

# Professional Development in the Workplace: Key to Sustainable Growth

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**Abstract:** *The expertise of in - service teachers plays a vital role in forming and honing the basic education of the learners hence in - service training (INSET) for teachers is deemed necessary. INSET for teachers is a training that is given to public school teachers during the course of service. It is a process by which teachers are taught and trained the skills that are needed for the job and teaching in totality. Moreover, school INSET for teachers includes interaction which contains the roles assume which involves the assumption of task/s assigned of the school head and teacher - participants, verbal language which is customarily structured system of vocal sounds that communicates meaning between individuals, and non - verbal language which includes visual cues and indications such as body language but also the use of voice, touch, distance, and physical environments. Related literatures and studies shown that school in - service training had influenced the teacher's personal and professional development. There were countless identified INSET best practices characterized as collaboration, engagement, feedback and follow - through activities. Strict implementation of training needs assessment (TNA) before the conduct of in - service training, adequate INSET budget and time for planning, expert and skillful resource speakers during the INSET implementation, drawing out of training expectations, grouping of teachers according to their specialization, inclusive checking of participants' output, and consideration of best practices in future in - service training is highly recommended. Thus, the professional development of teachers in their respective workplace is a key to sustainable growth in the field of teaching.*

**Keywords:** In - Service Training, Teachers, Personal and Professional Growth, Human Resource Development

## 1. Introduction

A school is an establishment designed for the training of students under the direction of teachers. Formal education in most countries is free and compulsory. In the Philippines, both elementary and secondary educations are free but only elementary is compulsory because the state is already content with the elementary education and zealously believed that every Filipino after elementary education has widened his horizon. In these educational systems, students might progress through a series of schools. Basic education which is comprised of elementary and secondary schools. Basic because at these stages the forming or connecting to the most important parts of something happen. Secondary education usually takes after primary or elementary education. Teachers in secondary schools provide students with part or all of their secondary education. They support, observe and record the development of their class. They also plan lessons in attaining the national objectives of education leading to a holistic Filipino citizen. Finishing Bachelor's degree in secondary education is not enough to be an effective secondary school teacher. Once a teacher always a student simply because every teacher is expected to advance studies, enhance learning and continuous training. This is the reason why in - service training is required in every Department of Education schools.

A lot of people would ask "why bother for some training"? There are people who are currently employed and are satisfied of what they already have. They capitulate to stay in the nook and stay there for the rest of their employment. While others, would find ways and means to learn new things, explore new ideas and broaden their horizon. Everyone needs to improve and that's a fact. One of the ways to achieve improvement is through training. Training is important as it helps in providing quality work, great customer service, and keeping up with technology and staying ahead of one's competition. Training is also

important as it activates new ideas, further understanding of the job and helps one to understand business priorities.

There is more to training than meets the eye. It's not just a simple show and tell session and then viola! a new protégé' is born. Training is an educational and thoughtful process. People can learn new information, re-learn and reinforce existing knowledge and skills and most importantly have time to think and consider new options can help them improve their effectiveness at work. Effective trainings convey relevant and useful information that inform participants and develop skills and behaviors that can be transferred back to the workplace.

Trainings can be offered as skill development for individuals and groups. In general, trainings involve presentation and learning of content as a means for enhancing skill development and improving workplace behaviors. A participant should be opened for any negative or positive feedbacks. This is where we learn and re - learn something. Feedback is essential for people to know how they are progressing, and also, evaluation is crucial to the learner's confidence too. People can be switched off the whole idea of learning and development very quickly if they receive only negative critical test results and feedback. Always look for positives in negative results. Encourage and support - don't criticize without adding some positives, and certainly never focus on failure, or that's just what you'll produce.

School in - service training is not a new concept for educators because both public and private high schools are doing the same. There might be disparity in terms of preparation and implementation. In - service training in our school is just compliance to the mandate of the Department of Education. There is no training needs assessment taken prior to the actual INSET hence teacher - participants are submissive and not participative during the training. They feel bored and inattentive because some of the topics are just

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a repetition of the previous teacher trainings. The presentation and discussion of the training topics are not lively and animated because the speakers are not expert of the topic assigned to them. Administrators are not so strict in the punctuality of the attendees hence teacher – participants are not on time in attending the school in – service training.

