

The Role of Teacher Training Programs in Optimizing Teacher Motivation and Professional Development Skills

Hafiz Nauman Ahmed*, Ali Rizwan Pasha**, and Munawar Malik***

Abstract

This study presents the role of in-service teacher training sessions in motivating and developing professional skills among teachers in Pakistani context. The study had two main objectives. The first was to analyze the role of teacher training sessions in enhancing teachers' motivation for training programs and for staying in teaching profession, and the second was to analyze their role in improving teachers' professional skills, building self-efficacy and confidence. The study applied a survey research design for data collection. A structured questionnaire was designed to collect the data from 450 teachers of both private and public schools in Punjab, Pakistan. The data collected through the questionnaire was analyzed by using statistics analysis. The results of the study show that training sessions are not very effective in motivating in-service teachers and developing professional skills in them as they are supposed to be. The chief factors for the teachers' participation in these training sessions are the social and financial benefits of these sessions. The study shows that these in-service training sessions lack some necessary components of effective teacher trainings. Therefore, the researchers recommends that training programs should leave the traditional approaches and upgrade themselves according to the present-day needs of the teachers. Training sessions should be more than just formal sessions and should train the teachers for real learning outcomes. The findings of the study might be useful for teacher training providers and future researchers.

Keywords: In-service teacher training, teacher motivation, professional development skills

*Senior Lecturer, Riphah Institute of Language and Literature, Riphah International University, Lahore, Pakistan. Email: nauman.ahmed@riphah.edu.pk

** Email: alirizwanpaxa@gmail.com

*** Assistant Professor, Institute of Special Education, University of the Punjab, Lahore, Pakistan

Introduction

In-service teacher training can be an effective way of imparting knowledge, skills, and motivation to teachers. It is a way to provide continuous education to the teachers who have already taken any certification in teaching and have chosen teaching as a profession. In-service teacher training can be defined as a series of activities, arranged to engage teachers to enhance their knowledge, raise their skills, and broaden their professional approaches (Koellner & Greenblatt, 2018). These trainings usually focus on the development of change in a teacher in a form of knowledge, satisfaction, motivation, and professional growth. As a teacher plays a vital role in the process of education, teacher motivation can directly influence the process of learning. Therefore, it is important that a teacher be motivated. In-service teacher training programs are very important to maintain the teachers' motivation and their professional development (Gorozidis & Papaioannou, 2014). In-service training sessions can be in various forms, for example, workshops, conferences, staff meetings, etc. In Pakistan, in-service teacher training is rare at university level, but it is common at school level. Most of the private schools, and now, also public schools, have different sessions of in-service teacher training in several ways. There are many in-service teacher training institutions and organizations at national level (e.g., IPSET, NTTTC, AEPAM, NIHUS, etc.), which have agreement with different schools on in-service teacher training. Similarly, there are many other international organizations, for example, WHO, UNICEF, UNESCO, USAID etc. which not only provide guidance and training but also fund to the schools for teacher training. Most of the teachers take in-service training through a platform of their employers, but there are also some teachers who, separately, get in-service training to improve their professional skills. Therefore, most of the school teachers in Pakistan undergo any sort of in-service teaching training process.

Teacher motivation and professional development are important factors to maintain the effective teaching process. Hence, it might be interesting to know the role of these in-service teacher trainings in improving teacher motivation and professional development. Considering the importance of in-service teacher training at school level education, the study attempts to find the role of in-service teacher training in optimizing the teacher motivation as well as its role in developing professional development, knowledge and self-efficacy among the teachers. The study also focusses on the difference of in-service teacher training effectiveness between public and private school teachers. The study may be useful for the school administrations and training organizations to improve their teacher training programs. The findings of the study may also be helpful for the teacher trainers to see which elements of the teacher training are more motivating for the teachers and what kind of attitude teachers have towards these in-service training programs. The study may also be helpful for the future researchers and policy makers in researching and reforming the education system.

Review of the Related Literature

In-service Teacher Training

Teacher training consists of all kinds of educational activities to enhance teachers' knowledge including their teaching skills and all other professional skills (Omar, 2014). Usually, it is considered that a teacher is the hub for any educational activity in society (Szucs, 2009); hence, in-service teacher training can be regarded as the activities and programs for the in-service teachers to upgrade their knowledge and interest (Osamwonyi, 2016). In the light of their study on in-service training of vocational teachers, Junejo et al. (2017) recommend that in-service teacher training be provided to the teachers on regular basis as it is an ongoing investment on teachers to develop their skills. Fisher (2013) also argues that it is important to teach new skills to teachers because, otherwise, they will not be able to deal a generation that is learning more outside the classroom. It is also proposed that the teacher be exposed to the training to know the new pedagogic ways, innovations and emerging trends in teaching, and how they can implement them in their own classrooms (Ramatlapanana, 2009). In their study, Jahangir et al. (2012) find that in-service teacher training is a systematic and effective way of enhancing, either collectively or individually, teachers' ideas towards imparting quality education in their students. Ekpoh et al. (2013) also reveal that there is a difference in teaching methodology, subject knowledge, and evaluation techniques of the teachers who get in-service teacher training and those who do not. Reviewing the existing literature on in-service teacher training, Omar (2014) also claims that in-service teacher training has significant importance for teachers' classroom performance.

Nawab (2017), in his case study of a public school from Pakistan, concludes that in-service teacher training has put a positive impact on the attitude of the trainee teacher; however, there are different barriers which cause hindrance to the teachers in implementing the learned ideas in the classrooms. It has also been noted that not only in-service teacher training is necessary but the administrative, professional, and financial support is also equally essential to get the maximum output from the training (Hussain & Ali, 2010). Moreover, Mohammad (2004) argues that, without considering the actual needs of the teachers and context, one may not expect any significant change in teachers from training.

