

# The Head of School's Perspectives on Enhancing In-Service Teachers' Productivity Participating in Training Programs

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**Abstract:** In-Service training programs for in-service teachers are essential parts of educational establishments' professional development. When assessing teachers' performance and pinpointing areas for growth, head of the schools' views, experiences are essential and offers an assessment of these initiatives from the viewpoint of the Head of the schools.

This study intends to offer insights into of the current in-service teachers' training programs, as well as suggestions for improving their quality, through Questionnaire survey with head of the schools of south district of Delhi. The discussion section offers strategies for improvement as well as an analysis of the findings' implications for teacher education programs. 95.5% of respondents agree that training programs are important and of high quality, indicating that in-service teachers are the intended beneficiaries of these programs for both their professional development and the benefit of their students and schools. A smaller sample size and the majority of female respondents have prompted the consideration of additional recommendations, including the possibility of conducting comparative study.

**Keywords:** In-Service Teacher, Training Programs, Head of the Schools, Efficacy, Professional Development.

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## 1. Introduction

Programs for in-service teachers, commonly referred to as teacher preparation programs or teacher training programs during their job period, are created to prepare graduates for careers in teaching at all levels of education, from primary to secondary. To give information, enhance abilities and attitudes to teachers, is necessary to their own professional development and instruct children well. The structure, content, and length of teacher training programs can differ greatly based on a number of factors, including the educational level being targeted (e.g., early childhood, elementary, or secondary), "The development of in-service teachers' competencies and skills is largely dependent on teacher training programs. These courses are designed to give teachers the skills, pedagogy, and classroom management strategies they need to interact with students and promote learning." But the efficacy of these initiatives is frequently questioned, especially when viewed through the eyes of head of the schools who observe directly how teacher preparation affects student outcomes.

"In-service training is conducted on the job. The employees' ability to do their jobs to the best of their abilities is both a requirement and a result of their on-going training. Training contributes to and is associated with skill improvement." [7] "The goal of the training is thought to be the continued skill development of the employees. As a result, organizations implement training programs to raise employee proficiency levels" [8]. "Training programs make it easier to learn new behaviours and tasks related to the job. Additionally, these programs provide the chance for opinion modification, the installation of new associations and values, and the development of new skills." "Facilities for in-service training assist with both adaptation and job acclimatization." "A well-designed program for acclimatization reduces turnover rates to a significantly low level, dissipates new hire knowledge to relevant departments in an organized manner, lessens staff misunderstandings and conflicts, and fosters a positive work environment." "Furthermore, these training programs can facilitate the acquisition of cognitive behaviours unrelated to job-ability. A key factor in determining the training's efficacy will be motivation for in-service education." Apart from acquiring the necessary professional skills, the staff needs to understand the organization's goal, purpose, culture, and advancement opportunities." "In general, this kind of training aids in imparting the professional knowledge, abilities, and attitudes that are necessary, as well as in offering the chance for self-

improvement and education that will advance one's position within the company.” “School administrators' opinions about teacher training programs can differ depending on a number of things, such as their personal experiences as teachers, the unique requirements and objectives of their school or district, and their familiarity with the most recent developments and educational research.” “In general, school administrators' opinions of teacher training programs are probably impacted by their dedication to enhancing student outcomes, bolstering teacher effectiveness, and attending to the particular needs of their school community.” “Programs that support the goals of their school, offer worthwhile chances for professional growth, and eventually help teachers and students succeed may be valued by them.” “The processes and activities involved in teacher professional development are intended to improve or enhance the knowledge, abilities, and teaching strategies of educators.”

Pg.1[7] “This will undoubtedly assist in-service teachers in creating effective lesson plans that will increase student accomplishments and successes. High-quality training can give teachers the subject-matter expertise and related abilities they need to change their attitudes, behaviours, and beliefs, which will ultimately improve the results for their students.” “The capacity of head of the schools and in-service teachers to acquire new subject matter, related skills, and pedagogical approaches throughout their tenure is critical to the effective execution of educational reforms”.pg.1[2] “The harmony of organization and individual realizes the staff members' sense of belonging, their required performance, and their job satisfaction.” [3] “In order to realize the adaptation, it is crucial to develop the necessary skills, abilities, and role behaviours as well as to have behaviours that are appropriate for the study groups' norms and organizational values. Facilities for in-service training may help achieve the adaptation.” “The goal of in-service training is to impart knowledge, abilities, and attitudes that will enable employees to perform their jobs more successfully, effectively, and joyfully. The purpose of this study is to evaluate the head of the schools' viewpoint on efficacy of in-service training programs enhancing in-service teachers' professional success, knowledge, abilities, and attitudes.

