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The Impact of In-service Training on Teachers' Teaching and Students' Learning

Shumaila Mahmood	Assistant Professor, University of Education, Lahore, Punjab, Pakistan. Email: shumaila.mahmood@ue.edu.pk *(Corresponding Author)*
Muqaddas Butt	Assistant Professor, University of Education, Lahore, Punjab, Pakistan.
Aisha Manzoor	University of Education, Lahore, Punjab, Pakistan.

Abstract: *The study aimed to find out the impact and the outcomes of teacher training programs on teachers' professional development. A qualitative case study approach was adopted to investigate the question of interest. The setting of the study is a Primary School situated in Lahore. The data of the research is gathered through interviews, classroom observations, and focus group discussions with stakeholders involved. An overall positive impact of professional development training resulted in improved quality of the teaching as well as classroom learning. Eminently, the trained teachers felt increased motivation and started using technology to teach their subjects in which training was provided. Methods of teaching improved by promoting inquiry-based learning. The training course was also effective in promoting autonomous learning and student-centred classes. This study reemphasized the need for continuing professional development, especially curriculum and instruction-related trainings, for their benefit to teachers and students alike.*

Introduction

The relationship between teacher productivity and training, which includes in-service professional development, formal pre-service university education, and informal training gained via experience from the job, is the subject of this study. Past studies on teacher training have produced vastly differing findings, which has encouraged a variety of policy recommendations. Training improves not only teacher effectiveness but also the learning outcomes of students. In educational institutions, a training structure is developed to assist instructors' expertise (Navarro et al., 2016). Inadequacy in the skills of instructors leads to deficiencies in the learning behaviours

and results of pupils. The long-term purpose of manageable education is to educate students to become residents of sufficient knowledge to be able to think in a situation-based manner, decide, and have empathy and the ability to negotiate with nature.

In addition, while beginning a professional teaching career, instructors of all disciplines should develop themselves in accordance with the needs and requirements of their institutions. The importance of this development stems from a number of factors, including the need to be able to address deficiencies, adapt to the working environment, provide improved professional performance, and advance in the profession.

The favourable training alternatives for instructors may enhance all of these characteristics. It also helps to develop the character of the person and the effectiveness of the organisation.

In a number of jurisdictions, educators are seen as having a professional duty to pursue ongoing professional development, which may include adherence to certain legal regulations or common claims (Education, 2013). In Turkey, the Directorate of Teacher Training and Development in the Ministry of National Education organises in-service preparation programmes. As a result, instructors are provided to boost their comprehension, aptitudes, and capabilities. The 2017- 2023 Teacher Strategy Document created by the Turkish Ministry of National Education has as one of its goals the ongoing individual and professional development of teachers. In this regard, the objective was to develop an execution assessment framework to determine the change demands of instructors and to broaden the scope of individual and professional advancement activities.

Teachers are essential to the success of every educational institution; hence, they must be well-equipped (Carnoy, Khavenson, & Ivanova, 2015). Innovative teaching techniques enhance students' learning experiences. Researchers have found that formal education is a significant factor, which has been viewed as support for enhancing the available training programmes for university teachers and greater post-college training spending. Nevertheless, it is also common to discover that formal education is not relevant, prompting some to urge that institutes of education should be abolished. The current study will analyse the impact of professional training during service on teaching standards within the International baccalaureate programme on student learning.

Literature Review

Zeichner (1983) was one of the first to describe and characterise four typical paradigms in the context of teacher training and professional development. He describes paradigm as a matrix of ideas and perceptions about the nature and purpose of teaching, schooling, teachers, and their education, which determines certain types of practice in teacher education (1983:3). Traditional craft is the first paradigm to be formed. It is an apprentice model that emphasises the accumulation of knowledge based on instructors' classroom experiences. Most crucially, it involves a process of trial and error by practitioners. Extending the repertoire is the name of the second paradigm (Sprinthall, Reiman, & Thies-Sprinthall, 1996). The paradigm focuses higher emphasis on the creation of complete instructional models for teaching, as opposed to highly clear and particular instructional techniques and teaching abilities of instructors. These instructional paradigms include direct teaching (knowledge transmitter model), inductive inquiry, and interpersonal learning techniques. The third paradigm is the purported competency-based paradigm, which is considered to be the most prominent in teacher education. According to academics and university researchers, this paradigm places a primary focus on the knowledge of information and teaching skills developed by educators (Guskey, 2002).

