

Role of In-Service Teacher Training in the Professional Development of Prospective Teachers

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Abstract

The aim of this study is to study the importance of in-service teaching training program in teacher's professional development. Continuous Professional development of teacher is the key factor in successful teaching and learning process. It helps teachers to keep abreast of changes in teaching learning process. It enables teacher to have awareness of the advancement in technologies and the development of curricula and instructional mode. In-service teacher training programs play significant role in teacher continuous professional development. It is systematic attempt to bring about changes in the classroom practices and also in teacher's beliefs and attitude. It includes all the practices and experiences that teacher undergo after joining teaching profession. It is one of the important ways to develop quality education system.

Keywords: Professionalism, teacher, in-service training, professional development

Introduction

Education is an essential component for bringing desired changes in the cultural and social of a nation. Teacher is the person who shapes the whole of education and plays a significant role in the development of the society. Teacher role is very crucial in creating interest in students to achieve society's aims and goals. This is teacher who sets high expectations for students and guides them to realize these expectations. Without effective teacher teaching and learning process is impossible, therefore teaching is challenging profession. Teachers who adequately prepared can take the responsibility of the nation building. A well trained teacher has a positive attitude to carry the dignified role of a teacher. A teacher who has a broader vision deliver his lecture more effectively as compared to those teacher who restrict himself in particular domain. Therefore to enhance quality education we needs good teachers and for good teacher effective training is very essential (Gautmen, 2001).

Education is a continues process and it requires qualified teacher as essential components. Teachers are required to achieve learning goals of the educational process to be achieved. It is also stated that the nature of teaching professional makes it necessary for all teachers to engage in continuing professional development programs. It is there for necessary to encourage teachers to play active part in varied programs and also in different informal and formal activities in teaching learning process. This will helpful to review and renew their thinking and actions especially being committed both in mind and heart (Albert et al, 2009).

One of the important functions of a teacher is to inculcate in their students and desire to study hard. Teacher duty is to instill in their students the longings and drive for lifelong learning. This process could go a long way in building appropriate human resources for the nation. It is necessary for teacher to show keen interest and enthusiasm for continuing professional development, teacher must commit to his job. Continuous professional development assesses all teachers to keep abreast of changes in teaching learning processes. It would enable teacher to have in awareness of the advancement in technologies and the development of curricula and instructional mode. Continuous professional development is necessary because it help in maintaining and enhancing the quality of the teachers. Through professional development the head of the various institutions are able to perform their different task in most effective manners (Evans, 2008).

Teaching is a noble profession and it is existed from time immemorial in all countries throughout the world. Approaches to teaching profession have become more systematized and formalized. According to Oxford Advanced Learner dictionary, teaching is a situation where people are shown how to do or how to learn something so that they will be able to do it themselves. It is a process where people are given information about a particular subject and they are helped to learn something. Teaching is not restricted inside in the classroom. It can be take place outside the classroom also. According to Hargreaves (1997), Good teaching involves emotional work it is also composed pleasure, passion, creativity, challenges and joys. He stated that these characteristics make teaching and learning is a continue process whether it is taking consciously or unconsciously.

Teachers who are expected to deal with different task and demands in such a context are facing the need for defining and re-defining their professionalism and professional development. The term teacher professionalism is closely related to professional development of the teacher. It means to acquire knowledge and skills that help teacher in importing contextual knowledge to students. Professionalism is a key component in the successful teaching and learning process. It makes teacher able to enhance students learning outcomes and

achieve educational objective and goals (Evans, 2008).

Professionalism means the expert knowledge, skills and specific behavior that one person shows or behaves in work place. The term “profession” was used for specific occupation such as teaching, engineering or medicine in the past. An important and significant characteristic of these professions is that it requires a high degree of skills and expert knowledge. These skills make a person informative and knowledgeable about that profession. Expertise and skills is not attained in short time or in single day but these are attained over a significant period of time. Practice and high standard association with other people also increase skills and knowledge of the individual and make them expert and skillful in that particular field. It gives license to an individual to work and operate in specific field in most authentic manner (Lagan, 2001).