School In - service Training Seminar is common to all public schools. It is a training that is given to public school teachers during the course of employment. It is a process by which teachers are taught the skills that are needed for the job and teaching in totality. It is designed to develop the skills of people who are already working in a particular profession. Though teachers are working in the same mission and vision but then they will act differently since everyone is unique.

## 2. Theoretical/Conceptual Framework

In- Service Training (INSET) for teachers is anchored on the Blumer's (1937) symbolic interaction theory which states that people develop and rely upon the process of social interaction. This theory asserted further that professional development is a process because it follows a certain chain of engagements to produce something or lead to a specific outcome. Blumer notes that social interaction can be analyzed through addressing the precise meanings that people enact on objects, events, and behaviors. Precise meanings are given importance because it is thought that people behave based on what they believe and not just on what is empirically true hence society is believed to be socially created through human elucidation. People construe one another's behavior and it is these elucidations that form the social connection.

Social connection is the act of connecting two or more things or the state of being connected (Merriam – Webster Dictionary). Sepalla (2012) said that people who have a strong social connection have higher self - esteem, more empathic to others, more credulous and complaisant and as a result others are more exposed to trusting and cooperating with them. Social connectedness therefore engenders a constructive response loop of social, emotional and physical well-being. These realities answer the question why quality professional development for teachers matters. Teachers can lure the students and invite them to learn, and create wonderful learning environments that incite the students to learn, but the work and effort of learning respites exclusively on the students' shoulders. Educators should be sent to different professional developments for them to have more connections and more social interactions. Department of Education should help students through investing effort, time, and resources in providing exceptional professional development for teachers to help them become the best and gain more social connections.

Lieberman (1999) states that social connection makes a better brain. He further stressed that the strongest forecaster of a species' brain size is the size of its social group. People have big brains in order to socialize. Aristotle proclaimed that man is by nature a social animal. Anybody who either cannot lead the collective life or is so self-sufficient as not to need to, and therefore does not contribute of society, is

either a beast or a god. Lieberman elucidated further that just as human beings have a rudimentary need for food and shelter, we also have a primary need to belong to a group and form relationships. The yearning to be in a loving relationship, to be accepted in school, to elude rejection and loss, to see your associates do well and be cared for, to share good news with your family, to applaud on your sports team, and to check in on facebook - these things inspire an incredibly remarkable collection of our thoughts, actions, and feelings. These experiences and benefits can be enjoyed by any teacher if he will be exposed to various trainings and seminars that comprise professional development.

Furthermore, In- Service Training (INSET) for teachers is supported by Super's (1983) career theory states that self - concept changes over time and progresses as a result of experience hence professional development is a lifelong process. Self - concept is the most basic part of the self - scheme which is the sense of being detached and distinct from others and the cognizance of the steadiness of the self (Bee, 1992). Super disputes that individual's professional inclinations and proficiencies will change with time and experience. In other words, every training or seminar should change the life of a teacher. Educators necessitate in-service training to contrivance educational changes. In – service training programs should therefore adapted to suit new developments and input to the students. These programs are essential for a well-functioning school system since they are planned to empower educators to deal with problems such as curriculum development, lack of resources, administration problems, overcrowding of classes, disciplinary problems and educational change. The more professional developments a teacher could have the better educator he will be.

Super (1983) created a valuable framework for theorizing the frequently evolving nature of professional development. It presents the career process as one in which a person is provoked with numerous stages that he or she must undertake and complete before moving on to the next stage. It is further valuable for a few reasons. It will let us do away with the uncertain scheme that our interests, values, and beliefs remain stagnant throughout a lifetime. People grow and change throughout their existence and this theory respects that. The above mentioned theory explains further that certain individual progress as they undergo various professional developments such as seminars, workshops, and trainings. The authenticity in our culture is that people usually do not have much of an opportunity to completely explore their options. Many do not even cogitate an ideal career choice because it does not suit within their social preferences. The school administrators should widen their horizon in looking into the possible inclinations and need of his educators before having the school in – service training. Fayol (1949) said that to manage is to forecast and to plan, to organize, to command, to coordinate and to control. School principals therefore need to be constantly aware that the educational task of their schools can only be carried out with the sustained, dedicated cooperation of every member of the school's staff. Accountability and cooperation can be duly enhanced with the aid of in – service training programs.

