

The Current State and Effectiveness of School-Based Teacher Training in Malaysia Independent Chinese Secondary Schools: A Case Study of Confucian Private Secondary School

马来西亚独中教师校本培训的现况与 成效研究 —— 以尊孔独中为例

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Abstract: This study investigates the current state and effectiveness of school-based teacher training at Confucian Private Secondary School (CPSS), one of Malaysia's most established Independent Chinese Secondary Schools (MICSS). Using a quantitative approach, data were collected through structured questionnaires targeting CPSS teaching staff, analyzing aspects such as training objectives, systems, opportunities, quality, resources, participation, and research engagement. Findings reveal that while CPSS offers abundant training activities, most are short-term, lack integration, and primarily serve new teachers. Teachers' perceptions of the training vary by career stage, with mid-career and experienced teachers reporting higher satisfaction levels compared to their early- and late-career counterparts. Regression analysis indicates that clearly defined training objectives significantly influence the perceived impact of training, whereas years of teaching experience show no meaningful correlation. The study

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concludes that training should prioritize clear goals, relevant content, and stronger institutional support to enhance teacher engagement and ensure sustainable professional development.

Keywords: Malaysia Independent Chinese Secondary Schools, Confucian Private Secondary School, School-based Teacher Training, Current State and Effectiveness

摘要：本研究探讨了马来西亚历史悠久的独立中学——尊孔独中之校本教师培训的现况与成效。本研究采用量化研究方法，透过结构式问卷搜集尊孔独中教师的意见，分析培训目标、制度、机会、品质、资源、参与度及研究投入等层面。结果显示，尽管尊孔独中具备丰富的培训资源，但培训模式多以短期讲座为主，缺乏整合性与持续性，而且培训对象以新进教师为主。关于教师对培训的评价，因教龄而异，中生代与经验较丰富的教师满意度相对较高，反观新手教师与资深教师则反馈较低。回归分析指出，明确的培训目标是影响教师认同培训成效的关键因素，而教龄与培训成效之间并无显著关联。本研究建议培训应聚焦于目标清晰、内容贴近教学实际和提升制度支援，以提升教师参与度，并持续其专业发展。

关键词：华文独立中学，尊孔独中，教师校本培训，现况与成效

1. Introduction

In a fast-moving modern society, education plays a crucial role in talent cultivation and social progress. Education purposefully, systematically, and organizedly assists learners in mastering knowledge, skills, and attitudes to enhance the quality of their comprehension. This empowers learners to solve current problems and face unknown challenges. Meanwhile, learners apply the knowledge they have acquired to national policies and economic development, as well as to the continuation and renewal of their cultural characteristics. To promote effective educational development, it is essential to enhance the professional quality of teachers. This is because teachers are frontline workers, serving as a bridge between educational policies and learners. Only when teachers master educational trends, policies, and methods can they effectively respond to societal changes,

support learners' growth, and cultivate internationally competitive lifelong learners. Therefore, in any level of reform or discussion of educational issues, teacher training is always a popular focus.

1.1 Research Background

Under the jurisdiction of the Ministry of Education Malaysia, teachers in primary and secondary schools are required to complete structured teacher training programmes. These include the Programme Ijazah Sarjana Muda Perguruan (Bachelor of Teaching Programme) at Teacher Training Institutes, the teacher education programmes at Universiti Pendidikan Sultan Idris, Universiti Malaya, Universiti Putra Malaysia, and other local universities, as well as the Graduate Kursus Perguruan Lepas Ijazah (Teacher Education Programme) or the Graduate Diploma Pendidikan Lepas Ijazah (Diploma in Education). To become a qualified teacher, candidates must pass a selection process that includes written exams and interviews.

In contrast, the hiring system for teachers in Malaysia Independent Chinese Secondary Schools (MICSS) varies significantly. Large MICSS with abundant resources often have higher requirements for teachers' educational backgrounds and professional qualifications. Conversely, MICSS in remote or less resourced areas face more severe teacher shortages and thus have relatively lower qualification requirements (Wang & Wong, 2023). Generally, the basic qualification for hiring is a college degree, and even those without formal educational credentials are accepted. Consequently, many MICSS teachers lack formal teacher training and often begin teaching directly in the classroom without systematic pedagogical education.

According to the 2023 statistical data from the United Chinese Schools Committees' Association of Malaysia (UCSCAM) Teacher Education Bureau, there are a total of 6,530 staff members (both teaching and non-teaching) in MICSS nationwide. Among them, 4,815 are teaching staff (73.74%), and 1,715 are non-teaching staff (26.26%). Out of the teaching staff, the educational background is as follows: 150 graduated from local high school (3.12%), 2,635

graduated from local universities (54.72%), 367 graduated from colleges in China (7.62%), 1,336 graduated from colleges in Taiwan (27.75%), 15 graduated from colleges in Hong Kong and Macau (0.31%), 46 graduated from colleges in Singapore (0.96%), 243 graduated from colleges in Europe and America (5.05%), 23 graduated from colleges in other regions (0.47%)

Table 1.1: Distribution of MICSS Teachers by Graduation Region

Graduation Region	Number of People	Percentage (%)
Local High School (UEC/STPM/A-LEVEL)	150	3.12
Local Universities	2635	54.72
Colleges in China	367	7.62
Colleges in Taiwan	1336	27.75
Colleges in Hong Kong and Macau	15	0.31
Colleges in Singapore	46	0.96
Colleges in Europe, America, New Zealand, and Australia	243	5.05
Others	23	0.47
Total	4815	100.00

Note. UCSCAM Teacher Education Bureau, Statistics as of August 2023

Additionally, statistics on the highest academic qualifications of MICSS teachers show that 49 teachers (1.02%) hold a doctoral degree, 940 (19.52%) have a master's degree, 3,258 (67.67%) have a bachelor's degree, 446 (9.26%) have a diploma, 122 (2.53%) hold qualifications below a diploma.

Table 1.2: Proportion of MICSS Teachers by Highest Academic Qualification

Year	Doctorate	Master	Bachelor	Diploma	Below Diploma	Others	Total
2020	28 (0.58%)	785 (16.19%)	3426 (70.67%)	485 (10.00%)	124 (2.56%)	0 (0.00%)	4848
2021	35 (0.72%)	872 (17.96%)	3357 (69.15%)	466 (9.60%)	120 (2.47%)	5 (0.10%)	4855

2022	37 (0.77%)	890 (18.53%)	3307 (58.85%)	446 (9.29%)	122 (2.54%)	1 (0.02%)	4803
2023	49 (1.02%)	940 (19.52%)	3258 (67.67%)	446 (9.26%)	122 (2.53%)	0 (0.00%)	4815

Note. Compiled from the Survey and Analysis Report on Basic Information of Malaysia Independent Chinese Secondary Schools Teachers in 2020,2021,2022 and 2023.

