

الدورات التدريبية لمعلمي اللغة الإنجليزية في ليبيا بين الواقع والمأمول

أ. فاطمة التهامي مصطفى التومي ، د. مصطفى محمد الضبيح
كلية التربية جنزور جامعة طرابلس

الملخص باللغة العربية:

يشهد تعليم اللغة الإنجليزية، كلغة أجنبية، في ليبيا بعض التغيرات التي تتطلب بدورها تغييرات في المناهج، واستلزمت تحديثات في طرق وأساليب التدريس، وأدى ذلك إلى إدماج معلمي المدارس الابتدائية والمتوسطة، بل وبعض أساتذة الجامعة، في دورات تدريبية على أحدث استراتيجيات التعليم. ومن هذا المنطلق، تهدف هذه الدراسة إلى ارتباط أهمية تلك الدورات ومدى كفاءتها من خلال استبيان آراء معلمي المدارس وأساتذة الجامعة الذين شاركوا في تلك الدورات، وكانت النتائج إيجابية في جانب وسلبية في جانب آخر. فلقد أثنى المشاركون في هذه الدراسة على فاعلية الدورات التدريبية ونجاحها في تطوير وتحسين أداءهم التدريسي. وفي الجانب الآخر أظهرت الدراسة العجز في تغطية الاحتياجات لمثل هذه الدورات.

In-service teacher training in Libya between myth and reality

Fatima Tuhami Tumi , Mustafa M. Dabia

University of Tripoli University of Tripoli

Email: f.tumi@uot.edu.ly , Email: m.dabia@uot.edu.ly

Abstract

Over the last two decades, English language teachers have witnessed many changes in the way of learning and teaching the language. Such changes were as a result of pre- and in-service language teacher education programs. Therefore, the need of in-service training of teachers must not be underestimated. The focus of this paper is to obtain teachers' voices about the courses offered to them and how important such courses are in enhancing their teaching expertise, skills, and competence. Data for this study was collected through a questionnaire distributed to schoolteachers and university

lecturers who were being offered training courses. The findings indicate that there is a lack of support and encouragement offered by the Libyan ministry of education. Despite this fact, participants held a positive attitude concerning the significance of getting in-service training. Many teachers expressed their favor for receiving more training to develop their professional teaching skills, no matter what educational degree they hold.

Introduction

Teaching is a vital career, but it has become very challenging and more difficult than ever before due to many reasons. Classroom teaching needs to be responsive to the rapidly changing world in all aspects, pedagogically and technologically. Furthermore, "the teaching and learning paradigms have shifted toward learner autonomy and the teacher as a facilitator and manager of the learning process. Teaching and learning are ever more learner-centered and flexible" (Raud and Orekhova, 2017: 19). In this constantly changing profession, there has been a growing awareness of the necessity to improve pedagogy to address the demanding needs of 21st-century students. Many teachers do not have the experience or training to cope with this changing nature of teaching (European Commission, 2000). To confront some teaching challenges that arise every day; teachers need to gain some insights from English Language Teaching (ELT) experts, trainers, and psychologists to update their pedagogical skills. Hence, in-service training is crucial to keep teachers updated and ready to reflect and work to develop their careers. In Libya, the last decade has stressed the importance of ELT. It has been seen as a key to obtaining overseas studying admissions, scholarships, and careers. Thus, improving the provision of ELT at all educational levels became a high priority in the Libyan system. The Libya's 2011 revolution quickly stated "its intention to act upon this by delivering a large-scale reform program in English" (Gray, 2018:4), a neglected subject area by the pre-Gaddafi regime. Indeed, in 2012, the Libyan Ministry of Education, through the General Centre for Training and Education Development (GCETD), set up a program aimed at training English language specialists so that later on these trained specialists would become trainers of real schoolteachers. Such training was based on what is known as cascading. Wedell (2005) explained this approach as typically involving so-called 'master trainers', often from overseas,

training up cadres of local teacher trainers in developing countries via short, intensive courses. These newly qualified teacher trainers are then expected to train other teachers, usually in their schools or institutes.

To this end, the study was conducted to hear voices from master trainers (university lecturers) and their trainees (secondary school teachers) about the training program they attended recently. Moreover, it examines how often teachers participate in in-service programs in Libya. In view of this, the current research paper addresses two main questions:

- How do EFL Libyan teachers and lecturers reflect on their recent in-service training course?
- To what extent do the study participants engage in professional development courses?

