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ABSTRACT

In-service training of teachers is a systematic process and wide infrastructure that requires extensive communication to execute any program in order to ensure maximum involvement of all those who are associated with educational enterprise, one or the other way like teachers, administrators, curriculum-developers, research workers, teacher trainers, specialists, etc. In-service training programs actually provide an opportunity to those who are trained but in experienced. This type of training facilitates professional learning and helps teachers to abreast themselves with the upcoming knowledge, educational developments and innovations but unfortunately there are numerous problems that interrupt when these programs are intended to commence. So in order to overcome expected problem, a model has been suggested in this article that will conducive for resolving problems of in-service teacher training and it will provide an insight in order to certify successful and more beneficial planning of such programs. Improvement in any education system can only be made when teachers are given utmost priority and their in-service training is considered mandatory in order to meet new challenges. In brief to deal with modern challenges, teachers’ professional development or in service training is imperative, as said by John Cotton Dana: “Who dares to teach must never cease to learn”.

Introduction

Professional development of in-service teachers is actually a device that helps to professionalize teaching, improve quality and effectiveness of the new educational systems and support the technological and scientific innovations and advances. It is the only tool that can help teachers to face the challenges, continuous technological, cultural or social changes of present age (Maria José Lera, Seville University; Daniel Cela, Junta de Andaluca, 2011). In-service training implies to the training and edification that the teacher particularly obtains after the commencement of his job or (http://www.britannica.com/EBchecked/topic/585167/teacher-education).

Although in service training is not the solution of deficiencies of pre service or initial training but instead of that its importance cannot be forgotten because in service training is a part of long term educational process that facilitate pre trained professionals or teachers in order to up to date their already acquired knowledge, improve their pedagogical skills, reset their professional approach. In service training broadens vision of teachers regarding their profession by involving them in various practices and activities, specifically designed for them.

Importance of in service training

The modern era is considered as technological age and due to technological advancement world is persistently evolving and changing. Things are happening very rapidly to incorporate or assimilate, one development is swiftly outmoded by another, and means of communication have become more fast than ever. This situation requires the educational system to seek ways that facilitate learning based on modern trends in order to meet students’ needs as well as to make educational system strong enough to compete with other competitive countries in the world (Professional Development for In-Service Teachers, 2011).

The excellence and performance of teachers are always identified as influential factor to bring educational changes, (Chan Kwok-wai, 2004). According to Goods Dictionary of Education (1959, p.550). “teacher education means all the formal or non formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively” (Jagannath Mohanty, 2003).

Goals of in service training program

The Ofri international training center of Israel has suggested some goals that can be undertaken while conducting in service teacher training programs. These goals can also be kept in view while planning professional development in Pakistani scenario. These include:

• To promote in service professional development systematically, in order to prepare teaching personnel for the future needs and challenges.
• To train in service teachers to fulfill the requirements of the educational environment of both urban and rural areas.
• To make the in service teacher training institution as innovative and proactive organizations.
• To assist progressive and reflective thinking that can lead towards educational developments and breakthroughs.
• To facilitate development and implementation of novel and innovative methods, teaching tools and paradigms of pedagogies.
• To create learning environment such a warm, stimulating, motivating, lively and conducive that can make learning interesting, informative and useful.
• To provide incentives, and give space, environment and course of action for the professional development of teachers.
• To motivate relevant stakeholders like parents, teachers, administrators of educational institutions, students, artists,
business sector, municipal officials etc. to actively participate in making conducive environment for professional teacher training programs.

(The Ofri International Training Center, Professional Development for In-Service Teachers, 2011)

Briefly all above mentioned objectives indicate that professional development of in service teachers must be organized, structured and planned in order to instill all the necessary competencies, knowledge, skills, attitudes, abilities, interests, techniques along with enviable personality characteristics that are requisite to enable any teacher to fulfill his professional obligations not only inside the school but also with in the community (M.R Paliwal,1985).

<table>
<thead>
<tr>
<th>Types of In-service Training of Teachers</th>
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<tbody>
<tr>
<td>Practitioner Development</td>
<td>Referred to school based development, self-development, observation, job shadowing and team teaching, etc.</td>
</tr>
<tr>
<td>Professional Education</td>
<td>Courses that are arranged by higher education institutions, focusing on the relationship between theory and practice, it leads to higher education accreditation and professional qualification</td>
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<tr>
<td>Professional Training</td>
<td>Conference, courses, workshops that emphasize on practical information and skills, managed and delivered by consultants outside schools and trainers from higher education institutions. These courses may lead to academic awards and accreditation towards national standards.</td>
</tr>
<tr>
<td>Professional Support</td>
<td>Training and assistance given by colleagues and managers in Professional Support conditions of service i.e. recruitment and selection process, promotion, career development, equality of opportunity, team building, etc.</td>
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Source: Sonia Blandford,( 2000).

