

CONTEMPORARY CHILDREN'S LITERATURE: TEACHERS' FEEDBACK ON SUPPORT, RESOURCES, TRAINING AND TIME ALLOCATION

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ABSTRACT

Support from the administrators, resources provided, training for the teachers and allocation of time for effective classroom learning are amongst the important components provided by schools. The main purpose of this study is to evaluate the implementation of Contemporary Children's Literature Program based on the feedback by upper primary school teachers. Using survey questionnaire of four Likert scale as research instrument, this study seeks to identify the quality of support from administrators, availability and utilization of resources, scope of training, and appropriateness of time allocation in the implementation of the program. A total of 45 respondents were asked to complete the survey. Data were analyzed using SPSS 19. Results of the study indicated that 75.6% teachers agree that the administrators give opportunity to try out new ideas in their teaching, 53.3% strongly agree on the provision of appropriate textbook to be used as teaching materials in the classroom, 17.8% disagree that the training provided is sufficient as a preparation to teach literature in the classroom, and 62.2% agree that the allocation of time is sufficient for the teaching of literature in the classroom. This study proposed the importance of cascade training provided by the Ministry of Education to be conducted yearly to ensure the effectiveness of transfer of training, the availability of resources to ensure the success of the program, and consideration of time allocated in the timetable of teaching and learning.

Key Words: Contemporary, Literature, Children's Literature.