However, with passage of time and with the expansion of the horizon of the knowledge, there are many vocations which are claiming the term profession. According to Koehn (1994), the term “profession” has been used on large scale to anyone who professed of skills in a specific area. He further suggested that study of the literature relevant to profession and professionalism reveal some other picture of the term ‘profession’ which is broader one. Many occupations who claim to be profession do not meet the required conditions and skills or do not possess the essential characteristics. This is what the individual who think to be professional but does not has the expert knowledge associated with specific profession. Due to lack of high degree of expert knowledge they are not considered to be regarded as ‘professional’ (Collinson, 2001).

According to Friedson (1994), there is much differences among researchers and experts regarding the usage of the term “professionalism”. The reason is that there are unclear and varied assumption and incomplete usage of the term. There is lack of consensus among experts regarding the meaning of professionalism. Different people derive and refer different meaning to professionalism. It is not possible to use the term professionalism in concrete and specific term (Hargreaves and Goodson, 1996).

Professionalism means the employment and usage of those strategies that a person undertakes to improve his job status and increased his social and economic condition and also increases the production of the organization. Professionalism is the attainment of control which a person accomplishes in the development of his profession (Ozga, 1995). Professionalism is the capacity of high degree standard which person needs to have in his professional career development. According to Troman (1996), professionalism is not the absolute value for a profession rather it is socially constructed and has a vast contextual meaning and concept. Professionalism means the inheritance of all those characteristics skills that give upper hand to person over other members in the organization (Troman, 1996).

Professionalism is not a static or absolute phenomenon and it is changing with the passage of time. A professional person needs getting and receiving new knowledge and skills in his professional life in order to meet the new challenges and changes brought by the advanced technology. Evett (2006) examined the changing nature of professionalism, particularly of teaching profession. It was found that there was significant difference about the concept of teaching profession. Teaching professionalism is constantly changing with the passage of time in order to achieve the rapid changing society goals (Holroyd, 2000).

Professionalism is the capacity of an individual to perform duties in effective manner to accomplish organizational goals. It is the degree of behavior and attitudes that a person displays at workplace. One of the important characteristic of professionalism is the power that it possesses due to expert knowledge. Ignorance of expert knowledge and skills make members of an organization dependable and they look towards expert for problem solution. An ordinary member of the organization cannot utilize expert knowledge; rather it has to be changed in meaningful knowledge through considerable application within a given contextual area (Gold et al, 2003). Professionalism is the nature of expertness that give power to a person to control other members of the organization. All members of an organization do not solve technical problems. They are unable to address problems through procedural knowledge and therefore they rely on expert knowledge of professional (Eraut, 2000).

In 1970, Friedson classified professional knowledge into theoretical knowledge and practical knowledge. Theoretical knowledge largely depends on theory and concepts while practical knowledge is codified and scientific knowledge. It guides the professional’s application of the knowledge to solve different problems. This classification of professional knowledge was further improved by different researchers. They distinguished between the two types of professional knowledge. Professional knowledge is composed of logic and it is the ability to engage in rational deduction (Cheetham and Chivers, 2000).

Professional knowledge is acquired through formal learning in the organization. It has abstract nature and it is due to this knowledge that distinguishes the professionals from non-professionals. It helps individuals to apply its abstraction in solving problems and redefining them. The combination of both type of knowledge gives more fruitful result than it is used in single term. One type of knowledge helps the professionals in obtaining information about the second type of knowledge (Gold et al, 2003). Experts argued that professionalism is not the characteristic of a single expertise; rather it is composed of two significant attributes. One attribute is the conceptual knowledge and the other attribute is the emotional intelligence of the professionals. The conceptual

knowledge attribute is related with expertise which is displayed at workplace by an individual (Pedler et al, 2001 and Hellriegel, 2007). The emotional intelligence attribute of professional knowledge is based on the development of competencies. It is based on three components. These components are conceptual knowledge, behavioral knowledge and attitudinal knowledge. Conceptual knowledge describes concepts and it is related to process. Acquisition of conceptual knowledge is essential for individuals it helps them in understanding what is going on. It helps individuals in adapting to different situation. However it is not essential that individuals with high degree of conceptual knowledge prove to be effective manager (McEwan, 2001).

