**Research Proposal**

**Title:** IMPORTANCE OF IN-SERVICE TEACHER EDUCATION FOR THE PROFEEIONAL GROWTH OF SECONDARY SCHOOL TEACHERS

**Introduction**

Everyone concerned with the educational system’s performance agrees that the improvement of teaching qualities is a high priority in any educational programmes. Teachers are assigned the role of change agents and are presented with new challenges, e.g. to make education global and permanent, flexible enough to serve in any environment (in or out of the classroom) for life, and reflective of the community. Teachers have to learn to adapt creatively to changes in science and technology and to prepare generations who are universal, critical, and creative and who have firm identities with their socio-cultural background. However, a realistic approach to in-service teacher training programme should consider that teachers are ordinary human beings with their virtues, defects, duties, and rights. The expression `in-service training’ refers to training of teachers who are already in service. It must be given mostly in the teacher’s spare time or in time made free by the school authorities.

For the good teacher, every facet of his knowledge, skills, personality and interests is of potential value. Hence, every experience he/she undergoes during his/her career, however irrelevant it may appear may be described as In-Service training. In-service training include everything that happens to a teacher from the day he takes up his first appointment to the day he retires which contributes, directly or indirectly, to the way in which he/she executes his/her professional duties.

Hence, in–service training is “any activity which a teacher undertakes after he/she has begun to teach, which is concerned with his/her professional work.”For administrative convenience, in-service training is defined as: “a programme of systematized activities promoted or directed by the school system, or approved by the school system, that contributes to the professional or occupational growth and competence of staff members during the time of their service to the school system.”In General, in-service teacher training can be defined as “structured activities designed exclusively or primarily to improve professional performance. Also, the Dictionary of Pedagogy **Prucha, Walterova and Mares** (1995), relates the notion of in-service training mainly to potential forms and targets, defining it as Education of teachers in course of their professional career materialized in a wide range of organizational forms (guidance of new teachers in practice, training, learning material preparation of educational innovations and reforms, preparation for specialized projects, functional study, re-qualification study, specialist courses…etc).

In-service training is defined as a workshop for employed professionals, Para professionals and other practitioners to acquire new knowledge, better methods, etc, for improving their skills towards more effective, efficient and competent rendering of service in various fields and to diverse groups of people. Further, such a workshop is a training designed to benefit a specific group of children at a particular school.

**Need and Significance of Study**

In-service training includes everything that happens to a teacher from the day of appointment to the retirement contributes, directly or indirectly in way which he/she executes his/her professional duties. It suggests memories for inadequacies of existing teacher having programmes, provides opportunities for updating the knowledge of developments in science, technology and application, helps to acquire compared understanding of applicable pedagogical techniques and gives an opportunity to practice new teaching technique.

Hence this study aimed to examine current in-service education is effective enough to improve their career and to know the limitations of present in-service programmes

**Review of Related Literature**

Jahangir, Saheen and Kazmi (2012) examine effect of Higher Education Commission’s sponsored in-service teacher training on the trainee’s concept about good teachers. The sample consisted of 46 female Lecturers and Assistant Professors from University of Peshawar and Frontier Woman University Peshawar. Pre and post test design was used. An open ended questionnaire regarding qualities of a good teacher was administered before and after completion of the said training. Results indicated a significant change in perception of the trainees between pre and post in–service training program. These results can serve as a reference for reform of the teachers, teaching at the post graduate and university level.

Malik and Bharadwaj (2013) have studied the perception of elementary teachers from Punjab regarding the effectiveness of In-service training programmes about four categories viz. Organization, Contents, Transaction and Material (Module) provided. . Questionnaire related to Perception of Primary teachers towards Effectiveness of in-service teacher Education programmes was administered to the selected school teachers. It could be concluded that the organization of these programmes was found effective, the content of these programmes was found effective but teachers’ role should be vital in defining the content of these programmes. Further, the transaction of content by the resource persons was good but transactional strategies like computerized instructions, brain storming and field trips need to be incorporated and opportunity for library works should be given and the quality of modules provided is good and it was supplied time to time.

Okabia (2013) designed a study to evaluate the impact of in-service education on the knowledge of teachers on objectives, contents and teaching strategies employed in social studies. Sixty NCE social studies teachers and 60 teachers who obtained B.Ed in social studies through in-service training were recruited for the study using multi-stage random sampling from 30 junior secondary schools in Ika North East and Ika South Local Government Areas of Delta State of Nigeria. A questionnaire-based survey strategy was employed to test the social studies teachers’ knowledge on objectives, contents and teaching strategies.. The results showed that B.Ed teachers have significantly higher knowledge on objectives and content of the social studies curriculum but there was no significant difference in the knowledge of NCE and B.Ed teachers on instructional strategies. It was recommended that in-service education programs in social studies should focus not only on enhancing teachers’ knowledge on objectives and content but also emphasis should be laid on knowledge of different teaching strategies for the teaching/learning of social studies.