This study, by comparing data from 2020 to 2023, found that almost 70% of the teachers meet the basic recruitment standards mentioned above by holding at least a bachelor's degree. Furthermore, there is an increasing trend in the number of teachers pursuing postgraduate courses to obtain master's and doctoral degrees, while the number of teachers with bachelor's and diploma qualifications is decreasing year by year. This indicated that MICSS teachers have a proactive attitude towards professional qualification advancement and a clear willingness to pursue further education.

Regarding statistics on professional education qualifications, as of August 2023, there are still 1,893 MICSS teachers who do not possess professional education qualifications. Although this number is decreasing annually, the progress is slow, with an improvement rate of approximately 1% per year (Table 1.3).

Table 1.3: Proportion of MICSS Teachers with Professional Education Qualifications

Year	Number and percentage of people with professional qualifications	Number and percentage of people who do not have a professional qualification	Total number of teachers
2020	2702 (55.73%)	2146 (44.27%)	4848
2021	2788 (57.43%)	2067 (42.57%)	4855
2022	2935 (61.11%)	1868 (38.89%)	4803
2023	2822 (60.69%)	1893 (39.31%)	4815

Note. Compiled from the Survey and Analysis Report on Basic Information of Malaysia Independent Chinese Secondary Schools Teachers in 2020,2021,2022 and 2023.

To ensure the quality of education in MICSS and to address the lack of pre-service training for teachers, UCSCAM, local universities, and the Association of Graduates from Universities and Colleges of China have actively invited domestic and international lecturers to conduct various professional training courses. They have also organised overseas study tours for teachers and offered education diploma courses, providing diverse avenues for further education. Some MICSS have established dedicated departments for teacher professional development, focusing on promoting school-based professional growth for educators. These departments ensure that teachers receive tailored training and support aligned with their specific school needs and goals. The main projects include training for new teachers, subject-specific training, training for class advisors and consultant teachers, conducting educational research, and organizing educational experience-sharing sessions. With the advancement of internet technology, online courses have emerged, allowing teachers to flexibly choose their training time and courses.

In summary, an increasing number of graduates from local universities and institutions in China, Taiwan, Hong Kong, and Macau are choosing to work in MICSS. Due to the lack of a formal teacher training system, the professional development of MICSS teachers relies on in-service training courses organised by UCSCAM. However, with the diversification of organisations offering educational diploma courses, the popularization of school-based teacher training, and the informatization driven by technological advancements, the channels for in-service teacher training in MICSS have become more diverse and comprehensive.

This trend allows educators to choose training methods that best suit their needs, addressing the issue of insufficient teacher qualifications and fully utilizing advanced technological tools to enhance teaching quality and professional skills. For MICSS teachers, undergoing specialized training and committing to lifelong learning to gradually acquire educational knowledge and skills, while continually improving their teaching quality in practice, is a crucial journey. This process not only aids in advancing educational reforms but also fills the gap left by the lack of formal training for teachers.

Although the diverse resources available for teacher professional growth and training, there is a lack of effective integration (Wong, 2015a). Additionally, UCSCAM efforts in teacher training and planning for MICSS lack coordination, resulting in fragmented development (Wang & Wong, 2023). Therefore, it is evident that the current training system for MICSS teachers is not yet fully developed and there is still room for improvement and enhancement.

1.2 Problem Statement

Teachers are significant figures in the lives of learners, profoundly impacting their academic performance. Therefore, optimizing teachers' career development pathways and establishing a sustainable professional training system for teachers is of paramount importance. However, as educational demands evolve, teachers in MICSS face growing challenges due to the lack of a structured and research-based model for professional development.

In recent years, CPSS has taken steps to promote school-based teacher training. Nonetheless, several challenges persist in its implementation. For instance, fundamental questions such as “What is school-based teacher training?”, “Why is it necessary?”, and “How does it align with teachers' instructional needs?” often remain unanswered. Additionally, the absence of a systematic, sustained, and forward-looking strategy makes it difficult to ensure the effectiveness and continuity of professional development efforts.

To address these issues, it is necessary to revisit the essential elements of effective professional development. High-quality training should be content-focused, directly connected to teachers' subject areas and instructional methods. According to Desimone (2009), effective professional development is characterized by five core features: content focus, active learning, coherence, duration, and collective participation. These elements form the conceptual framework of this study and guide the evaluation of the current school-based training model at CPSS.

In practice, effective training must incorporate active learning strategies, such as lesson observation, peer collaboration, and reflective teaching practices,

to engage teachers in meaningful, experiential learning. It should also demonstrate coherence, aligning with school-wide goals, curriculum standards, and real-world instructional challenges faced by teachers. Furthermore, professional development must be sustained over time rather than limited to isolated, one-off workshops, allowing teachers to internalize and apply new knowledge gradually. Lastly, it should foster collective participation, creating supportive learning communities that encourage collaboration, dialogue, and shared professional growth among educators.

It is important to note that most existing studies on school-based teacher training are based on favorable conditions. Cheng (2000) argues that its implementation is conditional and context dependent. Wu (2005) further warns that without a clear understanding of the concept, schools may implement training blindly, increasing the risk of ineffective or misguided efforts. This highlights the urgent need for MICSS to develop a context-sensitive and well-defined framework for school-based teacher professional development.

These issues not only hinder teachers' professional growth and diminish their job satisfaction, but also negatively impact the overall quality of education and contribute to higher teacher turnover rates. In turn, this makes it increasingly difficult to improve training outcomes and maintain the long-term stability of school development. Without a sustained and coherent training model that aligns with teachers' professional needs, professional development efforts risk becoming fragmented, inconsistent, and ultimately ineffective.

1.3 Research Objectives and Research Questions

School-based teacher training plays a crucial role in improving educational quality and professional development. However, its optimization remains a pressing issue in MICSS. This study focuses on Confucian Private Secondary School (CPSS) as a case study, aiming to provide both theoretical and practical insights into enhancing its teacher training system within the broader MICSS framework.

Building on this foundation, the study aims to assess the current situation to identify directions for enhancing teachers' professional abilities and teaching quality at CPSS. This, in turn, will contribute to the sustainable development of MICSS education and support the realization of its educational vision: *"Enjoy Teaching, Love Learning: Empower Children to Attain Achievement"* (2018). This approach not only addresses the needs of CPSS education but also aligns with the direction of societal development.

The study focuses on analyzing the current state of school-based teacher training at CPSS, evaluating its effectiveness, and identifying specific professional development needs of teachers. This includes examining training content, methodologies, and institutional support, with the goal of proposing recommendations for optimizing the system to better support teachers' instructional growth.

The findings of this study will serve as the foundation for proposing practical and sustainable improvements to CPSS's teacher training system. Key recommendations will focus on refining training content, enhancing delivery methods, and developing strategies to improve teacher engagement and institutional support. By addressing these aspects, this research seeks to contribute to the continuous enhancement of school-based teacher training at CPSS, ensuring its long-term relevance and effectiveness.