What is in-service training?

New teachers graduating from pre-service teacher education programs assume that they are capable of dealing with teaching and can function as professional teachers. They have developed many pictures about how teaching may look like through the discussions and in-class teaching carried out in faculties of education. However, when standing in front of real students in real schools, they will soon realize that they need more practical support beyond the initial training they had in universities. Therefore, it is significant to develop awareness of the need for lifelong learning during pre-service preparation. Teachers need to update their knowledge and learn new skills, so they are mentored and supported throughout their whole teaching career. This means that when the concept of in-service training comes across, two other concepts with mutual meaning should also be clarified, i.e., lifelong learning and continuing professional development (CPD). Osamwonyi (2016: 83) defines in-service training as "the relevant courses and activities in which a serving teacher may participate to upgrade his professional knowledge, skills, and competence in the teaching profession". Lifelong learning means that learning does not end when someone finishes a degree or a program. All skills and knowledge learned through in-service courses or personal development can be considered as CPD. Through in-service training, lifelong learning and continuing professional development, teachers learn new teaching strategies to improve the quality of instruction. This allows them to make changes in

the way they teach their students, incorporating innovative teaching methods in the classroom. They teach them how to work with a variety of learning styles, since not all students learn the same way. They also help teachers change their day-to-day teaching methods, encouraging them to accept new methods based on accurate education research (Amadi, 2012).

Researching in-service training in Libya

Omara (2020) carried out a study that focused on the perceptions of EFL teachers of the in-service training programs in Libya. The study also attempted to find out the impact of the in-service training programs on teachers. A survey was sent to 59 EFL teachers across the country. 10 more teachers were interviewed to find out their views of the training.

The results of the study revealed that teachers found the in-service training programs very helpful, and provided them with new teaching skills. However, most participants complained about the lack of necessary materials and technological devices, without which implementing these new teaching skills and strategies will not be as productive as it should be. Another study conducted by Baba (2017) focused primarily on exploring the nature of current professional development programs implemented for secondary school teachers in the context of Libya. For this purpose, four purposively selected English language teachers were interviewed to explore their views regarding the effectiveness of the professional development activities and their supervisors.

Findings of this investigation indicated that Libyan supervisors are doing well in terms of implementing professional development programs in their respective schools. However, teachers reported that they receive very minimal support from the government, although it has a line-up of in-service training programs for faculty and staff. This implies that school supervisors should serve as the prime movers or leaders in the design, delivery and evaluation of professional development programs with the support of the local and/or national government of Libya.

Having gained a degree in education, all that newly graduated teachers need is two-fold: motivation to teach and support throughout their journey of teaching. Rooy (2013: 1), who worked as UNICEF's country director in Libya, stated, "We believe that the high number of teachers available in Libya

can be a driving force to increase the quality of education, but this will happen only if they are highly motivated, appropriately trained and supported". It is interesting to research the extent to which opportunities are created for Libyan teachers to develop their teaching skills. In addition, analyzing their voices concerning the program they engaged in to examine how Libyan teachers perceive training.

Research Methodology

This paper aims to examine teachers' perceptions and personal experiences about an in-service teacher training course offered by GCETD in 2019-2020. It also examines how often EFL Libyan teachers participate in lifelong development courses during their service in the sector of education. Furthermore, this study sheds light on the difference between academic study experiences and training courses. This was achieved by conducting two questionnaires; one for secondary school teachers and another questionnaire was distributed to EFL University lecturers, who have experienced the same in-service training course. The questionnaires were designed to answer the following two questions:

- How do EFL Libyan teachers and lecturers reflect on their recent in-service training course?
- To what extent do the study participants engage in professional development courses?

The Sampling Technique

The study population conducted on teachers in secondary schools who are currently teaching; some university lecturers who shared the same training course with teachers were also participated in this study. As such, the researchers selected a sample of 53 teachers (21 from secondary schools and 32 from tertiary education). The participants were selected according to their experience of training. That is, each participant has encountered a type of training either as a trainee or as a trainee and a trainer.

Instruments used

Two ten-item questionnaires (although they differ slightly, as Appendices 1 and 2 show) were designed for teachers and lecturers who were going through the GCETD program. Nine items in each questionnaire were of the fixed alternative type. The participants were therefore given some alternatives and

asked to select only one of them. The last question invited participants to express their own views, as the item was open-ended. The intention behind the multiple-choice questions and the open-ended question was to collect personal data about the participants to find out the teachers' perspectives about their experience of in-service training as well as the availability of such training courses. Google Docs program was used as the researchers realized that it was a quick and reliable way of processing the data.

