In-Service Teachers’ Training Program: A step towards quality Education

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A B S T R A C T

Teachers are the key factor in promoting quality of education at grass root level. They ought to be kept themselves abreast with the modern approaches in promoting quality of education and get acquainted with professional training for the effective teaching-learning process. The primary aim of the study was to explore the effectiveness of in-service teacher training programs on professional excellence of teachers in promoting quality of education. A total of 75 respondents constitute the sample of the study. A close-ended questionnaire with five point Likert scale was designed and subjected for data collection. The collected data was treated with chi-square statistics. Result indicated that the objectives of the in-service teacher programs were not clearly articulated to teachers, teachers we problem-solving to enroll in in-service teacher programs, the institutes offering in-service teacher training programs lacks the provision of physical facilities, majority of the courses fails to ensures creativity among in-service teachers regarding problem solving approach, A.V. aids were not subjected in teaching-learning process, in-service teachers were not involved in transactional approaches during the training, and organization among theory and practice were lacking. In the light of results, it was recommended that proper articulation of objectives of the program ought to be done to all in-service teachers, proper allocation of funds may be elicited to avoid lacks of physical facilities, and gaps between theory and practice may be removed that the actual crux of the program may be achieved in real sense.

KEYWORDS: In-service teachers, teacher training, professional development, quality education.

1. INTRODUCTION

In the light of educational dictionary, Elizabeth (2011), define teachers education as a set of formal or informal activities and practices that tends to enable a person to undertake the responsibilities of being an educational expert and deliver to the general public in its concrete form. Teacher education is a fundamental paradigm of nourishing and nurturing the personality of an individual with prodigious hop. The strong the system
of promoting quality education, the strong will be the personality of the individual in hand. The basic reason for conducting the study was to train the teachers in terms of providing quality education. In lieu of concentrating on a huge number of individuals, if we trained and give quality education to teachers, the targeted goals can be easily achieved. After the very inception of Pakistan, the system of education strengthened by subjecting modifications in policies of education and exercising relevant approaches for their maximum implementation. Due to the lack of quality in education, a dire need of eliciting qualified and trained teachers arises, and in this regards, a great emphasis was given to launch a teacher force.

The crucial segment of the education sector is a teacher, who also shape the vision and mission of nature in a real sense. According to Hanushek (2004), the command on subject matter contents, commitment and dedication to their job and acquainted with the professional training are the qualities of good and qualified teachers. The better a teacher is trained, the better he or she can educate tomorrow's generation of Pakistanis. In-service education is designed to promote the continuous development of the teacher after he enters the teaching profession by providing a planned and systematic instruction within an educational setting. The quality of education depends on the ability, hard work, and dedication of the teacher. If a teacher fails to keep himself in touch with the rapid scientific and educational developments then he would become inefficient and ineffective. It is a fact that the academic qualifications, knowledge of the subject matter, competence and skills of teaching and the commitment of the teacher have an effective impact on the teaching learning process. Many factors are responsible for shaping the quality teaching. These include ideological and socio-economic needs, existing structure of education system, and well-defined theories and practices of teaching and learning and integration of theory into practice.

Training of teachers provides them the knowledge, skill, and ability that are relevant to the professional ecstasy of a teacher. Teacher training molds the personality of a teacher such that their attitudes are reshaped, their habits are reformed and their personality is reconstituted through teachers training. (Kazmi, 2011).
Purpose of in-service teacher training and education

Teachers play an important role in shaping the mini-nation in a classroom environment. In a classroom environment, the teachers often confronted with a number of individuals coming from different cultural backgrounds. Due to a high number of students in a class, it is often difficult to manage and cope up with the student social, emotional, psychological and sociological needs. In this regard, it is important to initiate capacity building approaches for teachers to equip with modern teaching strategies and methodologies. According to Kuh, G. (2009), the main points were approved regarding the in-service teacher education for developing counties was to:

i. Elicit ample capacity building initiatives for teachers to enhance the effective teaching-learning process

ii. Formal involvement of teachers in the development of curriculum and pedagogical skills according to the mental level of students.

iii. Development of faculty development programs for upgrading teachers academic qualifications.

iv. Molding the attitude and skills of teachers to cope up with the developmental goals at national levels.

v. Development of potential among teachers to identify the confronted problems and to formulate a suitable solution for the problems.