Types of Professional Development

There are several ways to define professional development, and instructors have access to a number of professional development courses. Individual professional development is distinguished from institutional, professional development by Richards and Farrell (2005). For example, Pelochino (2014) recommended five major aspects of professional development for teachers. These commonly used forms may be used by educators to enhance their teaching skills and maintain their professional development throughout their careers.

In-House Professional Development

It is a kind of professional development delivered on-site at educational institutions for instructors. This sort of professional development occurs weekly and is monitored by a member of the institution's staff.

Throughout the year, different staff employees may participate in a variety of programmes.

District-wide or Organizational-wide Professional Development

This kind of professional development for teachers requires cooperation across several platforms, which may be prepared in advance and cover extensive time spans. Professional development might be a half-day, full-day, or multi-day programme. Due to being from the same area and meeting at certain times, teachers would be able to get some kind of professional development, collaborate with one another, and discover something they have in common. A guest speaker, who is often a subject matter expert, is typically accessible for presenting something or leading these kinds of educational programmes.

Institution-Based Professional Development

Frequently, institution-based professional development is long-term and centred on a specific subject or issue, such as assessment or teaching strategies. Teachers' professional development is often tied to an institution, a non-profit organisation, or a research institution. They may also be compensated for their time and involvement in these events, the majority of which are sponsored.

Professional Inquiry Group

Teachers working in groups may engage in this kind of professional development in order to gain knowledge about something of high value and mutual interest. This kind of teacher professional development cannot be conducted on-site. Teachers join in groups on a regular basis for an extended period of time in order to exchange fresh teaching strategies and acquire new knowledge.

Coaching

The sites will have on-site coaches and district coaches for this kind of professional development for their educators. These coaches are responsible for assisting and supporting teachers in different ways. In addition, novice instructors would be assigned a new instructor coach tasked with aiding them in gaining the necessary credentials.

Current Teacher Training and Professional Development Situation in Pakistan

It appears that an educational system that supports and promotes active involvement and reflective teaching and learning is urgently needed in the current educational environment of Pakistan. It is commonly acknowledged that the most significant school or university-based component that plays a major role in shaping learning results is the teacher. Nevertheless, accusations of a continuous rising deficiency in teachers' capacity and teaching quality are frequently made due to the fact that they are able to have a direct, and even negative, influence on the overall learning process. For example, it has been argued that, while there is trust in quality and teaching in the specific subject for the teacher, which is the effectiveness of in the educational system, there is a strong agreement regarding the requirement for change in education and in in-service development as well (OECD, 1998). Courses were given by qualified teachers who demonstrated that they have expertise in certain subject areas and, as a result, became trainers in the in-service teacher training programme in Switzerland. This policy has been called into question, and thus, it has since been altered.

There will always be a need to improve at all levels of the teaching profession, and this demand is directly proportional to the need for excellent instruction and knowledge. New seasoned educators may need continual training for teaching and professional development from their schools or colleges or any other independent and cooperating organisation in order to shape and enhance themselves in their respective areas of speciality (subject-matters). This would drastically affect their classroom teaching approaches. Consequently, teacher training and professional development programmes are

seen as essential to the promotion and improvement of teachers' careers.

In Pakistan's educational system, universities seldom provide students with teaching training or professional development programmes or the opportunity to participate in them. This is mostly due to the unavailability of these sorts of educational programmes to even address training. Future student-teachers and new teachers would have to face the whole burden of preparation for this vocation, although they would often encounter challenges once they begin teaching. This is not just attributable to inadequate school preparation, experience, or skills; rather, what they lack stretches much beyond that. Due to the lack of subject matter and teaching or evaluation skills, a number of new teachers tend to lose confidence in themselves and even dislike their career, frequently complaining about it. However, they continue to struggle because they have no other option for resolving the issue and addressing the challenges they must face in this context. A tiny minority of instructors may initially see teaching as a substantial source of income; hence, they will not abandon it regardless of their circumstances.