Second component is behavioral knowledge. This component is composed of the actual behavior or skills which is important for individuals to attain and get behavioral knowledge. These are also referred to as helping skills. Behavioral knowledge has close connection with conceptual knowledge. In such circumstances, it becomes imperative for manager to adopt and change their behavior to attain fruitful result (Collinson, 2001). Third component is the attitude of the individuals. Attitudes are described as the genuineness for effective professionals. It shows directions for individuals to interact with others and demonstrate conceptual and behavioral skills (Segn and Booth, 2010).

Professionals require specialized and comprehensive knowledge and often indulge in long and intensive preparation. This preparation includes instruction in skills and methods. It also includes scientific, historical and scholarly principles to be accomplished for high standard opinion and characteristics. Professionals are committed to continuous study and hard working. On the other hand, professionalism is the characteristics of maintaining expert knowledge that is received over time. This expert knowledge provides professional with power and give control (McEwan, 2001).

According to Guskey, (2002), high quality of a professional development is key component in nearly every modern proposal for improving education. Policy makers have increasingly recognized the importance of professional development of the teacher. He argued that schools can be no better than the teachers and administrator who work with in the school system. Different research study has been undertaken to define the notion of teacher professionalism. These studies indicated that there are many inherent difficulties and complexities in defining the term teacher professionalism. These complexities may be regarded as the incomplete use of the term or the different meaning the term. The concept of professionalism is socially constructed and also subject to cultural in geographical differences in the interpretation of the term of the professionalism. The meaning and usage of the concept of professionalism may change over time. Research on professionalism is demanded to understand the services that a professional individual render to society and how this service may be further improved (Evans, 2008).

According to Hargreaves and Goodson (1996), professionalism is something which defines the quality and character of people actions within that group. Professionalism also means a consensus of the norms which may apply to being and behaving as a professional within personal and organizational condition. Teacher professionalism has a close link with the reforms of educational policy which can either enhance teacher professional development or diminish teacher professional development. When teacher professional development programs are poorly and ignored teachers professional needs, such programs do not provide fruitful result. Teacher professional development increases teacher learning and it receives moral support from all sphere of the society (Collinson et al, 2001).

Conceptual Frame Work on Teachers Professional Development Activities

Professional development is the sum total all formal and informal learning processes and experiences of the teacher. Professional development takes place in a challenging learning environment under condition of complexity and dynamic changes. Professional development is the process through which a successful teacher review has teaching and learning skills and knowledge content matter. Professionalism enable a teacher to renew and extend there is changing agent to the moral purposes of teaching. Teacher may be able to acquire and develop critical pedagogy, cortical thinking skills, planning and practice with children, young people and colleague and in teaching learning environment (Fullan, 1995).

According to Bradson (2002),The term professional development as an interpreted in three distinct indefinite concepts. These concepts of professional development are learning, engagement and improved practice. He defines professional development that it is learning opportunities that engage a teacher in creative and reflective practices in such a way to increase teachers learning and teaching abilities. Teacher professional development programs have immense importance not only for teaching learning process but also teachers themselves. It helps teachers in understanding their strengths and their weaknesses and also provides a base to their knowledge. Professionalism identifies the appropriate support and help teachers in attaining their educational goals. It is very helpful in meeting the educational demands vocational needs of the teachers (Kelchetermans, 2004).

Professional development of teacher may be considers as a learning process that result from the meaningful interaction between the teacher professional context. It has great significance and values in the

professional growth of a teacher. The links between professionalism and professional development of a teacher indicates the fact that concept of professionalism are inherent in professional development policies and practices (Tang & Choi, 2009).

Teacher is considered to be responsible to growing the society and directing the young generation towards achieving society goals. Educational system of a society cannot produce fruitful result without quality teachers. So it is essential the teacher should be developed themselves all the time and become a professional teacher. Developing teacher qualification and having a professional cannot be through pre-service teacher education program but also through the integration of the pre-service teacher education and in-service teacher learning programs (Bradson, 2002).

In-service teacher education is a hard topic of discussion and has considerable interest in the education profession. In-service teacher education may be defined in different meanings and ways. According to Gooskey (1986), in-service teacher training program is a systematic attempt to bring about changes in the classroom practices of teachers. In-service education program also aimed to bring alteration in teacher's beliefs and attitude and also bring about changes in the learning outcomes of the students.

