

The Role of In-Service Training Programs in Teachers Development

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Abstract—This study aimed at exploring the role of in-service training program in teachers' development. The diversity and continuity of these programs were crucial, as well as the educational and personal needs of the teachers. The study followed the descriptive analytical methods, and the questionnaire was used as a tool for data collection. The sample was five hundred (500) participants chosen from the teachers of government schools in Saudi Arabia. The results of the data were analyzed by Statistical Packages for Social Science (SPSS) programme using percentage and means. The results revealed that most of in-service training programs focused on a single side of teachers' development related to the teachers' specialization or profession. In addition, these programs did not contribute to the teachers' personal and educational needs. The study recommended that, in-service training programs should not focus on a single side of teacher development, but it should focus on the overall take into consideration the teachers personal and educational needs. In order to make these programs more effective, they should be diverse and continuing

Index Terms—ducation, in-service training, teacher needs

I. INTRODUCTION

A. Introduction

Education is always considered as the most important aspect in any society, and brings positive change in the social, political, economic and cultural life of people. In addition, education has great importance in building strong and developed societies. Continuous professional development for teachers is the key factor in the success of the educational process. Therefore, it is always an urgent educational need that teachers should receive adequate educational and professional training to possess knowledge and teaching skills. Thus, in-service teacher training program is recognized as a vital component in improving education process among teachers. Mokeira [1] describes it as planned courses to improve instructional, professional knowledge, interest and skills. Most importantly the programs of training and professional development have to be introduced, mentored and evaluated, covered all educational' needs, on a regular basis, by experts in the field.

B. Statement of the Problem

The main problem of this study is that most of in-service teacher training programs are not diverse, short-term courses, that focus on a single side of teachers' development, often professional or related to the teacher's specialization. In addition, these programs do not contribute to the educational and personal needs of the teachers' development.

C. Objectives of the Study

This study consists of the following objectives:

To explain that it is important for in-service training programs of the teachers' development to be continuous and diverse.

To clarify that in-service training programs, have to contribute to the educational and personal needs of the teachers' development.

To suggest recommendations that can help in improving in-service training programs of the teachers' development.

D. Questions of the Study

Are in-service training programs of the teachers' development continuous and diverse?

Do in-service training programs contribute to the personal and educational needs of the teachers' development?

E. Hypotheses of the Study

H1: Most of in-service training programs of the teachers' development are not continuous and diverse.

H2: Most of in-service training programs do not contribute to the educational and personal needs of the teachers' development.

F. Significance of the Study

The major concern of this study is to investigate the role of in-service teacher training programs of teachers' development and its contribution to the teachers educational and personal needs. In addition, it shows that the diversity and continuity of these training programs is crucial, because professional development of teachers increases by the diversity and continuity of teaching teachers' programs regarding their training background and needs. The researchers hope that the overall findings of this study will be useful to everyone involved in educational process. The findings of the present study are expected to encourage the teachers and the planners of

these programs to be aware that, the need for in-service training in education particularly for teachers are important to improve the quality of education in educational institution.

G. Methodology of the Study

The descriptive and analytical method was followed to conduct the study. The sample of this study consisted of five hundred (500) teachers randomly chosen from the government schools in The Eastern Province, in Saudi Arabia. A questionnaire was used as a tool to collect the data that would prove the hypotheses of the study. The (SPSS) programme was going to be used for data analysis using percentages and means.

H. Limits of the Study

The study was limited to "The Role of In-Service Training Programs in Teachers Development". The sample was taken from the teachers in Saudi Arabia, during the years 2019 to 2020.

II. BACKGROUND

A. Education

The word education comes from the Latin word *educere*, which means "to lead out". It is, indeed, difficult to define the word education. According to Wikipedia Encyclopedia, education in the broadest sense is any act or experience that has a formative effect on mind, character or physical ability of an individual. In its technical sense education is a process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another. Education is an essential component for bringing desired changes in the cultural and social aspects of a nation, and growth of society is not possible without education. For this reason, most of educationists agree that education is the pillar on which the entire fabric of nation resides. Whether a society is formed through contract or communication, education plays its vital role in preservation and transmission of social values. The process through which they are transmitted is educational and the process through which people are brought up and made conscious of their rights and duties are social [2].

Education is a continues process that requires qualified teacher as an essential component, so as to achieve learning goals of the educational process. It is also stated that the nature of teaching professional makes it necessary for all teachers to engage in continuing professional development programs. One of the important functions of a teacher is to motivate their students to study hard, and to encourage them for lifelong learning. This process leads to build appropriate human resources for the nation. It is necessary for teacher to show interest and enthusiasm for continuing professional development. Continuous professional development assesses teachers to keep abreast of changes in the educational process. Thus, teacher will be aware of the advancement in technologies and the development of curricula and instructional mode. Continuous professional development is necessary because it helps in maintaining and enhancing the quality of the teachers [3].