Results of EFL secondary school teachers

As mentioned previously, the sample of the participants in this questionnaire was twenty-one EFL secondary school teachers who have engaged in in-service training. The results of each MCQ question were analyzed and the percentage was calculated to be presented in a table according to teachers' answers. The results of the last question of the open-ended question were presented in detail using the qualitative method.

The first question, accompanied with the second, aimed at exploring the availability of in-service training courses for EFL Libyan teachers in comparison with their teaching experience.

Q. 1) Your teaching experience is

Options	Count	%
a. From a year to 5 years	5	23.81
b. From 5 to 10 years	11	52.38
c. More than 10 years	5	23.81

The results of the first question showed just over half of the participants have teaching experience ranging between 5 to 10 years, whereas, the second half is equally distributed between the other two options.

Q. 2) Have you ever engaged in any training courses before?

Options	Count	%
a) No, it's my first time	17	80.95%
b) Yes, this the second time	3	14.29%
c) Yes, this is the third time	1	4.76%

Data from this table if compared with the data in (Table 1) can clearly reveal the scarcity of in-service training provided to EFL Libyan teachers. Despite

the considerable teaching experience that most of the participants have, the majority 80.95% have never engaged in any training.

Now, the purpose of the upcoming questions was to identify the significance and benefits of in-service training and highlight the need for it.

Q. 3) In- service training helped me to improve my language skills

Options	Count	%
Yes	17	80.95%
No	0	00.00%
To some extent	4	19.05%

The data of this table shows that the majority of the participants 80.95% agreed that the course helped in boosting language skills.

Q. 4) In-service training helped me learn about new strategies in teaching English

Option	Count	%
Yes	20	95.24%
No	0	00.00%
To some extent	1	4.76%

The results show that almost all the participants 20 from 21, approved the significance of in-service training in developing new teaching strategies.

Q.5) In-service training updated some teaching strategies I knew before

Option	Count	%
Yes	18	85.71%
No	1	4.76%
To some extent	2	9.52%

Only a small number of respondents—3 out of 21—indicated that in-service training failed to stimulate the previous teaching knowledge.

Q.6) In-service training facilitates teaching of some English language topics, e.g., grammar.

Option	Count	%
Yes	19	90.48%
No	0	00.00%
To some extent	2	9.52%

By the same token, the data in this table indicated a general agreement between the participants about the significant role that in-service training supports in the teaching of some topics.

Q.7) I enjoyed attending the course

Option	Count	%
Yes	20	95.24%
No	1	4.76%
To some extent	0	00.00%

The overall response to this question was very constructive 95.24%.

Q. 8) I will not hesitate to attend similar training courses, even for fees

Option	Count	%
Yes	20	95.24%
No	0	00.00%
Only for free courses	1	4.76%

The majority of participants (95.24%) asserted their desire to attend similar courses even with money.

Results of EFL University lecturers

Another questionnaire was conducted for a deeper comprehension of the importance of in-service training, and to investigate the insights of instructors with different levels of education and experience.

Again, the purpose of the first two questions was to determine the opportunities EFL University lecturers have achieved in contrast with their teaching experience.

Q. 1) How long have you been teaching English?

Option	Count	%
Less than 5 years	2	6.25%
From 5 to 10 years	10	31.25%
More than 10 years	20	62.50%

The results showed that almost two-thirds of the participants (62:50%) have abundant teaching experience.

Q.2) Have you ever engaged in in-service training?

Option	Count	%
Yes	32	100%
No	0	00.00%

The results of this question were expected since the participants have been selected according to the factor of being engaged in in-service training.

Q.3) Have you found any differences between the academic study and the training courses?

Option	Count	%
Yes	32	100%
No	0	00.00%

It is obvious from this table that all the participants agreed on the differences between training and teaching.

Q. 4) How will you describe the training experience?

Options	Count	%
Extremely effective	29	90.63%
Somewhat effective	3	9.38%
Not so effective	0	00.00%
Not at all effective	0	00.00%

The minority of participants (29 out of 32) found the training experience extremely effective, while only a small number of respondents (only 3) described their training experience as somewhat effective.