In-service teacher training education is any program or activity that is designed in order to have a positive impact on the teaching and learning which is taking place with in school. It is composed of both professional and subject matter education. Both have equal importance in in-service teacher education. The importance of planning in-service teacher training program are designed to meet particular condition of the educational system and professional needs of the teachers (Kelchetermans, 2004).

One of the important and basic purposes of the in-service training is to enable individual teacher to be successful in their profession. They may be able to develop professional knowledge, skills and to develop professionalism. In-service training help teachers in adopting new situations in their professional life. They also improve their skills and it has a positive influence in teacher performance and teacher meets the students' needs. This may increase learning outcomes of the student. Different research studies have stated that in-service teacher education program should be conducted in such way to investigate behavior changes of the teacher and it should also improve the quality of teaching and learning process with in the school (Tang & Choi, 2009).

In-service teacher education includes all the practices and experiences that teacher undergo after joining teaching profession. In-service teacher training provides all of opportunities to teachers to learn information and accomplish different teaching techniques. These techniques are helpful in making a teacher potential and improved his performance. This is a powerful and important factor in motivating teachers. In-service is considered to be one of the important instruments to develop quality education and to enhance the effectiveness of teacher. The quality of in-service teacher training can be interpreted as delineating the expectation and professional needs of the teachers. It is also helpful in meeting the stipulated educational goals and student learning outcomes. In-service teacher training programs provide wide range of practices and experiences to different teachers. The preparation of these programs will make it easier to accomplish the required skills, knowledge and attitudes (Harris et al, 2001).

The aim of in-service teacher training for teacher is to increase the qualities of the teacher which in turn, affect positively the performance of a teacher. Harris and Saas (2001), 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 of the teacher has positive influence over teacher productivity in math class. This study further explored that the teacher with more teaching experience were more effective as compared to teacher with less teaching experience.

Samupwa (2008) studied the effects of in-service teacher training on the administrative work and the behavior of teachers in the classroom. The result declared that there were significant changes in the behavior of the teacher in the classroom and also in their administrative work context. In-service teacher training plays vital role in the improvement of education system it enables teacher to acquire skills and update their existing knowledge to influence positively students learning outcomes. Teacher role is very crucial in providing quality education and becoming 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 (Pintrich, 2002).

Effective teachers play significant role in increasing student academic achievements. They are acquainted with modern teaching methods and are able to impart knowledge in most effective manners. Effective teacher have the ability to provide effective teaching and learning environment to student in the classroom. Such teachers care about the needs and expectation of the student. In-service teacher training programs work as a catalyst which results in a significant change in the behavior and attitude of the teachers. It also redefine teacher role, broaden his vision and increases teachers performance. In-service teacher enables teachers to be more

systematic and logical in their teaching styles (Kazmi et al, 2011).

In-service teacher training has a significant change in the perception of teachers regarding qualities of a good teacher through in-service training. According to Johnson and Sloat (2006) that if in-service teacher training is conducted in five phases namely instruction, information's, guided practices, performance and cording practices, it will have a positive effects on the behavior change of teachers. This study has also declared a significant increase and positive behavior of the teacher. In-service teacher training has also a positive influence on student academic achievements.

Teacher professional development is necessary for effective teaching. It is a continuous process. It creates changes and new understanding with in the school environment and enables teachers to show better performance. Professional development means a continuous process that result in learning an increase teacher performance and demands of the institution. This sense teacher professional development increasing teaching techniques, enhancing subject content knowledge, and commitment with gathering the latest information. It helps teachers to prepare their students accordingly and fulfill their needs of the contemporary society. Teacher development practices develop not only a new mind sit which is helpful in promoting ones skills and cultivating relationship, but it is also very helpful in creating self-insight and a wide range of teaching competencies. Improvement the quality of teaching and learning in schools is the ultimate aim of professional development. A school provides various opportunities to teachers to increase his knowledge and skills. It also provides opportunities for reflective practices and to learn from experiences as well as professional training. It develops new roles and responsibilities for teacher to insure his effectiveness in the development of the school (Carrington and Elkins, 2002).