Problems and prospects of in service teachers’ training

Dynamic and progressive society needs to find solution of all those problems that may cause threat to its development or progress in any field of life. Educational development is considered as a forerunner and imperative factor to bring social change in the society (Dr. Yogesh Kumar Singh, 2005). In this regard teachers are the important factor and driving force that can initiate betterment and improvement in society. For that purpose teachers need sufficient guidance and training to equip themselves about the desired changes and the ways these changes can be executed. There are certain ways that are used to impart training but most important is continuous professional development, commonly known as in service training of teachers but there may be certain problems that not only struck the training programs but make it less advantageous. Efforts should be made to diagnose issues that may encounter professional training programs of in service teachers and appropriate solutions should also be searched to resolve them in order to make these training programs, powerful agent of change in the development of teachers as well as society.

According to the results of research study, some prominent problems regarding teacher training includes; over emphasis on workshops and practicum courses, Dearth of adequate and enough facilities and services that results to influence the implementation of curriculum; administrative negligence and inefficiency in order to satisfy the requirements and interest of trainees. More over some other important problems are mentioned below;

Lack of financial resources and facilities

In national education policy of 1998 – 2010 problem of financial constraints are highlighted and it is accepted that the teacher training institutions are not sufficiently prepared to meet the challenges and demands of a dynamic system of pedagogical training due to budgetary issues. Budget and financing has great value in teachers’ professional development programs. Attainment of the learning technology and aids, hiring expert and qualified staff and availability of reference material etc. cannot be possible without required budget (ITA, 2004).

Insufficient and inadequate physical infrastructure for training

Teacher training institutions are facing problems like teaching multi-grade classes by single teacher, overcrowded classes, lack of teaching resources, short supply of textbooks and lack of proper physical facilities (Iqbal and Kahtoon 2005). The public and private institutions of in service professional training are suffering from the same depression of insufficient or in adequate physical resources to conduct training programs. NEP, 1998 – 2010 also indicated the acute shortage of required educational facilities including building, equipment, furniture, instructional aids, laboratories, library books and reference material etc. Physical facilities cannot be provided sufficiently.
due to very less budget endowed by Government and other responsible authorities. So this issue can temporarily be resolved with the help of donor agencies. USAID, WB, ADB but for the long term betterment and up gradation of in-service teacher training institutions, necessary measures should be taken with the collaborative participation of the government, private sector and donor agencies working with in the country (ITA, 2004).

Problem of expert trainers
To conduct training courses, a proficient, qualified and expert trainers are required who are aware of contemporary researches, theories; practices and other concerned educational developments so that the objectives of in service courses can be attained. Qualification and expertise of trainer demands a sufficient amount of knowledge and skills regarding teacher education (Dr. Yogesh Kumar Singh, 2005). Teacher training institutions should provide academic and professional opportunities for the teacher trainers to familiarize themselves not only with the technological and scientific changes but also with the social, philosophical, economical and cultural contexts. They need to be well acquainting with the innovations, latest trends and competencies so that they can effectively and efficiently discharge their responsibilities (Jagannath Mohanty, 2003). so through open merit selection highly competent staff can be selected. Expert trainers should be hired without the limitations of geographical boundaries, to ensure quality training.

Negligence of quality in professional development
To duration generally and professional development courses specifically quality is used in dual perspectives. While planning any professional course it should be intended to meet the demands and requirements of customers as well as to considerate on maximum perfection, excellence and high standards. Professional development programs are left behind in satisfying its customer (trainee teachers and students) needs because no situation analysis is conducted to assess the requirements of students, teachers and even community to understand what is to be taught to students, how teachers are expected to teach and in which areas society demands their children to be taught. Briefly to raise the quality of training programs, need assessment is essential (McCain & Mustard, 1999). In new National Education Policy 2009 great emphasis is given on improving the quality of teacher education with reference to teacher quality, curriculum and teaching, textbooks, assessment techniques, facilities and learning environment because one third of students’ performance is based on teacher’s quality and leadership in class room (NEP, 2009).

Lack of research
Teacher education is considered as a system that includes input, process and output. So it needs extensive research in order to identify that what resources are available, how program will be executed and what outcomes are supposed to be attained by this program. Lack of research may be because of ignorance about the appropriate methods of conducting research, in availability of funds and other required resources etc. (Dr. Yogesh Kumar Singh, 2005).