Another theory that supports In- Service Training (INSET) for teachers is Bandura's (1977) social cognitive theory which states that people learn by watching what others do, and that human thought processes are central to understanding personality. Bandura claims that behavior is learned from the environment through the course of observational learning. Observational learning could not happen unless cognitive processes were at work. Cognitive process is the mental process of knowing that includes aspects such as awareness, perception, reasoning, and judgment. It is concern about and well-informed attentiveness in a specific situation or development. Perception is cognizance, understanding or a thoughtful of something. Reasoning is the action of thinking about something in a coherent and practical way while judgment is the ability to make considered decisions or come to workable conclusions. It is evident that anybody could be extraordinary and can do beyond to his expectations if he or she will be exposed to different group of individuals which has the capacity to influence people through meaningful demonstrations of certain topic that could somehow help others to grow professionally hence social cognitive theory provides a framework for understanding, predicting and changing human behavior. Awareness, perception, reasoning, and sound judgment can be achieved through a comprehensive school in – service training. Professional development could be a right avenue for mutual interaction between teachers and school administrator.

Interaction is a mutual or common action. It is an instance when two or more people or things communicate with or react to each other. School in – service training involves interaction which includes the *roles assume* which involves the assumption of task/s assigned of the principal and teacher - participants, *verbal language* which is culturally structured system of vocal sounds that communicates meaning between individuals, and *non – verbal language* which includes visual cues such as body language but also the use of voice, touch, distance, and physical environments. Verbal means the teachers and principals are collaborating through the use of words that convey its meaning while non – verbal means communicating without words. Furthermore, non – verbal means that there is no sound expressed by the teachers and the principal and just the same it has its meaning. Non – verbal in this study includes paralanguage, body movements, and touch.

School in – service training is a good mechanism for ringing out developments in teaching strategies as well as an opportunity for interacting ideas for the solution of school problems and other activities. This is where the school administrators will be tested how competent they are in dealing with their subordinates and how proficient they are in managing a school professional development. Fox (1998) stated that management refers to practices, activities and processes related to the managing of human resources of public organizations in order to contribute commendably and proficiently to the peak achievement of preset organizational goals. Management is about getting things done efficiently and effectively hence managers guarantee that activities continue as directed according to strategic plans. They also engaged to secure the involvement of stakeholders. Management is usually seen as the higher

order functions such as planning, which involves decision-making and organizing by professional practitioners. Furthermore, management is primarily concerned with the purpose of policy. It is clear from these defining features of the management function that it depends on the individual person's capability to complete management successfully, that is, it depends on his/her management skills. School in – service training could be a right avenue for the school administrators and subject area coordinators to hone their management skills.

The school in – service training management includes three major tasks namely: *before – in – service training* preparation which involves preparing the training topics, finding room/s and finances to be used, assigning different training committees, and looking or inviting resource speakers; *during – in – service training* which involves carrying out and realizing the training design and other preparations; and *after – in – service training* which involves feed backing and evaluating the training and resource speakers. The three major tasks in school in – service training could be the backbone that somehow explains the totality of the INSET.

Niekerk (1996) said that in – service training for teachers can be perceived as lightly interchangeable with staff development and professional development. Staff development refers to the process whereby personnel of an organization enhance their knowledge and skills in directions that are beneficial to their role in the organization. Professional development is the process of improving and increasing capabilities of staff through access to education and training opportunities in the workplace, through outside organization, or through watching others perform the job. Professional developments help shape and maintain morale of staff members, and are thought to attract higher quality staff to an organization. Ravhudzulo (2001) stated that in – service training can be defined as all forms of unending education and training for educators, whether formal or non-formal, whether accredited or non-accredited, and whether personal or professional purposes. In – service training includes the means whereby a teacher's personal needs and desires as well as those of the system of education in which he/she serves are met. Ravhudzulo notes further that in – service training will be considered as the task of all structures that have been recognized within different educational systems to constantly address the changing professional and personal needs of in-service teachers with the view to improve their effectiveness and therefore the quality of learning students.

The school in – service training management includes before – in – service training preparation, during – in – service training, and after – in – service training and interaction the includes roles assume, verbal language and non – verbal language. School in – service trainings could be a key for sustainable growth in the workplace among teachers in elementary and secondary public high schools.