Teacher Motivation, Professional Development, and In-Service Teacher Training

Motivation is usually considered a force that controls or directs people's behavior (Weiner, 2012). The researchers, for example, Taylor and Cranton (2012) define teacher motivation as it is something that attracts an individual to teach, stay in teaching profession, and find new and interesting ways to teach the students. Motivation is one of

the key factors in learning and teaching processes (McDonald, 2011), and it is also one of those psychological factors which are the often-researched (Dörnyei & Ushioda, 2013). Motivation plays its role as a catalyst in anyone's success (Vasantham & Swarnalatha, 2016, p. 32); therefore, motivation in education has been researched widely (e.g., Butler, 2007; Richardson et al., 2014; Roth et al., 2007; Ryan, 2019). However, the issue still needs attention in different context (Richardson et al., 2014). Researchers (e.g., Han & Yin, 2016) usually categorize teacher motivation into two different types. One is pre-service motivation, and the other is in-service teacher motivation. It is observed that the factors that influence the in-service motivation of teachers are the selection of better material for teaching, methods of teaching, classroom organization, and discipline (Renata et al, 2018; Appova & Arbaugh, 2018). Similarly, some other researchers (e.g. Packard & Dereshiwsky, 1990) also describe adequate professional relation, professional input, leadership, teacher evaluation, and teacher development as influential factors for teacher motivation. Teacher motivation can also be analyzed by looking at the factors that demotivate the teachers. Dörnyei and Ushioda (2013) have categorized demotivating factors into five different sections that include inhibition of teacher autonomy, stress, inadequate career structure, insufficient self-efficacy, content repetitiveness, and limited potential for intellectual development. However, as Addison and Brundrett (2008) also point it out, teacher motivation is usually overlooked in educational process. Teacher motivation can be observed in all theoretical perspectives, for example, expectancy theory, equity theory, job enrichment theory, etc. (see also Bluestone et al., 2013; Darling-Hammond & McLaughlin, 2009).

Professional Development (PD) can be defined as a systematic method of improving teachers' beliefs and practices, knowledge, and motivation for better students' learning outcome (Avalos, 2011; Cochran-Smith & Lytle, 2001; McDonald, 2009, 2010, 2011; Villegas-Reimers, 2003). PD is a process that puts a significant impact on teachers' beliefs and practices, educational reforms, and students' learning (Villegas-Reimers, 2003). Guskey (1986) noted that the success or failure of PD largely depends on teacher motivation. Like Kirkpatrick (1994), Guskey put emphasis on participants' responses, learning, and the transfer of training, but he also adds some more dimensions such as students' learning outcome, organisational support, and change. However, more research is required to understand the phenomenon, for example, Timperley et al. (2008) say that there are unknown factors regarding teachers' learning of new ideas and students' responses towards them.

Similarly, teacher motivation and PD are closely interlinked with teacher learning (McDonald, 2011); however, this idea is usually ignored (Addison & Brundrett, 2008). Frase (1992) notes that early research explains that the teacher motivation comprised teacher's desire to teach the students, developed work context (e.g., discipline, class

work, etc.), and improved content (PD, challenging work, etc.). Wlodkowski and Ginsberg (2017) have also developed an intrinsic approach of teacher motivation for educational settings, focusing on the situations that develop meanings, positive attitude, comprehensiveness and performance-based orientation. Out of various factors of teacher motivation, teacher training can be one of them, although Harris and Sass (2011) say that in-service teacher development in the US has no positive effects on students' achievements and teachers' productivity. Taylor and Cranton (2012) in their study have found that motivation to learn makes teachers more professional and developed; hence, in training, teachers have opportunity to learn more. A recent study by Nzarirwehi and Atuhumuze (2019) in Ugandan context shows that in-service teacher training puts positive influence on teacher knowledge, performance, motivation and professionalism. Supporting the same idea, Gorozidis and Papaioannou (2014) points out that teachers find motivation in training sessions because they want to advance their professional skills and want to teach in innovative ways. However, a more deep and contextualized approaches require to analyse teacher motivation and in-service teacher training. In their study on in-service teachers' moral training in Pakistani context, Sahar et al. (2019) claim that in-service teachers' moral training greatly influences teacher motivation. Similarly, Bhutto (2018), in a study on teachers' experiences of in-service training programs on PD, asserts that a blended model, teacher training through instructional technology, has helped teachers improve their PD and motivation. However, there is a need for the exploration of true nature of contextually suitable in-service teacher training that may truly influence teacher motivation and PD.

Theoretical and Conceptual Framework

It is commonly believed that learning theories provide a basic theoretical framework for training activities (Ali & Halim, 1997; Higgins & Elliott, 2011; Lawless & McQue, 2008); however, in the context of teacher training, andragogy, a theory of adult learning, instead of pedagogy, a theory of child learning, is usually considered. Smylie (1997) discusses the conditions that help adult learners that include: (a) a thorough process of learning from and with the other fellow (b) collaboration during the working and learning (c) opportunities to learn from the people working on similar positions (d) challenges, autonomy, variation in work role. Koellner and Greenblatt (2018) claim that a shift in educators' education from behavior theories of leaning and teaching to more cultural and constructive theories of learning and teaching has been observed. Nishimura (2014) also support the idea that traditional approaches to professional development has been failed to bring any significant change in teachers. More recently, although criticized by some researchers (e.g., Cervero & Wilson, 2001, Sheared & Johnson-Bailey, 2010) Transformational Learning (TL) theory is considered an appropriate approach to bring changes in adult learners since it sees the learning as an intentional effort to get the

understanding from the experience and hence how the teacher evaluates their ideas for further improvement (Holliday & Brennan, 2021; Kitchenham, 2012; Mezirow & Taylor, 2009). Drawing on the idea of TL, this study considers in-service teacher training as an opportunity for the teachers to develop a sense to create change in themselves. Therefore, considering in-service teacher training as an independent variable, the study finds its influence on teacher motivation, teaching skills, communication and technological skills, social and financial benefits, and self-efficacy and performance of the participant teachers.

