

Participation in-Service Teacher Training- Creativity Cultivation Program

Chen, I-Ju¹, Lin, Yi-Kai^{2*}, Wey, Tzong-Ming³, Chang, Yu-Heng⁴, Hung, Ming-Kuo⁵

¹Associate Professor, ^{2*,3,4,5}Assistant Professor Chaoyang University of Technology, Taichung City, Taichung, Taiwan
Corresponding Author: yklin@mail.cyut.edu.tw

ABSTRACT

The study aims at understanding the current condition of teachers participating in teacher cultivation programs for creative teaching as well as the in-service training and their willingness and opinions regarding the online education events. Their opinions on the education events that they participated in and their demands for such events are one of the characteristics of teachers' "professionalism," which is the constant pursuit regarding their growth in different fields under their career of teaching.

The studying method is the Census questionnaire for teachers. There was a total of 200 self-compiled questionnaires distributed and 177 questionnaires collected, with a collection rate of 88%. The questionnaire mainly focuses on exploring the differences between basic variants, including the current state and demand of teachers when participating in different education, as well as their age, marital status, living status, current condition of the servicing schools, academic history, seniority, positions, willingness for engaging in preschool education, and current condition of education, as well as the relativity of personal teaching demands and education demands.

Through the research, the study found that there are various types regarding the in-service education events for teachers, such as: 1. Most teachers are having no-credit education (using weekends or holidays to participate in programs held by department related to education); 2. Teachers having education with credits make use of winter and summer vacations to participate in education program held by colleges and universities. Therefore, through the study, we learned that teachers have diverse and robust demands for education events. Such events are organized on weekends or holidays or are in the model of visiting and demonstration to make open selections for candidates; the events also provide academic certificates. Some education programs may require that the institutions and the teachers jointly assume the expenses, or the institutions assume the expenses alone. However, such servicing institutions are not mandatory. According to the studying results, public/private elementary schools, kindergartens, teachers' academic degrees, and their duties for administrative affairs in schools have the most significant influences on teachers' education willingness regarding their job.

The study shows the summary of teachers' education and provides references in relation to education programs for the in-service education department in the future and may serve the essential information for further research.

Keywords: In-Service Teacher, Creativity Cultivation Class, Learning Demand, Education Programs

Correspondence:

Lin, Yi-Kai

Assistant Professor Chaoyang University of Technology, Taichung City, Taichung, Taiwan

Email: yklin@mail.cyut.edu.tw

FOREWARD

The preschool and elementary represent the basic educations in Taiwan. The teaching quality of education for children not only is influential to their physical and psychological development and growth, the progress of children's growth also is positively correlated with social and national developments (Kikuchi, 2015). In regards to improving teaching quality of education for children in Taiwan, not only requires a complete child-care system as well as safe and proper teaching hardware for children education, also teachers for children education shall be well-trained and professional, and they can implement the pluralistic education, thus getting kids to love school (Henry and Thorsen, 2018).

In Taiwan, the current preschool education needs numerous qualified teachers. At present, the qualification exam for preschool teachers is nevertheless hard to pass. Under the circumstance that the demand for qualified teachers is larger than the actual number of certified teachers, many uncertified preschool teachers are in fact teaching at preschools (Hedegaard, 2012). To deal with the shortage of qualified preschool teachers, the nationwide teacher training centers and universities with teacher

education are aggressively developing the teachers' training programs needed in preschools. Additionally, the center for teacher education in our school provides on-the-job training to relevant teachers who can improve their teaching expertise (Graves, 2016).

For these reasons, we conducted the survey research and questionnaires to children regarding the continuing education credits of children education for teachers. Our center for teacher education will help teachers receive on-the-job training in preschool educations, and we can therefore thoroughly understand the real professional trainings/skillsets required for current teachers (Alvunger, 2018). Because of the ongoing new education curriculums, the present development of the creative teaching for teachers can assist the preschool teachers in lecturing to children about the aesthetics, creativity inspirations, and artwork creations (Pinner, 2019).