2. LITERATURE REVIEW

According to Malik (2013), teacher training program has two aspects i.e. pre-service and in–service teacher training programs. In the current scenario of promoting quality education, teachers training program has gained significant position. The major aim of such programs is to develop and ensures professionalism among teachers at all levels. Due to the expansion of episteme with monumental and exceptional pace, even the modern knowledge become pastel and needs modification and up–gradation.

Besides the expansion of knowledge, the means for acquiring education changes along with the pedagogy in teaching–learning process. In modern teaching styles, novel educational devices, techniques, and computer based learning approaches ensure the promotion of quality education. During the capacity development programs, the teachers
make capable of enhancing their professional and academic zones to utilize acquainted skills for effectively performing their duties and responsibilities. Due to the advent of science and technology, the boundaries and limitation of education are widely spread, which dwell on the perfection in quality fostering of knowledge and medium for its propagations.

A. In–Service Teacher Education: Importance from future perspectives

According to Feiman-Nemser (2008), through better performance of a teacher, the quality of in–service teacher training program can be enhanced and maintained, which will ultimately facilitate in molding the dedication of teachers to their profession. Such situation eventually develops a sense of responsibility among the teachers and lead to their professional and career growth. Moreover, such exemplary situations create enthusiasm among other professions to join the teaching cadre. Ranganathan (1992) conduct research on the development of a framework for in–service teachers and reach to some findings, which are as under:

i. Teachers aim to have refresher courses to keep themselves abreast with the modern approaches to teaching.

ii. Least involvement of teacher in the process of planning, executing, monitoring, controlling and assessment of a program according to the planned objectives.

iii. Unsatisfactory condition of teachers after provision of in-service training program organized by educational department observing quality standard protocols. Sarada (1996) support the statement by arguing that the educational department lacks the conceptual and theoretical framework of the program, which affects the overall projected outcomes.

According to Agarwal and Kamlesrao (1997), the quality of in-service teachers training program dwells on the important components, which includes:

i. The teachers were not provided with the adequate resources i.e. learning materials which affect their performance.

ii. The training module was long enough that they were not covered in the specified time frame.

iii. The focus was given on transformation of information instead of opting
iv. Least acquisition of work in groups.

v. Major emphasis was given to lecture and discussion methods.

B. Quality teaching is the output of quality assurance in education

During the few decades, the maintaining quality assurance at the tertiary level is often susceptible to quality relevant issues. According to OECD (2008), in the early 1980s, the sustainability of quality at a tertiary level often face quality issues. In addition to other issues, the financial constraints act as plus factor in developing pressure which appeals to transparent accountability. The assessment pattern of quality assurance always remain controversial and in this regard the national quality assurance agencies cede the holistic involvement of educational institutions in designing framework for ensuring quality teaching adopting standard protocols.

The educational institution was given the responsibility to establish an internal quality control management system to look after all the academics relevant activities by involving teachers in the process. The main assignment of the internal quality control management system is to take corrective decision and steps if they found any dimension of academics. Normally, the quality assurance agencies elicit developmental schemes, experimental approach to maintaining the quality of education at all levels and providing affiliation to an educational institution in a common cause. These agencies often develop policies which are articulated to all the educational institutions to ensure uniformity in the quality of education.

C. In–service teacher training programs and its effectiveness

According to Malik (2013), for the effectiveness of in-service teacher training program, some consideration is made, which are as under:

1. Location of organizing training

In – service, teacher training ought to be organized at respective training institutions. The conduction of this teacher training programs at their respective institution generally utilize the available resources for achieving the desired outcomes. Organizing training on the campus often provides assistance to the participants to perform their assigned tasks without affecting their work progress.
2. **Teachers as a target groups**

In–service teacher training programs are designed and organized for teachers. Besides these training, some are also arranged for principals and other managerial staff of the educational institution. As educational institutes give a clear picture of the teamwork and collegiality among the staff members so it is important to organized training modules for other staff of the institutions. While the teacher training program must involve the teachers of all levels.