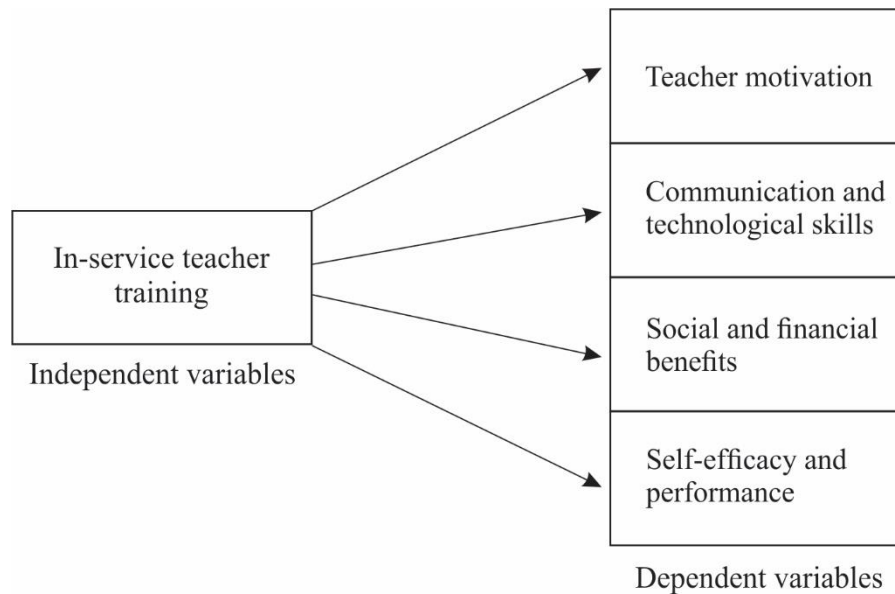


Figure 1. *Conceptual Framework*

Research Questions

Following are the research questions of the study:

1. What is the perception of teachers about the influence of in-service teacher training on their motivation towards profession as well as training?
2. What is the perception of the teachers about the influence of in-service teacher training on their professional development (e.g., teaching, communication, and technological skills, social and financial benefits, and self-efficacy and performance)?
3. Is there any difference in teacher motivation and PD because of in-service teacher training between public and private school teachers?
4. Is there any gender-based difference in teacher's perception regarding motivation and PD because of in-service teacher trainings?

Research Design

The study was descriptive in nature, and, to see the influence of in-service teacher training on teacher motivation and PD, quantitative research method was used in the study, which is also supported by Han and Yin (2016) as a common method for teacher motivation research. Moreover, the research design of the study was a survey design. Hence, the data about the focused factors was collected through a questionnaire. Similarly, it was also convenient for the researchers to collect data through a questionnaire from a large-scale population in a shorter time (Leedy & Ormrod, 2001).

Population and Sampling

Population for the study was the teachers from different schools of Punjab, Pakistan. These teachers were teaching at various public and private schools and had got in-service teacher training. Similarly, the population consisted of both male and female from these private and public schools.

Simple random sampling was chosen for the collection of data. The population was divided into two groups. These groups were formed on the basis of different systems of schools as public school teachers and private school teacher because both the system differ from each other in in-service teacher training. The sample was chosen from two districts of the Punjab, Lahore and Gujrat. The purpose was to collect data from a variety of teachers; therefore, the data was collected from both sorts of schoolteachers including male and female. The total number of teachers was 450, 225 from each private and public schools. Furthermore, from each group, 105 male and 120 female teachers participated in the study. All of these teachers possess different teaching experience that range from 1 to 12 years, and their age ranges between 23 to 40.

Nature of In-service Teacher Training

One group of teachers was taken from private schools (e.g., Beaconhouse School, Lahore Grammar School, Allied School, The Smart School, The Educators, KIPS School, etc.), and almost all these schools have some kind of in-service teacher training system. Figure 2 shows a flow chart of in-service teacher training programs, which are now commonly termed as professional development and professional learning programs (Koellner & Greenblatt, 2018). The participants had gained the similar sort of trainings as per needs and demands or offers by the institution. Some of these school systems, for example, KIPS Schools, arrange trainings, highlighting the subject knowledge, teaching methodologies, paper marking strategies, etc. The other more focus on teachers' communication and class management skills. It is usually observed that there are almost 2 or 3 training sessions in each year conducted by these private schools. The trainers are usually professional trainers or senior teachers.



Figure 2. *In-service Teacher Training at Beaconhouse*
Source: Beacsonhouse.net

The other group was of the teachers who were working in public schools at primary level. For the last few years, the school education department of the government of Punjab has been putting some attention on teachers' training and professional development. In this context, it has established a sub-department, 'Quaid-e-Azam Academy for Educational Development'. This academy is now providing pre-service and in-service teacher trainings to public school teachers. Therefore, teachers working in public schools at primary level also known as PST are also getting in-service teacher training.

These trainings mostly focus on subject knowledge and teaching methodologies. For example, the School Education Department conducts a 3-day training session after every 6 months in which the trainers are provided with some model lessons which they deliver in the training sessions. Commonly, these model lessons are on the topics that are comparatively tough so that the trainee teacher can have an opportunity to gain some new knowledge. However, in government sector in-service teacher training, less focus on teachers' professional development. Most of the time the trainers are senior teachers from the same education department. However, the British Council and UNICEF are also the official partners of Quaid-e-Azam Academy for Educational Development; therefore, sometimes, the trainers are provided by these institutions.

Instrument

Keeping in view the objectives of the research, a questionnaire was developed for data collection. The questionnaire was designed by carefully observing the previously used questionnaires for teacher motivation research (e.g., AlTayyar, 2014; Gokce, 2010).