### 3. Related Literature

Training is a process and assumption of roles by which someone is taught the skills that are needed for an art,

profession, or job (Merriam – Webster Dictionary).

Training will arm the employees with portable skills that will boost their motivation so that they can acquire descent work conditions and compete effectively in the liberal markets. Other than improving the productivity, training has some positive impact on the employees' life as it integrates with the organization sustainability. This will also create both internal and external competitiveness among the workforce following the skills that have been acquired. Training will enable the organization to attain higher productivity following skills that staffs acquire on investment diversity, efficiency innovations and market leadership. The working society environment also stands to gain from training as a result of social equity, globalization and market expansion (ILO 2008).

Training should be regarded as a continuous learning tool and should be initiated every time there is a change in organizations systems with management leadership. It is the responsibility of the management to set up a training schedule for the available opportunities in the organizations. The management should outline that training along the expected learning outcome and objectives. The feedback process from the training is for the purpose of uniformity and satisfaction with the contents verses that work experience (Accenture & SAP 2004).

Employees who receive certain trainings increase their trust with the management and other workers. This is true because when management invests in training, they are probably signaling long term association with the employees. This also signals trust from the management to the employees and assurance of job security. Employees who received trainings responded that they increased their satisfaction with work conditions and job (International Labor Conference 2008).

According to Accenture and SAP (2004), the higher work performance can be achieved by basic scheduled training that will enable the employees to make a step towards the anticipated organizational changes. These trainings need to keep in trend with industry developments and an objective evaluation system of the training should be in place.

Kothari Commission (1994) said that a teacher who dispartate an ordinary worker, acts as a master, crafts man, an artist, a strategist and powerful motivator. The vicinities are invigorated by the inspiring, dynamic, enthusiastic, encouraging, skillful, and dedicated teacher. It is he who shapes the intention of students and that of the future citizens who ultimately shape the destiny of the country. Only a teacher can effectively in culture among children values that strengthen the ideals of social justice, fairness, secularism, and diversity. These ideals can be realized through an effective in – service training.

In – service training is to train or educate someone while they are working. Training is teaching or developing in oneself or others any proficiency and knowledge that transmit to explicit useful competencies. It has specific goals of improving one's competence, capacity, productivity, and performance. It formulates the core of preparations and

provides the backbone of content and institutes of technology. Training should be continuous beyond initial qualifications to maintain, upgrade, and update skills during the course of working life. People within many professions and occupations may refer to this sort of training as professional development.

The White Paper on Education and Training perceived in – service training of teachers as all learning and preparation which is received by teachers and other related personnel after joining an educational establishment. The further training improves teachers' knowledge and understanding of their own and related discipline facilitates them to play numerous roles effectively and meets their changing needs and desires and the demands of the system. Furthermore, the White Paper on Education and Training comprehends the main purpose of in – service training as to uphold the continuous growth of educators. Therefore, in – service training aimed at the elimination of insufficient training offered during pre - service training thus improving the performance of teachers. Improvements can only occur if educators can change and this presupposes change in teacher education. However, in – service training targets at upgrading in - service educators professionally and through regular courses at in-service training centers (White Paper on Education and Training Department of Education 1995).

The success of every school in – service training could be only achieved if there will be a unified collaboration and participations among teachers. Learning is a process of participation in a socially enclosed location, a “community of practice” as they call it. Combined learning outcomes in practices that reflect both the pursuit of enterprises and the attendant social relations. These practices are thus the property of a kind of community created over time by the sustained pursuit of a shared enterprise. These kinds of communities are called communities of practice thus training environment is vital and well planned before the conduct of any in – service training (Springer Science and Business Media New York 2012).

The design of instructional activities for teachers in in – service training environments elaborating the Problem – Based Learning Theory because teachers encounter problems in their everyday lives and practices and try to solve them. Through the problem – solving process they are involved in intellectual involvements and learn from the activity. Therefore they are acquainted with the learning method and through this ideal of instruction of in - service training they produce significant learning outcomes (McMaster Medical School 1969).

In - service education as described by the United States Department of Health, Education and Welfare (1965), “emphasizes the importance of the education authorities or education system in the representation of in-service training programs”. They define in-service training as a program of organized activities promoted or directed by the school system, or approved by the school system that contributes to the professional or occupational growth and competence of teachers during the time of their services to the school system.

