



Effectiveness of In-Service Teaching Training on Job Performance of Teachers: An Empirical Study

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Abstract: *The objective of this research was to evaluate the effectiveness of in-service teaching training on the job performance of teachers. The teaching faculty was selected as a population from the Kasur district, whereas 243 participants were designated as a sample through a random sampling technique. The questionnaire based on five points Likert scale was administered for data collection through the survey method. The research questions were evaluated by using SPSS-25. The findings revealed that there was a positive and moderate effect of in-service teaching training on teachers' job performance. This research may contribute to the development of the teaching-learning process at the secondary school level through the adaptation of various techniques for the development of the professional skills of teaching faculty.*

Key Words: In-Service Teaching Training; Job Performance; Secondary School Teachers

Introduction

In the modern era, educational institutions focus on the professional qualification of the teaching faculty. In order to develop the professional abilities of the teachers, a pilot school were established. The staff development program was an initiative to provide the professional abilities for the development of the teaching-learning process (Dilshad et al., 2019; Halai & Durrani, 2020). For teaching principles, the teachers have the aims and objectives according to the vision and mission of the educational institutions. To perform his/her duties, he focused with naked eyes and engaged the students in different kinds of curricular and extra-curricular activities. Therefore, the teaching process plays a pivotal

contribution to the growth of the country and also the development of the students. Effective teaching has wide expectations of all members of the community towards students (Hanushek, 2008; Khan et al., 2020).

Shah et al. (2011) described that every educational institution mainly focused on the performance of the teachers for the development of the teaching-learning process (Jahangir et al., 2012). A part of in educational context, the performance of the academicians, plays a basic role in decisive student performance and, henceforth, institutional performance (Sukirno, & Siengthai, 2011; Nazar & Nordin, 2020). Within the organization, the teachers perform the various curricular and extra-curricular activities

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successfully. To meet the outcome with the objectives of the educational institutions, the competent teaching staff play a significant contribution (Akhtar et al., 2011; [Amin & Atta, 2013](#)).

Thus, these abilities also promote the communication skills of the teaching staff, which is an important factor in handling the administrative tasks and provides effective results for learners' achievement. In order to improve the quality of education, it is necessary to enhance the critical thinking skills of the students. It can be effectively done by the in-service teaching training of the professionals so that they can adapt the different strategies to develop the learning process (Almani, 2007; [Rizwan & Khan, 2015](#)). Due to the in-service teaching training, the teachers adopt effective evaluation techniques. Besides these techniques, the teachers not only evaluate the classroom activities but also focus on the summative assessment, which is an important element in developing the learning process and all other activities as well (Pintrich & Schunk, 2002; Azam et al.,

Literature Review

Secondary school education is the last stage of formal education. It is the basic step that contributes a lot to the progress of any country. Education plays a key role in the progress of economic, cultural and social welfare in growing countries. Convincing evidence shows that higher education is linked to the progress of the economy and society. So, in this aspect, government policies are trying hard, so everyone in the society to get formal education. Thus, investing heavily to foster the education sector, so the socioeconomic situation gets better. A large amount of funding for such educational programs has increased accountability ([Mushtaq & Kayani, 2013](#)). Secondary education is essential almost in all the countries of the world. It is the last level of formal education after primary and elementary education. After getting this level of education, students normally attend colleges or universities. There are three levels of compulsory education in some countries,

especially in Pakistan; Primary, elementary and secondary education. In different countries, secondary education has been termed differently like high or middle schools, vocational institutes, sixth form colleges and gymnasium etc. A secondary education system consists of the lower and upper secondary education systems. These stages of education can be provided in a single building or can be taught separately ([Khan et al., 2020](#)).

[Hanushek and Woessmann \(2008\)](#) simultaneously, it is the basic duty of educational institutions to make pupils ready for the adulthood planning process. In the meantime, they should also learn delicate abilities while they are in basic level educational institutions to become profitable and effective employees as well as constructive and helpful members of their social orders. In under-developed countries, the stated size and intricacy of the difficulties for secondary education are disappointingly adequate, as well as the variety of factors and the pressing urge to upgrade results. Various researchers have figured out projects which move money can help in increasing association in secondary education. Yet it is unexplored about the strategies caused without money cooperation ([Khan et al., 2017](#)).

The literature review gives inadequate directions on how to improve education standards. Previous researchers discovered no perspective on the way to deal with upgrading the pertinence of secondary education level. This level also comprises an educational syllabus and professional training changes that underscore professional abilities to ensure jobs and social living standards. As policymakers hope for positive impacts, government and financial institutions invest. At the same time, in developing countries, especially in the education sector, the number of impact assessments has increased. Emphasized the importance of education, especially since developing nations have achieved success in this sector. Considering the number of interfering with solving educational problems in undeveloped countries and the numbers of related controlled effects assessments continue

to increase. It is also considering that the number of formal assessments should be obvious ([Shah et al., 2015](#)).