Moreover, it was also discussed with an expert of motivational studies in education. The questionnaire used by the researchers had different questions that explored factors affecting the motivation of the teachers and their professional development through in-service trainings. The questionnaire consisted of a 5 level Likert-type scale to provide more options to the participants than just to answer in 'yes' or 'no'. Some of the questions were directly on motivation; some of the questions were on teachers' professional and social development. A five-point rating scale was used in which the respondents had to choose from strongly agree to strongly disagree. It was paper-and-pencil questionnaire administration in which the respondents had to fill the questionnaire on the paper.

Validity and Reliability of the Instrument

For the face validity of the instrument, the researchers discussed it with other teachers and experts of the field. Some of the changes in questionnaire were made after the discussion. Then, the questionnaire was distributed to 10 teachers. These teachers were similar to the sample teachers. Almost all the teachers were satisfied with the wording of questionnaire, and they showed contentment on overall comprehensiveness of the questions. Then, the data collected from these teachers was analyzed by using SPSS in which, first, the mean was taken collectively and separately and then it was compared.

In order to see the internal consistency of the items in relation to the constructs, a reliability analysis was done. Data was entered into IBM SPSS Statistics (version 24) and both Cronbach Alpha coefficient and inter-item correlations were calculated.

Table 1
Reliability of the factors of the Questionnaire

Sr. No.	Name of Factors	Number of items	Cronbach alpha value	Mean inter-item correlation
1.	Motivation	9	.919	.553
2.	Teaching Skills	9	.819	.348
3.	Communication and Technological Skills	10	.882	.466
4.	Social and Financial Benefits	10	.931	.599
5.	Self-efficacy and Performance	7	.929	.664

All five sections of the questionnaire (Motivation, Teaching skills, Communication and Technological Skills, Social and Financial Benefits, Self-efficacy and Performance) have alpha value more than .7 which is highly acceptable in social sciences. The mean inter-item correlations of all five items were also very satisfactory. It was higher than .3 in all items. Therefore, we decided to retain all items for the analysis.

Data Analysis**Overall Descriptive Statistics**

Descriptive analysis including mean score and standard deviation of the items is presented in table below:

Table 2
One Sample t-test of All Items

Items	Mean	SD	Mean Difference	t-value	Sig. (2-tailed)*
Motivation	3.30	0.656	0.304	5.666	0.000
Teaching skills	3.19	0.577	0.492	10.45	0.001
Communication and technological skills	3.33	0.65	0.332	6.256	0.003
Social & Financial Benefits	3.49	0.695	0.494	8.696	0.010
Self-efficacy & performance	3.38	0.736	0.381	6.336	0.002

* $p > .05$

The mean value of all 5 items is closer to 3 which is a cutoff value. However, in one item, '*Social and Financial Benefits*' the mean value is 3.5 which shows that teacher's response is more positive towards social and financial benefits of teacher training, though not at very larger level. It also indicates that the participants of the study are not very clear in answering many questions related to motivation and PD. The highest mean score of the item, '*Social and Financial Benefits*' shows that teachers participate in trainings because of their social and financial benefits. The item of '*Teaching Skills*' has comparatively the lowest mean score (3.19) that indicates teacher trainings put little influence on teachers' teaching skills. This shows that teacher training influences teachers' professional skills and teacher motivation to participate in training programs and staying in profession to not at an extent that is usually expected. Similarly, teachers' self-efficacy, and performance with mean value 3.38 are also influenced by teacher training at some extent.

Table 3
One Sample t-test with Respect to the Teacher Motivation

Items	Mean	SD	MD	t-value	Sig. (2-tailed)*
Motivation for new teaching methodologies	3.06	1.044	0.060	0.704	0.483
Motivation for training certificates	3.51	1.079	0.513	5.827	0.000
Motivation for training	2.74	0.951	-0.26	-3.347	0.001
Motivation for presentation skills	3.36	0.929	0.360	4.747	0.000
Motivation for teaching profession	3.19	0.806	0.187	2.837	0.005
Motivation for learning	3.08	0.823	0.080	1.190	0.236
Motivation for teaching classes	4.02	0.511	1.020	24.437	0.000
Motivation for participation	2.75	0.957	-0.25	-3.243	0.001
Motivation	3.30	0.656	0.304	5.666	0.000

* $p > .05$

Table 3 shows the results of the one sample t-test with respect to the motivation. It is conducted to compare the mean score of motivation factor of the teachers due to teacher training with the cut-off value i.e. 3. The table shows that p-value for the items '*Motivation for new teaching methodologies*' (0.483) and '*Motivation for learning*' (0.236) is greater than 0.05, which shows the mean value of these two items is not statistically significant. Similarly, the mean values of all items except one '*Motivation for teaching classes*' are less than 4 and closer to cutoff value 3. Overall mean value is also closer to 3, which means teachers are not very sure whether training really motivate them.

Table 4

One Sample t-test with Respect to the Social & Financial Benefits

Items	Mean	SD	MD	t-value	Sig. (2-tailed)*
Response to different sessions	3.91	0.763	0.907	14.558	0.000
Introduction of oneself to the other	3.61	0.842	0.613	8.924	0.000
Relationship with other participants	3.67	0.994	0.667	8.211	0.000
Opportunity to talk with trainers	3.09	0.785	0.087	1.352	0.179
Enjoying meeting with new people	2.55	1.167	-0.44	-4.686	0.000
Professional worth with training certificates	3.65	0.941	0.653	8.502	0.000
Requirement of training by other institutions	4.03	0.704	1.027	17.855	0.000
Securing a new job	3.53	0.946	0.527	6.817	0.000
Influence on salary	3.41	0.921	0.413	5.497	0.000
Social & Financial Benefits	3.49	0.695	0.494	8.696	0.000

* $p > .05$

Table 4 shows the mean values of social and financial benefits found in teacher training by teachers. P-value of one item '*Opportunity to talk with trainers*' is greater than 0.05; therefore, this is statistically insignificant. The table shows that almost all items have their mean values greater than 3.5 except one item, '*Enjoying meeting with new people*' with mean value 2.55, and overall value is also 3.5 which shows that teachers want to participate in financial and social benefits. This is the only item that has its value 3.5 which is a bit high comparing it with cutoff value i.e.3, whereas all other items have their value lower than 3.5.

