quantitative method is used by employing a questionnaire to collect data about the role of school inspectors in implementing the in-service training programs.

A questionnaire was designed to provide valid and truthful findings from the quantitative analyses employed in the study. The reasons behind selecting this instrument were the nature of the investigation, research question, aim, type of data required and it was suitable for the target population involved in this study. A questionnaire has many advantages in this study as comprehensive data could be collected and a huge amount of data in a short time with less effort. Ten questionnaire items were used in this study to collect information about the role of school inspectors in implementing the in-service training programs. The questionnaire items were clustered to provide valid and useful data.

### **3.3 Participants:**

The questionnaire was giving online to a large number of Libyan secondary school English teachers but only 31 responded to it. The target teachers were from several cities in Libya. This selection was based on the contact with the Center of In-Service Training which provided a list of secondary school teachers who have been trained.

### **4-Results and Discussion:**

The descriptive statistics of the data from the questionnaires would be presented by means of a chart, with a brief description and discussion provided for each one. Quantitative analysis techniques such as graphs, charts and statistics helps to explore, present, describe and examine relationships trends within the data (Saunders et al, 2012:472).

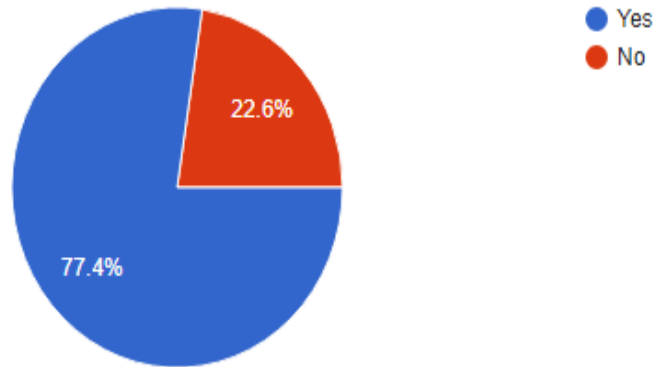
#### 4.1 Training Programs Attended:

The current data show that 90% of teachers have attended training programs to develop their teaching strategies. 41% of teachers have attended one training program, while 29% of them have attended from three to more training programs. This means that most of teachers have attended one training program and this may due to the lack of delivering training programs by the center of training and/or teachers' interest. This indicates that the majority of teachers tend to attend training programs if they are available with support from the training center in Libya. In-service training programs allow the opportunity for teachers to explore their skills, beliefs, attitudes, and to gain new knowledge (Amara.2020). Based on this result, policy makers may increase the number of in-service training programs to meet the teachers' needs to update their teaching knowledge.

#### 4.2 Inspector Monitors and Visits Teachers in Classroom:

The pie shows that 77% of teachers prefer to be monitored by their inspectors, while 22% responded negatively. Similarly, 84% of teachers are visited by inspectors from one visit to more, while 16% of them never had been visited. Teachers would certainly be helped and encouraged by being frequently monitored during academic year. Thus, inspectors can ensure that their teachers implement the training programs. Effective inspection of education is a significant process to develop for the education systems( Gürkana and Deveci, 2013). In-service training has for many years been the driving force behind much changes that has occurred in the area of teaching and learning (Omar, 2014:1). Therefore, the role of inspectors can be more effective when the training programs are seen as a set of steps including center of training, inspector and teacher with multi roles. This would help to increase the role of inspectors in- services training programs.

Figure 1: Teachers' responses about their preferences of to be monitored by inspector during a acadmice year



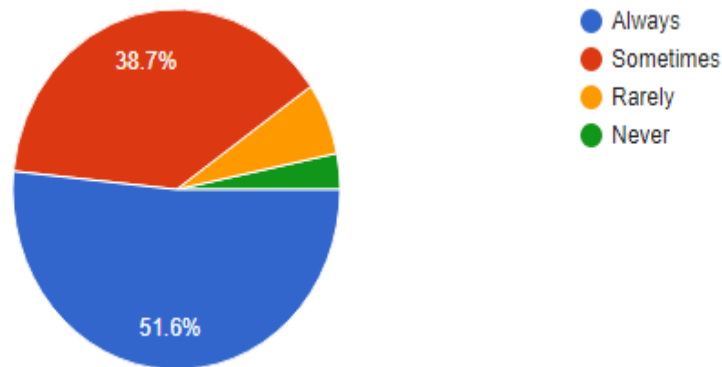
#### 4.3 Training Components:

The following chart illustrates the responses that 90% of teachers generally use training components in classroom. However, the data show that about 71% of inspectors do not ask their teachers to use songs in their teaching. Similarly, 60% of teachers are not asked by their inspectors to use games in classroom. It appears that most of inspectors have a lack of awareness the training components concerning the use of songs and games. The reason underlying this deficiency may be related to inspectors' training and may their ignorance in these techniques. This stresses that inspectors have a passive role and their teachers depend on their knowledge and experience to use training components in classroom. The current result in line with a study by (Amara, 2020) that teachers are in need of constant training during their career to improve themselves to the new global changes. Inspectors of school aim to ensure that each strategy with a set of its activities is used (Mutabaruka et al, 2018). Inspectors should be made aware of the important use of songs and games which reflect on teachers' practice. It should be determined whether these



programs are in line with teachers and learners needs (Kazemi and Ashrafi, 2014).

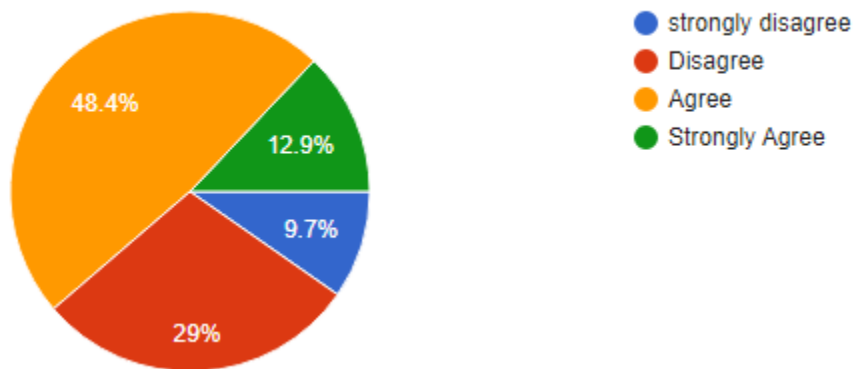
**Figure 2: Teachers' responses to the use of training components**



#### **4.4 Inspectors' Main Goal is to Finish Units of the Book on Time:**

The analysis of data shows a significant result concerning this question that 60% of teachers responded that their inspectors' goal is to finish units of the book on time. This may indicate that focusing on the quantity of delivering lessons rather than the quality of learning. This may lead to impact on the students' learning achievement. It may be worth stating that inspectors need to ask teachers to focus on using the training component effectively rather than finishing units of the book. This quality requires that policy-makers should think of the training context as much as they do with the training content (Amarara2020). The role of inspectors would be supportive, assisting, encouraging, advisory and improving rather than directing (Mutabaruka et al, 2018). The implication is that the inspectors need to change their pedagogical perspectives to meet the students' need.

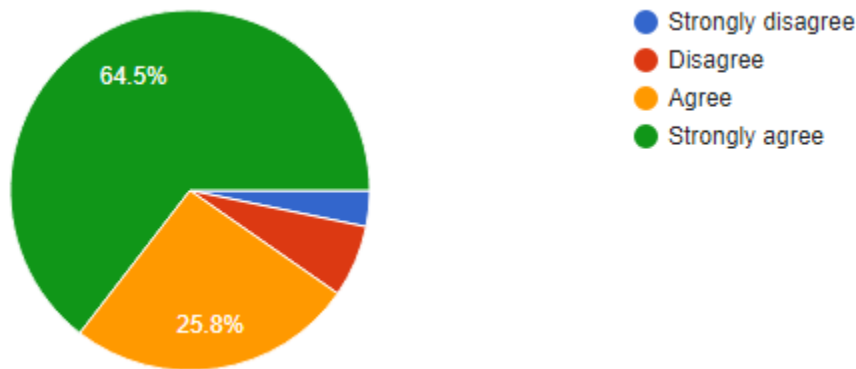
Figure 3: Teachers' responses about finishing units of the book on time