In the education sector, teachers are the foundation of instructive action. The achievements and disappointments largely rely upon the productivity and performance of teachers ([Hervie & Winful, 2018](#)). The performance of educators depends on a proper evaluation system. Evaluation of teachers is necessary as the pupils get evaluated. An institution's aim is to improve their employees' qualifications for better job performance and utilize them in such a way that they gain significant degrees of profitability, productivity and competency. There are some actions that are mainly performed in the human resource department; these actions are position selection, direction, preparing expertise, performance assessment, pay and reimbursement, human recourse and professional planning ([Rizwan, 2021](#)). Bormann and Motovidlo (1993) divided performance into two main domains: "task performance" and "contextual performance" ([Chan et al., 2006](#); [Saari & Judge, 2004](#)).

These are acts of directly converting basic materials into goods and services. This is usually included in the work description. The task performance of the employees is related to the official activities, which are already allusion by the organization for performing the different tasks. These activities are based on the helping material for better completion of the organizational objectives ([Motowidlo et al., 1997](#)). These activities are based on setting standards for the fulfilment of various curricular and extra-curricular activities. The managing authorities in school adopt different kinds of strategies and techniques to uplift and successful completion of the teaching-learning process. The performance based on these strategies is considered a task performed, which is directly helpful and useful for the development of the whole organizational system ([Yousaf et al., 2015](#)). These behaviours help to maintain the overall efficiency of the communal and psychological atmosphere in which the work is located. For instance,

working with team members, spreading conflict, and cleaning meeting rooms ([Coleman & Borman, 2000](#)). Humans assign income to domestic work and the benefit of changing roles ([Ashforth et al., 2000](#)). On the contrary, the theory of the boundary between work and family focuses only on the work and family domains. The interest in this theory leads to work-life stability, which means satisfying and good functioning can be obtained at work and at home, and the role conflicts are minimized ([Clark, 2000](#)).

The in-service teaching training is a significant aspect of the development of the skills and abilities of the academic faculty. It has been realized that the enhancement of the students' abilities is mostly based on the teachers' professional competencies ([King & Newmann, 2001](#); [Saiti & Saitis, 2006](#)). In the education sector, a number of reforms have been initiatives for the development of the teaching-learning process, and the professional growth of teachers has great significance. Due to their professional abilities, the teachers cope with their activities efficient ([Mahmood et al., 2015](#)). The teaching faculty had specific teaching knowledge before joining the service, but in-service teaching training rendered them new techniques and strategies to handle the specific tasks ([Raza et al., 2013](#)). For the implementation, retention, and develop the quality of services, in-service teaching training is the best icon in this context ([Rizvi & Elliott, 2007](#)). The pedagogical skills of the teachers are the acute demand in educational institutions in the modern age. Du to these skills, the teachers are able to handle the different situations effectively faced during the classroom activities. The in-service teaching training plays a significant role in the development of the pedagogical skills of the teaching faculty ([Cochran-Smith et al., 2005](#)).

Due to the in-service teaching training, the teachers develop their communication skills. The teachers adapt to the democratic environment so that the communication gap between teachers and students is minimized. Effective communication builds motivation and trust among the students and teachers

(Qureshi, 2015). During the teaching-learning process, the teachers focused on the instructions and objectives of the organization with naked eyes. After completion of the teaching process, the teachers evaluate the success and failure of the whole process. The policymakers, educationist and higher authorities make their next strategies on behalf of the evaluation reports and make the decision whether the previous techniques are the best fit for the successful completion of the organizational objectives or they need some changes for betterment. These reports are the measurement of the whole educational procedure, such as; curricula, learning environment, professional abilities of the teachers, instructions and policies (Sahar et al., 2019).

Research Questions

1. Is there a significant relationship between in-service training and the performance of public Secondary school teachers in the Kasur district?
2. Is there a significant effect of in-service training on the performance of public

Secondary school teachers in the Kasur district?

Methodology

In this research, the independent variable was in-service training, and the dependent variable was teachers' performance. The design of this study was based on quantitative and cross-sectional. The major objective of the study was to find out the effectiveness of in-service teaching training on job performance. The public secondary school teaching staff was the population of this research from Kasur, and 243 participants were administered as a sample by applying a random sampling technique. The self-administered questionnaire was adapted based on five points Likert scale format. The dimensions included in in-service teaching training were pedagogical skills, classroom management, communication skills and evaluation techniques, while the job performance questionnaire was comprised of contextual performance and task performance. The data were collected by research tool through a survey method. The Statistical Package for Social Science was administered to analyze the research questions by descriptive and inferential statistics.