As students, their emotions regarding learning can change on a daily basis, and they might have other activities besides studying as well. This research is intended to shift the learning views of students toward their studies. The primary objective of this research is to improve the performance of students, which can only be accomplished with the assistance of effective teacher development and training programmes. Moreover, it focuses mainly on assessing the impact of teacher training on the academic achievement of students and assessing the efficacy of teacher training.

Previous Literature on the Effects of Teacher Training

Researchers evaluated education production functions through the regression of aggregate student success levels on indicators of teacher training and several other factors with the help of cross-sectional data in early work on teacher productivity (see Hanushek (1986) review). Individual two-year test-score increases and a larger range of teacher training characteristics were included in the following generation of research. This strategy has progressed further in recent years by evaluating achievement gain models with micro-level panel data that employ student fixed effects or random assignment to compensate for undetected student variability.

Considering data on the changes in student test scores across two-time points, several studies have developed effective models based on the relationship between the education or training of teachers and the academic performance of students. The inability to adequately control for the student characteristics allocated to a specific teacher is the fundamental limitation of gain score-based research. For considering the variability of students, these studies use observable student characteristics, also known as covariates. Nevertheless, they are not able to account for undetected factors such as natural talent and determination. Clotfelter et al. (2005) and Feng (2005) both found that teachers with better training and high experience tend to produce pupils with greater abilities and fewer discipline issues. Considering the high correlation between student achievements and teacher training, the inability to gain score research for accounting for undetected student attributes will result in inflating the estimations of teacher value-added related to their training and education. Gain score studies employ a number of factors to adjust for teachers' attributes. All of these studies provide basic information regarding the gender and race of the teachers, and some of them also use certification examinations and college admission examinations as benchmarks for the teachers' skills. The tests and score relating to cognitive and verbal skills, like a few college entrance examinations, is likely the most commonly connected with the performance of teachers in these studies (Ehrenberg and

Brewer (1995), Ferguson and Ladd (1996), Hanushek (1992), Murnane and Phillips (1981), Rowan, et al. (1997)) Just one of the studied research projects (Ferguson and Ladd (1996)) provides such a score for teachers taken prior to when they start college. The writers of this paper used the school-level average composite score on the American College Test (ACT) to assess the pre-college abilities of the teachers. They discovered that average ACT scores of instructors have a positive relationship with the improvements in achievement scores of fourth-grade students when average teacher experience and the number of teachers having a master's degree are held constant. A majority of present research does not focus on pre-college abilities, which is problematic because higher-ability prospective teachers have higher chances of attending bigger universities and completing more difficult work, causing bias in the evaluated influence that college training has on improving the performance of teachers. Although gain-score studies do not include controls for undetected student variability and usually try to compensate for the pre-college abilities of teachers, they often include adequate measures for teachers' training. Almost all of these contain information about the experience and educational level of teachers. Several of these also highlight the undergraduate college major as well as a measure of the selectivity of the colleges. Even though it does not consider college selectivity, Eberts and Stone (1984) is the only initial research that incorporates evidence regarding in-service training.

Leader In Me

Leader in Me, or LIM, can be described as a whole-school transformation concept and process that equips students with the skills of leadership and other life skills that are required by them for surviving and succeeding in modern times.

Leader in Me began with a single school in North Carolina and has expanded since then to a large number of schools in more than 80 countries. It draws on and incorporates leadership, quality, social-emotional learning, and educational concepts and procedures from the thought leaders of both past and present times. Leader in Me is in line with the best class material and principles implemented by worldwide education thought leaders. It comprises instructions regarding the building of a school vision, goal planning, data monitoring, and personal accountability systems. LIM lays forth a logical, methodical, and balanced procedure for schools that can be used to create an environment that represents their ideal school's vision. It is unique among whole-school transformation programmes due to the fact that it provides a comprehensive, school-wide experience for students, teachers, and parents while also establishing a shared culture and language. The leadership ideas and teachings are integrated into courses, traditions, processes, and culture rather than being taught as a curriculum.