The "In-service Teacher Education" is still important in training teachers with continuing educations and studying courses, all of which should be well-planned and implemented (Clarke and Braun, 2016). To establish the system of continuing education for teachers, our research at first gets to know that the aesthetic education integrated

with art creative teaching help teachers lecture the new education curriculums (Tatto, Burn, Menter, Mutton, & Thompson, 2018).

This study looks forward to showing the relevant research conclusions to teacher training centers and universities for future references when planning the on-the-job training programs, thus helpful in pursuing the sustainable growth of great fun education (Dörnyei, MacIntyre, & Henry, 2014).

Meaning of on-the-job training

The meaning of on-the-job training for teachers can be generally considered in the following angles:

The participation in creative teaching training for individual preschool teacher:

The on-the-job training for preschool teachers means that their participation in the teaching training programs so to improve their teaching expertise and attitude.

The participation in creative teaching training for teachers:

The on-the-job training for teachers offers them a planned, organized, systematic and goal-oriented growth and expertise learning, all of which compensate the education credits of orientation training for preschool education.

The on-the-job study of creative teaching for teachers and the on-the-job learning of creative teaching for teachers are different:

The on-the-job study not only includes the creating teaching methods, materials and skills, also focuses on the class management and teachers' emotion, which are attitude related. The on-the-job learning of creative teaching for teachers considers improving the teachers' ability in creative teaching.

Our research defines teachers' on-the-job trainings of creative teaching as "preschool teachers' on-the-job trainings of creative teaching represents that the preschool teachers participate in the educational activities connected to the improvement of preschool creative teaching and spirits of education by means of utilizing diverse creative teaching plans, systematic methods, and organized approaches." (Alvunger, 2018).

Goal and importance of on-the-job training for teachers

Importance of on-the-job training for teachers

Diversity roles of teachers:

Teachers at present not only take care of children, lecture, parents communication, classroom decorations, children performances, and administration affairs, also need to lead the basic education in each community (Ushioda, 2016). Teachers not only are responsible for promoting community constructions, also are well-trained in the new education curriculums regulated by Ministry of Education.

Requirements for specialization of education:

"Every educator has to constantly study from the on-the-job training," which is the crucial point of views of creative teaching for teachers' expertise, and is one of the goals improving the competency of teachers training educations in Taiwan as well. Only can we improve our education quality by having teachers to continuously participate in on-the-job training and learning programs, thus we can maintain the quality and reputation of preschool teachers.

The deficiency of teachers training:

Finishing the teachers training programs and having the education credits are not equivalent to the good quality of education. Teachers need to constantly learn from the on-the-job training to compensate the inadequacy of orientation education.

The concept of lifelong education:

Any teacher must repeatedly learn from the on-the-job training.

Preschool education is a basic education, and teachers have an important role in the growth of children. Therefore, the teachers' competency can be enhanced by establishing the standards of quality of preschool teachers, improving the quality of children education, and offering the on-the-job

training for teachers (Letiwa and Koross, 2008).

Methods of the research

Research Questions

What is the current status of teachers' participation in on-the-job training in creative teaching?

Does teachers' participation in on-the-job training for creative teaching change due to the ages, marriages, academic degrees, jobs, years of service, and willingness to continue with preschool teaching in the future?

Why do teachers need to participate in the on-the-job training for creative teaching? What are the suggestions to these teachers?

Teachers:

There are 164 certified teachers working in 31 public and private schools in year 2019.

On-the-job training:

This research indicates that the on-the-job training improves the quality of creative teaching, including the creative training programs offered by the public and private education institutions, teaching observations, seminars, teaching tour, college preschool courses, etc.

Learning needs:

The needs of teachers learning from the on-job-training, which improves the quality of creative teaching include courses, durations, topics, expenditures, courses contents, working substitutes, class sizes, credits or non-credits, resources, etc.

RESEARCH OBJECTIVE

The research object focuses on the entire certified teachers in the public and private school. There are 164 teachers from 36 schools. In the 200 copies of survey questionnaire, the number of the answered questionnaire was 177. The response rate was 88%, and the number of valid responses was 162, which accounted for 82.5% of the answered questionnaires.