Gaudreau, Royer, Frenette and Beaumont (2013) examined a training program in classroom management in rela­tion to the efficacy beliefs of elementary school teachers. The training program used a quasi-experimental design with a waitlist control group. Twenty-seven elementary school teachers in the greater Quebec City area participated. The repeated measures ANOVA results revealed positive effect of the program on teachers’ personal teaching efficacy beliefs, and in the teachers’ perceived self-efficacy in managing difficult behaviours in the classroom. A group by time interaction effect was also observed with regard to the teachers’ perceived self-efficacy in eliciting principals’ support where participating teachers were more confident in their interactions with principals at follow-up. Factors that influence the development of self-efficacy beliefs of teachers and implications for practice are discussed.

Mede and Isik conducted (2016) study is to investigate the needs of the primary English teachers at a private school about an in-service teacher training program. Under the light of former studies and literature, this study attempts to find out their needs on the predefined concepts namely, adaptation of teaching methods, emphasis on language skills, utilization of technology, classroom environment, instructional practices and material development. A sample of 60 primary English teachers working in private schools around different cities in Turkey participated in this study. Data were collected through a triangulated approach, in which questionnaires, semi-structured interviews and teacher diaries were administered to the participating teachers. The findings revealed except for the material development, the primary English teachers are in a high need of a design for an in-service training program on the predefined concepts. Besides, the only difference between the grade levels was in relation to the utilization of technology. These findings will serve as basis for the design of a new in-service teacher training program to meet their needs in the following academic years.

Xiong (2016) carried out a study in the context of 2013 National Teacher Training Program for Junior High School English Teachers in Chongqing China, intending to reveal the impact of the program on four in-service English teachers’ beliefs about self (*i. e.*, about English teachers). The data collected through semi-structured interviews, teachers’ class analysis reports, professional development plans, periodic summaries and so on. The findings were interpreted with the help of the classification framework of teacher belief change proposed by Cabaroglu and Roberts, which showed that the impact of the program on these four in-service English teachers’ beliefs about English teachers’ roles, excellent English teachers and English teachers’ professional development was considerable, however, the degree, the nature and the sources of the impact varied across individual teachers

Many studies are conducted to find out the importance of in-service teacher education and the results show the in-service education could help the teachers to improve different aspect of teaching learning process. This study aim to find out importance in-service education in the professional growth of the teachers

**Statement of the Problem**

In this study the researcher examine the importance of in-service training for the professional development of secondary school teachers. The study is entitled as IMPORTANCE IN-SERVICE TEACHER EDUCATION FOR THE PROFEEIONAL GROWTH OF SECONDARY SCHOOL TEACHERS

**Definition of Key words**

In-service teacher education: “in-service teacher education refers to those education and training engaged in by primary and secondary school teachers and principals, following their initial professional certification and intended mainly or exclusively to improve their professional knowledge, skills and attitudes in order that they can educate children more effectively. (Bolan, 1980)

Secondary school: a school intermediate between elementary school and college and usually offering general, technical, vocational, or college- preparatory course (Merriam Webster)

Professional growth: professional growth is learning to earn or maintain professional credentials such as academic degree and informal learning opportunities situated in practice.

**Operational definition**

In-service education: it is refers to the teacher education a teacher receives after he has entered the teaching profession

Secondary school:

Professional growth:

**Objective**

* To find out the level of professional growth of secondary school teachers
* To check whether there is any significant difference in the level of professional growth of secondary school teachers based on their participation in in-service programmes

**Hypothesis**

There is no significant difference in the level of professional growth of secondary school teacher based on their participation in in-service education

**Methodology**

* Method or design

The researcher use survey method for study

* Sample

The researcher select appropriate sample from secondary school teachers

* Tool and techniques

The researcher use questionnaire for collecting data

* Variables of study

The variables of the research are

1. Independent variables : in-service teacher education
2. Dependent variables: professional growth

* Statistical techniques

The researcher use appropriate statistical techniques for analyzing the data

**Conclusion**

The researcher examines the importance of in-service education for the professional development of secondary school teachers. Several studies are conducted to find out the effectiveness of the in-service education for the professional growth of teachers and found out the in-service teacher education is useful method to achieve growth in their career.

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