LIM aspires to do the following:

- Foster a culture of trust and participation.
- Encourage students to take charge of their own lives and make a difference in the world.
- Offer tools to students to help them attain their objectives.
- Encourage students to express themselves.

A growing amount of data suggests that Leader in Me has a good influence on academics. This must not come as a shock to the people who have studied how effective social-emotional learning improves academic performance. Students are observed to succeed in academic contexts when their social and emotional abilities, as well as those of the personnel, are improved. Furthermore, via a goal-setting process known as the 4 Disciplines of Execution and through strengthening teachers' instructional methods, Leader in Me especially empowers schools to concentrate on and fulfil academic development objectives.

International Baccalaureate (IB)

The International Baccalaureate, or IB, originally called the International Baccalaureate Organization (IBO), it is a non-profit organisation established in 1968 in Geneva, Switzerland. The IB Diploma and IB Career-related Programmes are for students belonging to the age group of 15 to 19 years, while the IB Middle Years Programme is for students belonging to the age group of 11 to 16 years, and the IB Primary Years Programme is for students belonging to the age group of 3 to 12 years. The International Baccalaureate has to approve schools first for teaching these programmes. In 2007, the logo and name of the organisation were updated to reflect new organisational structures. As a result, "IB" might now be used for referring to the organisation, one of the four programmes, or the certificates or diplomas given at the end of a programme.

The IB programmes are dissimilar from other curricula in that they focus on global issues:

- Motivate all students, regardless of their age, to question their preconceptions and use critical thinking
- Develop students independent of government and national systems by embracing best practices from research and its worldwide school community
- Students of all ages should be encouraged to explore both local and global perspectives.
- Develop multilingual students

It is necessary for schools to be approved for teaching IB programmes. An IB World School is any school that is authorised to provide IB programs. The organisation provides a four-part educational continuum, all of which are linked by the philosophy and approaches of IB to learn and teach. Students are challenged to thrive in their studies as well as in personal growth through these programmes, which foster both academic and personal performance.

Quality practice from local and worldwide research, as well as the IB global community, is included in IB programmes. They teach students how to think globally in an increasingly complicated and interconnected world. Students are able to build efficient learning skills and the qualities of the IB learner profile with the help of all IB programmes. IB students are encouraged to think in a critical manner and study in a fluid setting that crosses cultural, disciplinary, and national borders. Supported by the distinctive theory of knowledge (TOK) course, students under the IB programmes consider themselves responsible for their learning and grasp of how knowledge is formed.

The programmes assist students in asking difficult questions, thinking critically, learning across subjects, and developing research skills that will aid them in their further education.

Students studying under IB programmes are encouraged to be involved in their communities as well, along with learning further than the curriculum taught in their classrooms.

This type of balanced approach has a strong influence on students throughout their senior years of high school when they're thinking about the courses they might take in the future or their professional and personal objectives. The DP, which was created to give students a well-rounded education, ease geographic and cultural mobility, and encourage international awareness, provides students with several benefits. Some of these are as follows:

- Acquiring a broad and deep knowledge base
- Prospering physically, emotionally, intellectually, and morally
- Giving the chance to study two or more languages
- Outshining conventional academic subjects

- Giving the opportunity to observe the knowledge nature with the help of the unique knowledge course of the programme

IB programmes are noted for being multidisciplinary, demanding immense independent thinking, verbal presentations and authentic research, all of which are common features of college courses. As per research, IB students are more equipped for dealing with the tough workload, managing their time, and achieving the demands imposed on them in comparison to others. Key abilities required for success in a university setting and beyond.

The Objective of the Study

This study has the following objectives:

- To study the impact of Teachers Training Leader In Me (LIM) and International Baccalaureate (IB) on students' learning attitudes at the primary level.
- To find out how teacher training/ss helps teachers and students at the primary level.

Research Questions

The research questions that are addressed in this research are as follows:

- What impact does teacher training Leader In Me (LIM) and International Baccalaureate (IB) have on the academic performance of students at the primary level?
- How do teacher trainings help teachers in their teaching at the primary level?