B. In-service Teacher Training Programs

In-service teacher training program is any program or activity that designed in order to have a positive impact on the education process which takes place with in educational institution. It also, includes all the practices and experiences that teacher undergoes after joining teaching profession. It is composed of both professional and subject matter of education. The importance of planning in-service teacher training program is designed to meet particular condition of the educational system and professional needs of the teachers [4]. In-service training program is a crucial element for the professional development of teacher. It enhances teacher teaching and contributes to view from a new angle to meet classroom needs [5]. Continuous and efficient training program of teacher development is the key factor in the success of the educational process. It helps teachers to follow the changes in this process, and enables them to advance in technologies, development of curricula and modern teaching techniques. In-service training programs play significant role in teacher's continuous professional development. In addition, teacher professional development plays a crucial role on the quality of education in schools and improve the academic achievements of students [6].

In-service training program is important because it promotes a very flexible environment, therefore teachers easily adapt with the working situation. it also motivates employees or employers and increase creativity in the educational process. In-service training program helps teachers to acquire new understanding and instructional skills to develop their effectiveness in the classroom. In-service training places teachers at the center of any improvement effort in the educational institution. According to Owen, [7] "the positive aspect concerning professional development of teachers are that the program will make sure that learning activities is planned and concentrated on empowering effect teachers to correct policies, curriculum development, teaching and views on how to achieve high productivity and students' performance".

C. The Aim and Effect of In-service Teacher Training Programs

One of the basic purposes of the in-service teacher training program is to enable teachers to succeed s in their profession, and also to develop professional knowledge and skills. Teachers have the ability to adopt new situations in their professional life, and improve their skills. In-service training program has great positive influence in teacher performance and teacher meets the students' needs, so the students' learning outcome will increase. Moreover, in-service teacher training program aims at increasing the qualities of the teacher which in turn, affect positively the performance of a teacher.

Samupwa [8] studied the effects of in-service teacher training programs on the administrative work and the behavior of teachers in the classroom. The result of this study showed that there were significant changes in the teachers' behavior in their classroom as well as in their administrative work context. Teacher's role is very

crucial in education quality as they become awareness about their responsibilities and duties. There are different techniques to measure the quality of teacher training programs the numbers of indicators that define good teacher can serve as a direct measure for evaluating the effect of training programs. To meet the institutional needs in term of skills and knowledge, the roles and capacities of teacher can be further improved through in-service training. Only the trained teacher can set educational goals for teaching and can organize plans for reaching those goals [9]. Harris and Saas [10], conducted a research study. They studied the effects of teacher training program on the teacher value added services. They concluded that in-service teacher training program has positive influence over teacher productivity in math class and the teacher gains knowledge and experiences. This study further explored that the teacher with more teaching experience were more effective as compared to teacher with less teaching experience.

D. Principles of In-service Teacher Training Programs

To actualize the set objectives of in-service education in any organization some basic principles should be taken into consideration, as enumerated as follows:

- 1) In-service teacher training program emerges from recognized needs of the school and community.
- 2) All school personnel need in-service education
- 3) Proper supervisor is an effective means of accelerating the in-service professional growth.
- 4) Improving the quality of instruction is the immediate and long range observes of in-service training program.
- 5) In-service training program leads to a continuous process of re-examination and revision of the educational program. Additionally, it encourages participants to attain self-realization through competence, accomplishment and security.
- 6) In-service education has increasingly become the concern of state agencies, colleges, and universities, school boards, school administrators and teachers.
- 7) Supervisors should create an atmosphere that will stimulate a desire on the part of teachers for in-service growth.
- 8) In-service training program should provide for keeping abreast with research and advances in education
- 9) An in-service training program is most effective when cooperatively initiated and planned [11].

E. Teachers' Educational Needs

Teachers' educational needs clearly shown in the roles of teachers as "managers of the life in the classroom", "specialists in the subject and in the delivery of knowledge", and "assistants in emergency". A teacher feels most often like an "educator" or "evaluator" or "assistant" and is able to transform such feelings into the educational needs. "A teacher is he who supports the other in discovering the deeper meaning of his own life and experiences, and hence his own participation in the whole. (...) Thus, teaching means nothing other than

making this process of learning, of "bringing to the light" what is already there, experiential and conscious" [12].

Most often, teachers' educational needs are related to the crucial field of their profession and the direct work in the classroom. They need topics linked to the subject they teach, to didactics, to coping with the class and individuals. There is a need of methods of work with pupils, computer skills, didactics and teaching innovations, consulting, work with parents, work with people and communication in general, cooperation with colleagues, and so on. Although, the role of today's teachers has changes, the concept of their job description is being widened and strengthened. Thus, the professional development of teachers should comprise a development of their competencies, contributing to the progress of the school, managing teams or projects, having their share in the decision-making, etc. [13]-[15]. A few principles which cannot be ignored when considering the professional development of teachers:

- 1) Each teacher has his/her own professional biography; each teacher must be in a position to have his/her own personalized development plan.
- 2) Along their career teachers go through professional cycles and a succession of learning experiences. Being professional teachers means not only being competent and expert teachers, but also being professionals of knowledge continually learned.
- 3) Teachers are reflective professionals; development implies continuous reflection on experience to devise new patterns of action, more conscious and effective.
- 4) Teachers are not only users of training courses, but also valuable resources to understand and renovate the process of teaching. Teacher research is as important as academic research.
- 5) Teachers' professional well-being must be given priority within the teacher policy framework.
- 6) Teacher professional development aims at improving student learning and achievement.
- 7) Teachers are not consumers of training courses; their knowledge and competence are goods for investment.
- 8) Teaching is a profession which adopts advanced standards not as means of control but as foundations of advanced performance.