These issues need to be given appropriate attention to be resolved so that professional training programs can be made more research based, beneficial, successful and advantageous.

Lack of coverage
The problem refers to the negligence by researchers. Usually researchers give more attention to few common problematic areas. Actually it involves differential attention of researchers to various researchable areas. In fact some areas become more prominent and every one try to study that popular area of study so as a result many other areas get neglected that ultimately affect the progress and development of teacher education as a whole. In this regard it is recommendable to keep in view all relevant areas of study while planning a specific study related to any of the aspect of teacher education program so that a balanced and uniform progress can be initiated (Dr. Yogesh Kumar Singh, 2005).

Minimum requirements for teachers’ selection
This problem is related to unavailability of standards and appropriate defined requirements regarding the induction of individuals as teacher in teaching profession. In teaching profession there is no such program through which an aptitude of an individual could be measured towards teaching as compared to others like engineering, business management, medicine, army or other forces etc. Due to this problem teaching is considered as ordinary and low status profession especially at primary level where everyone having average academic record, can easily join this profession as part time job. Another relevant problem is that there is no uniformity among provinces regarding the selection of teachers. In every province desired qualification for teachers differs that ultimately result in variation of teachers’ quality as well as standards for assessment.

Isolation of Teacher Education Programs
In service teacher education programs are intended to meet emerging need of educational environment in which students, teachers, learning process and community etc. are involved but sometimes these programs become isolated from educational environment and conducted just to carry out formality of organizing professional development courses. Needs of training are not searched and even efforts are not made to link up education being given in various educational institutions of all levels i.e school, college and university with community (ITA, 2004). To carry out professional programs successfully, it is very important to analyze the needs, that must be incorporated in training programs and to foresee the influence of these programs on the specific educational level at which training is being given and on the community also.

Involvement of government and nongovernment institutions in professional development
Another issue regarding professional development of teachers is associated with the involvement of governmental or non-governmental institutions in imparting training to in service teachers. Both sectors see the efforts of each other with suspect and blame each other for undermining the quality of teacher education programs (ITA, 2004). There is an in dire need for the development of some uniform standard by the ministry of education and both sectors should be subjected to follow these standards so that this conflict can be eradicated and both sectors can be stimulated to contribute as much as possible with in the circle of their limits.

Promotion structure of teachers in public sector
Professional development can be more useful and advantageous if it is conditioned with incentives or promotion. These stimulations will urge teachers to put their best to their jobs. Unfortunately in public sector promotion process is very slow and based on number of years one has served the department instead of ones capabilities, performance and professional expertise. (ITA, 2004). This attitude is the major cause of lacking motivation among teachers to attend professional development programs. Government should revise
its promotion plan and there should be the provision of some more and attractive incentives that can develop willingness among teachers to participate in such programs enthusiastically and passionately.

**Contract based appointment of teachers**

After discontinuation of selection of teachers through federal public service commission since 2002, trend of contract based services have been increased. Pre requisite qualification of contract based teachers has been raised to a B.A, B.Ed., M.A and M.Ed. In some cases, applicant having M.Phil. degree are also selected (ITA, 2004). In this situation there are two way problem one on the part of teachers and the other on the part of administration. Teachers are not sure about the continuity of their jobs so they feel fatigue, boredom and find themselves less motivated to join training courses. While on the other hand administration of school avoid spending huge amount on the training of those teachers who may leave the institution any time so institution consider it loss for it.

**Training programs are more theoretical based**

It is observed that teacher educational programs are commonly based on theoretical knowledge and provide less or no basis for applying that knowledge practically in class-like situation during training. There is a great need to strengthen training courses by making them more practical oriented instead of only focusing on theory. It can be done by introducing various innovative techniques of teaching like, micro teaching, simulation, role play, internship, behavior modeling, job rotation, apprenticeship etc. (Monday,2010).

**Lack of follow up**

Another important issue regarding the in service training program is no follow up about the training given to teachers. Arrangements must be made to for systematic follow up after inculcating extensive training, the training organizers and resource personnel should remain in touch with trainee teachers who have participated in the professional development courses to assess the worth and utilization of training and to analyze the problems and difficulties that trainee teachers are facing during implementation of new techniques (Jagannath Mohanty, 2003).