### **Objective**

To assess head of school's perception regarding the effectiveness of in-service training programs.

## **2. Literature Review**

D. N. (2005) A survey regarding the perceived causes of teacher ineffectiveness was completed by 248 principals of secondary schools. Lesson implementation skills, rapport-building with students, and classroom management were the three in-class components that required student-teacher interaction, and these were the most commonly cited causes. The least often cited reason was inadequate content knowledge. Similar evaluations were given by principals of high- and low-performing schools, with the exception that in low-performing schools, lesson-planning abilities were more frequently cited as the reason behind teachers' viewed lack of effectiveness. Programs for alternative certification that prioritize content knowledge over instructional skills may not adequately address the root causes of issues with the quality of educators in schools. Kartal, S. (2010) the purpose of this study was to find out what the headmasters of primary schools thought of the in-service training exercises. An open-ended question about the in-service training facilities arranged by the Ministry of Education was sent to 384 headmasters of primary schools. Since the headmasters of primary schools provided written feedback on the in-service training activities, the qualitative research method was employed in the data analysis. Based on the codes, specific frequencies and percentages were calculated. It became clear that the headmasters of elementary schools benefited from those resources by exchanging experiences, issues, and potential solutions. Yildirim, Y.

(2016) the purpose of this study is to identify school administrators' opinions regarding in-service training programs. One of the qualitative research methods used in this study is the semi-structured interview method. The research's target population consists of twenty school administrators who participated in in-service training programs during the 2012–2013 academic year and are employed in Eskişehir's city centre. At the conclusion of the study, it was observed that school administrators were becoming more aware of and knowledgeable about changes to the regulations and current legislation in order to improve their performance, career development, and motivation. It is determined that there are differences in school administrators' perspectives regarding in-service training concerning themes like the nature of participation, the goals of participation, the length of in-service training programs, the time of in-service training programs, and program evaluation. Taneri, P. O. (2017) when discussing the competencies of effective teachers, the affective skills component of teacher education should take note of and consider how to incorporate the attitudes, feelings, and beliefs of the teachers. This essay seeks to shed light on the instructors' perceptions of the qualities that aspiring teachers will acquire as a result of completing the teacher education program and to explore the connections between these traits and the affective

domain. The variety of data that was gathered was analysed using both qualitative and quantitative methods. Frequencies, percentages, means, and standard deviations were used to quantify the data from survey questionnaires and identify some broad trends in the data. Content Analysis was utilized to examine the qualitative information obtained from open-ended questions. The findings indicated that developing a variety of affective competencies, including positive attitudes toward the teaching profession and the development of empathy, sensitivity, love, self-esteem, and self-concept, is crucial for aspiring educators. Teachers and those in charge of education policy should determine how the affective domain affects teacher preparation programs. Niemi, H. (2020) the purpose of this study is to find out what principals think about the support needs of recently qualified teachers. Principals are essential in setting up in-person support programs for newly hired teachers at the local level because they are pedagogical leaders who can provide valuable insights into the needs and circumstances of new teachers. Based on this, we looked into the methods used by 104 Finnish principals to describe and prioritize the needs of newly qualified teachers. A questionnaire with both closed- and open-ended questions was used to gather the data. Descriptive statistics and principal component analysis were used to analyze quantitative data, and deductive content analysis was used to examine answers to open-ended questions. According to the study, in order to collaborate with parents and colleagues, work outside of the classroom, and improve comprehensive support for students, new teachers require extra assistance. The findings advance our understanding of important topics related to initial teacher education and the planning and coordination of school-based support for newly hired teachers. Nguyen, A. N. (2021) Rather than attempting to make a broad generalization about a phenomenon, the goal of the phenomenological study is to find "thick description" of teacher professional learning at a high school for gifted students in Central Vietnam. This qualitative case-study research in a chosen high school for gifted students in Central Vietnam sought to understand how TPD had been implemented in response to educational reforms in Vietnamese high schools by utilizing data from an in-depth interview with the principal, teacher questionnaires, and education policy-related documents. The principal and teachers in this case study had a positive perception of and respect for TPD, which they put into practice by implementing several TPD strategies that improved students' learning and accomplishments. Msiza, P. (2023) The roles that school principals play in preparing teachers for the 21st century, especially when it comes to incorporating information and communication technology (ICT) to improve instruction in the classroom.

