

The Research Dialogue

An Online Quarterly Multi-Disciplinary
Peer-Reviewed / Refereed Research Journal

ISSN: 2583-438X

Volume-1, Issue-2, July 2022

www.theresearchdialogue.com



Impact of In-service Training on Teaching Competency

Dr. Sonam Sharma

Assistant Professor

Department of Education

Km. Mayawati Government Girls P.G. College,
Badalpur, G.B. Nagar.(U.P.)

Abstract:

In-service teacher development training has become an important part of management in recent decades, aimed at improving the competency level and instructional skills of a teacher. The goal of this research is to investigate the impact of in-service training on teachers' teaching competency. The findings show that in-service training has a positive and significant effect on teachers' competence. The study does not measure gender, subject, type, or training duration; also, the material covered in the training is not measured, which represents a limitation. Only teachers belonging to the Khyber Pakhtunkhwa province are selected, which does not reflect the overall scenario of the whole country.

Keywords: In-service teacher, Teaching Competency, instructional skills, pedagogical knowledge.

1. Introduction

The changing nature of educational reform requires teachers to rethink and redevelop their pedagogical knowledge and skills. In-service training provided by different institutions contributes to developing teachers and enhancing the quality of education. Teachers acquire new skills and stay updated in their specializations as in-service training helps them adapt to changing curricula and New Pedagogies for Deep Learning. The ultimate aim of training teachers is to help students achieve better learning outcomes.

In-service teacher training positively influences teacher productivity and effectiveness in mathematics classes through continuous professional development. All teachers, regardless of their teaching experience, receive benefits from in-service teacher training. Specialization and the number of courses attended do not significantly correlate with teaching effectiveness. A well-organized in-service teacher training program that emphasizes reform issues enables teachers to improve their Performance Indicators for Effective Teaching 2.2 and 2.4. In-service training leads to significant changes in teachers' behavior, classroom management, and administrative work. Each program improves teachers in three to seven out of ten competency variables. It enables teachers to acquire new skills and update their knowledge that consequently improves student learning outcomes. Effective teachers are familiar with modern teaching methods and provide a conducive learning environment by taking into account students' needs and expectations. In-service training broadens teachers' perspectives, enhances their performance, and redefines their roles. This also impacts positively the academic achievement of students who are instructed by teachers trained in subject matter integrated with pedagogy. Continuous professional development brings about changes within the school environment and supports teachers in performing better (Saleem, 2016).

2. Conceptual Framework

In-service training refers to learning activities that take place after an individual is employed in their profession. The purpose of in-service training is often to help employees improve their current skills, learn new skills, or develop skills that will be needed for more advanced duties within the organization. In-service training for teachers can improve their knowledge of subject matter, teaching skills, classroom management techniques, and approaches to the school. Through capacity development, many in-service training programs address both the personal and institutional factors collectively identified as critical to improving education at the system level (Manduku et al., 2017). Teaching competency refers to a set of demonstrable characteristics and skills that enable teachers to perform learning activities effectively. It encapsulates all a teacher should be and do to positively impact students' learning. Teaching competency ultimately aims at improving students' learning outcomes (Saleem, 2016). In-service training is often confused with professional development and continuous learning, which refer to teacher training activities focusing on specific areas of performance within or outside the school. The major objective of performance improvement is to produce a beneficial change in the job, or ultimately the individual (Sharma, 2010).

2.1. Definitions of In-service Training and Teaching Competency

In-service training refers to organized activities designed to enhance the knowledge, skills, behaviors, and productivity of employees during their work life. Their aim is to improve work efficiency, reduce errors and costs, enhance quality, and boost profits. These activities cover all aspects of professional development, focusing on enabling employees to perform better work, grow, think creatively, and prepare for higher professional roles (Cömert, 2018). In-service training is necessary to equip individuals for a constantly changing environment and to keep them aligned with new approaches. Generally, the anticipated benefits include increased productivity and quality, higher employee motivation, improving chances for higher-level career advancement, reduced complaints, and diminished needs for supervision. For the teaching profession, the objective is to enhance teachers by refining their skills and positively transforming their self-perception, attitudes, and perspectives regarding their schools, curricula, and students. The planning of in-service training starts by identifying the overall objectives to be accomplished (Saleem, 2016).

Teaching competency is defined as the degree to which a teacher's knowledge, abilities, and attitudes enable reflection on and adjustment of teaching practices to promote student achievement. Competent teachers possess potential and understanding of content and pedagogy. They are able, willing and motivated to teach, create opportunities for learning, and can determine better methods for facilitating the teaching-learning process. Competency attainment occurs in various dimensions—knowledge, skills, attitude, practice, behavior, understanding, responsibility, awareness, and principles.

2.2. Theoretical Perspectives on Professional Development

The idea of professional development is not new; it has been there for almost a century. One might consider that it originated in the United States with the establishment of courses at the Teachers College at Columbia University in 1885. The most pertinent literature on professional development concerns teachers (Saleem, 2016). In 1940 Thomas F. McLaughlin in *Educational Administration* wrote: “In the preparation of teachers the educator must give the winning of the pupil’s confidence the same pre-eminence that the diplomat gives to winning the confidence of the negotiator with whom he is dealing.... It cannot yet be shown that a teacher of any subject mathematics, English, history, art, music—can be made effective without training in the general principles of teaching”. The remark is still valid. Also, trying to understand what professional development constitutes is still a challenge. However, in programme development it is pivotal to distinguish between: a) the trends indicated by teachers throughout their training years; b) in-service training and in-service courses; c) continuous

education and continuous learning; d) professional development and (life long) education and simultaneous training; e) and, last but not least, between professional life and performance.

Training during training years includes the mastering of, for instance, the FLT approach—the Foreign Language Teaching approach; also Programme- and Activity-based Teaching and—to give an extension—Topic-related didactics. During these years (up to two years) in-service experience consists of teaching practice. Later on—in another context—Punch in 1991 defined the professional cycle of teachers: lively influence of pupil reactions on the next lesson and the longer range influence exerted on future planning and organisation of subject matter.

3. Effects of In-service Training on Teaching Competency

In-service teacher training improves pedagogical knowledge and skills in diverse domains; training sessions enhance classroom practice by supporting planning and aligning assessment methods; programmes influence student engagement, motivation, participation, achievement, equity; teachers gain assessment literacy by designing, interpreting, and providing feedback on student work. Results show frequent and sustained in-service opportunities positively affect teaching competency and wider performance indicators (Saleem, 2016).

In-service programmes increase pedagogical knowledge and skills relevant to content delivery, curriculum alignment, and differentiation, which help discussions of effective teaching practices and collaboration within professional learning communities; teachers receive support on instructional planning, monitoring, and adaptive strategies for diverse needs; training sessions align assessment design, content, feedback quality, and formative use with intended learning objectives; opportunities to develop assessment capacity equalise feedback-quality disparities between high- and low-performing teachers (Manduku et al., 2017).

3.1. Pedagogical Knowledge and Skills

The results reported in the early professional literature on the same subject are confirmed: in-service training enhances teachers' pedagogical knowledge and skills. There is evidence that the knowledge and skills areas viewed as most affected by in-service training are those concerning content delivery, curriculum alignment, and differentiation of instruction (Saleem, 2016).

Training programs impact areas such as lesson planning, learning activities, assessment, student engagement, and the development of learning materials (Manduku et al., 2017). Moreover, encouraging findings indicate that embodied practices remain better aligned with the principles of content knowledge in academic classes where content alignment has been highlighted as crucial.

Education courses focusing on content knowledge are still present, particularly in lesson delivery and curriculum coverage.

3.2. Classroom Practice and Instructional Delivery

In-service teacher training programmes aim at changing classroom practices, beliefs, attitudes, and student learning outcomes (Saleem, 2016). Changes in planning practices are essential to increase teachers' preparation and to help them adapt lessons to student knowledge and interests (Manduku et al., 2017). In-service training supports teachers in aligning instruction with recommended assessment practices, thereby positively influencing teacher performance and, in turn, student learning. Proper professional development fosters teachers' involvement. Having opportunities to participate in programmes helps teachers to adjust and enhance specific skills and methodologies, contribute to the dissemination of curricular and pedagogical innovations, and facilitate the integration of new practices into teaching. In-service education is thus a most critical factor for professional improvement.

3.3. Student Engagement and Learning Outcomes

In-service training positively affects student motivation, participation, and examination results. Teachers report greater classroom engagement, recommending training to peers. Programs emphasizing learner-centered pedagogy enhance motivation more than those focused on subject content. In-service training enhances outcomes for diverse ethnic, ability, and socioeconomic groups (Manduku et al., 2017).

Innovative assessment practices develop both assessment literacy and fairer, more relevant feedback. Participation in collaborative assessment design, sharing feedback practices, and investigating the effects of feedback on student work improves design and explicit communication of objectives, fosters links between assessment and learning activities, and promotes the use of formative feedback (Saleem, 2016). In-service training positively impacts teachers' instructional practices, resulting in significant improvements in student outcomes and bridging gaps in achievement, retention, and transition.

3.4. Assessment Literacy and Feedback

Assessment Literacy and Feedback When teachers understand assessment criteria and processes, they can engage in more productive formative assessment practices that better support student learning (Muñiz Rodríguez et al., 2018). In-service training can enhance teachers' assessment literacy, enabling them to evaluate student performance and to provide guidance that helps students deepen their understanding (Dunlai & You, 2018).

Several studies indicate that in-service training improves teachers' ability to design assessment tasks aligned with learning objectives, to interpret results, and to communicate assessment criteria clearly to students. To promote student growth, teachers can make summative assessments informative by providing feedback that links learners' current performance to future steps. Proficient teachers recognize assessment as a lever to support learning and adjust the use of different assessment types according to students' needs.

4. Factors Influencing Effectiveness

In-service education in Kenya occurs partially through training seminars that present new approaches intended to improve teacher effectiveness. The extent to which in-service training achieves its objectives and enhances teaching competency forms the subject of continuing concern. Numerous factors contribute to the success or failure of in-service training in enhancing teacher effectiveness. Teacher educators rarely emphasize theory in in-service training programs because they consider it difficult to relate to practice. In-service education that recognizes the knowledge teachers need and how best to obtain it has great potential. Therefore, understanding the perspectives of teachers regarding these programs is more essential than ever. Teacher, head teacher, and Ministry of Education perspectives on effective in-service programs should be compared. It is vital to determine whether current in-service training activities match either the Ministry's intentions or teachers' expectations.

These training programs influence teacher effectiveness by improving planning for instruction, lesson delivery, student evaluation, student-teacher relationships, and the use of teaching resources (Manduku et al., 2017). Consequently, teacher effectiveness, which has implications for school effectiveness, warrants closer investigation. Academic performance, measured through reports and assessments, indicates effective teaching and learning.

A survey of directors of in-service education and instructor secretaries—who manage in-service training programs—aimed to investigate the factors perceived to contribute to or hinder teacher effectiveness. Various responses revealed more factors than anticipated, leading to the conclusion that teachers are aware of multiple ways in which in-service training can influence their effectiveness. Teachers mentioned factors affecting perceived effectiveness in training programs, including school type, situational challenges (such as classes with low student enrollment), course curriculum issues (coverage of only a fraction of proposed syllabi), and material provision (inadequate or delayed provision of essential materials).

5. Challenges and Limitations

Results of professional development should be reflected in classroom practice, but transfer is uneven. Instructional change depends on school context, materials, culture, organisation, and colleagues, as well as pre-existing beliefs, knowledge, and experience. The transfer landscape is multiscale. System-level support—such as appropriate policies, resourcing, incentives, coaching, and access to materials and time for collaboration—crucially mediates local factors. More ambitious initiatives requiring deep organisation, culture, policy, and pedagogical changes have less widespread, sustained, or substantial practice transfer than lower-level reforms. Consequently, no single professional development model universally improves practice or outcomes, and the effectiveness of a limited range of developed programmes varies across different subjects, curricula, and contexts. In-service programmes that have improved teaching competency rely on engaging with colleagues, mentoring, integrated coaching, collaborative syllabus and materials development, and appropriate refresher and follow-up opportunities.

Equity issues include the possibility of widening gaps if more capable educators are already more engaged with training, if schools with similarly experienced leaders concentrate resources in one place, if administrative capacity is distributed unevenly due to career systems, or if initiatives allow less-advanced colleagues to consolidate progress. Unintended consequences treated as side effects rather than fundamental aspects of the professional development framework risk undermining major beneficial reforms elsewhere. Overemphasis on input, short-term gains, and accountability at the expense of deep, systemic development fails to shift widespread shallow, motivationally ineffective, high-volume training, and blaring instructional messages; train-the-trainer systems do not adequately prepare certain leaders for in-depth understanding. (Sharma, 2010)

6. Implications for Policy and Practice

At institutional level, an evaluation framework is essential to identify the most effective inservice training modes and content. The lessons learned can inform decisions on scalability and implementation across different contexts. Priority should be given to training on pedagogical aspects that promote student engagement, such as differentiation and curriculum alignment, and to accommodations for diverse student profiles. Regularized follow-up assessments enable better tracking of ongoing professional development and its direct links to teaching competencies. To supplement these assessments, other indicators, such as student motivation, absenteeism, discipline issues, and learning equity, could also be considered when appraising the quality of in-service training at national level. Such broader evaluations would foster more rigorous and fruitful inquiries aimed at closing existing knowledge gaps.

7. Directions for Future Research

Despite the extensive literature on in-service training for teachers and its considerable practical significance, good empirical research remains scant. Previous studies have concentrated primarily on topics such as the training models adopted, teacher perceptions regarding the training's relevance and impact, and the external facilitators involved (Manduku et al., 2017). Much less attention has been devoted to in-service training's actual consequences for teachers and their students, especially in the context of Nigeria. There is thus a pressing need for rigorous investigation into the short-, medium-, and long-term effects of such training on pedagogical knowledge and skills, instructional practices, classroom management, and student engagement and learning outcomes across diverse school contexts. Further exploration of how these effects are shaped by trainers, training design and alignment, teacher attributes and motivation, and the institutional context would also be valuable.

To say that methodological diversity characterizes this literature would be an understatement, ranging from never-before-tested frameworks and tenuous timeliness constraints to popular approaches and forms that nevertheless obscure rather than clarify the evidence. Mixed methods offer exciting possibilities for robust triangulation of evidence, yet the overwhelming majority of existing studies employ single methodological approaches supplemented by complementary forms. Drawing from a wide spectrum of backgrounds, these studies additionally deploy diverse datasets, sampling principles, and instruments. As a result, highly relied-upon techniques such as surveys are not by any means universally relevant. Moreover, owing to the multifaceted and context-dependent nature of education, many of the findings are open to significant challenge across different country and school settings. Given their pressing practical relevance and potential for significant expansion, the broad themes here would seem to afford an excellent entry point into much-needed and exciting future research.

8. Conclusion

In-service training—organized professional development in service to teachers—positively influences teaching competency. Instructional and assessment practices change toward more effective formats, reflected in stronger student engagement, deeper learning, and more differentiated and equitable outcomes. Subject-matter knowledge expands, and specific planning and delivery skills also improve. For mathematics teachers, in-service training notably enhances pedagogical knowledge and skills necessary for effective practice.

The effectiveness of in-service training depends on multiple, interacting factors associated with the trainer, the training program, the motivation and prior experience of the educator, the surrounding

school context, and the availability of resources. Across literatures on job-embedded professional development, mentoring, and coaching, seven common characteristics emerge: the quality of the trainer, clear alignment with school and educator needs, sufficient intensity of engagement, ongoing follow-up, focus on student achievement and individual learning, consideration for teacher workload, and instruction relevant to curriculum standards. In-service training plays a measurable and meaningful role in improving the competency of educators, particularly when attention centers on the factors just detailed.

9. References

- Imran Junejo, M., Sarwar, S., & Raheem Ahmed, R. (2018). Impact of In-Service Training on Performance of Teachers A Case of STEVTA Karachi Region.
- Saleem, Z. (2016). Role of In-Service Teacher Training in the Professional Development of Prospective Teachers.
- Manduku, J., Edward, B., & Cheruiyot, A. (2017). INSERVICE TEACHER TRAINING PROGRAMMES: IMPLICATIONS ON TEACHER EFFECTIVENESS IN SECONDARY SCHOOLS IN KENYA.
- Sharma, S. (2010). Perceptions Of Teachers & School Leaders On Competencies Of Teachers & Training Needs.
- Cömert, M. (2018). A Qualitative Research on the Contribution of In-service Training to the Vocational Development of Teachers.
- Muñoz Rodríguez, L., Alonso, P., J Rodríguez-Muñoz, L., De Coninck, K., Vanderlinde, R., & Valcke, M. (2018). Exploring the effectiveness of video-vignettes to develop mathematics student teachers' feedback competence.
- Dunlai, L. & You, S. (2018). AN INVESTIGATION OF CHINESE MIDDLE SCHOOL IN-SERVICE ENGLISH TEACHERS' ASSESSMENT LITERACY.

THE RESEARCH DIALOGUE

An Online Quarterly Multi-Disciplinary
Peer-Reviewed / Refereed Research Journal

ISSN: 2583-438X

Volume-1, Issue-2, July 2022

www.theresearchdialogue.com

Certificate Number-July-2022/25



Certificate Of Publication

This Certificate is proudly presented to

Dr. Sonam Sharma

For publication of research paper title

Impact of In-service Training on Teaching Competency

Published in 'The Research Dialogue' Peer-Reviewed / Refereed Research Journal and

E-ISSN: 2583-438X, Volume-01, Issue-02, Month July, Year-2022.

Dr. Neeraj Yadav
Executive Chief Editor

Dr. Lohans Kumar Kalyani
Editor-in-chief

Note: This E-Certificate is valid with published paper and the paper must be available online at www.theresearchdialogue.com