Method

The study followed a qualitative case study approach to investigate the phenomenon understudy. For data interviews, focus groups and observations were used to gather information about professional development training and its impact afterwards on teachers' improvement in their practice. Interviews with teachers to learn about their experience of in-house professional development training were taken. Focus group discussion is used to collect responses from students about the improvement in teachers' methodology and curriculum delivery used in the classroom. Observations were used to observe the evidence and triangulate teachers' and students' points of view on the impact of training.

Results

The findings from observational data, interviews and focus groups brought out important aspects of the impact of training courses on the relevant teachers. It also shed light on student experience and their point of view on the differences they felt in their teachers after the training. The following section briefly explains the main themes revealed by this study.

Classroom Observation and Teacher Interviews

Teacher interviews were conducted to get information about teacher experiences related to professional training. Observations of students were executed to see the impact of trained teachers. Over a time period of two weeks thirty-minute, weekly basis observation was done. One class was observed thrice, and a total of six sections of grade 3 were observed. This approach helped in collecting evidence of different practices related to collaborative learning and other key features of baccalaureate and Leaders in my training. The observation was done on the basis of 1) teacher students' collaboration, 2) students' collaboration with the type of teachers observed, 3) types of topics for discussions. 80 per cent of students have observed strugglers and were in need of immediate intervention. A checklist was taken as a tool, and the note-taking technique was used for collecting data. Content analysis is done to analyse data. Data is represented in themes. The themes are described in the following figure.

Themes Emerged from Observations and Teacher Interviews	Inquiry based learning
	Increased knowledge of subject matter
	Improved classroom participation
	Increased group work and variety in
	improved teaching methods
	Improved classroom management

Figure 1: Themes Impact of Training on Teachers' Performance

Inquiry-Based Learning

It is observed in classrooms that trained teachers are using inquiry-based learning methods in classrooms.

A teacher stated that:

"We are training Students so that they explore all concepts themselves also. They show eagerness and interest in all topics we teach in the classroom."

Classroom Participation

It was observed that Students show interest and motivation to participate, and they willingly do discussions in groups. Each student took part in a group discussion and shared different ideas.

Knowledge of Subject Matter

Teachers have a good grip on their subjects. They explain all topics with clarification and have command of knowledge Teachers were more confident and motivated. A student said that:

"Now I can understand my Maths teacher in a better way".

Teaching Method

It was observed in all classes that teachers were using an inductive approach. The inquiry-based learning approach is used by all teachers. This method is used effectively throughout the lessons.

Dedicated Teachers

Teachers during lessons seem more dedicated and motivated. They show interest in students' talk and respond to their inquiries effectively. Students enjoyed the teacher's interest and were very happy throughout the lesson.

Use of Technology and Resources

Teachers were using LED laptops, speakers, and multi-media in their lessons. Students find it more interesting and engaging. In all lessons, it is observed that the teacher starts the lesson with audio or video relevant to the topic. So, all teachers were using videos as a starter for the lesson.

Group and Pair Work

Activities of group work and pair work were conducted in all classes. Every time teacher made a group and students were quite enthusiastic about working in a group.

Variety of Activities

The teacher uses a variety of activities in the classroom. For activities, they used worksheets, colour paper, printed cards, and chart papers. Every time the teacher calls that it's activity time, all students shout "Yeh" It shows that students wait for activities and they learn more when they are interested and motivated.

Classroom Management

The teacher manages the class appropriately. There were no disturbances, and students were engaged throughout the lesson. The teacher had already planned the lessons, and lesson plans were in hardcopy as well. Worksheets

and other resources were already available in the classroom.

Student Centred Classroom

It is observed in classes that all classes were student-centred. Students were playing the leading role. They were working in groups and pairs and participating in all activities. The teacher facilitated them, but the students were the ones who were doing all tasks with interest.

Students' Feedback on the Impact of Trained Teachers

The sample of focused group discussions comprised students. They were asked questions, and their answers were recorded. To analyse the data, content analysis is done, and data are represented in themes.