**Lack of collaboration between training agencies and teachers**

Training agencies must have a valid data based on sound research about all those teachers who need training. Due to lack of coordination among training agencies and teachers, some teachers are given more importance and privileges than others so training agencies should independently take such measures through which it can be estimated that “who needs training and to what extent”. The collaboration among educational departments of state level, universities schools and all institutions that may be involved in one or the other way in professional development of teachers, is very important in order to develop uniformity and to establish norms and standards regarding teacher education programs (Jagannath Mohanty, 2003).

**Less awareness of teacher training institutions regarding their own roles**

Teacher training institutions have a great role to play in providing pre service as well as in service professional development in order to improve and strengthen quality and proficiency of teachers (Jagannath Mohanty, 2003). There are various assumed roles that these institutions must play but unfortunately many of the institutions do not bother to understand their own responsibilities and do not strive for improving their quality that ultimately results in low quality of training, so it is very important for professional development institutions to realize their roles to improve professional development programs more effective.

**Unsatisfactory role of concerned officials**

In service training is arranged by the authorities working at different level like in schools, department, local government, etc. with the collaboration of donor agencies. Officials usually consider that their responsibility ends with the commencement of training programs and they hardly felt need to visit training centers, but arrangement of any program does not guarantee successful ending also. It is important for concerned officials to evaluate the program throughout the entire period allocated for it. They should visit the venue where training is being conducted so that weak areas can be assessed as well as it can be notified that how it can be made more beneficial for trainees and for ensuring quality education. The officials should off and on interact with trainee teachers and teacher educators and should keenly view all activities, functioning during training (Jagannath Mohanty, 2003).

**Imbalances among the various courses**

National education policy 1998 – 2010 has indicated that there is a great imbalance among the courses related to academic knowledge of subject matter, content of school curriculum, pedagogical techniques, teaching practices and curricular activities. It is due to the short time period of training courses (NEP, 1998 – 2010). There must be a sufficient time allocation for in service training program and these programs should be conducted after short time span because huge gap and discontinuity in learning may result in fading out things learnt before.

**Poor learning material**

According to NEP,1998 -2010 the learning material that is used for training teachers is not good enough to motivate or inspire trainee teachers because it has no relevance with the real life educational environment. It is better suggested to develop learning material on the basis of situation analysis and need assessment, for the training of in service teacher. Learning material must address the current problem that in service teachers are facing in their actual work place.

**Documentation of innovative practices**

It is very usual and common that problems are highlighted and things are severely criticized but tendency to appreciate good performance is very low. This attitude may demotivate individuals as well as can retard the process of change, development and progress. In service teacher training is provided at various centers by different experts to teachers of different schools and areas. If in any training center some innovative strategy or noteworthy practices are observed these must be notified to officials through documentation so that these can be shared with and replicated by other educators (Jagannath Mohanty, 2003). This practice will not only facilitate sharing of knowledge among experts throughout the province or may be inter-province but will also work as incentive and stimuli for everyone to introduce such novel activities. This attitude will also motivate such reflective and innovative teachers to do better in future.

These are few common problems of in-service training of teachers that are indicated by different authors. Keeping in view all these problems In-service Teacher Training Model is developed by a researcher and it is assumed that it will provide a complete picture of teacher education as it should be and will also help to plan a successful teaching training program because if problems cannot be eliminated completely, can at least control
or avoid through proper planning. Model for in service teacher education is given below:

Explanations of terms used in the above-mentioned model:
- **FR** = financial resources
- **HR** = human resources
- **MR** = material resources

**Conclusion**

British philosopher Thomas Huxley says: “Perhaps the most valuable result of all education is the ability to make yourself do the things you have to do, when it ought to be done, whether you like it or not. It is the first lesson that ought to be learnt and, however early one’s training begins, it is probably the best lesson that one learns thoroughly.” The News, article by Dr. Abdul Qadeer Khan, Monday, April 18, 2011.

So the purpose of teacher education is the same to enable teachers to perform their expected roles. The importance of teacher education generally and in-service training specifically is imperative because quality of education at any level cannot be raised without continuous improving the quality and professional capacity of teachers through in-service training.

In-service training of teachers is a systematic process and wide infrastructure that requires extensive communication to execute any program in order to ensure maximum involvement of all those who are associated with educational enterprise, one or the other way like teachers, administrators, curriculum-developers, research workers, teacher trainers, specialists, etc.

In-service training programs actually provide an opportunity to those who are trained but in experienced. This type of training facilitates professional learning and helps teachers to abreast themselves with the upcoming knowledge, educational developments and innovations but unfortunately there are numerous problems that interrupt when these programs are intended to commence.

In-service training of teacher education is imperative, as said by John Cotton Dana: “Who dares to teach must never cease to learn” (Professional Development for In-Service Teachers, 2011).

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