Because of this, school principals play a major role in providing teachers with direction and shaping their professional development, especially in the area of 21st century education. This article was written with the interpretive paradigm in mind, and the data was gathered through semi-structured interviews. This study applies theories of teacher professional development. Professional development is defined as an on-going process of learning that is centred on the teacher's overall formal and informal learning experiences in a stimulating learning environment with complex and dynamically changing circumstances. Effective teaching is largely dependent on teacher preparation and in-service professional development. Two schools made up the study sample. From each school, two participants were specifically selected. According to the research, principals of schools play a passive role in the professional development of teachers, but their interactions, support, and financial contributions have an impact on how teachers react to participating in professional development activities.

### **3. Research Methods**

The survey instrument is designed to assess Head of Schools' perceptions on efficacy of in-service training programs enhancing their in-service teachers' professional success. To delve deeper into their insights, experiences, and suggestions for improving teacher preparation on 44 samples from district south Delhi, with the help of an adopted tool. It is a 5 rating scale tool, consists of 19 items. On each statement have been rating i.e. (Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree) for the outcomes.

### **4. Data Results & Discussion**

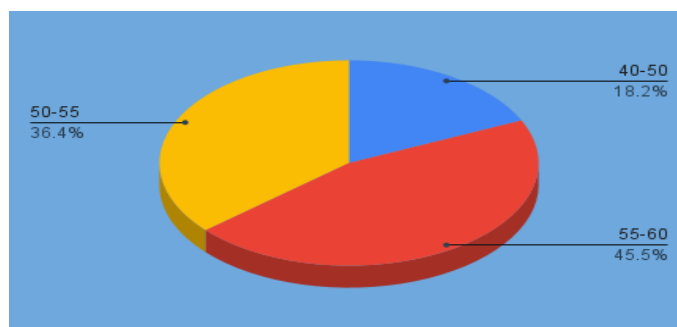


Fig.1 According to the demographic chart in Fig. 1, there are 30.2% men and 69.8% women. It is evident that women in the teaching profession make up the majority of administrators.

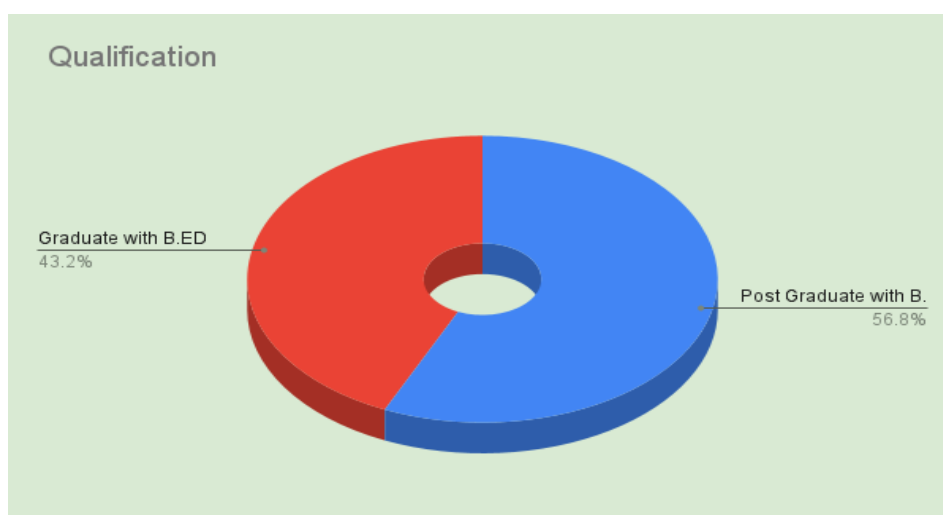


Fig.2 Regarding age, the results are broken down as follows: 40–50 scored 18.2%, 51–55–36.4%, and 56–60, which is 45.5%.