Q. 5) Training is more able to mold the habits or performance of the individuals

Options	Count	%
Strongly agree	20	62.50%
Agree	12	37.50%
Disagree	0	00.00%
Strongly Disagree	0	00.00%

All responses ranged between strongly agree and agree; however, almost two-thirds of them went to strongly agree.

Q.6) Training is more practical application of knowledge.

Options	Count	%
Strongly agree	20	62.50%
Agree	12	37.50%
Disagree	0	00.00%
Strongly Disagree	0	00.00%

This table showed the same results as the previous one that is all the respondents agree that training is more practical than teaching.

Q. 7) Without training, education would be incomplete

Options	Count	%
Strongly agree	15	46.88%
Agree	15	46.88%

Disagree	2	6.25%
Strongly Disagree	0	00.00%

Only two of the thirty-two respondents stated that teaching could be complete without training, whereas the other responses equally divided into strongly agree and agree.

Q. 8) Training is more able to improve performance and productivity.

Options	Count	%
Strongly agree	21	65.63%
Agree	11	34.38%
Disagree	0	00.00%
Strongly Disagree	0	00.00%

Again, none of the respondents disagreed that training is more able than teaching to improve performance and productivity. Even more, a large number went to strongly agree.

Results of the open-ended questions in both questionnaires

To give the participants more chances to express their ideas, and to dig more deeply into their views; an open-ended question was added at the end of the questionnaires.

Results of the secondary school teachers' questionnaire (Open-ended Question)

For the secondary school teachers' questionnaire, only eleven respondents answered the open-ended question. The questionnaire was conducted in both Arabic and English Languages, but all the commentaries were in Arabic. A variety of perspectives were expressed; however, the responses about the benefits of in-service training could be categorized into five figures:

- Five respondents stated that in-service training expanded their knowledge relevant to students, including students' needs and types, strategies to motivate students, and strategies to engage them in a variety of classroom activities.
- Four participants emphasized the need for regular in-service training, and one of them declared that, for educational development, such courses must be available to all EFL teachers.
- One participant specified that she learned how to manage classroom time more effectively.

- In a different response, one participant revealed that she discovered new and effective teaching aids and techniques.
- One participant commented that in-service training was the first chance to know how to build a classroom community.

Overall, these results indicated that notably, all participants have reaped teaching benefits from in-service training since they could identify the advantages they have experienced through in-service training. In addition, the participants were not only motivated in training courses but also very enthusiastic for more training course. Results of EFL University lecturers' questionnaire (Open- ended Question); the total number of responses for this question was nine out of thirty-two. The majority of the responses were very similar and indicated the advantages of in-service training. The overall data from this question can be concluded as following:

- Interestingly, five participants agreed the same points about in-service training:
 - ✓ Helps to widen and update the instructors with the newest teaching methods.
 - ✓ Motivates instructors to use different ways of teaching which might have a great impact on improving students' performance.
 - ✓ Helps to develop the process of teaching and learning in general.
 - ✓ Changes the instructors' attitudes and makes them more energetic.
 - ✓ Allows instructors to be creative and innovative.
- One individual stated that 'I disagree with the academic study. I'm more of a hands-on person. I believe, and this is how I was taught, in trying (practice) and learning from my performance as well as from others' performance. Tell them to teach and then observe and work on their weaknesses, don't waste time on what they are already capable of doing.'
- A different response was ' Training can shorten the years of professionalizing teaching, sharing experience and challenges'
- Another respondent indicated that training courses are the complementary tools to the academic study.
 - One participant stated that training courses can be effective for the teachers as well as the students.

The results of this question from EFL university lecturers' viewpoint revealed further benefits of in-service training. The results of the open-ended question in both questionnaires displayed the effectiveness of in-service training and the need for such courses to improve the quality of education.

Discussion

The main scope of this paper is to explore both the extent to which Libyan EFL teachers engage in in-service training and the benefits of such courses for teachers, especially those who have recently experienced an in-service training course. The overall results drew an explicit picture of in-service training in Libya. In the case of the first two questions in both questionnaires, the results illustrated the deficiency of in-service training compared with the teaching experience of the participants.

Another key point is that the reason for conducting the questions from 3 to 7 was to elicit the advantages of in-service training from the real experience of EFL Libyan teachers. The findings of these questions were positive and revealed a strong agreement that training helps to improve language skills 80.95%; training provides learning of new teaching strategies as well as enhancing some previous knowledge of teaching strategies 85.71%. In addition, the results of Q 6 and 7 showed that training expanded the teachers' understanding of the teaching methods 95.24%, and facilitated the teaching process for EFL teachers 90.48%.