The detailed mean values of only two items which are relatively important have been discussed here.

Analysis of the Mean Difference of Teachers Based on Private and Public Schools

The following table 5 shows the differences in the means of teachers' responses based on private and government schools. The number of participants was 225 for each group, public school teachers and private school teachers.

Table 5

Analysis of the Mean Difference of Teachers Based on Private and Public Schools

Items	Government		Private		F	t-value	Df*	P. (2-tailed)**			Effect Size(eta ²)	
	Mean	SD	Mean	SD								
Motivation	3.071	0.532	3.332	0.488	3.284	0.758	-0.0367	1.091	-0.341	425.080	0.734	---
Teaching skills	3.071	0.532	3.332	0.488	3.284	0.758	0.260	2.102	2.635	430.672	0.011	.01
Communication and technological skills	3.363	0.488	3.347	0.7787	3.347	0.7787	-0.016	7.731	-0.155	413.061	0.880	---
Social and Financial Benefits	3.562	0.542	3.415	0.835	3.415	0.835	-0.1466	6.358	-1.290	415.551	0.199	---
Self-efficacy and Performance	3.47	0.515	3.278	0.920	3.278	0.920	-0.192	13.657	-1.603	405.130	0.111	---

*Equal variances not assumed

** $p > .05$

The above tabulation of independent samples t-test shows that the difference of mean value between two groups of teachers, public and private school teachers, is not significant. Only one items, 'Teaching skills' has its p -value less than 0.05 where the difference is, to some extent, statistically noticeable. In this item, private school teachers' mean value (3.332) is greater than that of government school teachers (3.071). Except this item, in all other 4 items, the difference is not statistically significant. It can be concluded that overall difference is small and negligible.

Means Differences of Teachers Based on Gender

The following table represents the independent sample t-test based on gender as, in sample, both male and female teachers were included. Therefore, this analysis is done to see whether there is any significant difference of mean between male and female responses.

Table 6

Means Differences of Teachers Based on Gender

Items	Male		Female		F	t-value	Df*	P. (2-tailed)**			Effect Size (eta ²)	
	Mean	SD	Mean	SD								
Motivation	3.284	0.758	3.320	0.556	3.320	0.556	-0.036	1.091	-0.341	425.080	0.734	---
Teaching skills	3.332	0.675	3.071	0.532	3.071	0.532	0.260	2.102	2.635	430.672	0.011	.01
Communication and technological skills	3.347	0.778	3.363	0.488	3.363	0.488	-0.016	7.731	-0.155	413.061	0.880	---
Social and Financial Benefits	3.415	0.835	3.562	0.542	3.562	0.542	-0.146	6.358	-1.290	415.551	0.199	---
Self-efficacy and Performance	3.278	0.920	3.470	0.515	3.470	0.515	-0.192	13.657	-1.603	405.130	0.111	---
Motivation	3.284	0.758	3.320	0.556	3.320	0.556	-0.036	1.091	-0.341	425.080	0.734	---
Teaching skills	3.332	0.675	3.071	0.532	3.071	0.532	0.260	2.102	2.635	430.672	0.011	.01

*Equal variance not assumed

** $p > .05$

The above tabulation of the comparison of means of male and female teachers shows that overall difference of means between male and female teachers is not significant except in one item, 'Teaching Skills' with $p < 0.05$ in which male teachers have their mean value (3.332) greater than that of female teachers (3.071). However, in the other items female teachers have greater mean value than that of male teachers, though this difference is not significant due to $p > 0.05$.

Discussion

In-Service Teacher Training and Teacher Motivation

The purpose of the study was to know the role of in-service teacher training in enhancing teacher motivation towards both attending the training programs and staying in teaching profession and was also to investigate the influence of the training on teachers' professional development. The analysis of the data shows that the teachers are motivated by the training sessions not at extent which they are usually expected to (see also Ayvaz-Tuncel & Çobanoğlu, 2018). Although in-service training programs are conducted widely at both private and public schools, the results of the data show that there is no significant difference of motivation between both types of school teachers due to in-service training programs. One factor of motivation in training to which both public and private school teachers seem to be consistent in answering is training certificate. Most of the teachers agreed they participate in in-service training session because of training certificates; the idea is also supported by Gorozidis, (2014) in his study in Greek context. In the same way, the gender-based difference between the teachers is also negligible. Therefore, the study confirms that the training sessions little motivate in-service teachers to participate in training programs or motivate them to stay in teaching profession. Krille (2017) also discusses the similar results describing the young teachers tend to participate less in professional programs than more experienced teachers; however, the age factor is not explored in the present study. According to Boudersa (2016) teacher training is very important to meet the advancements in education not only in teaching but in assessment as well. In line with such requirements of training programs for teacher education, the Punjab government and private school chains have set up different training programs, but the study reveals that these programs are not playing very effective role in motivating the teachers and developing their professional skills. Moreover, the fact that most of the teachers are reluctant to participate in training programs demands the evaluation of these training programs and their improvement according to the teachers' need. One apparent factor that demotivate the teachers to participate in training programs may be the traditional way of organizing these in-service teacher training sessions that bore the teachers especially in the case of public-school teachers as Punjab school education department is at early stages in in-service teacher training and as little productive as the other public departments in Pakistan. However, private school managements try to provide, somewhat, affective training programs, but due to the traditional learning environment where only students' grade have importance instead of genuine learning, it is difficult to focus on professional development, and teaching skills. Therefore, the training programs are proved some sort of classes where teachers are taught how to make their students cram more efficiently. Apparently, these can be the possible reasons for the teachers of not being much motivated by in-service training sessions.