The research objectives are as follows:

1. To examine the current implementation and structure of school-based teacher training at CPSS.
2. To evaluate the effectiveness of the existing training practices at CPSS and propose targeted, practical strategies to enhance its school-based teacher training model.

Based on these research objectives, the study will address the following questions:

1. What is the current status and structure of school-based teacher training at CPSS?
2. How can the current training system be optimized to address these needs effectively?

2. Research Methodology

This study adopted a quantitative research approach utilizing structured questionnaires and validated scales to assess teachers' perceptions of existing training programs at different stages and to identify their specific needs. These instruments were selected to ensure objective, quantifiable insights into the impact of school-based teacher training.

2.1 Data Collection

The questionnaire survey was the primary method of data collection, administered through Google Forms to facilitate efficient and accessible participation. The target population comprised teachers within CPSS. Participation was open to both full-time teachers and administrative staff involved in teacher training, with no restrictions on age, subject specialization, or years of experience. All participants were informed of the study's objectives and assured of confidentiality through an informed consent statement embedded within the questionnaire.

To enhance sample representativeness, the study employed a voluntary response sampling strategy while incorporating elements of randomization in participant recruitment. School administrators were contacted via email to distribute the survey to all teaching staff, ensuring wide outreach.

Additionally, to mitigate potential self-selection bias and encourage a more diverse participant pool, researchers conducted personal outreach to randomly selected teachers across different subject areas and experience levels. The collected data provides valuable insights into different groups' perceptions of school-based teacher training. The study includes responses from teachers with varying teaching experience (such as novice and veteran teachers), subject areas (humanities, sciences, etc.), and roles (regular teachers, subject coordinators, and administrative staff).

2.2 Questionnaire Design

The questionnaire was meticulously designed based on existing literature on in-service and school-based teacher training, ensuring alignment with the study's objectives. It comprised two main sections:

1. Basic Information Survey – Collected demographic data, including gender, teaching experience, education level, and professional position, to contextualize participants' responses.

2. Status of School-Based Teacher Training – Examined teachers' experiences and perspectives regarding their participation in school-based teacher training within CPSS. Key areas included training goals, implementation models, resource utilization, engagement levels, and effectiveness at both individual and institutional levels. This section also explored challenges encountered in the process, allowing participants to provide qualitative insights through open-ended responses.

2.3 Data Analysis

The collected data were analyzed using Statistical Package for the Social Sciences (SPSS) and Microsoft Excel, enabling a robust statistical examination. Analytical techniques included:

1. Descriptive statistics (mean values, standard deviations) to summarize trends.
2. Comparative analysis to identify variations across different demographic groups.

These analytical methods facilitated a comprehensive interpretation of the findings, allowing the study to derive meaningful conclusions and formulate practical recommendations for improving school-based teacher training programs.

3. School-Based Teacher Training in CPSS

MICSS emerged in the 1960s, established by the Malaysia Chinese community as privately-run secondary schools. Following the enactment of the Education Act of 1961, which stipulated that only two types of schools—National Secondary Schools (Sekolah Menengah Kebangsaan, SMK) using Malay language as the medium of instruction and National-type Secondary Schools (Sekolah Menengah Jenis Kebangsaan, SMJK) using English language—could receive government funding, 54 MICSS in Peninsular Malaysia accepted government subsidies and converted into National-type Secondary Schools. Sixteen MICSS, however,

refused government aid and remained independent (Cheng, 1998). In East Malaysia, six MICSS also did not undergo conversion (Wang & Wong, 2023).

Subsequently, the governing boards of 33 converted National-type Secondary Schools added independent classes, with 21 of these schools continuing to operate as MICSS to this day (PPPASCM, 2023). Independent Chinese Secondary Schools rejected the conversion and chose to operate and develop autonomously without government subsidies. As a result, two types emerged: 22 schools that did not accept the conversion and 38 schools specifically established for overage and underperforming students (Wong, 2008). The dual-system schools often faced academic underperformance, chaotic internal discipline, and a negative reputation, which lead to a decline in student numbers and stagnation in schools' development.

Confucian Private Secondary School is one of the most historically significant institutions within the MICSS system. Established in 1906 and located in the heart of Kuala Lumpur, CPSS is among the oldest Chinese-medium educational institutions in the country. As part of the MICSS system, CPSS upholds Chinese as the primary medium of instruction, while also integrating English and Malay language education. The school is dedicated to nurturing students with a global perspective and strong cultural literacy, rooted in the values of Confucian philosophy. CPSS emphasizes moral education, academic excellence, and social responsibility, aligning with its long-standing educational mission.

As one of the most well-established Chinese independent schools, CPSS serves as a valuable case study for examining school-based teacher training models. Its training practices and experiences provide significant insights into the challenges and strategies for professional development in MICSS schools.

This study focuses on CPSS's school-based teacher training framework, identifying its strengths, challenges, and areas for improvement. The findings will contribute to the development of a more structured and sustainable teacher training model for MICSS schools facing similar conditions.

3.1 Department of Teacher Research and Professional Development

The teacher training initiatives at CPSS are overseen by a dedicated unit—the Department of Teacher Research and Professional Development (DTRPD)—which holds full authority over all aspects of teacher professional development. This study examines the objectives, implementation plans, and strategic actions formulated by DTRPD in selected research schools, aiming to synthesize the core components of school-based teacher training under CPSS. The findings offer a valuable reference for schools seeking to establish or enhance their own school-based training programs.

DTRPD comprises of three personnel: one director and two assistants. Its primary responsibilities include:

The Department of Teacher Research and Professional Development at CPSS is composed of three members: a director and two assistants. Its core responsibilities include:

1. Organizing professional development programs for in-service teachers to enhance their qualifications and increase the proportion of professionally certified educators.
2. Enhancing school-based training initiatives to improve faculty and staff competencies in administration, teaching, and student counselling.
3. Leveraging external resources to facilitate inter-school teacher training and academic exchanges among independent Chinese secondary schools.
4. Strengthening the mentoring system for new teachers to support their professional growth and improve teaching effectiveness.

Given the multifaceted roles of teachers, such as form teachers, club and society advisors, or subject teachers, the management of DTRPD must consider not only the individual professional development goals of teachers but also the expectations and requirements of various administrative units (such as the Discipline Office, Co-curriculum Office, Academic Affairs Office, etc.). This department must possess exemplary communication and collaboration skills to

facilitate effective coordination and cooperation with all parties, thereby accomplishing the overarching objectives of teacher training and professional development.

Regular training courses refer to training activities conducted at predetermined times and fixed frequencies during the planning phase of the school. These activities are conducted according to a planning, which may be weekly, monthly, or annually.