The second questionnaire was conducted with university lecturers, of whom 29 held MA and 3 Ph.D. degrees. The aim of this questionnaire, besides obtaining a broader notion about the importance of in-service training, was to discover if academic study was enough to cultivate professional development for EFL university practitioners. Remarkably, the findings of the second questionnaire supported the perceptions of the EFL secondary school teachers. When asked about the characteristics of in-service training (item 3), a complete agreement of 100% achieved by this question shows that training courses and academic study are different, and either one cannot replace the other. Again, and as being done in the previous questionnaire, questions 4 to 8 were created to reflect the privileges of in-service training through highlighting the differences between the academic study and training courses.

In question 4, the majority of the respondents 90.63% described their training experience as extremely effective. The responses to Q5 were divided into two items; however, the total shows a complete agreement among the participants that training is better at forming habits and performance. Surprisingly, the findings of questions 6, 7, and 8 express a strong agreement that training—compared to academic studying—is more practical concerning the application of knowledge (100%- 78.13% strongly agree, 21.88% agree), training is an essential complement to education (93.76%- 46.88% for both strongly agree and agree), training is more capable to improve performance and productivity (65.63% strongly agree and 34.38% agree). One participant (ULT1) commented that “being a Ph.D. holder, I can say that my academic experience is one thing, and being a trainee in an in-service training program is a completely another thing”. ULT1 continues to stress that “this experience let me transfer many abstract ideas I studied into my everyday practice with my pre-service trainee teachers”. Finally, ULT1 concluded that “many ideas learnt became concrete and practical, something which was missing in my teaching”

To a great degree, these findings highlighted the need for and the significance of in-service training. Similar findings have been obtained by Atuhumuze (2019), who conducted a study aimed at exploring the benefits of in-service teacher training. The study concluded that in-service teacher training is the major factor in improving teachers’ academic qualifications and in enhancing their attitude towards their job. Atuhumuze also stated that in-service teacher training is an essential part of enhancing and reinforcing the teachers’ knowledge and skills, which consequently promotes teachers’ competence, reliability, and responsibility.

Incontrovertibly, the study shed light on the advantages of in-service training in developing the EFL teaching process; however, a further study with more focus on the quality of in-service training is suggested.

Conclusion

The main purpose of the current study was to discover the benefits of in-service training by investigating teachers' perspectives. To collect data, two questionnaires were distributed to EFL secondary school teachers and university lecturers. The findings of both questionnaires were similar and

reflected positive attitudes toward in-service training. A general agreement concluded from the results confirmed that in-service training is crucial for the professional development of EFL teachers and lecturers in many ways, including improving their performance, enhancing their teaching skills, and polishing their teaching knowledge. Taken together, these results may lead to broader implications on the effectiveness of in-service training and the evaluation of the current in-service training courses. One might argue that all teachers and university lecturers need to refresh their ideas and experiences from time to time. Not having regular in-service training, the whole process of teaching may be doomed to failure.

Recommendations

Regardless of the important results obtained by this study, a number of limitations need to be considered. For example, the limited number of participants and the narrow scope of the study- the benefits of in-service training. Therefore, there is a need for future studies and further suggestions:

- In-service training should be conducted as part of institutional or organizational activities designed by the Ministry of Education for the educational staff development.
- The Ministry of Education and the Centre for Training and Education Development should extend well-planned in-service education program with clearly defined objectives for growth and improvement of instruction.
- An important focus should be given to conducting job-related courses that are real, practical-oriented, and relevant to the profession.
- The general Centre for Training and Education Development should motivate teachers to engage in in-service training through adequate funding and appropriate facilitation.
- Organizers of in-service training should follow high-standard regulations in the conduct of in-service training for teachers to ensure uniformity of standard in course content, methodology, and evaluation.