In-Service Training and Teachers' Professional Development, Social and Financial Benefits

The analysis of the data shows that teacher training sessions contribute, though not significantly, in their professional skills. It is interesting to note that teachers think that teacher training sessions improve their communication and technological skills, but these sessions do not much contribute to improve their overall teaching skills. According to Solheim et al. (2018), teacher training plays a vital role in students' learning achievement; moreover, the context also plays an important role in teachers' professional development (see Ikeda et al., 2018). In Pakistani context, the focus of most of the teacher training sessions are usually on communication skills instead of teaching skills, as the present study confirms; hence, teachers do not seem to be equipped for advanced and innovative teaching and other professional skills. Kussainov et al. (2021) states that gaining subject knowledge is difficult especially for novice teachers, and this deficiency can be improved through teacher trainings. However, this study shows that teachers responded negatively when asked about the role of teacher training in enhancing their subject knowledge. This indicates that most of the teacher training programs are not well-designed to provide sufficient subject knowledge. Similarly, teachers showed a similar opinion about syllabi, exam pattern, and assessment criteria. Therefore, it can be concluded that training sessions do not focus on subject knowledge, exam, syllabi etc., which should be included in training sessions. Swackhamer et al. (2009) have found that teachers' subject knowledge produces good results in term of students' achievement, especially when the subject is mathematics or science. Therefore, it is important that teacher training session also focus on teachers' subject knowledge.

Not only is subject knowledge ignored but technological use for educational purposes is also not made the part of teacher training sessions. Teachers say that they do not learn much about the use of new technology in their training sessions, which indicates that training sessions lack the training of new technological tools, and this is one of major problem in under-developing countries (Almarzooqi, 2016) like Pakistan. Apart from the deficiencies of training sessions, teachers are agreed that training sessions help them hone their communication skills. In the same, way they also learn new methods of teaching, which is also supported by another study done by Hein et al. (2012). This shows that majority of the training sessions focus on teaching methodologies and communication skills. On the other hand, they lack many important rudiments of teacher trainings. Hence, it can also be a reason for the teachers of not being much motivated for training sessions. Similarly, the study reveals that training sessions play little role in teachers' self-efficacy and performance, and in building much confidence in them. Although teachers believe that they try to practice in their classrooms everything what they learn, training sessions less influence their performance than they are supposed to. Still, it will not be wrong to say that teachers learn many useful tips to engage the class in these training sessions, which ultimately becomes their useful handiness in their profession. Nzarirwehi and Atuhumuze (2019) also emphasize the idea of in-service teacher education through training sessions.

One of the main sources of intrinsic and extrinsic motivation is financial benefits. It is obvious if the teachers get any financial benefit from the teacher training, their motivation for participation will be high. Therefore, the teachers responded that they attend teacher trainings because they have financial and social advantages. The certificates of training sessions help them in their promotion and getting new jobs. Another study by Gorozidis and Papaioannou (2014) says, “teachers’ participation in training led to the acquisition of certification, which is a tangible external reward (e.g., qualification for their CV)”, though the study was done in Greek context but verifies the similar results to that in Pakistani context. Teachers clearly mention that attending the training session increase their professional worth because whenever they apply for any job, they are given preference because of training certificates. Likewise, they also responded that although they do much enjoy meeting with other participants and authorities, they find the training sessions an opportunity to talk to them. Similarly, teachers find the training sessions an opportunity to build good relationship with other participants, which is another form of extrinsic motivation for teachers.

Conclusion and Recommendations

The study concludes that teacher training sessions, only to some extent, have attraction for teachers as Nitsche et al. (2013) corroborate it that the teachers who are more goal-oriented show a very positive attitude towards further trainings. Although these training sessions instill some important elements of teacher education in teachers, they lack many important aspects which also become the cause of demotivation for teachers to participate in these training sessions. As far as teachers’ motivation and professional skills are concerned, teacher training sessions are somehow unsuccessful in fulfilling the teachers’ need. Regardless of the public-private schools and gender differences, most of the teachers seem indifferent towards teacher training sessions, which demands improvements in these training sessions. Summing up the whole discussion, it can be concluded that in-service training programs have a lot of significance, and they are expected to motivate and develop professionalism in in-service teachers. However, unfortunately, in Pakistani context, they are not being organized in such a way that they optimize the teachers’ motivation. Therefore, it is necessary to take a critical look on such in-service training programs and they should be restructured and organized on outcome bases, so that they can furnish what is expected from them.

The study recommends that school managements, teacher training organizations, and teacher trainers should focus on the factors in training programs that can motivate the teachers. They can change the mode of training programs from trainer centered to teacher centered to surge the teachers’ engagement in the training sessions. Similarly, training sessions should be according to the present-day needs of the teachers. For example, if some of the teachers are facing any problem in evaluating the students or time

management in the class, such problems should be addressed directly. Similarly, in government institutions of Pakistan, the number of the students per class is larger, so the teachers should be informed how they can better deal the practical situation. The local or higher management of schools in both public and private sectors should have extra incentives for the teachers who attend training sessions and then apply these learned tools in their classrooms. These incentives can be either in form of financial assistance, promotion or in any other form. In addition, it might be made compulsory for the teachers to have in-service teacher training certification, which may help them improve their professional skills. The study also suggests investigating the same phenomena through qualitative approach which might be a more detailed inquiry of the teacher motivational factors and professional development through in-service teacher training.