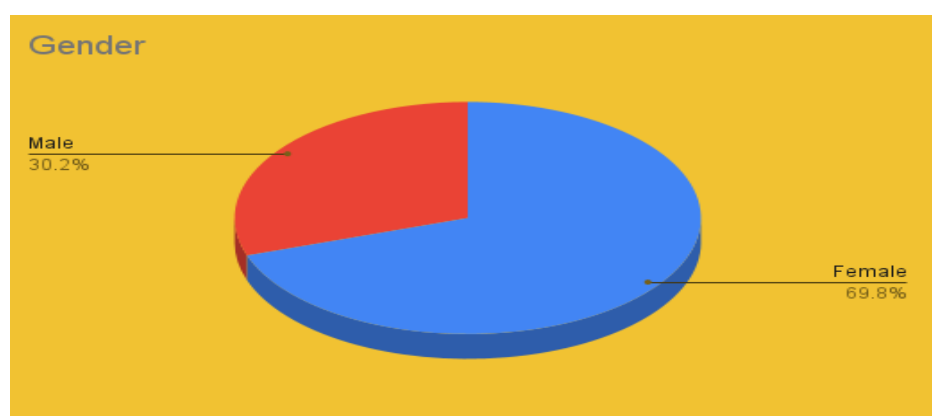


Fig.3 According to the eligibility of the sample under consideration, the qualification has been divided into two divisions in Fig. 3, Graduate with B.Ed. and Post Graduate with B.Ed. The highest respondents have the highest qualifications, as evidenced by the 43.2% of graduates with a B.Ed. and the 56.8% of postgraduates with the same degree.

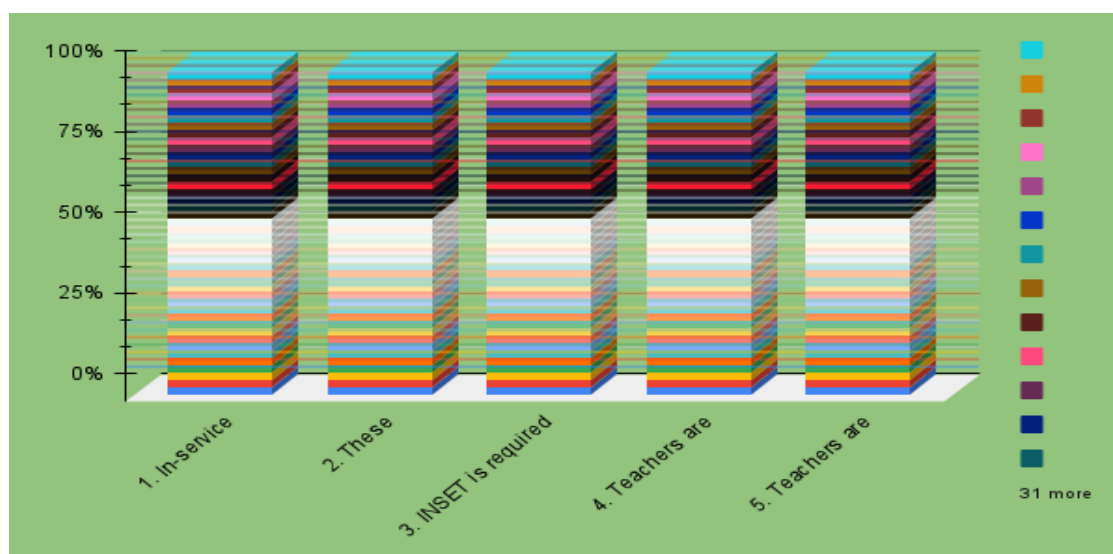


Fig.4

31.8% of respondents disagreed with the 68.2% of respondents who agreed that training programs should be required because they aid in learning and development. 18.2% of respondents strongly agreed that training programs meet the needs of the teaching profession, and 77.3% agreed as well. This indicates that 95.5% of respondents in general agree that training programs of high quality are important. Teachers are always interested in participating in these programs, according to 77.4% of respondents, and it helps them learn better.