At the end of each year, the CPSS administrative team engages in cross-departmental communication to gather training needs from various units. Based on the collected input, they compile the annual training budget and begin planning accordingly. If specific lecturers or course topics are requested, the team provides logistical and administrative support, including coordination of schedules, venues, and related arrangements. This process reflects the school's structured approach to annual professional development planning and its efforts to cater to diverse instructional and administrative needs.

3.2 School -based Teacher Training Arrangements and Planning

Regular training courses refer to training activities conducted at predetermined times and fixed frequencies during the planning phase of the school. These activities are conducted according to a planning, which may be weekly, monthly, or annually. According to the survey, the regular training arrangements of each school mainly target the training of new teachers.

CPSS holds several training sessions at the beginning of each year, including orientation for new staff, course on operating an interactive smart TV and Google Classroom platform, Chinese education history classes, International Organisation for Standardization (ISO) training, and school-based auditor training. CPSS organises various types of lectures, including Confucian Core Values, Workplace Stress and Emotion Management, and competency-oriented interdisciplinary curriculum design and practice. In addition, they offer staff interest classes, including cooking, sewing, and ink painting.

Table 2.1: School-Based Training Course Content for CPSS

Date	School-Based Training Course/Project	Target Participant
06/01/2024	Financial Management for Class Teachers & Morning Reading Promotion	Novice Class Teachers
06/01/2024	New Faculty Teaching Platform and Interactive TV Learning	Novice Teachers
07/12/2023	Literacy-Oriented Interdisciplinary Curriculum Design and Practice	All Teachers
06/12/2023	Workplace Stress and Emotion Management	All Teachers
10/06/2023	2023 All Faculty Reading Club	All Faculty
20/05/2023	New Homeroom Teacher Training: How to Communicate with Parents	Novice Class Teachers
16/04/2023	Lin Mei-chin Seed Teacher Training	Related Teachers
28/03/2023	Core Ethical Principles of the Chinese Nation	All Faculty
25/03/2023- 26/03/2023	First Aid Course	Teachers
25/03/2023	ISO Internal Audit Training	Novice Teachers
23/03/2023	New Faculty Chinese Education Story Lesson	Novice Teachers
16/03/2023	New Faculty Internal Auditor Training	Novice Teachers
18/02/2023- 19/02/2023	Fu Chengde: Six Core Confucian Theories	All Faculty
11/02/2023	New Faculty Chinese Education Story Lesson	Novice Teachers
14/01/2023	New Faculty Google Platform Learning	Novice Teachers
13/01/2023	ISO New Faculty Training	Novice Teachers
13/01/2023	AI Artificial Intelligence Teaching Workshop	Related Teachers

Note. Compiled from the official websites of CPSS

According to the Table 2.1, CPSS offers a wide array of teacher training programs, opportunities, and resources, with a particular emphasis on supporting novice teachers. This reflects the school's recognition of the importance of early-career teacher development. However, despite the abundance of training activities, the overall system lacks coherence and integration, limiting its long-term effectiveness.

Several critical gaps become evident in the current CPSS teacher training model. One major issue is the over-reliance on short-term workshops. Many

training sessions are delivered as isolated lectures rather than as part of sustained, embedded learning experiences. This fragmented structure limits teachers' ability to internalize knowledge and apply it meaningfully in their classroom practices. Furthermore, there is a noticeable lack of opportunities for active learning. Training is frequently conducted in a lecture-style format, offering minimal space for hands-on practice, peer interaction, or instructional coaching. As a result, teacher engagement and the depth of learning are significantly reduced. In addition, the absence of a collaborative learning culture poses another challenge. CPSS currently lacks structured professional learning communities (PLCs) and formal mentorship systems, which are essential for fostering peer support, collective problem-solving, and sustained professional dialogue.

In summary, while the CPSS teacher training framework reflects considerable effort and investment in foundational resources, it still requires a more coherent, practice-oriented, and collaborative approach to fully support effective and sustainable teacher development.

4. Analysis and Discussion

Table 4.1 presents the distribution of teachers by years of service. The data categorizes teachers into five groups based on their years of service: 1 to 5 years, 6 to 10 years, 11 to 15 years, 16 to 20 years, and over 20 years of service. The total sample consists of 46 teachers, with the largest proportion falling into the 6 to 10 years category, comprising 12 teachers or 26.1% of the total. Following closely behind are those with 11 to 15 years of service, accounting for 11 teachers or 23.9%. Teachers with 1 to 5 years of service make up 21.7% of the workforce, totalling 10 teachers. Those with 16 to 20 years of service represent a smaller group, with 6 teachers or 13%, while teachers with more than 20 years of service constitute 15.2% of the workforce, totalling 7 teachers.

This data suggests that the workforce is relatively well-distributed in terms of experience, but teachers with 6 to 15 years of service form the core of the

organization. They possess a solid level of experience and are likely in the critical stages of career development. In contrast, teachers with more than 20 years of service constitute a smaller proportion, which may indicate a lower retention rate for long-term teachers or a tendency for teachers to leave or retire after a certain period. These insights can be valuable for workforce planning, talent retention strategies, and recruitment decisions.

Table 4.1: Year of Service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 - 5 Years	10	21.7	21.7	21.7
	6 - 10 Years	12	26.1	26.1	47.8
	11 -15 Years	11	23.9	23.9	71.7
	16- 20 Year	6	13.0	13.0	84.8
	20 Years and above	7	15.2	15.2	100.0
	Total	46	100.0	100.0	

4.1 Effectiveness of School-based Teacher Training in CPSS

This study utilized a questionnaire survey to investigate various aspects of school-based teacher training in CPSS, including training goals, systems, opportunities, quality, resources, participation, research engagement, and overall impact. Teachers evaluated each aspect using a five-point Likert scale, where 1 indicated “strongly disagree”, 2 “disagree”, 3 “neutral”, 4 “agree”, and 5 “strongly agree”, to assess the current state of these elements.

(a) Training Objective

Table 4.2 presents data on teachers’ responses regarding the training objective. The majority of respondents (21 teachers, or 45.7%) selected a neutral stance, indicating that they neither strongly support nor oppose the training objective. Following this, 13 teachers (28.3%) disagreed with the objective, showing a significant level of dissatisfaction or scepticism. Meanwhile, 11 teachers (23.9%) agreed, suggesting a notable portion of the workforce found the training objective

acceptable or beneficial. Only one teacher (2.2%) strongly agreed, indicating a very limited number of participants expressed strong support.

This data shows that the training objective may not be widely accepted or clearly communicated to teachers. The high percentage of neutral responses may indicate uncertainty or a lack of engagement, while the relatively low level of agreement implies that improvements may be needed to align the objective with teachers' expectations or organizational needs. Further investigation into the reasons behind the disagreement and neutrality could provide valuable insights for refining training programs.