Well - trained teachers can best serve youths in schools by proposing them training in much-needed life skills. Thus teachers play a foremost role as a source of precise information, and as people with whom the youth share experiences on subtle and difficult issues about growing up. Teachers are required to take on more new tasks, outside of their normal routine. For instance, they engage in guidance and counseling of traumatized and stigmatized learners who may also be affected emotionally, economically, and psychologically thus in - service training in various fields is also important for teachers (UNESCO 2001).

Every teacher deserves for a comprehensive and effective in - service training because he plays a vital role in school. Moreover, Jordanian Ministry of Education (1999) considers teachers to be the "most important" element in the educational process thus convened extra attention to developing quality teacher training programs to enhance performance of teachers, and thus to attain its goals.

#### 4. Related Study

Teachers require comprehensive school in-service training to implement educational changes. In - service training programs therefore be modified to suit new advances. These programs are essential for a well - functioning school system since they are designed to enable teachers to deal with problems such as curriculum development, lack of resources, administration problems, overcrowding of classes, disciplinary problems and educational change.

However, a substantial number of secondary school teachers lack the motivation or capacity to upgrade themselves. Many do not have the time and means to study and others feel that they are mature. They think that their student days are over and they are incapable to return to studies due to their responsibilities of maturity. Hayes (1997) accentuates that many secondary school teachers have an unmoved attitude to their work. This is evident in the dropout rate of those enrolled in further teacher studies once they are in active service as teachers.

The Curriculum 2005 also known as Outcomes-based Education (OBE) is one of the new policies and legislations introduced to transform the education and training system to accommodate the necessities of all learners and society as a whole (Williamson 2002). As an outcome of the extreme changes in methodologies and learning content left many educators, particularly those in rural secondary schools, in a state of ambiguity about their role in the classroom situation. These teachers found themselves especially in need of skills and knowledge that would enable them to cope with educational transformation.

Stuart (1994) notes that the Department of Education should emphasize the importance of school in - service training because it is the framework for education and training. A totally new approach is needed to in-service education or teacher development and to the unbroken challenges of educational transformation and not inevitably to pay scale increases.

Moreover, if all public secondary school teachers are to move with changes and provide quality education, the need for in - service training programs must be realized. Thomas (2003) disputes that a quality assertion system is obligatory that will feed into schooling through in - service training programs so that curriculum, assessment practices, leadership, and the governance and organization of schools will be improved. It is therefore imperious to sustain INSET programs constantly. Vander Westhuizen (1995) affirms that the better fortified teachers and support staff are for their task, the better equipped and able the school will be to achieve its instantaneous and elongated term goals with respect to delivering effective education.

In - service training for teachers is important in every country's educational system. According to Vos (1997) in - service training in Britain enables teachers to prepare for new responsibilities or to keep up-to-date with new developments in their subjects, in educating methods or in patterns of school organization. Most teacher training establishments provide further training for serving teachers and provision is also made by local specialists through teachers' centers and their recommended services and by subject and teacher associations. Therefore, the Department of Education in the Philippines should give more emphasis on school in - service trainings.

Day (1999) notes that in - service training efforts have been made to ensure that all teachers take on regular in-service training so that they stay up to date with curriculum content knowledge, continue to develop their classroom organization and teaching and assessment strategies, and, where appropriate, their leadership roles. All schools find themselves in a management environment that widens them to be more independent, more self-governing and increasingly entrepreneurial in seeking the best services and resources to supplement the education they offer their children.

Hofmeyr (1994) asserts that professional development of teachers is one of the most vital components of educational reform because teachers are the most critical and expensive education resource, and the major implementers of any new curriculum. Therefore, in - service training is important to reorient teachers to new goals and values, to prepare teachers to sufficiently manage with curriculum change, to train them in new teaching/learning methods, and offer them with the indispensable knowledge and skills of teaching new learning areas. Conversely, the challenge is to provide effective practice-related in-service training that comes across the requirement of the new curriculum and results in improved teaching and learning in the classroom. Effective in-service training is mandatory and is of major importance to arm teachers to effectively move with this new situation in which they find themselves, and even with different roles.

Millieux (1996) points out that for in - service training to succeed for teachers; they must recognize it to be applicable to their work situation and to be an enjoyable experience because education and training are vital activities of our society and are of dynamic interest to every family and to the health and opulence of our national economy, the

government is committed, as a matter of national importance, to changing education and training in the Philippines.