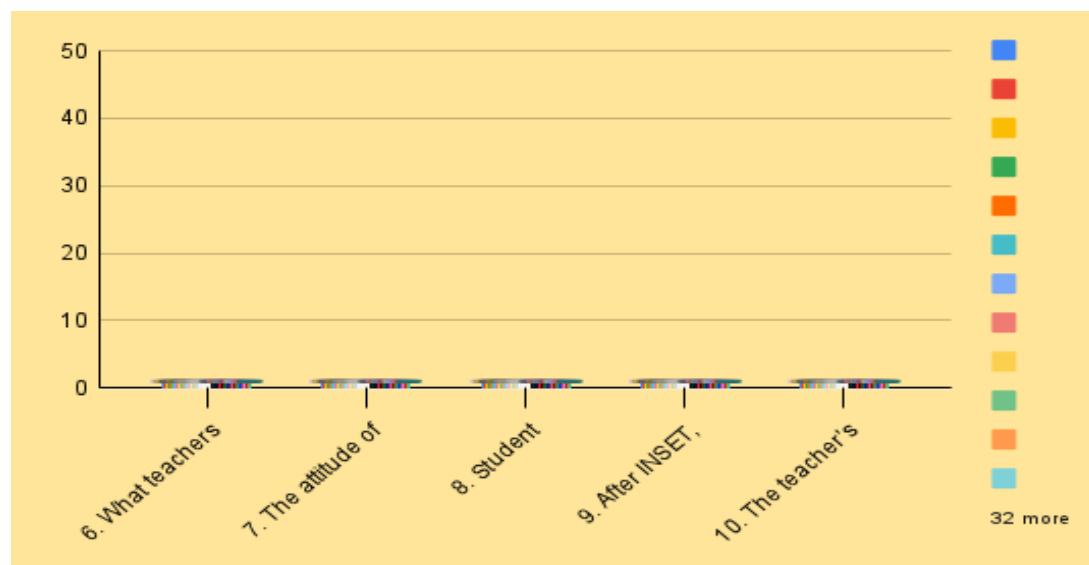


Fig.5

Fig. 5 shows that 91.8% of respondents agreed with the statement that teachers are contributing to use what they have learned through training programs. Of the respondents, 83.1% agreed that Training Programs have improved teachers' attitudes toward their duties, while 2.3% disagreed and 13.6% were unsure. 90% of respondents thought that teachers' attendance at training programs increased students' success, with the remaining 10% remaining undecided. Ninety-one percent of respondents disagreed with the statement that teachers' performance improved following training programs, despite 90.9% of respondents thinking otherwise. The majority of respondents—88.7%—agree that the in-service training programs improved the teachers' attitudes toward their students, with 11.3% remaining undecided.

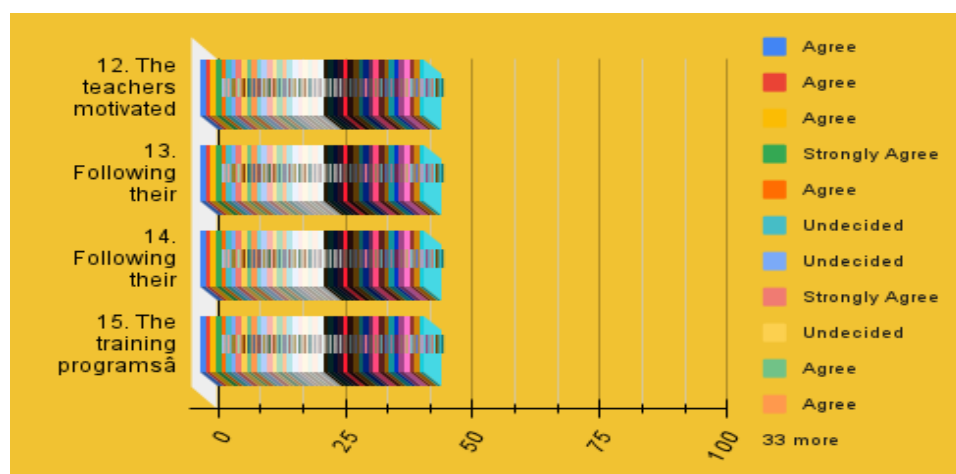


Fig.6

91.3% of respondents said that in-service teachers who take part in training programs can improve their professional flaws, with 8.7% remaining undecided. After the training programs, the teachers used creative teaching strategies to engage their students; as a result, 9.1% strongly agreed, 81.8% agreed, and 9.1% were undecided. After attending training programs, 88.6% of participants felt that their confidence levels had increased; the remaining 11.4% were unsure. While 31.8% remained undecided, 68.2% of participants thought that their level of commitment had increased as a result of attending training programs. Of those surveyed, 72.7% thought the training materials aligned with what was required in a real classroom, while 27.3% disagreed.