Table 4.2: Training Objective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	13	28.3	28.3	28.3
	Neutral	21	45.7	45.7	73.9
	Agree	11	23.9	23.9	97.8
	Strongly Agree	1	2.2	2.2	100.0
	Total	46	100.0	100.0	

(b) Training System

Table 4.3 presents teachers' opinions on the training objective. Among the 46 respondents, the majority (21 teachers, 45.7%) remained neutral, indicating neither support nor opposition. 13 teachers (28.3%) disagreed with the objective, showing a significant level of dissatisfaction. 11 teachers (23.9%) agreed, demonstrating some level of approval, while only 1 teacher (2.2%) strongly agreed.

The cumulative percentage reveals that 84.8% of respondents were either neutral or disagreed, indicating widespread uncertainty or dissatisfaction with the training system. This suggests potential issues related to its content, implementation, or effectiveness in meeting teachers' expectations. The high proportion of neutral responses may reflect a lack of clarity or engagement, while the significant

percentage of disagreement and strong disagreement highlights existing concerns and areas for improvement. To enhance the training system, it is recommended to conduct further investigations into teachers' concerns, refine the training design, and improve both recognition and participation.

Table 4.3: Training System

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	6.5	6.5	6.5
	Disagree	13	28.3	28.3	34.8
	Neutral	23	50.0	50.0	84.8
	Agree	7	15.2	15.2	100.0
	Total	46	100.0	100.0	

(c) Training Opportunities

Table 4.4 presents teachers' opinions on training opportunities. Out of 46 respondents, the largest proportion (18 teachers, 39.1%) remained neutral, indicating uncertainty or indifference toward the availability of training opportunities. An equal number of teachers (18 teachers, 39.1%) agreed, suggesting that a significant portion of the workforce recognizes the availability of training opportunities. Meanwhile, 8 teachers (17.4%) disagreed, indicating dissatisfaction with the current opportunities. Only 2 teachers (4.3%) strongly agreed, representing a very small percentage of teachers who perceive training opportunities as highly adequate.

Overall, the data highlights a mixed perception of training opportunities, with nearly half of teachers expressing agreement while the other half remain uncertain or dissatisfied. This suggests a need for better communication regarding available training programs or improvements in their accessibility and relevance to teachers' career development. Conducting further assessments to understand teachers' concerns could help enhance training initiatives and increase overall participation.

Table 4.4: Training Opportunities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	8	17.4	17.4	17.4
	Neutral	18	39.1	39.1	56.5
	Agree	18	39.1	39.1	95.7
	Strongly Agree	2	4.3	4.3	100.0
	Total	46	100.0	100.0	

(d) Training Quality

Table 4.5 presents teachers' perceptions of training quality. Among the 46 respondents, the largest proportion (18 teachers, 39.1%) remained neutral, indicating that they neither support nor oppose the quality of the training provided. Meanwhile, 15 teachers (32.6%) agreed that the training quality is satisfactory, showing a moderate level of approval. However, 13 teachers (28.3%) disagreed, suggesting that a significant portion of teachers are dissatisfied with the training quality.

The data indicates that while a portion of teachers find the training quality satisfactory, a significant number remain uncertain or dissatisfied. This indicates potential areas for improvement, such as enhancing training content, delivery methods, or relevance to teachers' needs. Further investigation into the reasons behind dissatisfaction and neutral responses could help refine the training programs to ensure higher engagement and satisfaction.

Table 4.5: Training Quality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	13	28.3	28.3	28.3
	Neutral	18	39.1	39.1	67.4
	Agree	15	32.6	32.6	100.0
	Total	46	100.0	100.0	

(e) Training Resources

Table 4.6 presents teachers' perceptions of training resources. Among the 46 respondents, the majority (24 teachers, 52.2%) remained neutral, suggesting that over half of the respondents neither support nor oppose the adequacy of training resources. Meanwhile, 12 teachers (26.1%) agreed that the training resources are sufficient, while only 1 teacher (2.2%) strongly agreed. On the other hand, 8 teachers (17.4%) disagreed, and 1 teacher (2.2%) strongly disagreed, indicating that a small yet notable portion perceive them as inadequate.

The findings reveal that a mixed perception of training resources, with a significant portion of teachers being unsure about their sufficiency. The relatively high neutral response rate suggests that many teachers may either lack awareness of available training resources or feel indifferent about their quality. To enhance teacher satisfaction and engagement, organizations should evaluate the accessibility and effectiveness of training resources, ensuring they are aligned with teachers' learning needs and expectations.

Table 4.6: Training Resources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2.2	2.2	2.2
	Disagree	8	17.4	17.4	19.6
	Neutral	24	52.2	52.2	71.7
	Agree	12	26.1	26.1	97.8
	Strongly Agree	1	2.2	2.2	100.0
	Total	46	100.0	100.0	

(f) Research Engagement

Table 4.7 presents teachers' perceptions of research engagement. Among the 46 respondents, the largest proportion (21 teachers, 45.7%) remained neutral, indicating that nearly half of the respondents do not have a strong opinion on their level of engagement in research activities. Meanwhile, 11 teachers (23.9%) agreed that they are engaged in research, while only 1 teacher (2.2%) strongly

agreed, indicating a limited number of teachers who actively participate in research. On the other hand, 11 teachers (23.9%) disagreed, and 2 teachers (4.3%) strongly disagreed, showing that a significant portion of respondents do not feel engaged in research.

The evidence points to a significant proportion of teachers either lack involvement in research or are unsure about their participation. The high neutral response rate may suggest that research activities are not a priority for most teachers or that they lack awareness of available opportunities. To foster greater engagement, institutions may need to provide clearer incentives, resources, and support systems for research participation. Conducting further assessments to understand barriers to research engagement could help develop strategies to encourage more active involvement.

Table 4.7: Research Engagement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	4.3	4.3	4.3
	Disagree	11	23.9	23.9	28.3
	Neutral	21	45.7	45.7	73.9
	Agree	11	23.9	23.9	97.8
	Strongly Agree	1	2.2	2.2	100.0
	Total	46	100.0	100.0	

(g) Training Participation

Table 4.8 presents teachers' perceptions of training participation. Among the 46 respondents, the majority (24 teachers, 52.2%) remained neutral, suggesting that over half of the respondents neither actively participate in nor avoid training. Meanwhile, 10 teachers (21.7%) agreed that they actively participate in training, and 3 teachers (6.5%) strongly agreed, indicating that only a small portion of teachers highly engage in training programs. On the other hand, 7 teachers (15.2%) disagreed, and 2 teachers (4.3%) strongly disagreed, showing that a notable portion of respondents do not actively engage in training.

The figures highlight that a significant portion of teachers are either uncertain about their training participation or not actively engaged in it. The high neutral response rate suggests that many teachers may lack motivation, awareness, or opportunities for training. Organizations may need to explore ways to increase engagement, such as providing incentives, clearer training objectives, and more accessible training formats. Further analysis could help identify factors that encourage or hinder teacher participation in training.