3. **Teaching strategies**

The transactional strategies i.e. case study approach, conducting brainstorming, group discussions, colloquium, seminars, and workshop yields plethora outcomes in teacher training programs. Such strategies often modify and rectify the teaching skills and understanding of the teachers in their professional arena. For effectiveness of the program, the development of teacher training modules might be designed in the light of participant gender, age group, and professional experiences.

4. **Content**

The content for in-service teacher training modules often depends upon the planned and approved objectives of the program, which are categorized as under:

i. Subjects taught at school
ii. Teaching strategies and methodologies
iii. Emerging of issues and problems
iv. Modification in the role of teachers according to modern trends and pattern

In–service teacher training program focus on the development of inter and intrapersonal skills among teachers and their job commitment. The aim of the program is to switch on the competencies of teachers in terms of their pedagogical skills and teaching techniques to provide quality education to the pupils and students in the longer interest of the community.

5. **Monitoring, controlling and assessment**

Monitoring and controlling is an integral component of any educational process. In–service teacher training program are monitored and controlled by conservative
management to identify and seek any feeble aspects in the process. The program is normally assessed using formative and summative approaches checking the involvement of suitable inputs and process.

D. Key principles for developing in–service teacher training programs

According to Barrow (2007), certain principles were drawn regarding the basic concepts of in–service training to integrate theory into practice. Some of the principles were designed to sketch a framework for the smooth implementation of in-service teachers training program leading to the success of the program.

1. In–service teacher training program: A process of continuous professional development

In–service, teacher training program is a continuous process of professional development of teachers. The process encompasses the duration of teaching–learning process, mentoring the trainee teachers regarding their assignments and ensuring the integration of theory into practice.

2. Participation of teachers in planning the programs

The education department arranges in–service teacher training program under the umbrella of national education policy in collaboration with national and international donor agencies. In designing the program for in–service teacher, the involvement of teachers ought to be ensured both in structural and content development because the teachers know well the needs and demands of the students in particular and the community in general. The imperative aspect of teacher involvement in the program designing is developed a sense of proprietorship and affection to the success of the program.

3. Alignment of program content with the pedagogy

In–service, teacher training program is a continuous process greatly focused on contents along with suitable teaching methodologies. The pedagogy acts as steering in teaching–learning process fostering better understanding to teachers regarding their subject matter and ensuring the development of critical thinking among students. In fact, the pedagogy links the knowledge of teachers regarding their subject and knowledge management skills to equip the students with quality education.
4. **Integration of theory and practices**

In the process of developing in–service teacher training program, the focus is on integrating theory into practice regarding the acquisition of first-hand knowledge, excel of classical skills with multidimensional qualities, activity based learning and development of professional aptitude of teachers. These sort of approaches underpin the success of their teacher in their respective educational missions.

5. **Formative evaluation of teachers communities**

Often in designing the in–service teacher training programs, the sense of academic reflection are not taken into considerations. The initiation of a formal type of formative evaluation develops a sense of commitment among the teachers affecting their performance positively.

6. **Involvement of maximum faculty in an in–service program**

In designing the program of in-service teacher program, the participation of maximum teachers might be ensured to bring uniformity in the teachers training. Such involvement also develops a sense of collegiality and teamwork among the teachers thus achieving the plethora outcomes.

E. **Steps in implementing an in-service program**

According to Gillies (2006), quality training is elicited by teachers regarding their professional development. As the teachers are subjected to new and novel training, so, for instance, it is somewhat necessary for the teachers to implement training gained in their teaching. In this regard, certain steps need to be initiated for implementing in-service teacher training program effectively and result oriented.