Bengu (1997) stressed that the government is committed to the ideals of the school in – service training because successful modern economies and societies require citizens with a strong foundation of general education, the aspiration and ability to continue to learn to adapt to, and progress new knowledge, skills and technologies. The most decisive and deliberate intervention to transform the education and training system would be through the notion of lifelong professional development, which provides a collective range of learning possibilities.

Mullins (2005) underscored the need of evaluating training process along the related objectives in the measurement of the performance. This process has the aim of evaluating how much positive impact the training has on the organizational process.

The school in – service training for elementary and secondary school teachers is vibrant for the future of a developing country like Philippines. In – service training programs must therefore be exceedingly operative so that the best outcomes can be achieved. Sustained professional growth of teachers is vital in view of their focal role in the classroom. The aforementioned needs as noted by Le Roux and Loubser (2000) can be addressed through an appropriate in – service training programs.

Mashile and Vakalisa (1999) resist that teachers incline to lack the motivation to take advantage of in – service training programs and therefore propose procedures to be formulated and executed to draw them into such programs, and gain their promise to the concept of lifelong learning. It monitors therefore that policy decisions to introduce in – service training particularly in rural areas cannot be taken without considering the conditions under which the teachers work in mountainous public secondary schools.

Smith & Sherwin (2008) notes that school organizations can position their work system rewards along the specific teacher needs. The most cost effective and timely manner of carrying out such an exercise is by automation. This kind of platform will ensure that all the teacher needs are catered for in the new organizational structure. If the teachers are well catered for in the new school system, they will be deeply engaged and satisfied with the learning and teaching process.

Hornik (2004) stated that an effective training program should have clear cut objectives so that the implementation of the learnt skills can benefit the organization and the individuals. This program should be clear on what the organization wants to achieve in a defined periodic manner. The training blueprints should have a progressive outline towards implementation. Effective training program for teachers should have the school administrator's input and participation. The school management input expected is communication leadership and that anticipated changes if this is the reason for the training. School management has a role of preparing the teachers in advance for the school in –

service training so that they can be convinced of the outcome in advance.

School leadership and management are skills that can be effectively developed. Those school organizations that foster and fully employ school management prospective by introducing advanced school management strategies for handling change, increasing teachers' engagement and developing the skills of their teaching force can reap significant rewards in terms of productivity, growth and efficiency in teaching and inculcating learning to the students. This is an issue that no school organization wishing to achieve long-term success in teaching can afford to ignore. The challenges of 21st century school leadership and management include working in an environment of persistent change and the increasing complication of school organizational structures. The ways in which an organization meets these challenges can mean the difference between school management success and failure. Consecutive studies have shown that getting the correct mix of encouraging leadership and operational management skills and practices can have a significant impact on organizational performance in terms of teaching productivity, professional growth and persistence (Wilton, P., Woodman, P. et al. 2012).

Mutshekwane (2004) stated that improvement in teacher quality is required in the development of initial teacher education, further education and in-service training of teachers (INSET). This reveals a need for special INSET and upgrading programs leading to professional development of teachers in the country. Teacher quality is related to teacher effectiveness. Professional development addresses issues of competence that are measured by an educator's mastery of an academic subject; and that educator's understanding of learners.

The impact of good school leadership on in – service training innovation goes well beyond the motivating effect of the inspirational or charismatic leader. Leaders also affect innovation through organizational in – service training design and must create appropriate organizational training environments to suit the different innovation processes (Munshi, N., Oke, A. et al. 2005).

Harvey (2013) views that effective school principals work relentlessly to improve preparation and quality of school in – service training so that quality of teaching and instruction will be attained. They help define and promote high expectations of teacher – participants during in – service training; they attack teacher isolation and fragmented effort; and they connect directly with teachers and the classroom. Effective principals also encourage continual professional learning. They emphasize research-based strategies to improve teaching and learning and initiate discussions about instructional approaches, both in teams and with individual teachers. They pursue these strategies despite the preference of many teachers to be left alone. In practice this all means that leaders must become intimately familiar with the “technical core” of schooling – what is required to improve the quality of teaching and learning. Principals themselves agree almost unanimously on the importance of several specific practices, according to one survey, including keeping track of teachers' professional development needs

and monitoring teachers' work in the classroom. Whether they call it formal evaluation, classroom visits or learning walks, principals intent on promoting growth in both students and teachers spend time in classrooms, observing and commenting on what's working well and what is not. Moreover, they shift the pattern of the annual evaluation cycle to one of ongoing and informal interactions with teachers. All of these can be achieved if the school in – service training program for teachers is well – planned and thoroughly evaluated before and after the conduct of the in – service training.