Table 4.8: Training Participation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	4.3	4.3	4.3
	Disagree	7	15.2	15.2	19.6
	Neutral	24	52.2	52.2	71.7
	Agree	10	21.7	21.7	93.5
	Strongly Agree	3	6.5	6.5	100.0
	Total	46	100.0	100.0	

(h) Overall Impact

Table 4.9 presents teachers' perceptions of the overall impact of training. Among the 46 respondents, the largest proportion (20 teachers, 43.5%) agreed that the training had a positive impact, suggesting that nearly half of the teachers recognize the benefits of training. Meanwhile, 17 teachers (37.0%) remained neutral, indicating uncertainty or indifference regarding the overall effectiveness of training. On the other hand, 9 teachers (19.6%) disagreed, showing that a portion of respondents do not perceive the training as beneficial.

The analysis demonstrates that while a notable percentage of teachers acknowledge the benefits of training, a considerable number remain uncertain. The high neutral response rate suggests that teachers may not have directly experienced the impact of training or lack clarity on how it applies to their roles. Organizations may need to enhance training relevance, provide follow-up support, and measure training effectiveness more clearly to ensure a greater impact.

Table 4.9: Overall Impact

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	9	19.6	19.6	19.6
	Neutral	17	37.0	37.0	56.5
	Agree	20	43.5	43.5	100.0
	Total	46	100.0	100.0	

4.2 Overview of School-based Teacher Training at CPSS

To further analyze teachers' perspectives based on their years of experience, respondents were categorized into five groups: 1-5 years, 6-10 years, 11-15 years, 16-20 years, and more than 20 years. This classification provides deeper insights into how teachers at different career stages perceive school-based training and their specific needs, facilitating a more targeted approach to professional development.

4.2.1 Analysis of Training Satisfaction Across Key Dimensions and Career Stages

This study examines teachers' perceptions of various aspects of training, including the system, objectives, opportunities, quality, resources, participation, and research engagement, while also considering differences in responses based on years of service. The findings reveal key trends in training satisfaction and highlight areas for improvement in professional development programs.

(a) Training System

The overall perception of the training system among teachers indicates a moderate level of satisfaction, with an average score of 2.73. Teachers with 11–15 years of service rated the training system the highest at 3.00, suggesting a more favourable view compared to less experienced teachers. In contrast, those with 1–5 years of service provided the lowest rating at 2.60, which may reflect a lack of familiarity with the system or unmet expectations. This disparity suggests that newer teachers may require additional guidance or support in navigating the training framework (Table 4.10).

(b) Training Objectives

Regarding training objectives, the mean score of 2.86 suggests a generally neutral perception, with teachers in the 16–20 years of service group rating it the highest at 3.33, while those with 1–5 years rated it lower at 2.90. More experienced teachers may find the objectives clearer and more relevant to their professional needs, whereas newer teachers may struggle to see their applicability. Ensuring that training objectives align with teachers' evolving responsibilities across different career stages may enhance overall effectiveness (Table 4.10).

(c) Training Opportunities

Training opportunities received relatively positive feedback, with an overall mean score of 3.30. Teachers with 11–15 years of experience rated training opportunities the highest at 3.63, while those with 1–5 years rated them lower at 3.10. This difference suggests that more experienced teachers may have better access to or awareness of available opportunities, whereas newer teachers may face barriers in participation. Providing equal access to training opportunities and actively encouraging participation from early-career teachers may improve their engagement and professional growth (Table 4.10).

(d) Training Quality

The quality of training programs was rated moderately favourable, with a mean score of 3.04. Teachers with 11–15 years of experience provided the highest rating at 3.64, while those with 1–5 years rated it lower at 2.70. This indicates that teachers with more experience may have developed greater appreciation for the training provided or that the quality of training improves over time. Addressing the concerns of newer teachers by enhancing the relevance and practical applicability of training programs could improve their perceptions of quality (Table 4.10).

(e) Training Resources

Training resources were rated with an overall mean of 3.09, with teachers in the 6–10 years of service group providing the highest rating at 3.42, while those with 1–5 years rated them slightly lower at 3.10. This suggests that teachers with more experience may have better familiarity with or access to training materials.

Strengthening resource availability and accessibility for all teachers, particularly newer ones, may enhance their ability to benefit from training programs (Table 4.10).

(f) Training Participation

Participation in training activities received a moderate mean score of 3.10, with teachers in the 11–15 years and 20+ years of service groups reporting relatively higher participation levels at 3.18 and 3.14, respectively. In contrast, teachers with 1–5 years of experience reported slightly lower participation at 3.30, which contradicts the general trend of lower ratings in other categories. This may suggest that newer teachers are willing to participate in training but may still find aspects of the training system, objectives, and quality lacking in meeting their needs (Table 4.10).

(g) Research Engagement

Research engagement, an essential component of professional development, was rated at 2.96. Teachers with 11–15 years of experience reported the highest engagement at 3.09, while those with 1–5 years gave a relatively higher rating of 3.30. The relatively lower engagement across all groups suggests that research activities may not be a central focus of training programs, or that teachers may require more support to integrate research into their professional practice (Table 4.10).

(h) Overall Impact

The overall impact of training on teachers was perceived positively but not overwhelmingly so, with an average score of 3.24. Teachers with 11–15 years of experience provided the highest rating at 3.45, whereas those with 1–5 years rated it slightly lower at 3.30. This pattern suggests that training benefits become more evident with experience, reinforcing the need for long-term professional development strategies that cater to teachers at different career stages (Table 4.10).

Table 4.10: Teachers' Training Needs at Different Career Stages

Year of Service		Training System	Training Objective	Training Opportunities	Training Quality	Training Resources	Training Participation	Research Engagement	Overall Impact
1 - 5 Years	Mean	2.6000	2.9000	3.1000	2.9000	3.1000	3.3000	2.7000	3.3000
	N	10	10	10	10	10	10	10	10
	Std. Deviation	.96609	1.10050	.99443	.73786	.73786	1.05935	1.05935	.82327
6 - 10 Years	Mean	2.8333	3.0000	3.1667	3.2500	3.4167	3.0000	3.0000	3.1667
	N	12	12	12	12	12	12	12	12
	Std. Deviation	.57735	.73855	.71774	.75378	.90034	1.04447	.95346	.83485
11 - 15 Years	Mean	3.0000	3.0000	3.3636	3.0000	3.1818	3.0909	3.2727	3.4545
	N	11	11	11	11	11	11	11	11
	Std. Deviation	.63246	.77460	.80904	.89443	.60302	.94388	.64667	.68755
16 - 20 Years	Mean	2.6667	3.3333	3.3333	2.8333	2.8333	3.3333	3.1667	3.3333
	N	6	6	6	6	6	6	6	6
	Std. Deviation	1.03280	.51640	.51640	.75277	.98319	.51640	.40825	.51640
20 Years and above	Mean	2.4286	2.8571	3.7143	3.1429	2.5714	2.8571	2.5714	2.8571
	N	7	7	7	7	7	7	7	7
	Std. Deviation	.97590	.69007	.95119	.89974	.53452	.69007	.97590	.89974
Total	Mean	2.7391	3.0000	3.3043	3.0435	3.0870	3.1087	2.9565	3.2391
	N	46	46	46	46	46	46	46	46
	Std. Deviation	.80097	.78881	.81294	.78758	.78390	.90008	.86811	.76550

4.2.2 Differences in Training Needs Across Career Stages

According to the statistical results, teachers at different career stages have varying experiences and expectations regarding school-based training. Understanding these differences is crucial for optimizing training content and delivery models to enhance engagement, effectiveness, and long-term professional development.