1. **Sharing and involvement of stakeholders in designing program**

In–service, a teacher training program is a crucial approach for bringing reforms across the country and in the next generation. Due to its due importance, it is important to involve and share information regarding the development of the program with all its direct and indirect stakeholders at all levels.

2. **Developing policies on the bases of former ones**

Former polices acts as a base for new policies. In the process of implementing in-
service teacher training program, previous policies may be addressed and may be considered as a milestone in developing the new policies.

3. **Comparative study of other countries in the same program**

   For implementing in–service teacher training program, the pattern, and approach of other countries need to be checked and bring further modification according to the needs and demands of Pakistani society.

4. **Involvement of teachers in program development**

   The organization of the program is such, which involved the holistic participation of all teachers. The involvement of teachers in developing the program and other teacher relevant policies ensures the success in full swing. As far as the involvement of teachers is concerned, they are the direct stakeholders in an educational component and would prefer to crop the success in the longer interest of the nation.

5. **Material development through a collaborative approach**

   The teachers and other policymakers need to be on the same page to launch materials for capacity development. The development of materials through a collaborative approach and strong teamwork is probably the most effective strategy for implementing any program in a limited time frame. The material developed through collaboration ensures the imparting of learning among the trainers, which could be in a position to foster their learning among the pupils.

6. **Initiation and imparting learning with tangible outcomes**

   In providing training to in–service teachers, initially, the program ought to be operated on pilot bases under conservative management aiming to develop policies and practices for achieving the desired objectives and goals. Once the program achieved the tangible and plethora outcomes after the pilot phase, it needs to be operated on a large scale with vivid objectives and tentative outcomes.

7. **Enhancement and backing the condition of teachers’ service**

   In formulating the role of teachers and their services, the relevant stakeholders and educational experts need to be engaged in the process, who had clear and concrete understanding regarding the services of teachers. The teachers ought to be compensated on the basis of their experiences and competency level, which ensures and enhances their
motivational level. The proper monitoring system would be the added segment in the assessment process.

F. A roadmap to success in promoting quality of teacher education

According to Leu (2006), various indicators are implemented for measuring the progress in quality education through quality teachers. For the capacity development of teachers at grass root level, it is mandatory to seek improvement in the modification of knowledge, and their practical implications aiming for the quality teaching–learning process. Some of the indicators are formulated for the achieving the projected outcomes of capacity development of in-service teacher programs:

i. Upgrade the practice of teaching aligning with the regional and national goals

ii. Enhance the knowledge of teachers regarding national educational policies, command on the subject matter, improved teaching methodologies and assessment practices

iii. Develop skills to enhance relationships with the parents and communities

iv. Develop a sense of professionalism and commitment among the teachers for ensuring quality education at all level.

v. Develop strategies during the in-service training, which promote students participation in classroom and also enrich the cognitive domain of students.

vi. Establish strategies and techniques for teachers during in-service training which foster the crux of episteme among the students in the diversified area

Objectives of the Study

The objectives of the study were to:

a) explore the effectiveness of in–service teacher training programs on professional excellence of teachers in promoting quality of education

b) Explore the training skills of teachers towards their academic development and proficiency

c) Identify the areas of difficulty in teaching learning process and their possible remedies

Research hypotheses

1) $H_0 = \text{In-service teachers’ training program leads to the professional$}
excellence of teachers in promoting quality of education.

2) \( H_0 = \) The in–service teacher training program enhances teachers teaching skills.

The significance of the study

The in–service teachers training program is a continuous process which fosters professional development throughout the teachers’ career. These training can be provided any time during their professional careers, which aims to bestow the teachers with modern and up to date teaching learning strategies and skills. The in–service teachers training program often elicit swift understand to teachers regarding their weakness and feeble aspects of their teaching profession. This study provides a vivid snap to the policy makers regarding the formulation and establishment of policy for teacher education program in terms of development principals and implementation of the teacher education program.

3. RESEARCH METHODOLOGY

The nature of the study was quantitative research with a special reference to non–experimental research design (descriptive research). The current study was opted to aim to explore the views and thoughts of the selected respondents regarding the confronted problem.

Population and sample of the study

The study constituted all the teachers of Government Secondary School for Boys in district Peshawar. The sample of the study was selected through simple random sampling technique and a total of 75 teachers were selected from a different school of district Peshawar.

Development of an instrument for data collection

The questionnaire was developed with the help of literature review and empirical approach. The questionnaire consists of 11 items reflecting the importance of eliciting quality training to teachers. Items regarding quality of in–service teacher training programs and professional development were asked of the respondents. The data was collected through a close-ended questionnaire with five points Likert scale.

Validation of the instrument
The questionnaire was validated by three experts in the relevant field. The questionnaire was rectified and made error-free after suggesting minor correction by experts.

**Pilot and reliability of the study**

For the pilot study, a minute number of sample (10% of the population) was selected from the population through the rule of thumb technique. The sample of the pilot study was not included in the actual study. The value of Coefficient of Cronbach alpha for the questionnaire was 0.86 (range is from 0.1 to 0.9), which means that the questionnaire is reliable for collecting the data from the respondents.

**Analysis of the data**

The collected data was arranged, organized, tabulated, and analyzed through Chi-square statistics using SPSS (version 16). The reason for opting chi-square statistics was that the nature of data was ordinal, the sample size was more than two and the nature of variables was dependent.

**4. RESULTS AND DISCUSSION**

The data was analyzed through chi-square statistics, yielding the results, which were discussed as under:

**Table 1. Objectives of the in-service teacher programs are clearly articulated to trainee teachers.**

<table>
<thead>
<tr>
<th>N</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Agree</th>
<th>Calculated value</th>
<th>Tabulated value</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>-</td>
<td>11</td>
<td>3</td>
<td>47</td>
<td>14</td>
<td>60.2</td>
<td>7.81</td>
</tr>
</tbody>
</table>

d.f. (v) = 3 level of significance = 0.05

The calculated value (60.2) does not fall in the tabulated value (7.81), which means that the statement “objectives of the in-service teacher programs are clearly articulated to trainee teachers” is not supported by the test statistics.

**Table 2. Teachers are motivated to enroll in in-service teacher programs.**

<table>
<thead>
<tr>
<th>N</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Agree</th>
<th>Calculated value</th>
<th>Tabulated value</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>14</td>
<td>52</td>
<td>9</td>
<td>-</td>
<td>-</td>
<td>44.24</td>
<td>5.99</td>
</tr>
</tbody>
</table>

d.f. (v) = 2 level of significance = 0.05
The calculated value (44.24) does not fall in the tabulated value (5.99), which means that the statement “teachers are motivated to enroll in in-service teacher programs” is not supported by the test statistics.

Table 3. Physical facilities are provided at the institutions offering in-service teacher training program.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Agree</th>
<th>Calculated value</th>
<th>Tabulated value</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>75</td>
<td>49</td>
<td>26</td>
<td>-</td>
<td>-</td>
<td>7.053</td>
<td>3.84</td>
</tr>
</tbody>
</table>

\[d.f. (v) = 1\]  
level of significance = 0.05

The calculated value (7.053) does not fall in the tabulated value (3.84), which means that the statement “physical facilities are provided at the institutions offering in-service teacher training program” is not supported by the test statistics.

Table 4. The majority of the courses ensures creativity among in-service teachers regarding problem-solving approach.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Agree</th>
<th>Calculated value</th>
<th>Tabulated value</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>75</td>
<td>48</td>
<td>24</td>
<td>-</td>
<td>3</td>
<td>40.56</td>
<td>5.99</td>
</tr>
</tbody>
</table>

\[d.f. (v) = 2\]  
level of significance = 0.05

The calculated value (40.56) does not fall in the tabulated value (5.99), which means that the statement “the majority of the courses ensures creativity among in-service teachers regarding problem-solving approach” is not supported by the test statistics.

Table 5. The uses of A.V. aids are ensured in teaching learning process in in-service programs.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Agree</th>
<th>Calculated value</th>
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</thead>
<tbody>
<tr>
<td>N</td>
<td>75</td>
<td>35</td>
<td>37</td>
<td>-</td>
<td>3</td>
<td>56.89</td>
<td>7.81</td>
</tr>
</tbody>
</table>

\[d.f. (v) = 3\]  
level of significance = 0.05

The calculated value (56.89) does not fall in the tabulated value (7.81), which means that the statement “the uses of A.V. aids are ensured in teaching learning process in in-service programs” is not supported by the test statistics.
Table 6. The involvement of transactional strategies by teachers strengthens the academic and conceptual understanding of in-service teacher training programs.

<table>
<thead>
<tr>
<th>N</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Agree</th>
<th>Calculated value</th>
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</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>10</td>
<td>62</td>
<td>-</td>
<td>3</td>
<td>-</td>
<td>83.12</td>
<td>5.99</td>
</tr>
</tbody>
</table>

d.f. (v) = 2  
level of significance = 0.05

The calculated value (83.12) does not fall in the tabulated value (5.99), which means that the statement “the involvement of transactional strategies by teachers strengthens the academic and conceptual understanding of in-service teacher training programs” is not supported by the test statistics.

Table 7. The theory and practice are properly organized and associated with objectives of the in-service teacher programs.

<table>
<thead>
<tr>
<th>N</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Agree</th>
<th>Calculated value</th>
<th>Tabulated value</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>19</td>
<td>53</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>52.16</td>
<td>5.99</td>
</tr>
</tbody>
</table>

d.f. (v) = 2  
level of significance = 0.05

The calculated value (52.16) does not fall in the tabulated value (5.99), which means that the statement “the theory and practice are properly organized and associated to objectives of the in-service teacher programs” is not supported by the test statistics.

Table 8. The method of teaching is effective and motivating through in-service teaching programs.

<table>
<thead>
<tr>
<th>N</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Agree</th>
<th>Calculated value</th>
<th>Tabulated value</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>6</td>
<td>26</td>
<td>14</td>
<td>29</td>
<td>-</td>
<td>18.82</td>
<td>7.81</td>
</tr>
</tbody>
</table>

d.f. (v) = 3  
level of significance = 0.05

The calculated value (18.82) does not fall in the tabulated value (7.81), which means that the statement “the method of teaching is effective and motivating through in-service teaching programs” is not supported by the test statistics.

Table 9. The techniques of lesson planning are delivered to in-service teaching programs.

<table>
<thead>
<tr>
<th>N</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Agree</th>
<th>Calculated value</th>
<th>Tabulated value</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>3</td>
<td>25</td>
<td>32</td>
<td>6</td>
<td>9</td>
<td>43.33</td>
<td>9.49</td>
</tr>
</tbody>
</table>

d.f. (v) = 4  
level of significance = 0.05
The calculated value (43.33) does not fall in the tabulated value (9.49), which means that the statement “the techniques of lesson planning are delivered to in-service teaching programs” is not supported by the test statistics.

**Table 10. The teaching skills are inculcated in the personality of in-service teachers.**

<table>
<thead>
<tr>
<th>N</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
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<th>Calculated value</th>
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<tr>
<td>75</td>
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<td>44</td>
<td>7</td>
<td>56.89</td>
<td>7.81</td>
</tr>
</tbody>
</table>

d.f. (v) = 3  
level of significance = 0.05

The calculated value (56.89) does not fall in the tabulated value (7.81), which means that the statement “the teaching skills are inculcated in the personality of in-service teachers” is not supported by the test statistics.

**Table 11. The in-service teachers are exercising the guidelines delivered during the in-service teacher's programs.**

<table>
<thead>
<tr>
<th>N</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Agree</th>
<th>Calculated value</th>
<th>Tabulated value</th>
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<tbody>
<tr>
<td>75</td>
<td>33</td>
<td>33</td>
<td>3</td>
<td>-</td>
<td>6</td>
<td>43.56</td>
<td>7.81</td>
</tr>
</tbody>
</table>

d.f. (v) = 3  
level of significance = 0.05

The calculated value (43.56) does not fall in the tabulated value (7.81), which means that the statement “the in-service teachers are exercising the guidelines delivered during the in-service teacher's programs” is not supported by the test statistics.

**5. FINDING OF STUDY**

In the light of the result of data analyses, the following statements were not supported by the test statistics:

a. Objectives of the in–service teacher programs are clearly articulated to trainee teachers.

b. Teachers are motivated to enroll in in-service teacher programs.

c. Physical facilities are provided at the institutions offering in–service teacher training program.

d. The majority of the courses ensures creativity among in-service teachers regarding problem-solving approach.

e. The uses of A.V. aids are ensured in teaching learning process in in–service programs.
f. The involvement of transactional strategies by teachers strengthens the academic and conceptual understanding of in–service teacher training programs.

g. The theory and practice are properly organized and associated with objectives of the in–service teacher programs.

h. The method of teaching is effective and motivating through in–service teaching programs.

i. The techniques of lesson planning are delivered to in–service teaching programs.

j. The teaching skills are inculcated in the personality of in–service teachers.

k. The in-service teachers are exercising the guidelines delivered during the in–service teachers programs.

6. CONCLUSION

For effective in–service teacher training programs, the articulation of program objectives are essential to teachers, which acts as steering agent in achieving the success of the program. If the objectives of the program are properly articulated to teachers, they will be in a better position to seek advancement in the process and achievement of tangible outcomes. As far as the effectiveness of the in–service teacher training program is concerned, it is not up to the mark because the program dwells with a number of loopholes. The teachers are not involved in the formulation of policy and they often subjected to readymade policy by the higher authority without leaving any choice but to follow it.

Besides these, it is also important to assist the program by providing physical facilities, develop such strategies which promote problems solving and critical thinking abilities among trainee teachers, effective use of A.V. aids during the capacity building initiatives and utilization of various instructional strategies to mold the capabilities and skills of teachers according to the demands.

Training of teachers is an essential component in developing quality education. Teachers are the agent which preserve cultural and educational norms and customs to promote to next generation. As in–service, teacher training program is a continuous process designed to promote the development of teacher after resuming the assigned duties and responsibilities. The quality of a program depends on the working potential,
commitment, and devotion of teachers. Due to rapid scientific advancement, the acquisition of in–service teachers training is essential for professional development. Every day new teaching techniques and strategies are established for ensuring teachers’ quality at all levels. It is fact that the command of teachers on the subject matter, academics qualification, strong inter and intrapersonal skills ensure the quality of teacher training programs. In lieu of these approaches, the ideological, socioeconomic needs and demands, the existence of educational system and integration of theory into practice are the potential components in maintain the quality of education.

The teachers can be equipped through the provision of professional training and enrich their academic development in terms of acquainting them via pedagogical skills and commands on the subject matter. The teachers can be effective in their professional arena if they are subjected to in–service teacher training program regarding the development of their teaching skills and techniques.

**RECOMMENDATION**

In the light of findings and conclusion, the following recommendations were drawn:

1. **Provision of proper curriculum for in–service teacher training program**

   Proper training might be provided to teachers for their professional development through in–service teacher training programs. In lieu of the same, modern and up to date curriculum is also mandatory for steering the progress of the program. Such training ensures the updating of teachers’ episteme in their respective discipline and pedagogical skills.

2. **Time and duration of the training**

   The in–service teacher training ought to be arranged on a rolling basis according to the modification of curriculum. The duration of the time needs to be suitable for prolong training bring boredom among the teachers. The time for in–service training might be such which are feasible to all the trainee teachers.

3. **Teachers involvement in organizing training**

   Teachers are the main component in an educational setting. Teachers are to be involved in organizing the program schedule and to develop vision and mission with
possible strategies to be adopted to achieve the desired goals and outcomes of the program.

4. Utilization of transactional strategies during provision of training

The master trainer ought to utilize various transactional strategies i.e. brainstorming and computer based instruction for gaining excellence intangible and plethora outcomes in a limited time frame.

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