Findings

Table 1. Descriptive Analysis

Statements	M	SD
Pedagogical Skills	3.09	1.13
Classro0m Management	3.47	1.06
Communication Skills	3.25	1.03
Evaluation Techniques	3.64	.98
In-Service Teaching Training	3.36	1.05
Contextual Performance	3.65	1.01
Task Performance	3.48	.97
Job Performance	3.56	.99

To determine the existing level of the impact of in-service teaching training on job performance, it was assessed that the Mean of the statements about in-service teaching

training was from 3.09 to 3.64 and overall M= 3.36, SD= 1.05 while the job performance was 3.48 to 3.65 and overall M= 3.56, SD= .99. It shows the teachers were agreed regarding the effect of teaching training on job performance.

Table 2. Correlate Matrix

Variables	PS	CM	CS	ET	JP
Pedagogical Skills	1				
Classroom Management	.388(**)	1			
Communication Skills	.297(**)	.354(**)	1		
Evaluation Techniques	.397(**)	.484(**)	.493(**)	1	
Job Performance	.393(**)	.473(**)	.481(**)	.371(**)	1
In-Service Teaching Training		1			
Job Performance		.429(**)		1	

** Correlation is significant at the 0.01 level (2-tailed)

To determine the relationship between in-service teaching training and job performance. The results of the Pearson Correlation show that it was a moderate relationship between pedagogical skills and job performance $r = .393$. It was also a moderate association between classroom management with job performance with $r = .473$, while a moderate

correlation was found between communication skills and job performance $r = .481$. Moreover, it was also a moderate correlation between evaluation techniques and job performance. Consequently, both the variables were positively associated with each other with $r = .429$.

Table 3. Multiple Regression Analysis

DV	Constructs	Std. Error	Beta	T	Sig
Job Performance	(Constant)				
	Pedagogical Skills	.038	.159	4.09	.00*
	Classroom Management	.044	.423	9.47	.00*
	Communication Skills	.057	.361	6.28	.00*
	Evaluation Techniques	.042	.246	5.81	.00*
	In-service Teaching Training	.045	.297	6.41	.00*

Dependent Variable: JP

To evaluate the effectiveness of in-service teaching training on job performance, the results of the Regression Analysis show that it was a weak effect of pedagogical skills on job performance with a Beta value of .159, while there was a moderate effect of classroom management on job performance Beta = .423. Additionally, a Beta value of .361 shows the moderate effect of communication skills on job performance, whereas evaluation techniques also have a weak effect on job performance Beta = .246. Consequently, it concluded the moderate and significant effect of in-service teaching training on teachers' job performance.

Conclusions and Recommendations

It was concluded that the respondents moderately agreed about the impact of in-service teaching training on job performance.

Moreover, there was a positive and significant association between in-service teaching training and the job performance of secondary school teachers. Furthermore, there was a positive and significant effect of in-service teaching training on the job performance of secondary school teachers.

Secondary school education is an important stage to develop the learning abilities of the students, which can be useful in future. Therefore, it is important to appoint teachers who have sound academic and professional education. Moreover, it is necessary to conduct in-service teaching training for the development of job performance. Professional teachers play a vital role in the enhancement of the teaching-learning process. This is based on the quantitative and cross-sectional research

design. On behalf of the research findings, there are some recommendations regarding this study. It was recommended that the executive authorities focus on this serious issue and provide basic professional teaching training in order to manage the different kinds of activities such as; classroom management, communication skills and evaluation techniques.

Although policy formulation is an important factor yet, the main focus of its productivity and practical execution. Practical execution includes a plan to be in exercise, a procedure or a series of advanced ventures, and new structures for people who are trying or wishing to replace. Thus, it is compulsory to prepare a framework of policy in order to make the policy effective. Policy formulation is a procedure for drawing a framework in black and white. There are several ways to make

policy frameworks like the wheeler model, linear growth theories, and development stage theories. As part of the power transfer plan, district and common leaders at the low level of policies have the right to draw a framework and manage it. The aim of return is to improve the execution and management procedures. This plan includes the transfer of resources, the use, control, execution, management, observation and assessment of the education system. The people who are nearer to the area have the opportunity to expand their involvement. It was thought that this plan would also help to make choices. As part of the power transfer plan, currently, the main government is answerable and makes the policies for the whole country. It also addresses the problems like a path to get an education and chances of acquiring education equally. Moreover, further studies should be conducted in other regions of the country at different educational levels.

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