Planning for school in – service training program needs enough time for the principal to give necessary instructions on what and how the training will be realized. The relatively little time principals devoted to instruction is somewhat surprising given the research and district emphases on the principals as the instructional leader of the school. While time on task may not be the best measure of the importance a principal places on an activity, as some tasks may require more time to complete just by their nature rather than their status, the fact that the principals spent only about ten percent of their time engaged in instruction-related activities points to the potential importance of other tasks in the work of principals. Administration tasks, such as filling compliance requirements and managing school schedules and student services, require a substantial amount of time from all principals, though some principals manage these tasks in less time than others. Therefore, the school principal should have a good time management and know how to prioritize things in order to have a successful school in – service training (Hornig, E. & Klasik, D. et al. 2009).

Naik (2011) stated that in – service training can be introduced simply as a process of assisting a teacher and enhancing his efficiency and effectiveness in teaching and inculcating more knowledge and good practices to the students. Training make a very important contribution to the teachers' professional development hence aims and objectives of the in – service training should be clearly stated. To achieve its purpose, training needs to be effectively managed so the right training is given to the right people, in the right form, at the right time and it the right costs. Training has gained importance in present day environment where teaching jobs are complex and change rapidly. In – service training is a learning experience designed to achieve a relatively permanent change in an individual teacher that will improve the ability of teacher to perform on the teaching job. Moreover, in – service training is a planned program designed to improve teacher's performance and bring about measurable changes in instilling knowledge, skills, attitude and social behavior of students hence teacher – participants of the in – service training should be motivated.

Ullah (2012) defined motivation as the willingness to exert high levels of effort to actively participate the school in – service training toward school organizational goals, conditions by the effort's ability to satisfy some individual needs. The focus to school in – service training goals will be narrowed in order to reflect the teachers' singular interest in work-related behavior. Motivation is related with individual teacher's different interests and needs. Individual teachers

also have different preferences in terms of how to be recognized for the work they do. Nonmonetary incentives during the in – service training can take the form of improving teaching conditions, recognizing good work through small gifts, letters of appreciation, plaques, tickets to restaurant etc., providing some services for the teachers, organizing social activities in the work place, assigning challenging duties and the like.

Consequently, the use of non-monetary incentives may provide this variety to meet different individual needs and interests. All school organizations, whether public or private, need motivated teachers to be effective and efficient in their functioning, in addition to the other factors. Teachers who are motivated to work energetically and creatively toward the accomplishment of school organizational mission and vision are one of the most important inputs to organizational success. Sequentially, the challenge for the school organization is to ensure that their teachers are highly motivated to join school in – service trainings (YAVUZ, 2004).

A person has a moral incentive to behave in a particular way when he has been taught to believe that it is the right or proper or admirable thing to do. If he behaves as others expect him to, he may expect the approval or even the admiration of the other members of the collectivity and enjoy an enhanced sense of acceptance or self-esteem. If he behaves improperly during the in – service training, he may expect verbal expressions of condemnation, scorn, ridicule or even ostracism from the collectivity, and he may experience unpleasant feelings of guilt, shame or self-condemnation (Johnson, 2005).

In – service training for teachers includes the resources whereby a teacher's personal needs and aspirations as well as those of the system of education in which he/she serves are met. Ravhudzulo (1997) said that in – service training will be viewed as the undertaking of all structures that have been established within different educational systems to regularly address the changing professional and personal needs of in-service teachers with the view to develop their effectiveness and therefore the quality of education of learners.

Professional preparations and professional development of teachers is an endless process. It originates with the choice of an aspirant teacher and includes his primary preparation initiation into the profession and his continuous development throughout his teaching profession. The making of policy and design of teacher preparation and continuing professional development should optimally take into justification the whole range of teacher learning.