Friendly Teachers

According to the students' teachers in class are friendly, and they enjoy learning under their supervision and guidance. They like to learn new things and enjoy their teacher's company.

Interesting Topics

All topics taught in the classroom are interesting and effective. A teacher always brings something new, and this element is liked by the majority of students.

Activities

A teacher always uses activities during a lesson. According to students, they learn more through activities and enjoy all topics if the topic is taught through activity.

Inquiry-Based Learning

According to students, they enjoy the inquiry-based learning methodology. They like to explore new ideas and concepts, and their teachers provide them full opportunity for exploration.

Use of Technology

Students claim that they like the use of technology in the classroom. They like to watch videos relevant to the topic, and they learn more
if a teacher shows a video in class.

Discussion

The research found out that teachers were of the view that proper and continuous development not only support teacher in facilitating effective learning environments but also allows the experienced teacher to collaborate with beginner teachers and become mentors for them, to create conducive condition for improving classroom learning. The majority of teachers were of the view that proper and continuous development not only support teacher in facilitating effective learning but also allows the experienced teacher to collaborate with beginner teachers and become mentors for them, to create conducive condition for improving classroom learning. Teacher training programs help new teachers to improve practices and learn professional responsibilities and ultimately positively affect experience new things as well. According to Darling-Hammond & McLaughlin, 1995 in order to match the standard of higher education, the teachers are trained to improve their content knowledge with instructional mode and practicality on a daily basis which is also referred to as educational development and professional teaching.

The study observations revealed that a teacher first becomes a competent learner, self-drive to have the cognitive, affective teaching methodologies and convey their expertise to students in a classroom environment. Professional development programs help a lot in building skills educationally overall organisation time management technology applied effetely and help in the growth of the teacher. Professional development programs help a lot in building skills educationally overall organisation time management technology applied effetely and help in the growth of the teacher. The majority

of teachers claim that Professional development programs improve teachers' speaking skills. A good teacher needs to develop their listing communication, calibration, adoption, and patience skills teacher has to be controlled the class. Through professional development programs, teachers learn to be more patient and empathetic. They became more enthusiastic and confident. They are open with their thoughts and choose a flexible method of instruction. Cambridge Professional Development Qualifications (2014: 03) acknowledges the value of teacher training and professional development, stating that the most influential factor in the quality of student learning is the quality of teaching and school leadership. Teachers and leaders must continuously enhance their professional viewpoints and practice throughout their careers.

Teachers claim that they have acquired an understanding of the cognitive, inquisitive, and research-based learning skills from the IB program. According to research, The IB programme assists students in asking difficult questions, thinking critically, learning across subjects, and developing research skills that will aid them in their further education.

Teachers claim that they learn to address all identified problem areas quickly and easily work towards a solution. They learn how to perform base learning in a class environment and learn to tackle complex pedagogical duties. Through training, they learned dedication. Through the training program, teachers learn the effective use of technology. Trained teachers claim that now their classes are more student-centred. Students play a vital role in learning new concepts and ideas. Teachers have learned to promote among students' self-management skills, self-development, and creativity, settlement of effective goals, thinking skills, and effective communication." Sowder (2007:161) asserts that changes within the beliefs, views, knowledge and instructional practices of teachers help in characterising or "marking their professional growth.

It is also found in research that teacher training has a significant effect on student academic performance. The traits like hard work, ability, motivation, and grip on the subject be observed among students. Thus, teacher tannings are said to be very important in education. The young learner is certainly becoming an inquisitive and independent learner. Students' sense of responsibility is improved, and they are self-learners. After training and implying newly learned skills in the homeroom, students seem to be more creative, critical thinkers, self-confident, fully motivated, autonomous learners, and open-minded. Students have become enthusiastic, organised, and confident. They become more disciplined, structured, and critical thinkers. According to Richards and Farrell (2005:03), seen in Nawar, 2021, teacher training also comprises trying new methods in the classroom, often under supervision, as well as observing and getting feedback from others.