(a) Training Needs of Early-Career Teachers (1–5 Years of Experience)

Teachers with 1–5 years of experience rated training participation and training opportunities relatively high, indicating strong enthusiasm for professional development and a willingness to engage actively. However, they rated training

objectives and the training system the lowest, at 2.9 and 2.6, respectively. This suggests that new teachers may struggle with understanding training goals and navigating the training framework effectively.

The high engagement levels among early-career teachers present an opportunity to provide structured induction programs that offer clear guidance on training objectives and practical applications. Mentorship programs, where experienced teachers provide hands-on support, could enhance their integration into the professional environment. Additionally, incorporating interactive training methods, such as case studies, lesson observations, and collaborative teaching discussions, can help improve their comprehension of school-based training goals and expectations.

(b) Training Needs of Mid-Career Teachers (6–10 Years of Experience)

Teachers with 6–10 years of experience provided the highest ratings for training resources (3.42) and training quality (3.25), indicating a general recognition of the value of existing training programs. They likely benefit from the availability of diverse training resources and in-depth, practical content. However, while their overall satisfaction is relatively high, they still express a demand for further career development support.

To address this, promotion-related training programs should be introduced, focusing on leadership development, subject specialization, and pedagogical innovation. Mid-career teachers would benefit from training modules that enhance their classroom management skills, curriculum design capabilities, and assessment methodologies, preparing them for more advanced roles such as department heads or instructional leaders.

(c) Training Needs of Experienced Teachers (11–15 Years of Experience)

Teachers with 11–15 years of experience rated training objectives and training opportunities at approximately 3.3, demonstrating a strong understanding of professional development goals. Additionally, their research engagement was relatively high (3.27), suggesting that they value the role of training in fostering research-based teaching practices.

However, compared to the 6–10-year group, their rating for training resources is slightly lower, indicating concerns about resource allocation and accessibility. Schools should ensure equitable distribution of training resources and provide opportunities for experienced teachers to participate in action research projects, publish in academic journals, or lead professional learning communities. Expanding research-based training initiatives could further enhance their engagement and satisfaction.

(d) Training Needs of Senior Teachers (16–20 Years of Experience)

Teachers with 16–20 years of experience provided the highest rating for training opportunities (3.7), reflecting their continued enthusiasm for professional growth. However, their ratings for the training system (2.67) and training quality (2.83) were lower, suggesting dissatisfaction with the depth and systematic nature of available programs.

At this stage, teachers have accumulated extensive classroom experience and are likely seeking more specialized and advanced training. The implementation of advanced professional development programs focusing on teaching research, instructional leadership, and mentoring would help meet their expectations. Encouraging participation in cross-school knowledge exchange programs and action research projects can further stimulate their professional growth.

Additionally, providing flexible learning opportunities, such as online courses, guest lectures from educational experts, and blended learning models, would offer senior teachers more autonomy in selecting training content that aligns with their specific interests and needs.

(e) Training Needs of Veteran Teachers (20+ Years of Experience)

Teachers with more than 20 years of experience provided the lowest ratings for training resources (2.57) and overall training impact (2.86), suggesting that they may feel that existing programs do not align with their professional needs. Additionally, their training participation rating was the lowest at 2.85, indicating a lack of motivation or engagement with current training offerings.

This trend suggests that training programs may not be sufficiently advanced or specialized to cater to experienced educators. To re-engage veteran teachers, schools should develop high-level professional development courses that focus on:

- Educational leadership training, preparing them for roles such as mentor teachers, department heads, or instructional coaches.
- Educational policy and curriculum design, enabling them to contribute to school-wide improvements.
- Expert consultation sessions, where they can interact with leading scholars, policymakers, and experienced educators.

Additionally, leveraging flexible training models, such as self-paced online learning, interactive webinars, and discussion forums, can make professional development more accessible and appealing to experienced teachers.

4.2.3 Regression Analysis

To further explore the factors influencing teachers' perceptions of the overall impact of school-based training, a multiple linear regression analysis was conducted. The model examined how training objectives, system, opportunities, quality, resources, participation, and research engagement influenced the perceived training impact.

(a) Simple Linear Regression: Impact of Teaching Experience

A simple linear regression analysis was conducted to examine whether teaching experience, measured in years of service, significantly influenced teachers' perceptions of the overall impact of school-based training. The results indicated a weak correlation between the two variables ($R = 0.110$), with the model explaining only 1.2% of the variance in perceived training impact ($R^2 = 0.012$). The regression coefficient was not statistically significant ($\beta = -0.110$, $p = 0.468$), and the overall model also lacked statistical significance ($F = 0.536$, $p = 0.468$).

Table 4.11: Model Summary of Simple Linear Regression Predicting Overall Training Impact from Years of Service

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.110 ^a	.012	-.010	.76947

a. Predictors: (Constant), Year of Service

Table 4.12: ANOVA Table for Simple Linear Regression: Years of Service as Predictor of Training Impact

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.318	1	.318	.536	.468 ^b
	Residual	26.052	44	.592		
	Total	26.370	45			

a. Dependent Variable: Overall Impact

b. Predictors: (Constant), Year of Service

Table 4.13: Coefficients Table for Predicting Training Impact from Years of Service

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.409	.258		13.221	.000
	Year of Service	-.062	.085	-.110	-.732	.468

a. Dependent Variable: Overall Impact

These findings suggest that teaching experience alone does not serve as a meaningful predictor of how teachers evaluate the effectiveness of professional development. Regardless of their years of service, teachers may place greater emphasis on the relevance of training content, clarity of objectives, or delivery quality when forming their perceptions. This challenges the commonly held assumption that more experienced teachers derive either more or less benefit from training than their less experienced counterparts.

Importantly, these results imply that differentiated training strategies based solely on years of service may not be effective. Instead, professional development efforts should prioritize the quality, alignment, and applicability of training, ensuring that it resonates with teachers’ actual classroom needs and professional growth aspirations. The weak correlation between experience and perceived impact underscores the need to move beyond tenure-based models and adopt more nuanced, learner-cantered approaches to school-based training design.