The moment a teacher has finished his training in a college of education, it does not mean that he is now proficient for all times to come. A degree in education makes him enter into service as an educator but there is a need of more and more knowledge, more and more education for making him a better teacher.

It is vibrant from the aforementioned realities that in – service training incorporates a range of events and activities

through which working educators can broaden their personal, academic or practical teaching skills, professional capability and their understanding of educational principles and methods. In – service training is delivered for the benefit of teachers in the Department of Education in order for them to perform in their maximum capacity. In – service training for public school teachers could be a tool in improving classroom instruction and boosting up in inculcating learning to the students.

## 5. Practical Guide in the Conduct of School In – Service Trainings

There are several major steps in preparing an effective in – service training session. These areas include the training needs assessment, specifying clear goals and objectives, organizing a training workshop, preparing the training program, formulating training exercises and activities, and selecting appropriate training methods. Below is the practical guide in conducting school in – service training based and patterned from Minnesota Advocates for Human Rights. Permission is granted to use this material for non – commercial purposes.

### a) Training needs assessment

The first step in designing a training and development program such as in – service training for teachers is to conduct a training needs assessment. Conducting a training needs assessment helps the school principal to decide the existing level of performance of teachers to be involved in the in – service training. The following are the purposes of training needs assessment.

- To identify content and skill areas that requires additional training.
- To identify potential participants' training procedure preferences.

The training needs assessment is a critical activity for the training and development function. In – service training must start with a needs assessment for it to be effective and efficient. The training manager who is the school principal must determine the who, what, when, where, why and how of in – service training before any actual training occurs.

### b) Specifying clear goals and objectives

Every school in - service training session should have a clear goals statement which presents the thoughts that will be carried out in the session. Goals statement reveals the importance of the training and answer the question “why is this training happening?”. After the formulation of the training goals, identifying the training objectives will follow. The school in – serving training objectives should be based on the outcomes of the training needs assessment and the goals statement. In – service training objectives should be the essential concentration of the facilitator's preparation and should be elucidated clearly to the teacher - participants. Illuminating these objectives will help in the process of selecting the suitable content and structure for each sitting.

### c) Preparing the training program's structure and content

During the preparation of the training program's structure and content, school in – service training facilitators should consider the goals and objectives, content, methods and

materials, and monitoring and evaluation. The following are the suggested guidelines in preparing training program's structure and content: be precise and address the needs of the teacher – participants; do not try to equally divide the time between all topic areas; build in flexibility; have spare materials on hand; formulate general time procedures for each session, but remember the need for flexibility; prepare concise, operational written materials; use visual support during the entire conduct of the training; build in initial participation; consider the number of training specialists and facilitators to planning course structure.

### d) Organizing a Training Workshop

There are four vital logistical considerations in organizing for a training workshop. These include *contracts* which involves the negotiated criteria for training; *administrative support* which involves the scheduling, invitations, clerical and purchasing assistance; *venue* which involves utilities, furniture, and equipment; and *materials and equipment* needed for the preparation and for the workshop of the entire course of the in – service training.

### e) Formulating training exercises and activities

Training exercises and activities are necessary to facilitate the learning process. The exercises should have the objective, intentionally placed within the training, and take place within the specific time frame.

### f) Selecting appropriate training methods

The finest school in – service training sessions for teacher - participants imparts sufficient content as well as helps develop the professional skills and attitudes of the educators. Training participants acquire better when they are active and are able to participate in the learning process. In order to have an effective, comprehensive, and efficient in – service training, the following best practices should be implemented.

- Provide various practice chances during in – service training.
- Provide evaluative comment on trainees' acquirement of skills.
- Generate an atmosphere that inspires trainees to share ideas, opinions, and expertise.
- Provide opportunities for sustained classroom discussion, group support, and feedback.
- Help trainees in realizing how the skills being acquired contribute to school improvement, student performance, and their own professional development.
- Schedule training sessions at times that do not impede with trainees' other outdoor responsibilities.
- Enlist the full support from the numerous building administrators whose staff are participating in the training.
- Organize the physical environment in which training takes place in a way that facilitates learning and interaction.
- Provide handout materials that are eye-catching and decipherable.
- Embolden the establishment of site-based or interest-based study groups to serve as enduring support systems, assisting the transfer and application of the content of the training program to their everyday experiences.



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