

Professional Development on Teacher- Pupil and Pupil- Pupil Interaction in Class Based on Teachers' Perceptions

Refik Çela, PhD Student

Programme Implementation Manager, Save the Children, Tirana, Albania
Email: refikcela@yahoo.com

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Abstract

Based on data by experimental group of teachers it has been resulted that more than half of teachers have not been part of trainings for class climate; a factor that would influence on increasing of positivist and cooperative climate level in class and as a result would influence on pupils' achievements. Research data generated gave us deduction that about the half of teachers have not been part of trainings for interaction in class, a factor that would influence on the level of interaction in class and as a result would influence on pupils' achievements.

1. Introduction

Professional development of teachers or in- service teacher training is one of the most important processes that influences directly on the level of teacher- pupil and pupil- pupil interaction and as a result in promotion of teaching with the pupil in the center that influences on the level of interaction in class, and that supposed to influence on pupils' achievements.

The aim is to find out the role of professional development in relationships between teacher- pupil and pupil- pupil interaction and pupils' academic and social achievements, related to other variables as well.

The paper focus on experimental and control group teachers' perceptions on professional development as a variable that influences in relationships between teacher- pupil and pupil- pupil interaction and pupils' academic and social achievements.

Two measured variables in the study for relationships between teacher- pupil and pupil- pupil interaction and pupils' academic and non academic or social achievements, their results are shown below, there are training for class climate and training for interaction in class.

2. Methodology of Research

The main instrument of research, was structured questionnaire that was made by five dimensions: (1) class climate, (2) teacher- pupil and pupil- pupil interaction in class and pupils' social achievements, (3) teacher- pupil and pupil- pupil interaction in class with pupil's academic achievements, (4) teacher professional development, (5) curriculum.

Besides statistical analysis made to verify the relationships between variables, professional development for class climate as well for interaction in class' frequencies values according to teachers' perceptions are compounded the basis of findings and conclusions of paper.

Teachers' sample has been selected from teachers that teach pupils of, fourth, fifth, sixth grades of schools supported by Save the Children Albania Organization in six counties in the country. Teachers' sample was compounded by experimental and control group. The data came out by two groups has been compared and analyzed.

3. Findings

Two measured variables in the study for relationships between teacher- pupil and pupil- pupil interaction and pupils' academic and non academic or social achievements, their results are shown below, there are training for class climate and training for interaction in class.

3.1 Training for class climate- experimental group

Training for class climate variable values reported by teachers of experimental group are shown in the below table:

Table 1: Distribution of training for class climate variable values- experimental group

No	Training for class climate	Frequencies	%
1	Never	27	13.80
2	Sometimes	75	38.50
3	Frequently	54	27.70
4	Always	39	20.00

Almost 47% of respondent's teachers' experimental group, report that have been part of trainings for class climate frequently or always. Meanwhile about 53% of them report that have been part of training for class climate never or sometimes. This means that more than half of teachers have not been part of trainings for class climate.

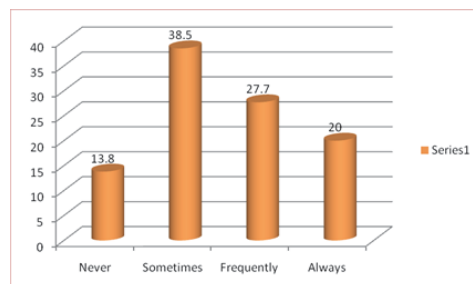


Chart 1: Distribution of training for class climate variable values- experimental group in %.

Statistical constants values of training for class climate variable according to teachers' experimental group: mean 2.5685, median 2.5, standard deviation 1.00966, as well as minimum 1, and maximum 4, confirm tendency in distribution of values frequencies of training for class climate variable according to teachers' experimental group.

3.2 Training for interaction in class- experimental group

Training for interaction in class variable values reported by teachers of experimental group is shown in the below table:

Table 2: Distribution of training for interaction in class variable values- experimental group

No	Training for interaction in class	Frequencies	%
1	Never	37	19.00
2	Sometimes	76	39.00
3	Frequently	46	23.60
4	Always	36	18.50

Almost 41% of respondent's teachers' experimental group, report that have been part of trainings for interaction in class frequently or always. Meanwhile about 59% of them report that have been part of training for interaction in class never or sometimes. This means that more than half of teachers have been part of trainings for interaction in class.

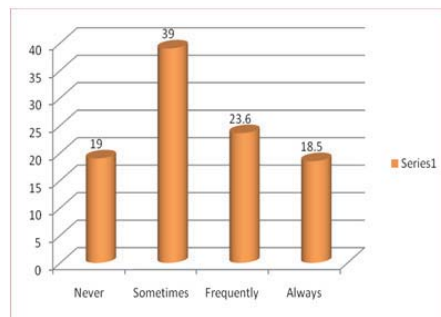


Chart 2: Distribution of training for interaction in class variable values- experimental group in %

Statistical constants values of training for interaction in class variable according to teachers' experimental group: mean 2.4490, median 2, standard deviation 1.01010, as well as minimum 1, and maximum 4, confirm tendency in distribution of values frequencies of training for interaction in class variable according to teachers' experimental group that means that more than half of teachers have been part of trainings for interaction in class.

4. Conclusions

- More than half of teachers have not been part of trainings for class climate, a factor that would influence on increasing of positivist and cooperative climate level in class and as a result would influence on pupils' achievements.
- About the half of teachers have not been part of trainings for interaction in class, a factor that would influence on the level of interaction in class and as a result would influence on pupils' achievements.

5. Recommendations

- Educational institutions for professional development of teachers, central and local, would compile and use long- term, median- term, and short- term programs for professional development of teachers, including class climate programs.
- Educational institutions for professional development of teachers, central and local, would compile and use long- term, median- term, and short- term programs for professional development of teachers, including interaction in class programs.

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