References

- Addison, R., & Brundrett, M. (2008). Motivation and demotivation of teachers in primary schools: The challenge of change. *Education, 36*(1), 79-94.
- Al Tayyar, K. (2014). *Job satisfaction and motivation amongst secondary school teachers in Saudi Arabia* (Doctoral dissertation, University of York).
- Ali, M. M., & Halim, A. (1997). Training and professional development. In B. E. Swanson, R. P. Bentz, & A. J. Sofranko (Eds.), *Improving agricultural extension. A reference manual*. Food and Agriculture Organization of the United Nations.
- Almarzooqi, A. (2016). Infusing technology into third world countries. *Journal of Global Leadership, 97*.
- Appova, A., & Arbaugh, F. (2018). Teachers' motivation to learn: Implications for supporting professional growth. *Professional Development in Education, 44*(1), 5-21.
- Avalos, B. (2011). Teacher professional development in teaching and teacher education over ten years. *Teaching and Teacher Education, 27*(1), 10-20.
- Ayvaz-Tuncel, Z. & Çobanoğlu, F. (2018). In-service teacher training: problems of the teachers as learners. *International Journal of Instruction, 11*(4), 159-174.
- Bhutto, S. (2018). *Exploring teachers' experiences of a blended teacher professional development programme in Karachi, Pakistan*. [Unpublished master's dissertation], Aga Khan University, Pakistan.
- Bluestone, J., Johnson, P., Fullerton, J., Carr, C., Alderman, J., & Bon Tempo, J. (2013). Effective in-service training design and delivery: Evidence from an integrative literature review. *Human Resources for Health, 11*(1), 1-26.
- Boudersa, N. (2016). The importance of teachers' training programs and professional development in the Algerian educational context: Toward informed and effective teaching practices. *Expériences Pédagogiques*.

- Butler, R. (2007). Teachers' achievement goal orientations and associations with teachers' help seeking: Examination of a novel approach to teacher motivation. *Journal of Educational Psychology, 99*(2), 241-256.
- Cervero, R. M., Wilson, A. L. (Eds.). (2001). *Power in practice: Adult education and the struggle for knowledge and power in society*. Jossey Bass.
- Cochran-Smith, M., & Lytle, S. L. (2001). Beyond certainty: Taking an inquiry stance on practice. *Teachers caught in the action: Professional Development That Matters*, 45-58.
- Darling-Hammond, L., & McLaughlin, M. (2009). Motivating teachers to improve instruction. *Oregon School Boards Association: North American Association Of Educational Negotiators, 15*(1), 1-5.
- Dörnyei, Z., & Ushioda, E. (2013). *Teaching and researching: Motivation*: Routledge.
- Ekpoh, U. I., Edet, A. O., & Nkama, V. I. (2013). Staff development programmes and secondary school teachers job performance in Uyo metropolis, Nigeria. *Journal of Education and Practice, 4*(12), 217-222.
- Fisher, R. (2013). *Teaching thinking: Philosophical enquiry in the classroom*: A&C Black.
- Frase, L. E. (1992). *Maximizing people power in schools: Motivating and managing teachers and staff. successful schools: Guidebooks to effective educational leadership. Volume 5*. Corwin Press.
- Gokce, F. (2010). Assessment of teacher motivation. *School Leadership & Management, 30* (5), 487-499. doi: 10.1080/13632434.2010.525228
- Goroizidis, G., & Papaioannou, A. G. (2014). Teachers' motivation to participate in training and to implement innovations. *Teaching and Teacher Education, 39*, 1-11.
- Guskey, T. R. (1986). Professional development and teacher change. *Teachers and Teaching, 8*(3), 381-391.
- Han, J., & Yin, H. (2016). Teacher motivation: Definition, research development and implications for teachers. *Cogent Education, 3*(1), 1217819.
- Harris, D. N., & Sass, T. R. (2011). Teacher training, teacher quality and student achievement. *Journal of Public Economics, 95*(7-8), 798-812.
- Hein, V., Ries, F., Pires, F., Caune, A., Ekler, J. H., Emeljanovas, A., & Valantiniene, I. (2012). The relationship between teaching styles and motivation to teach among physical education teachers. *Journal of Sports Science & Medicine, 11*(1), 123.
- Higgins, D. & Elliott, C. (2011). Learning to make sense: what works in entrepreneurial education? *Journal of European Industrial Training, 35*(4), 345-367.
- Holliday, E., & Brennan, S. (2021). Building a pathway to prepare globally competent teachers. In Laura B. *Study abroad for pre-and in-service teachers*, (pp. 3-17). Routledge.

- Hussain, R., & Ali, S. (2010). Improving public school teachers in Pakistan: challenges and opportunities. *Improving Schools*, 13(1), 70-80.
- Ikeda, M., Imai, H., & Takeuchi, O. (2019). An innovative approach to in-service teacher training for teaching English at Japanese public elementary schools. *Innovation in Language Teaching and Learning: The Case of Japan*, 257-282.
- Jahangir, S. F., Saheen, N., & Kazmi, S. F. (2012). In-service training: A contributory factor influencing teachers' performance. *International Journal of Academic Research in Progressive Education and Development*, 1(1), 31-38.
- Junejo, M. I., Sarwar, S., & Ahmed, R. R. (2017). Impact of in-service training on performance of teachers a case of STEVTA Karachi region. *International Journal of Experiential Learning & Case Studies*, 2(2), 50-60.
- Kirkpatrick, D. L. (1994). *Evaluating training programs: The four levels*. San Francisco: CA: Berrett-Koehler.
- Kitchenham, A. (2012). Jack Mezirow on transformative learning. In Seel N. M. (Ed.). *Encyclopedia of the sciences of learning*. Springer, Boston, MA. https://doi.org/10.1007/978-1-4419-1428-6_362
- Koellner, K. & Greenblatt, D. (2018). In-service teacher education. *obo* in Education. doi: 10.1093/obo/9780199756810-0196
- Krille, C. (2017). Prospective teachers' training motivation and its influence on training success. In E. Wuttke. & J. Seifried (Eds.). *Professional error competence of preservice teachers*(pp. 99-114). Springer.
- Kussainov G. M., Akhelova A. L., Syrbayeva S., Zhumasheva N. S., Zhumabekova F. N., Shuakbayeva R. S., Yessenova A., Zhubangalieva G. G. (2021). Updating The Subject Literacy of the Teacher as A Necessity for Improving His Professional Competence. *Propósitos y Representaciones*, 9 (SPE3), e1152. Doi: <http://dx.doi.org/10.20511/pyr2021.v9nSPE3.1152>
- Lawless, A. & McQue, L. (2008). Becoming a community of critically reflective HR practitioners: Challenges and opportunities within. *Journal of European Industrial Training*, 32(5), 323-335.
- Leedy, P., & Ormrod, J. (2001). *Practical research: Planning and design*. Prentice-Hall.
- McDonald, L. (2009). Teacher change: A dynamic interactive approach. *International Journal of Learning*, 16(10).
- McDonald, L. (2010). Teacher professional development: Learning, motivation and transfer. In *The International Association for the Scientific Knowledge International Conference: Teaching and Learning 2010*.