III. METHODOLOGY OF THE STUDY

This section is assigned to discuss the procedures followed to conduct the study. Sampling, tools of data collection and tools for data analysis will be discussed. This study adopted the descriptive analytical method.

A. The Sample

The sample of this study consisted of five hundred (500) teachers randomly chosen from the government schools in The Eastern Province, in Saudi Arabia. It is the largest province by area, and the third most populous one in Saudi Arabia.

B. The Tool

In order to get all the necessary data, a questionnaire was used in this present study.

C. The Content of the Questionnaire

The questionnaire was designed to find answers to the questions and prove the hypotheses of this study. It consisted of two parts, the first part got four (4) statements, while the second part was one open ended question. The aim of the questionnaire was to identify the participants' knowledge views about in-service teacher training programs. The questionnaire was designed on scale of three options; always, sometimes and never.

D. Results of the Questionnaire

The questionnaire reflected the views of the teachers at government Saudi schools. The data was analyzed by Microsoft excel for calculating in order to find percentage for each part. Table I below presented the numbers and percentage of the teachers responded to the Questionnaire.

TABLE I. THE TEACHERS' RESPONSES

Statement	Never		Sometimes		Always	
	No	%	No	%	No	%
A	279	55.8%	191	38.2%	30	6%
B	422	84.4%	78	15.6%	0	0
C	389	77.8%	111	22.2%	0	0
D	351	70.2%	149	29.8%	0	0
E	409	81.8%	91	18.2%	0	0

E. Open-ended Question

Q. What are the topics that in-service training programs have often included?

F. Discussion and Testing the Hypotheses

According to the statistical analysis of the questionnaire results, more than half of the teachers (55.8%) were never given a chance in choosing topics that can be discuss in in-service teacher training programs. As for this statement "Most of the teacher training programs that you have attended were ongoing, long term program" most of the teachers (84.4%) never attended ongoing, long term program. Most of the teacher training programs that (77.8%) of the teachers under investigation have attended did not cover various sides. Both this statement and the previous one verified the first hypothesis "Most of in-service training programs of the teachers' development are not continuous and diverse". Then, respectively, (70.2%) and (81.8%) of these teachers claimed that most of teacher training programs that they have attended did not discuss the teachers personal or educational needs. The results of both these statement proved the second hypothesis; "Most of in-service training programs do not contribute to the personal and cultural needs of the teacher development" The analysis of the open ended question showed that most of the teachers (85%) reported that most of the topics that were included in the teacher training programs often discussed new teaching methodology, new curriculum, students' assessment or education quality. So, the result of the open-ended question proved also the second hypothesis.

IV. CONCLUSION

The present study was conducted to explore the role of in-service training program in teachers' development. A questionnaire for Saudi teaches was used to collect the required data, and its results strongly support the study's hypotheses. The study has reached the following findings:

- 1) Most of in-service teacher training programs are not continuous and diverse.
- 2) Most of in-service teacher training programs do not contribute to the educational and personal needs of the teachers.

Based on the findings of the study, the following recommendations can be made:

- 1) In-service teacher training programs should be diversity and continuous. Continues programs result more successfully as compared to programs which have a short spin of life. To allow in-service teacher training programs to proceed successfully it should be a continue process. These programs should not focus on a single side of teacher development but it should focus on the overall development of the teacher. Programs for continues development must therefore take into consideration this diversity in order to make teacher training program more effective.
- 2) In--service teacher training programs should carefully be designed in order to meet the educational and personal needs of the teachers, once these needs have been identified proper planning should be made to asses and support teachers. If these programs are presented with the idea of increasing educational and professional growth, it will broaden teachers' skills knowledge and result in positive attitude.

APPENDIX

SN.	statements	Never	Sometimes	Always
A	You were given a chance in choosing topics to be discuss in in-service teacher training programs.			
B	Most of the teacher training programs that you have attended were ongoing, long term program			
C	Most of the teacher training programs that you have attended covered various sides.			
D	Most of teacher training programs that you have attended discussed the teachers' personal needs.			
E	Most of teacher training programs that you have attended discussed the teachers' educational needs.			

CONFLICT OF INTEREST

The authors declared no conflict of interest

AUTHOR CONTRIBUTION

Fatma Elhassan conducted the research; Seham Alfaidi did the methodology of the research; both researchers wrote the paper; both has approved the final version.

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