Professional development of teacher works as a catalyst for school improvements. It increases teacher knowledge about the subject and also improves the standard and quality of the teaching methods. Teacher professional development also has a positive effect on classroom management techniques of teacher. It also provides a valuable information about the assessment and evaluation process of the student. Professional development enables teacher to reflect critically on their teaching practices and acquire new knowledge and believes about contents, pedagogy and students. Learning content knowledge and different instruction techniques are not enough for effective teaching. Teachers are required to update their belief and theories of teaching and learning through continuous professional developing training programs. Teacher professional development plays a crucial role on the quality of education and teaching in schools and it is also helpful in the academic achievements of students (Guskey, 2000).

There is no restricted dimension of teacher professional development programs. Different researcher put forwarded different ideas and concept concerning the dimension of teacher's professional development. However there are some basic and common components which are necessary for quality teaching. According to Hopcane (1994) there are two strategies which are mainly used for school improvement. First is the ongoing practice in the school and the second strategy is to link and strengthen other internal activities in the school. These strategies are more fruitful when they are provided with pair observation, effective supervision and in-service training. Haris, (2002) pointed out some other major components of professional developments of the teachers. These dimensions of professional development are described as teacher collaboration, action enquiry, classroom observation and personal reflection of the teacher. These dimensions improves teachers study behavior. According to Abdul Jalil (2004), there are five basic and important characteristic of professional development programs. These are professional development of teacher, professional design, professional development content, professional development context and professional development outcomes.

The purpose of the professional development program is to build teacher capacities and increase his professional knowledge, skills, disposition, and professional community. The teacher professional development programs also emphasis collaboration among different activities and experiences in the school. The performance of schools can be improved if teacher professional development programs are coherent, focused and sustained. The purpose and objective of all such development programs is to develop teacher' quality and enhance his skills and knowledge. Different techniques are used to achieve the goals and aims of the professional development programs. It is revealed from different studies that professional development practices have a significant impact on teachers behavior change (Guskey, 2000).

One of the important dimensions of professional program is in-service teaching training. It describes that the more frequently teacher participate in training session or other regional sponsored workshop, the more competent they will be in their teaching and learning activities. It is a positive influence on their job performance. According to Johnson and Sloat (2006), workshop is the training ground for developing new skills and professional qualification. In-service is the key factor for the professional development of teachers. Professional development of teacher has a positive and significant relationship with the overall performance of the school. One of the most important practices in developing teacher professionalism is teacher collaboration. Teacher collaboration is regarded is one of the important tool of organizational learning and it has a very positive and significant effect in school improvement. Main reason behind this is that critical practices among teachers

include reflective observation and open sharing of classroom practices. Teacher collaboration increases and transform individual knowledge into organizational knowledge. Teacher collaboration practices increase the level of teacher professionalism by changing what teacher actually during their teaching practices. Such collaborative practices provide authentic mean for school growth and development. In-service training 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 (Ramsey, 2002).

Principles of Continues Professional Development Programs

Continues professional development refers to any programs which are designed to increase the skills and knowledge of the teacher through orientation, support and training. This development is also likely to positively influence the attitude and approaches of the teachers. It may also contribute to the development and improvement of the quality of teaching learning process. There are certain principles which are to be observed and conducting continues professional development programs. These principles are

Awareness of teacher needs

Different researcher are of the view that effective researcher professional development programs should firstly be aware of the teacher specific needs once these needs have been identified proper planning should be made to asses and support teachers. Teachers should also be helped in applying the knowledge and teaching techniques most effectively and confidently. If continues development professional programs are planned systematically it will give most fruitful results. If these programs are presented with the idea of increasing personal and professional growth, it will broaden teachers' skills knowledge and result in positive attitude (Guskey, 2002).

Continues Process

Professional development programs for teachers are always to be a continue one. Continues programs result more successfully as compared to programs which have a short spin of life. To allow professional development programs to proceed successfully it should be a continue process. Continues developing program generally contribute to the general improvement of education system it focus on the enhancement of teacher abilities and his communication skills. Isolated programs of teacher's developments have little values for teachers (Bredeson, 2003).