#### 4.5 Inspector Needs to be Trained on the New Teaching Strategies

In this chart 90% of teachers responded positively about their inspectors need to be trained on the new teaching strategies. For this reason, teachers and educational experts should increase their effort in fostering and implementing in-service training in schools so as to improve the effectiveness of development in schools (Omar, 2014). School inspectors would play an important role of improving learning by reviewing plans throughout the Education system ( Mutabaruka et al,2018).From this, more training programs are required for inspectors from the Center of In-services training in Libya in the same line with teachers training programs. This would positively impact on the quality of education in Libya when secondary school inspectors are involved in the in-service training programs.

**Figure 4: Teachers' responses about inspectors need to be trained on the new strategies**



### 5- Conclusion:

As can be seen above, the role of school inspectors in implementing the in-service training programs is important to develop the quality of education. Based on the current findings, Libyan inspectors need to be made aware and trained of the whole range of training programs. The effectiveness of the in-service training is influenced by the role of inspectors, teachers, school leaders and the center of training in Libya. Policymakers in Libya can offer a number of training programs to inspectors during a year to keep them updated and qualified. This would help to use new teaching strategies and eliminate the constraints that are related to teaching English. Moreover, teachers would certainly be helped by being monitored frequently by inspectors during academic year which reflect on their knowledge. The respondents expressed negatively that they were asked by their inspectors to finish the units of the book rather than the quality of teaching and learning. There is clearly a need for inspectors training programs with adequate pedagogical knowledge to focus more on the quality rather than quantity. The focus is not only on the quantity but

**The Role of School Inspectors in Implementing the In-service Training Program  
Dr. Imad waragh**

also on the quality of the in-service training programs. This study highlights the following recommendations: It is suggested further research about inspectors need to be trained on the new teaching strategies to be on the same line with teachers' training. Inspectors' goal is to ask their teachers to finish units of the book on time could be explored. Special focus should be given on other aspects of in-service training in relation to school inspectors.

### References:

- Amara, T. M. (2020). In-service Teacher Training Programs in Libya: EFL Teachers' Perceptions and Training Efficiency. *Available at SSRN 3718659*.
- Gürkan, T., & Deveci, A. (2013). Comparisons of some specifications of the education inspectors in Turkish Republic of Northern Cyprus, Turkey and UK (England). *Procedia-Social and Behavioral Sciences*, 89, 187-192.
- Kambuga, Y., & Dadi, H. (2015). School inspection in Tanzania as a motor for education quality: Challenges and possible way forward. *Review of Knowledge Economy*, 2(1), 1-13.
- Kazemi, A., & Ashrafi, M. (2014). In-service training programs for Iranian EFL teachers revisited. *International Journal of Asian Social Science*, 4(10), 1062-1076.
- Koç, E. M. (2016). A General Investigation of the In-Service Training of English Language Teachers at Elementary Schools in Turkey. *International electronic journal of elementary education*, 8(3), 455-466.
- Mutabaruka, F., Kazooba, C. T., & Kemeza, I. (2018). The Influence of School Inspection to Quality Teaching/Learning of Children in Primary Schools. *Advances in Social Sciences Research Journal*, 5(6) 159-166..
- Omar, C. M. Z. C. (2014). The need for in-service training for teachers and its effectiveness in school. *International Journal for Innovation Education and Research*, 2(11), 1-9.
- Richards, J. C. And Farrel, T. S. C. )2005(. Professional Development for Language Teachers: Strategies for Teacher Learning. Cambridge: Cambridge University Pres
- Saunders, M, Lewis, P and Thornhill, A. (2012). Research Methods for Business Students.6th edition. Pearson Education Limited
- Tantani, A.S.N.,( 2012). Significant relationships between EFL teachers' practice and knowledge in the teaching of grammar in Libyan secondary schools (Doctoral dissertation, University of Sunderland)