(b) Multiple Linear Regression: Key Predictors of Training Impact

To further investigate the key factors influencing teachers’ perceptions of the overall impact of school-based training, a multiple linear regression analysis was conducted. The model was statistically significant, $F(7, 38) = 6.849, p < .001$, explaining 55.8% of the variance in perceived training impact ($R^2 = .558$, Adjusted $R^2 = .476$). This result indicates that the combination of selected predictors meaningfully accounts for how teachers assess the effectiveness of professional development, thereby supporting the validity of the model and the relevance of the included variables.

Among all predictors, training objectives emerged as the most significant factor ($\beta = .581, p = .001$), underscoring their central role in shaping perceived effectiveness. This highlights the critical importance of having clear, specific, and relevant goals in professional development programs. When training objectives are well-articulated, teachers are more likely to view the training as meaningful and beneficial, likely because these goals help bridge the gap between training content and actual classroom practice, while also aligning with teachers’ professional growth trajectories.

Table 4.14: ANOVA Table for Multiple Linear Regression Model Predicting Overall Training Impact

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.710	7	2.101	6.849	.000 ^b
	Residual	11.660	38	.307		
	Total	26.370	45			

a. Dependent Variable: Overall Impact

b. Predictors: (Constant), Research Engagement, Training Opportunities, Training Resources, Training Participation, Training Quality, Training System, Training Objectives

Although other variables—such as training system, opportunities, quality, resources, participation, and research engagement—were included in the model, none were statistically significant. However, training resources demonstrated a marginal trend toward significance ($p = .090$), suggesting that the availability of quality materials and supportive structures may still influence perceptions to some degree. While resources alone may not determine training effectiveness, they can play a vital supportive role in the successful implementation of clearly defined objectives.

In sum, the clarity of training objectives stands out as the most critical factor in influencing teachers' perceptions of school-based training impact. To enhance the effectiveness of professional development, schools should prioritize the design of well-aligned goals that address teachers' actual needs. These goals should be further supported by adequate resources and thoughtful engagement strategies to ensure that training initiatives are not only well-received but also meaningfully integrated into teachers' practices.

Table 4.15: Regression Coefficients for Predictors of Overall Training Impact

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.878	.480		1.829	.075
	Training Objectives	.563	.157	.581	3.581	.001
	Training System	.148	.150	.155	.988	.329
	Training Opportunities	-.135	.121	-.143	-1.110	.274
	Training Quality	.190	.135	.195	1.411	.166
	Training Resources	.241	.138	.246	1.740	.090
	Training Participation	-.033	.121	-.039	-.273	.786
	Research Engagement	-.172	.160	-.195	-1.078	.288

a. Dependent Variable: Overall Impact

5. Conclusion and Recommendations

This study examined the design, implementation, and perceived impact of school-based professional development within the CPSS (Chinese Private Secondary Schools) context. Drawing from quantitative regression analysis, several key findings emerged that carry important implications for enhancing the effectiveness of school-based teacher training.

5.1 Conclusion

The findings confirm that the clarity of training objectives is the most significant predictor of how teachers perceive the effectiveness of professional development. Regression analysis demonstrated that among multiple variables—such as training system, resources, quality, participation, and research engagement—only training objectives showed a strong, statistically significant influence. This underscores the pivotal role of well-defined, relevant, and clearly communicated goals in shaping teacher engagement and the perceived value of training programs.

Conversely, years of teaching experience were found to have no significant effect on how teachers evaluate training impact. This challenges traditional assumptions that more experienced educators require or benefit from training differently and suggests that professional development should be designed around actual instructional needs and professional interests, rather than tenure alone.

Survey responses further revealed several systemic challenges. While CPSS has developed a relatively structured training framework, the current reliance on short-term workshops and isolated sessions limits the depth and sustainability of learning. Teachers across different career stages expressed varied experiences and expectations: early-career teachers often lacked clarity about objectives, mid-career teachers reported moderate satisfaction with training resources, and veteran teachers found the offerings insufficient to meet their advanced professional needs. Additionally, neutral or negative perceptions toward training systems and resources reflect a broader disconnect between training design and classroom realities.

5.2 Recommendations

The findings of this study offer several practical strategies for improving school-based professional development in Chinese Private Secondary Schools (CPSS), particularly in the areas of training design, resource allocation, differentiated support, and career-stage responsiveness.

To begin with, training design must prioritize the clarity of objectives. Effective professional development should start with well-defined and contextually relevant goals that align closely with teachers' instructional needs. Clearly articulated objectives not only foster greater engagement but also guide the learning process and provide a solid foundation for evaluating training effectiveness. The study revealed that among all measured variables, training objectives were the only statistically significant predictor of perceived training impact, underscoring their central role in shaping meaningful professional learning experiences.

Equally important is the provision of adequate resources to support the achievement of training goals. While not a statistically significant predictor, training resources approached significance and remain a key consideration. High-quality materials, knowledgeable facilitators, and structured support systems can all contribute to reinforcing training objectives and ensuring fidelity in implementation.

Interestingly, the study found that years of teaching experience had no significant effect on how teachers perceived the impact of professional development. This challenges the traditional practice of designing training based on tenure and suggests that professional development should instead be tailored to meet teachers' actual instructional needs, roles, and stages of professional growth. A one-size-fits-all approach risks neglecting the diverse development trajectories of individual educators.

Another critical consideration is the coherence and alignment of training programs. Effective training must be internally consistent, ensuring alignment across objectives, content, delivery methods, and follow-up processes. Such coherence not only enhances the perceived value of training but also supports long-term instructional improvement and meaningful application in the classroom.

Professional development must also address the specific needs of teachers at different stages in their careers. Early-career teachers benefit from on boarding programs and mentorship to clarify expectations and build confidence. Mid-career educators may find value in leadership development opportunities and initiatives that foster pedagogical innovation. Meanwhile, veteran teachers require more advanced, policy-aligned training that empowers them to mentor junior colleagues and contribute to broader school-level development.

To ensure long-term effectiveness, CPSS must also move toward a more sustainable and impact professional development model. This requires adopting a long-term strategic vision that shifts away from traditional, workshop-based approaches toward continuous, cyclical learning processes. Key components of such a model include integrating follow-up support, coaching, and opportunities for reflective practice—elements that are essential for deep, sustained professional growth.

Moreover, schools must invest in the necessary institutional structures to support this transformation. These include feedback mechanisms that inform ongoing improvement, designated time within teachers' schedules for training and collaboration, and the cultivation of professional learning communities (PLCs) that promote shared inquiry and peer support.

By leveraging a teacher-cantered approach and using data to guide planning and personalize development pathways, CPSS can cultivate a culture of professional learning that not only empowers educators but also enhances teaching quality. Ultimately, such a system stands to improve student learning outcomes in lasting and meaningful ways.

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