- McDonald, L. (2011). Transfer of training in teacher PD: A process-outcome orientation. *Procedia-Social and Behavioral Sciences*, 29, 1885-1894.
- Mezirow, J., Taylor, E. W., et al. (2009). *Transformative learning in practice: Insights from community, workplace, and higher education*. San Francisco: Jossey-Bass.
- Mohammad, R. F. (2004). Practical constraints upon teacher development in Pakistani schools. *Journal of In-service Education*, 30(1), 101-114.
- Nawab, A. (2017). What difference could in-service training make? Insights from a public school of Pakistan. *Teacher Development*, 21(1), 142-159.
- Nishimura, T. (2014). Effective professional development of teachers: a guide to actualizing inclusive schooling. *International Journal of Whole Schooling*, 10(1), 19–42.
- Nitsche, S., Dickhäuser, O., Fasching, M. S., & Dresel, M. (2013). Teachers' professional goal orientations: Importance for further training and sick leave. *Learning and Individual Differences*, 23, 272-278.
- Nzarirwehi, J., & Atuhumuze, F. (2019). In-service teacher training and professional development of primary school teachers in Uganda. *IAFOR Journal of Education*, 7(1), 19-36.
- Omar, C. (2014). The need for in-service training for teachers and it's effectiveness in school. *International Journal for Innovation Education and Research*, 2(11), 1-9.
- Omar, C. M. Z. C. (2014). The need for in-service training for teachers and its effectiveness in school. *International Journal for Innovation Education and Research*, 2(11), 1-9.
- Osamwonyi, E. F. (2016). In-service education of teachers: Overview, problems and the way forward. *Journal of Education and Practice*, 7(26), 83-87.
- Packard, R. D., & Dereshiwsky, M. (1990). *Teacher motivation tied to factors within the organizational readiness assessment model. elements of motivation/de-motivation related to conditions within school district organizations*. Center For Excellence In Education. Northern Arizona University.
- Ramatlapana, K. A. (2009). Provision of in-service training of mathematics and science teachers in Botswana: teachers' perspectives. *Journal of Mathematics Teacher Education*, 12(2), 153-159.
- Renata, R., Wardiah, D., & Kristiawan, M. (2018). The influence of headmaster's supervision and achievement motivation on effective teachers. *International Journal of Scientific & Technology Research*, 7(4), 44-49.

- Richardson, P. W., Karabenick, S. A., & Watt, H. M. G. (2014). *Teacher motivation: Theory and practice*: Taylor & Francis.
- Roth, G., Assor, A., Kanat-Maymon, Y., & Kaplan, H. (2007). Autonomous motivation for teaching: how self-determined teaching may lead to self-determined learning. *Journal of Educational Psychology, 99*(4), 761.
- Ryan, R. (2019). *The Oxford handbook of human motivation*: Oxford University Press.
- Sahar, B., Akhter, M., & Parveen, S. (2019). The effect of in-service teachers' morale training on their motivation to teach at secondary school level in Lahore. *Pakistan Social Sciences Review, 3*(1),395-408.
- Sheared, V. & Johnson-Bailey, J. (2010). *The handbook of race and adult education: A resource for dialogue on racism*. Wiley & Sons.
- Smylie, M. A. (1997). From bureaucratic control to building human capital: The importance of teacher learning in education reform. *Arts Education Policy Review, 99*(2), 35-38.
- Solheim, K., Roland, P., & Ertesvåg, S. K. (2018). Teachers' perceptions of their collective and individual learning regarding classroom interaction. *Educational Research, 60*(4), 459-477.
- Swackhamer, L. E., Koellner, K., Basile, C., & Kimbrough, D. (2009). Increasing the self-efficacy of in-service teachers through content knowledge. *Teacher Education Quarterly, 36*(2), 63-78.
- Szűcs, É. U. (2009). The role of teachers in the 21st century. *Revue Internationale, 10*, 1-8. <https://doi.org/10.7202/1064225ar>
- Taylor, E. W., & Cranton, P. (2012). *The handbook of transformative learning: Theory, research, and practice*: John Wiley & Sons.
- Timperley, H., Wilson, A., Barrar, H., & Fung, I. (2008). *Teacher professional learning and development*. Wellington, NZ: Ministry of Education.
- Vasantham, S. T., & Swarnalatha, C. (2016). *Need and importance of employee retention in organization related to human resource management*: Lulu.com.
- Villegas-Reimers, E. (2003). *Teacher professional development: an international review of the literature*: International Institute for Educational Planning Paris.
- Weiner, B. (2012). *Human motivation*: Springer New York.
- Wlodkowski, R. J., & Ginsberg, M. B. (2017). *Enhancing adult motivation to learn: A Comprehensive guide for teaching all adults*: Wiley.