Research tools

The research tools are the self-administered questionnaire, including the basic information, training descriptions, and needs and feedbacks of training needs.

ANALYSIS OF RESEARCH RESULTS

Basic information and descriptions of the survey sample

The basic information of survey sample covers 8 aspects, which include ages, marriages, living (single life, living with family, children and child care), jobs (public or private school, and number of class), academic background, years of service, job history, and plans as an educator.

Analysis of basic information and the current on-the-job training.

Ages

In the comparison based on the ages with 5 years as a scale, many teachers know the information about on-the-job training programs of creative teaching from the National In-service Teacher Education website or the department of education in different counties and cities (Banegas and Consoli, 2020). The annual 18-credits continuing learning, compared with others, is simple and incomplete. The 80% of the teachers at the ages from 20 to 25 think that the continuing education is inadequate, and the only 25% teachers older than 40 had the same thought. According these observations, the older teachers may have different motivation and willingness to participate in continuing educations (Norton, 2016).

In the other group based on the ages with 10 years as a scale, teachers in the scales of 21-30, 31-40 and older than 40 satisfied with the current continuing education are accordingly 66%, 74%, and 81%. The reason older teachers show satisfaction to the continuing education could be the lower interest in taking extra creative teaching courses after work.

Marriage

In the comparison based on the marriage status, the main factors having an influence on the married teachers taking the creative teaching courses are mostly family, physical strength, etc. The factors affecting the single teachers are the lack of relevant information, the absence due to time, etc. Only the 20% married teachers mostly prefer to take trainings in the evenings from Monday to Friday and on the weekend, which is much lower than the single teachers showing 62% of preference.

Living

Teachers living alone are more inclined to pay or share their tuitions of continuing education by or with their schools than do the teachers living with families. Our research discovers that most of the teachers joining the continuing education live with their families. This disposition might be related to the greater financial stress for the teachers living alone. Those living alone prefer to study at night from Monday to Friday and on the weekend, the potential impulse would be that they have more free time on holidays.

Schools' environment (number of classes in public schools, private schools, and preschools)

Teachers in public and private schools show differences in on-the-job training in office hours or time off work:

The teachers in public schools show more percentages in studying in office hours (30%) or time off work (20%) than do the teachers in private schools, the circumstance might be related to that the teachers in private school are not easy to take a leave, and they have greater amount of work.

The on-the-job trainings available at school:

Public schools generally have an on-the-job training on the weekly basis (24%), and the private school have it every semester (25%). The public and private schools show significant difference in the adequacy of the on-the-job training. There are 73% of teachers in private schools think that the on-the-job trainings are deficient, which shows that the related training programs are scarce in the private school (Yuan, Sun, & Teng, 2016).

Needs for on-the-job trainings:

There are 35% of the private school teachers want to take continuing education classes on the weekend, which is might indicate that these teachers want continuing education so much that they can give up the relaxations on holidays. The 45% of the private school teachers agree that the on-the-job training should be mandatory, which could represent their attitude to the relevant competent authorities who should care about teachers' privilege to have the on-the-job trainings and to pursue the personal growth (Banegas and Consoli, 2020). When the school is bigger, the school should be able to provide more complete information of continuing education.

Academic educations

Our research classifies the academic educations into 3 types (general university, education/normal university, master's degree from education/normal university) so to accentuate the distinction between the academic education and relevant variables. They are elaborated into the followings:

Participation in on-the-job trainings:

Teachers graduated from the general universities (29%) and from the education/normal universities (18%) have the higher percentage in absent from the on-the-job trainings. All teachers having the master degrees had taken the on-the-job trainings, which show the significant distinction.

On-the-job trainings:

Teachers with the higher academic degrees incline to participate the on-the-job trainings by taking the curriculum credits, which are significantly different from teachers graduated from the general universities and the

education/normal universities (Lamb and Budiyanto, 2013). Teachers graduated from the education/normal universities show the greater number of people study in office hours and holidays.

Resources of training programs:

The education/normal universities are comparatively easier in obtaining information of continuing educations, and comparatively contented in sufficiency of the training activities (56% adequacy of education/normal universities: 26% adequacy of general universities).

Years of service

The years of service is the main factor have an impact on the participation status in the creative training. There are four groups of teachers with years of service between 3 to 20 years show the peak value in joining the on-the-job trainings, studying in winter or summer vacations, and obtaining the on-the-job training information.

Experience of school administrative affairs

Teaching assistants:

They show less participation in the on-the-job training, most of them take the non-credit trainings, they scarcely take the trainings in winter or summer vacations, and most of their tuitions are paid by schools or shared.

Regular teachers:

Rather than studying in office hours, regular teachers mostly take training classes off work.

Principals / directors:

Most of them take the non-credit training classes, they are comparatively easier in obtaining the on-the-job training information, and they are contented in the sufficiency of the training activities.

Analysis of the current situation of on-the-job trainings for preschool teachers in Taichung.

Experience of on-the-job training and the content of training

Experience of on-the-job training for preschool teachers in Taichung:

The non-credit training accounts for the most (54.5%) in the approaches of study. Those taking courses with credits mostly study in normal universities (88.5%). Those studying in the non-credit programs mostly participate in the training programs hosted by the governments (67.5). Most of teachers joining the on-the-job trainings on winter or summer vacations (67.1%) and holidays (53.5%). The tuitions paid by themselves of school's accounts for the most (36.9%), followed by the entire school coverage (12.8%) and at one's own expense (15.3%).

Current status of general on-the-job trainings.

For all teachers:

In view of the prevalence of on-the-job training offered by the preschools, most are hosted more than two months (34.5%), followed by the irregular basis (25%), once every semester (19.5%), and the training programs merged or canceled due to the inadequate funds (5%). In view of the accessibility to creative teaching, the very easy and moderately easy account for around 70% (67.5%), and the less easy and not easy account for around 30% (33.2%), which might be associated with the official documents and propaganda of training activities, all of which can explain the distinction between cities and rural areas.

The sources of on-the-job training information:

The official documents from preschools account for the most (75.6%), followed accordingly by public media (6.0%), and relatives and friends (3.1%).

Summary:

There are 42.5% of teachers are contented to the adequacy of the on-the-job trainings in Taichung city, and 74.8% argue that the trainings are insufficient, the phenomenon bringing out the huge demands for continuing educations of creative teaching in preschools. It's worth of noticing for the related competent authorities, these teachers need

more positive responses.

Among the main reasons influencing the teachers' participation in creative teaching, mostly are external factors, of which the unmatched schedule accounts for the most (48.0%), which might be related to the difficulty for the preschool teachers to take leaves, to find their substitutes, and to arrange proper schedules for training activities. The rest reasons are accordingly inadequate training programs (30.2%), lack of training information (22.4%), family (13.2%), deficiency of needed trainings (13.2%), costs (16.3), a full schedule (10.5%), unsupported attitude from schools (11.5%), and excess physical activities (8.9%). Those who answered other reasons in the questionnaire mentioned that the competitive applications to on-the-job trainings is a reason (4.4%) as well.

Analysis of the needs for on-the-job trainings for the preschool teachers in Taichung.

Needs

Necessity of on-the-job trainings: in great need (46.7%) and need (43.2%), which signify that the most teachers show positive recognitions to the effectiveness and demands for on-the-job trainings.

Personal evaluation to the need for on-the-job trainings: Every teacher believes that he/she needs on-the-job trainings (absolute need (43.4%) and need (56.6%)). The ranking according to the statistic numbers of training motivations: improving expertise (82.3%), obtaining academic credits or degrees (36.7%), pay raise (16.5%), career promotions (14.7).

The ideal training contents

In view of the teachers' ideal on-the-job trainings for creative teaching:

Expertise of preschool teachers: 76.8%.

Personal growth of preschool teachers: 67.7%.

Evaluation and counseling the children's behaviors: 62.2%.

Teaching theories and practices: 55.2%.

Administrative management of children: 38.5%.

Issues of special education: 5.3%.

Correlation analysis of the current situations of and needs for on-the-job trainings.

Comparison between the current situations of the needs for the training plan and time schedule.

Teachers' ideal preferences for on-the-job trainings would be affected by the current conditions of the training of creative teaching. For example: those at present studying for credits prefer the training programs with credits ($p=.365^{**}$, $\text{sig}=.003$, $n=87$); those at present studying in office hours prefer the training programs held in office hours ($p=.275^{**}$, $\text{sig}=.041$, $n=121$); those studying off work prefer the training programs held off work ($p=.273^{**}$, $\text{sig}=.003$, $n=121$).

Comparison between the adequacy of and the need for on-the-job trainings in the current situation.

Teachers would hope to participate in the training programs with the compulsive pattern, and to increase the duration of the training programs because of the shortage of the current continuing education for creative teaching (Cain and Harris, 2013). For example: those answering the deficiency of training programs in the questionnaire would check the mandatory as an answer in the question whether the continuing education is required ($p=-.212^{*}$, $\text{sig}=.016$, $n=121$); they also check the longer duration of training programs in the question the duration of the continuing education ($p=.234^{**}$, $\text{sig}=.006$, $n=121$).

Comparison between the main factors of and needs for the training programs in the current situation.

The reasons of unmatched time schedules with the current programs of creative teaching or the deficient learning environment may convince the teachers that the privileges of participation in the continuing education can be protected by constantly changing the time schedule of the

training programs, or making the training programs to be compulsive. For example: the main factors having influences on the training programs show the statistical significance in that whether the training programs should be held on holidays ($p=-.242^{**}$, $\text{sig}=.005$, $n=121$), and that whether the on-the-job training should be mandatory ($p=-.276^{*}$, $\text{sig}=.002$, $n=121$).

CONCLUSION AND RECOMMENDATIONS

Conclusions

Current conditions of the participation in on-the-job training for the preschool teachers in Taichung.

Training contents and features:

Most teachers take the training programs of creative teaching with credits in summer or winter vacations; most of the training programs hosted on holidays by educational institutions are non-credit; most of the training tuitions are shared.

2. Opinions to the current training programs:

For the current regulations requiring that every preschool teacher must either finish the 18-hour trainings or study the programs for creative teaching, most teachers take the continuing educations on the monthly basis, and at least one training is held every semester. For those having adequate information of continuing education from official documents at schools, the most common reason for the absence in taking the training class is the unmatched time schedules.

The needs of Taichung preschool teachers for participation in on-the-job trainings:

It's important to participate in the on-the-job trainings for creative teacher. The continuing educations are needed for teachers; whose motivations focus on improve their knowledge.

The ideal continuing educations: with certificates (degrees or certificates); shared tuitions; plentiful trainings held in summer or winter vacations, or on holidays; teaching demonstrations; public announcements to teachers; non-compulsive on-the-job trainings.

Current conditions and needs of the on-the-job trainings for preschool teachers in Taichung.

Most of teachers express their needs for continuing educations with their personal experience of participation in the creative teaching. For example: most of the teachers at present participating in trainings with credits think of the trainings with credits as the ideal continuing educations.

Most of teachers explain their needs for trainings of creative teaching by considering their current conditions. For example: the ideal continuing education should have the matched time schedule.

Recommendations

For teachers' training institutions and government when designing the training programs of creative teaching:

Establishing the basic information files so to learn the compositions of the preschool education system in Taichung.

Developing projects: counseling teachers who have lower academic degrees in receiving the on-the-job trainings of creative teaching.

Learning the preschool teachers' motivations in taking the on-the-job trainings of creative teaching.

Improving the quality and quantity of on-the-job trainings of creative teaching: planning different education activities for those in different ages and career needs.

For research in the future:

Local features: Analyzing and conducting the further study to the local features exclusive in Taichung.

Sustainable operations: Knowing the changes of education by studying and comparing the relevant information annually.

Improving the environment of on-the-job trainings: creating opportunities of continuing educations and establishing the supporting systems (sharing and spreading information).

Utilizing the local resources and establishing the study groups of creative teaching.

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