

The Effect of TQM in Teacher Professional Development Programmes

(The Experiment of UNRWA – Jordan)

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Abstract

This study aimed at investigating the effect of TQM in teacher professional development programmes in general and in planning and practising these programmes. It also investigates if this effect is different according to sex, academic qualification and experience variables.

The study sample consisted of SDT (School Development Team) teachers (60) males and (48) females. The reflective tool in planning and practising the teacher professional development programmes was applied.

The mean was high, so high effect of TQM in teacher professional development programmes in general and in planning and practising these programmes. T-test was used which showed statistical significant differences in developing teacher planning and practising professional development programmes in favour of females; whereas ANOVA shows no statistical significant differences between individuals according to academic qualification and experience variables.

Key Words: TQM, Teacher Professional Development.

For the paper in Arabic see pages (437-484)