Diversity of Teaching Programs

Professional development of teachers is also increases by the diversity of teaching teachers programs regarding their training background and needs. Professional development does not only require the informal learning of teacher from one another but the prior knowledge of teachers also a significant role in the successful proceeding are these programs. Potentiality and experiences of the teachers which can be obtained and incorporated into further initiatives and practices also play a significant role in these programs. Acquiring new knowledge and sharing of existing with other teachers is also a crucial factor in the improvement and change in the quality of education system. 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 developing program more effective (Hopcane, 1994).

Clarity of Aims

Before starting any program, it needs clear aims and objectives. Clarity of aims is an essential motivating factor for successful arrangement of teacher developing program. Before of starting any training programs organizers and planers of the program set aims and objectives which they want to be achieved through this training program, for example planers want that all teacher may develop a strong desire and drive for lifelong learning into increase their existing knowledge and also prove themselves to be good teacher the aims of such incentives of programs are earlier stipulated. Most of the teacher do not consider in-service training program as a lifelong process of critical thinking reflection and self-direction. Teacher often relay on rote learning of meaningless facts in their preparation for teaching profession. One of the basic purpose of the continuous develop program is to enable and support teacher in providing the best possible instruction so that they become excellent and competent. In-service teaching programs also create confidence in a sense of joy in teachers (Bredeson, 2003).

Carefully Designed

Teacher training program should be carefully in order to meet needs of the teachers and students. Such programs cannot take place in isolation and it needs the collaboration of other related programs. Even the success of best program material or courses are heavily relay on the way how they are used in school as a whole. Successful teacher training programs largely depends upon the implementation of regarding the workshop itself. The aim of such should be general improvement of the educational system, focusing on critical thinking reflection and self-

direction of the teacher. Teacher professional development program should also focus on the teacher teaching approaches and considered as a continuous process (Hopcane, 1994).

Conclusion

Continues teacher development is an important issue for any country that has aim of improving on its manpower and capacity building. It is therefore of outmost importance that teacher developing programs should be incorporated into the academic character. It will make aware teacher that there is a need for them to attained professional development programs. Such training programs would assist teachers and they will be more committed to their profession. Teacher development programs could be linked to promotion and a wide range of other incentives. It also help teacher in appreciating how they can take benefit from these development training programs. It is generally accepted that teacher way of giving knowledge to students has a direct impact on student performance and schools. It is needed that more teacher professional development program should organized in order to acquire more skills, techniques and knowledge. This can improve teacher performance.

It is concluded that continues professional development of teachers as also beneficial for whole school. Teachers in the school share their existing skills and knowledge with other teachers who may not the opportunity to attained such development courses. Such programs enable teacher to increase their teaching performance. Teacher who attained these program apply their knowledge and this help in transforming their teaching methodologies in different ways. These programs are helpful in preparing extensive teaching learning materials which result in achieving learning objective. In-service teacher training of teachers is also helpful for students. Students are able to seek new teaching style of the teacher and thus understand their lesson bitterly. It is in the interest of the school, students and teachers that more professional development programs should be planned and organized on regular basis. Every teacher should have participated in these programs regularly.

In-service teacher training programs provide various opportunities that encourage teachers to meet learning objectives effectively. Purpose of in-service teaching training is to pay attention to develop the thinking and pedagogical skills of the teacher. It also develops the management and leadership skills of the teacher. School should concern to the lifelong development of all teachers in order to achieve society aims. Continuous development programs have great importance in teacher education and also in the life of the teacher.

From the extensive review of the literature, it is concluded that continuous development programs are fundamental factors and element in teacher education. It is argued that all teachers should participate in in-service teacher training programs as part of their continuous development. Continuous development program is also helpful in developing the organizational structure and routine work of the school. There are strong demands for teachers to develop and update their knowledge and skills continually due to the introduction of new trends in curricula, introduction of ICT and changes in the characteristics of learning needs of the student. Teachers could be introduced to new concept and experiences through in-service teaching training. Teacher could be introduced to new teaching method and instructional technologies. In-service teacher training program helps teacher in acquiring new skills and teacher can share these skills to his colleagues and also help students. Continuous development programs enables teachers to build their own understanding of what constitutes high quality teaching to make their own judgment about what should be taught and how it should be delivered.

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