References

- Amadi, M. (2012) In-service training and professional development of teachers: Through open and distance education. Written for B.Ed and M.Ed .173-180
- Baba, A. (2017) English language teachers' perspectives about the professional development program in Libyan context. *International online journal of primary education*. 6 (1) 40-49
- Badu R, Boateng, W and Saah, A. (2009) In-Service Training: An Essential Element in the Professional Development of Teachers. *Malaysian Journal of Distance Education* 11 (2) 55-64
- Dikilita, H.& Ismail, E.(2017) Facilitating In-Service Teacher Training for Professional Development https://books.google.com.ly/books?id=vL_FDQAAQBAJ&dq=in-service+training+EFL+teaching&hl=ar&source=gbs_navlinks_s
- European Commission, (2000) European Report on Quality of School Education: Sixteen Quality Indicators. Brussels: Directorate-General for Education and Culture.
- Gray, B. (2018) A micro-history of an in-service teacher training programme in post-revolutionary Libya. PhD thesis. University of Manchester.
- Nzarirwehi, J. & Atuhumuze, F. (2019) In-Service Teacher Training and Professional Development of Primary School Teachers in Uganda https://www.researchgate.net/publication/333548194_InService_Teacher_Training_and_Professional_Development_of_Primary_School_Teachers_in_Uganda
- Omar, C. (2014) The Need for In-Service Training for Teachers and its Effectiveness in School <https://ijer.net/ijer/article/view/261/18>
- Omara, T. (2020) In-service Teacher Training Programs in Libya: EFL Teachers' Perceptions and Training Efficiency. *International Journal of Research and Innovation in Social Science*. IV (XI) 377-385
- Osamwonyi, E. (2016) In-Service Education of Teachers: Overview, Problems and the Way Forward. *Journal of Education and Practice*. 7 (26) 83-87
- Raud, N. and Orekhova, R. (2017) In-service training of teachers of English as a foreign

language in Estonia: mapping of trends and opportunities. Problems of Education in the 21st.Century.

75 (2) 19-203

UNICEF (2013) Libya: UNICEF initiative to provide better quality education through

teacher training. <https://news.un.org/en/story/2013/04/436022-libya-unicef-initiativeprovide-better-quality-education-through-teacher> . Accessed on 20.06.2021.

Wedell, M. (2005) Cascading training down into the classroom: the need for parallel planning. <http://eprints.whiterose.ac.uk/4926/1/wedellm2.pdf>. Accessed on 20.06.2021

Appendix 1: Questionnaire distributed to EFL Secondary School Teachers

Trainee Questionnaire

Dear trainees,

Thank you for being one of my trainee in the Ten days training course. Please complete this short survey to let me know how satisfied you are with the training course. All responses are recorded anonymously so feel free to provide honest feedback that helps in improving our teaching.

1. How long have you been teaching English?

- a) from a year to 5 years
- b) from 6 to 10 years
- c) more than 10 years

2. Have you ever engaged in any training courses before this course?

- a) No, it's my first time
- b) Yes, this is the second time
- c) Yes, this is the third time

'If you please describe your experience'

3. This course helped me to improve my language skills

- a) Yes
- b) No
- c) To some extent

4. I learned about new strategies in teaching English

- a) Yes
- b) No
- c) To some extent

5. The course enhances strategies I knew before

- a) Yes
- b) No
- c) To some extent

6 The training course has succeeded in developing methods of teaching English

- a) Yes
- b) No
- c) To some extent

7. It facilitates the teaching some English language topics such as grammar

- a) Yes
- b) No
- c) To some extent

8. I enjoyed attending the course

- a) Yes
- b) No
- c) To some extent

9. I would not hesitate to attend similar training courses, even for a fee

- a) Yes
- b) No
- c) Only for free courses

10. If you like to add any more comments? Please do.

Appendix 2: Questionnaire distributed to University lecturers

Dear colleagues, I would appreciate your taking the time to complete the following questionnaire which will be the methodology of my research. Answering the questions might take about five minutes of your time. If you have any questions or concerns, please contact at

fa.tumi@yahoo.com Thank you.

1. How long have you been teaching English?

- a) Less than 5 years
- b) from 5 to 10 years
- c) More than 10 years

2. Have you ever engaged in any in-service training?

- a) Yes
- b) No

3. Have you found any differences between the academic study and the training courses?

- a) Yes
- b) No

4. How will you describe the training experience?

- a) Extremely effective
- b) Somehow effective
- c) Not so effective
- d) Not at all effective

5. In comparing academic study to training courses:

a) Training is more able to mold the habits or performance of the individuals.

o Strongly agree

o Agree

o Disagree

o Strongly disagree

b) Training is a more practical application of knowledge

o Strongly agree

o Agree

o Disagree

o Strongly disagree

c) Without training, education would be incomplete

o Strongly agree

o Agree

- Disagree
 - Strongly disagree
 - d) Training is more able to improve performance and productivity.
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
6. If you like to add any more comments please do: