



Effectiveness of In-Service Training Programs: A Narrative Approach of Teachers Professional Development at Girls Secondary Level

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Abstract: *This research study aims to unravel the influence of in-service training programs on the teaching-learning process of secondary school teachers in Khyber Pakhtunkhwa, Pakistan. The study argues that teachers play a critical role in shaping the future of their students, and the quality of a nation's academic performance is linked to the quality of its teachers. Thus, it is essential to improve the quality of teacher education. Qualitative narrative research was employed in this study. The researcher selected five public girls' secondary schools through convenient sampling in district Mardan. The researcher selected ten secondary school teachers, and participants were selected using a random purposive technique. Semi-structured interviews were conducted following the saturation level of the interview questions. This research study furnished valuable findings with reference to in-service training that will assist in transforming teachers with sophisticated and constructivist teaching-learning processes. This research study accomplished recommendations at the teacher-educator level, policy level, teacher level, and student level. It's recommended that teachers should focus on reflective thinking and teacher group discussions in an attempt to make a more effective classroom. Teacher educators should empower teachers by reshaping their naive and traditional teaching practices. Realistic efforts need teachers' professional development with follow-up supervision by competent and dedicated trainers.*

Key Words: In-service Teacher Training, Teaching-learning Process, Professional Development

Introduction

Education is one of the most significant parameters in defining the prosperity of a nation (Kuiper, 2022). Quality education always brings positive social and economic change to individuals' lives (Mahanani, 2022). This research work aims to explore the importance of in-service in-service teacher training programs with respect to the teaching-learning teaching-learning process. In-service training programs transform the traits of how to teach in a sophisticated manner to achieve the (Sustainable Development Goals) SDG 4, i.e., quality education (Fuchs, 2023). In-service training programs teach the classroom how to teach. The classroom is the ama, glam of individual d, differences, i.e., weak, mediocre, and intelligent students (Leal Filho, 2023). It's the training program that transforms teachers' techniques, knowledge, and skills for teaching a variety of students in the same classroom (Javed, F. 2023). In-service training programs always have a positive and realistic impact on the teaching-learning process of secondary teachers (Lithoxidou, 2023). The more the teacher is equipped with the latest pedagogical practices, the more productive and efficient the outcome of the classroom will be and vice versa (Mirado, B. D. 2022). In-service training programs are thought-provoking processes that inform teachers to think critically as well as to reshape students' thinking beyond the scope of content knowledge. Students are the agents of change, but for that change, teachers need to change their traditional and ill-mannered teaching with more sophisticated and constructivist student-centered pedagogies (Rodriguez, N. 2022). In Pakistan and in special reference to Girls' public secondary schools, it has been noticed that the educational activities of teachers are not up to the mark. Each and every subject has its own specific content knowledge, and the

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content knowledge possessed by one subject is different from other subject. Even for the same subject, every concept possesses specific knowledge which is different from another concept. So, as the content knowledge of one concept differs from the other, every concept needs to be delivered to students through different pedagogical practices (Gillani et al., 2022). Teachers need to be diverse in every aspect of the teaching-learning process. Just like the curriculum is changing every year, so are the pedagogical practices (Hill, 2008). In Khyber Pakhtunkhwa, the elementary and secondary education department has developed in-service training institutes. There is a provincial institute, i.e., PITE (Provincial Institute for Teachers Education). Similarly, there are regional-based training institutes that help to train in-service teachers. Many other private sector training institutes are also giving training to the current practicing teachers where teachers learn different methods of teaching (Miranda, 2023). A key goal of the in-service training program is to stimulate and refresh their teaching abilities. To overcome the existing needs of the curriculum, teacher training is of utmost importance. In order to achieve universal literacy, teachers need to update their knowledge, skills, and experience to embrace the ^{fourth} sustainable developmental goal, i.e., quality education (Geverola, 2022).

Rationale for In-Service Teacher Training

In-service education is a license for teachers, and so its significance is of prime interest to teachers, teacher educators, and students. Secondary school teachers need to be provided with in-service training to address their shortcomings in their classroom management and the way they can overcome the objectives of the learning process. Teachers' professional competencies can make them motivators and facilitators (Fenstermacher, 2015). Quality education is the root of human capital development, so the education system should deal with revisions and recapitulation of professional development, critical thinking, self-development, and creativity, and the education system should stand in a position to transform societies.

Statement of the Problem

Secondary school education has a crucial position in the education sector. In secondary education, students attain their secondary school examination (SSC), which is the foundation of higher education. The success and better education of learners solely depend on effective and proper schooling at the secondary level. Attainment of quality education is based on the quality and effective teaching styles (Jabeen et al., 2022). The more sophisticated and constructivist the teachers' teaching approaches, the more efficient and progressive the results and academic achievement of the students will be. Hence, secondary school education occupies a paradoxical position in a nation's progress. The purpose of this study also lies in the researcher's two senses. Firstly, there is a need to bridge the gap between primary and secondary education, and secondly, to prepare and produce learning-oriented students for tertiary education. By doing so and equipping students at the secondary level, they can get easy access to higher education and, as a result, can achieve their future dreams. Teachers at the secondary level have the responsibility of preparing students for further challenges in higher education so as to take part with their peers in any corner of the world. Hence, keeping in mind the success of secondary school students, teachers need to embrace and equip themselves with:

1. Strong communication skills
2. Effective classroom management
3. Constructivist pedagogical skills
4. Subject expertise
5. Ability to know individual differences
6. Adaptability, i.e., every student learns at his/her own pace
7. Rehearsal of pedagogical skills through micro-teaching

Objective of the Study

1. To evaluate the effectiveness of the in-service training program on the teaching-learning process of secondary school teachers in Khyber Pakhtunkhwa.

Research Question

1. What is the impact of the in-service training program on the teaching-learning process of secondary school teachers in Khyber Pakhtunkhwa?

Hypothesis of the Study

1. The in-service training program has a positive impact on the teaching-learning process of secondary school teachers in Khyber Pakhtunkhwa.

Theoretical Framework

A theoretical framework trains and teach the researcher to study relevant research dissertations, journals, research articles, and newspapers, calls meeting educationists, and educator mentors, followed by research design, data collection, and data analysis process (Dogan, C., Kirkgoz, Y. [2022](#)). To explore the worth and effectiveness of an in-service secondary school teachers training program with reference to successful teaching-learning processes, this research study will employ the following theoretical framework:

Transformational Learning Theory states that meaningful and efficient teaching-learning occurs once an individual thinks and uses deep understandings to ensure lasting beliefs and behavior. This theory propagates that learning involves the transformative process where learners use their own worldview and paradigm in which students critically reflect on their own beliefs and proposed assumptions and have the right to alter their worldview (Cao, [2022](#)).

Research Design

Research design is an instrument that guides the researcher in each and every step in the compilation of the research work. Well-frame research assists the researcher in the relevancy of the research methods with the research aims, data collection, and the right kind of analysis that answers the research questions. The researcher embraced a qualitative narrative inquiry research design in order to accomplish this research study. Narrative inquiry research design follows an interpretative research paradigm that extracts respondents' experiences as the principal phenomenon. It allows the researcher to collect the lived and in-depth experiences of the participants. During narrative research, the researcher establishes an inmost and familiar relationship with participants. This study aims to explore the in-service training program and its influence on the teaching-learning process of secondary school teachers in Khyber Pakhtunkhwa. Qualitative narrative research was employed for data collection and data analysis in this research study. The researcher selected ten secondary school teachers 'participants who have in-service training experiences.

Sample and Sampling Strategy

In order to fulfill the objectives of this research study, the researcher selected five public girls' secondary schools through a convenient sampling procedure from the Mardan district to explore the influence of in-service teacher training programs on secondary-level teachers' teaching-learning process. The researcher selected ten secondary school teacher participants who had in-service training experiences. Participants were selected using a random purposive technique, and semi-structured interviews were conducted following the saturation level of the research questions. All the respondents of the data collection were in-service trained secondary school teachers. In this narrative research study, every participant was selected based on the researchers' own judgment, convenience, and purpose of the objectives.

Data Analysis Procedure

Data collection through semi-structured interviews was followed by a data analysis procedure. The researcher analyzed and interpreted data using the descriptive approach of qualitative research. By doing so, the researcher transcribed, categorized, coded, and classified the data from the interview. Several themes were extracted from the refined data, and those themes were analyzed.



Data Analysis and Interpretation of Results

Interview questions were asked, followed by some additional questions that were extracted during the course of the interview. The interview was focused on exploring the role of in-service teacher training and its influence on the performance of teachers' teaching-learning process. Based on the teacher's responses and experiences, the following themes were extracted from the interviews.

Theme 1: Teachers' Perceptions about In-Service Teacher Training

This theme is extracted based on the research questions and teacher's narratives. Participants demonstrated their beliefs, experiences, and perceptions regarding in-service teacher education and how it helps to improve the classroom learning process. Varieties of perceptions were collected, and respondent 'A and C expressed as:

There are various teachers' training institutes providing in-service teacher education with the aim of transforming professional development, classroom management, critical thinking, and student performance. In-service teacher training inculcates teachers' higher-order thinking skills, which stimulate the cognitive, affective, and psychomotor domains of the students.

Respondents E, F, and G proclaim that service teacher teachers training is a procedure for the subject expertise as well as polishing pedagogical strategies for the effective execution of the teaching-learning process. In-service teacher education is a better program for the teacher's professional development and, most specifically, for the implementation and utilization in the school classroom.

According to the perception of Respondent H, in-service teacher education training that is rendered by existing teachers who currently work in professional careers. The role of in-service teacher training is to reshape, re-develop, re-visit, and update knowledge, skills, and experiences in order to develop new skills for mutual collaboration. In-service teacher training is a practical method of learning that transforms the traits of teachers' continuous professional development. In-service teacher training inculcates inclusivity, analytical skills, and problem-solving skills. In-service teacher education transforms teachers' higher-order thinking, i.e., cognitive, affective, and psychomotor aspects that lead to successful professionalism.

Theme 2: Influence of In-Service Training transform Professional Development

This theme was extracted based on respondents' responses and analysis of their experiences, knowledge, and skills with respect to the influence and effect of in-service teachers' training on teachers' performance that initiates professionalism in the teaching profession.

Participants B and E narrate that:

Participants elaborated that all the in-service training strategies are useful and suitable for teachers' continuous professional development. In-service teacher training allows teachers to continuously reflect on their teaching and learning and to recover their weak pedagogical areas.

Participants F and G explain that teachers' support and collaboration make teachers the perfect facilitators for the students. Working in joint groups allows teachers to learn from each other experiences, and so teachers get benefits in no time. Hence, teachers support teachers in learning most of their knowledge and experiences by sharing their own classroom experiences. Knowledge sharing of colleagues and practices teaching in the form of micro-teaching transform lifelong retention of learned skills and knowledge of teaching.

Respondents Manifest that supervising teaching journals enables teachers to be more reflective in both academic and professional development. Respondents added that primarily, teachers should note down and retain all the school activities in their diaries specifically to write down all the records about teaching strategies and the daily reflection, which will assist teachers in learning in the future.

Findings of the study

The principal objective of the research study was to unravel the influence of in-service teacher training on secondary teachers, their teaching-learning process, and consequently, teacher's professional development. Secondary school in-service teachers were taken as participants to accomplish the research questions. After the data collection, data analysis and interpretations, the findings of the study were encapsulated as follows:

Participants contributed their experiences that in-service teacher training is the schooling that teachers acquire to succeed in the teaching profession. Moreover, Participants were experienced enough and recognized that in-service teacher education is absolutely significant and crucial, which is solely framed to satisfy the needs of in-service teachers and to take forward the scarceness and insufficiency of pre-service training.

All the participants agreed with the view that in-service training is instrumental and has a positive influence on teachers' knowledge, experiences, expertise, proficiency, pedagogical practices, knowledge of information technology, students' academic performance, and particularly positive the transformation of better teaching-learning environment. Alongside, teachers perceived that in-service teacher education enabled them to be reflective and confident about their content as well as pedagogical knowledge and to make sure the transformation of training was appropriate and perfect inside the classroom.

Similarly, from the analysis, it was found that knowledge of classroom management is absolutely noteworthy for the execution of continuous professional development. Classroom management is an influential, pivotal, and determining factor because it ensures the effective implementation of constructivist teaching practices in the real classroom scenario. Similarly, the essential purpose of classroom organization is to establish a more productive, instrumental, and beneficial teaching-learning milieu. Moreover, Classroom management is influential in minimizing misbehavior issues, utilizing teaching audio-video aids according to content, and maintaining proper discipline in the classroom.

Additionally, it was also found that teachers perceived that joint group work is very beneficial. Through practice, teachers can learn and clear their misconceptions.

According to respondents, principals play a pivotal role in teachers' encouragement to attend in-service training in order to transform and make teaching successful, constructivist, student-centered, and learning environment and learning-oriented. School head support and motivation positively influence the overall performance of teachers, and so is the impact on the student's academic achievements.

Conclusions of the Study

The purpose of this research study was to unravel the influence of in-service teacher training on the teaching-learning process that brings about overall professional development. The researcher selected ten female secondary school teachers. Findings were extracted based on the data analysis and interpretation of the collected data. Findings were derived from the themes, i.e., Teachers' Perceptions about In-Service Teacher Training, Factors that make in-service Education Effective: Classroom Management and Principal Supports, the influence of In-Service Training transformation, i.e., Professional Development and the Strengths and Weaknesses of in-service training in improving the teaching-learning process. It can be concluded that in-service teacher training has a positive influence on teachers' knowledge, experiences, expertise, proficiency, pedagogical practices, knowledge of information technology, students' academic performance, and particularly positive the transformation of a better teaching-learning environment. Moreover, in-service teacher education enabled them to be reflective and confident about their content as well as pedagogical knowledge and to make sure the transformation of training is appropriate and perfect inside the classroom. It can also be concluded that knowledge of classroom management is very important for continued professional development. Classroom management is an influential factor because it ensures the effective implementation of constructivist teaching practices in an actual classroom. Similarly, the essential purpose of classroom organization is to establish a more productive, instrumental, and beneficial teaching-learning milieu.

Recommendations

Based on the inclusion of the study f, the following recommendations were extracted.

Teacher Educators level

Using in-service training programs, teacher educators need to inculcate professional development in secondary school teachers by reshaping their naïve and traditional teaching methods.



Policy level

In-service training needs to be recognized as a main activity of the school for teacher's professional development with follow-up supervision by competent and dedicated trainers.

Teacher Level

It's recommended that teachers should equip themselves with sophisticated and constructivist teaching methods.

Students Level

Eventually, the product of in-service training outstretches the student. The purpose of making teachers professionally sound is to infuse creativity, higher-order critical thinking skills, and a rationalistic approach.

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