The teacher training program should be attended by all all-primary teachers because young minds have more energy to learn and grow, and to channel the research capacity, a teacher must be well trained. Such training programs should be attended because such training not only trains teachers on a professional level rather it has helped in self-develop and improvement, which leaves effects on personal life as well. It's essential to be aware of updated tetchiness and strategies of teachings and IT skills.

Modern technology provides students with essays to access information, accelerated learning and fun opportunities to practice what they learn. Modern technology in the classroom unable the students from exploring the new subject and deepen their understanding of the difficult concept. The COVID times have taught the education world that education is possible in any circumstances .as a matter of fact, the online system and modern technology encapsulated the entire education system. The IB program is also running parallel to the AV-aids and technology for a better understanding of the learners. Students like the use of technology. They like the multi-media work

and presentation style. When they get a chance to present, they show miracles. We should give them a chance to do things under your supervision.

Students learn best through lectures, reading, examples, or video; technology allows teachers to accommodate every learning style. Students can learn via online videos, audiobooks, interactive online games, and more, all at their own pace. And because online content is easily updated, you and your students can immediately access the most recent information.

According to instructors, the curriculum should be provided through video, literature, and audio prior to the workshops, with the actual workshop serving as a place for teachers to practise and apply the knowledge. Workshops should be conducted in a climatically pleasant, clean, well-resourced, and functioning hotel. Develop, apply, and measure the institutionalised standards for teachers' professional development programs. Teachers are of the view that workshops should be more interactive and engaging instead of just having a presentation from the host. There have to be different things that need to be followed to improve TTP

- ICT and digital games
- Cooperative learning
- Flipped classroom model
- Hands-on activities
- Presentation of attendees should be conducted

The majority of teachers claim that teacher training sessions should be arranged separately if teachers are required to take any workshop. They should not be supposed to attend during the school day. It should be on a free day. Teacher training programs should be continued, but it should be comfortable for teachers to attend these workshops with a fresh mind. Teams should be designed for collaboration, for example, by promoting peer-to-peer classroom visits with time for feedback, strengthening peer-to-peer instruction, and promoting and nurturing effective and active teacher learning communities. Highly qualified

and professional, and organised trainers should be in teacher training programs so that they can understand the problems of teachings. Training time should be less but effective in which teachers feel fresh, not overloaded. The teacher training program should be according to the need of time.

Conclusion and Recommendations

The goal of this study was to examine how training may affect the student's academic for their success. With the new tactics and thorough approaches, instructors who have received proper training recognise their own competence. These trainings International Baccalaureate (IB) and Leader in Me (LIM) had a very positive effect on teachers as well as on students. International Baccalaureate (IB) and Leader in Me (LIM) play an essential role in the quality of teaching because it enhances teaching as well as learning skills.

This study suggested the following recommendations, which are required in teacher training programs. An asthenic workshop should be conducted to highlight the effective teaching tools by providing the teachers with some written materials or by using audio-visual aids. A lab should be given to teachers to implement and practice the teaching strategies to get good results.

Training programs must be organised regularly so teachers can get a good command of effective teaching skills. Furthermore, presentation and hand-on activities can improve teacher performances in training programs.

Workshops should be conducted on free days rather than school days. Workshops should be conducted once a month so that the teacher doesn't feel any burden and grab the training easily. Only professionals, highly qualified and experienced trainers should be hired in workshops so they can easily understand the problems of teachers. And provide them with the right solutions.

- Students' feedbacks are must before conducting teacher training workshops. It will help teachers to know the learning

capacity of students and which area in teaching needs improvement.

- Training programmes must be continued so that the teacher gets good command of effective teaching skills.

- Presentation hand-on activities will further improve the teacher training programme, so they must be a part of it.

- Workshops should be conducted on free days rather than school days.

- Workshops should be conducted once a month so that the teacher doesn't feel any burden and grasps the training easily.

- Only professionals, highly qualified and experienced trainers should be hired in workshops so they can easily understand the problems of teachers. And provide them with the right solutions.

- The teacher training programme should be concise and clear.

- The workshops should be interesting and effective and provide a comfortable environment.

- Provide opportunities to promote teacher collaboration.

- Teacher learning communities should be promoted.

- There should be feedback and follow-up of trainings.

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