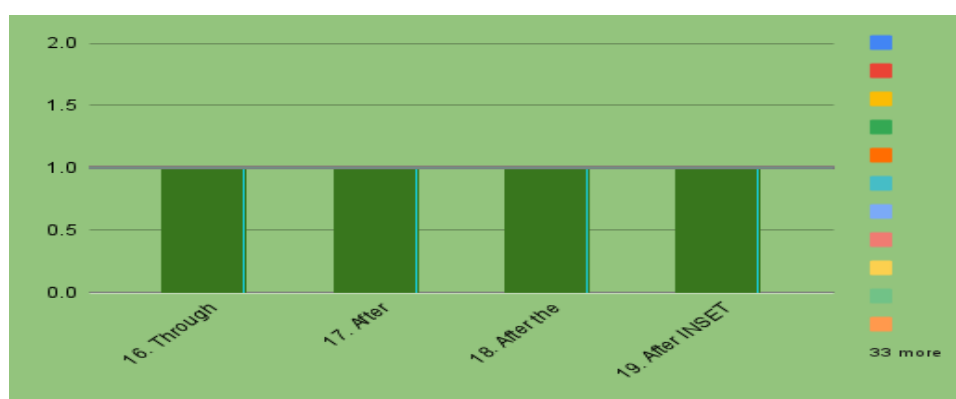


Fig.7

As seen in Fig.7, By using training, 18.2% strongly agree and 72.7% agree that teachers can acquire new skills to advance in their careers. The remaining 9.1% are unsure. Regarding the statement, the effectiveness of teachers in the classroom has increased by 13.6% as strongly agree, 72.7% as agree, and 13.6% as undecided after taking part in training programs and activities. 61.4% agree, 9.1% strongly agree, and 4.5% strongly disagree, 9.1% disagree, and 15.9% are undecided that the relevant bodies should carefully review the performance of the teachers who attended the training programs after the training programs. 4.5% strongly disagree, 6.8% strongly agree, 56.8% agree, 9.1% disagree, 22.7% undecided, and 9.1% disagree that after training programs, the proper authorities plan recurring trips under the teachers' guidance.

## 5. Conclusion

Programs for in-service teacher training are essential resources for fostering both school and professional development. In order to optimize these programs' effects on teacher effectiveness and student achievement, the head of the schools must evaluate and improve them. In-service training can continue to be a mainstay of professional development initiatives for educational institutions by taking a proactive approach to program design, implementation, and evaluation. In conclusion, this study sheds light on the perspectives of school administrators regarding the effectiveness of teacher education programs. By understanding the challenges and



opportunities identified by administrators, teacher preparation programs can better meet the evolving needs of the education landscape and ensure that teachers are adequately equipped to support student success. Continued collaboration between educators, administrators, and policymakers is essential to advancing the quality of teacher education and ultimately improving educational outcomes for all students.

### **Suggestions & Recommendations**

Demographic results show the majority of female are 69.8%, 45.5% comes under the age of 56-60 and 56.8% are the Post Graduate with B.Ed. The majority of respondents believed that the training programs should be mandatory and they address the real needs of the teaching profession. 95.5% are overall respondents goes with the importance and high quality training programs which is indicating that these programs are mean to be for teacher for students and school's betterment and their professional development as well. Head of the schools perceive variations in the preparedness of teachers based on the teacher training programs they have completed. Factors such as the quality of coursework, practical experiences, and mentorship opportunities are identified as significant determinants of teacher effectiveness. Head of the schools also highlight the importance of on-going professional development and support for new teachers to enhance their skills and adapt to the demands of the classroom. The discussion section analyzes the implications of the findings for teacher training programs and suggests strategies for improvement. Additionally, the role of Head of the schools as key stakeholders in shaping training programs, teacher education policies and practices is emphasized. When it comes to the limitations and suggestions, as the limited size of the sample it may be covered in further studies and also as indicating that the majority of respondents are female so, comparative study may be conducted further.

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