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A Study of Professional Development and In-Service Teacher Training Programs at School Level in the Punjab

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ARTICLE INFO	ABSTRACT
	The main objective of this study is to investigate the importance, impacts, and challenges faced by teachers when carrying out in-service training programs. Using a descriptive research methodology, data was collected from 291 head teachers who were randomly selected through a questionnaire that was prepared specifically for this study. The key findings suggest that the gender and location of head teachers had no impact on their perspectives regarding the significance of in-service training for professional growth. Nevertheless, the way in which in-service training affects the professional growth of teachers differs greatly among districts. The study suggests that we should view professional development as a continuous process, where educational departments provide numerous opportunities for skill enhancement. Teachers are strongly urged to prioritize training programs and actively engage in all accessible opportunities, even if they require personal financial investment. In addition, it is essential for head teachers to frequently provide training programs that specifically target the competencies needed by their teachers.

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1. Introduction

High-quality education relies heavily on available resources (Ajibade, 2005), and the effectiveness of teachers is the most important input variable in schools. Ehinola and Akomolafe (2022) concluded that teachers' dedication to their profession can lead to a decline in educational quality, impacting their performance in instructional delivery, materials, classroom management, and student assessment and evaluation. This issue is widespread among teachers working in public secondary schools (Adebayo, 2011). Teachers hold significant sway in the educational system, as the quality of work they produce directly impacts students' learning and overall success. Educational systems rely heavily on qualified teachers, who play a crucial role in fulfilling their objectives. As individual requirements and solutions vary depending on their situation, background, and outlook, we should encourage teachers to participate in ongoing professional development throughout their careers. Encouraging teachers to participate in various activities helps them reflect on and improve their teaching, as well as their intellectual and emotional dedication to their profession (Essel, Badu, Owusu-Boateng, & Saah, 2009). Teachers must teach students hard and encourage lifelong learning to improve the nation's human resources. Teachers must dedicate themselves to their work and engage in continuous professional development to stay abreast of changes in curricula and teaching methods. Continuous professional development preserves and improves teachers' and institution leaders' skills through learning from experience, becoming competent, and growing in school. It also includes formal, accelerated learning through in-service education and training, both internal and externally generated (Arul, 2022). Essel et al. (2009) emphasize the importance of experienced teachers in educational processes. To prioritize their processes, preserve professionalism, and improve instruction, teachers should undergo in-service training. This helps overcome disparities and increase professionalism by

updating their abilities and addressing ever-changing material. In-service training is a crucial component of employee development.

Teachers require ongoing professional training to effectively work with students (Nwafor, 2014). Teacher education should adapt to changes in curricula and teaching methods, sharing both theoretical and practical developments. On-the-job training can help address individual deficiencies and improve working knowledge. Adapting to societal shifts requires rethinking and responsibility, and educators must have access to ongoing training and education to produce effective leaders for a rising country. On-the-job training improves classroom management and learning. Teachers are responsible for organizing, monitoring, and enforcing rules and regulations. Teachers instill values such as civility, discipline, accessibility, encouragement, and maintain complete contact with students. Assets, distinctions, and other traits inspired, emulated, and taught teachers. Teachers emphasized self-learning, challenging assignments, field trips, note-taking, understanding, perception, experimentation, and analysis. The teacher guides students' emotional, cognitive, and psychomotor development. Similarly, Omeodu and Amadi (2018) argue that in-service training is crucial for teachers to adapt to the changing needs of the modern classroom and the emergence of novel pedagogical methodologies. However, many educators face barriers to participating in professional development opportunities, such as lack of funding, enthusiasm, preoccupation, improper arrangements, and distance. Despite these challenges, in-service training is essential for teachers to contribute to the growth of a rapidly industrializing nation. Addressing these barriers is crucial for ensuring the continued success of education and the development of a skilled workforce (Kang, 2019).

Nzarirwehi and Atuhumuze (2019) also reported that teachers in Pakistan face challenges in in-service training due to time constraints, awkward hours, and lengthy sessions. However, teacher training can enhance student achievement, foster professional growth, and aid in understanding. Professional development helps educators cooperate and create educational content (Nasim, Ali, Javed, & Bahoo, 2022). Research has attempted to discover better ways to support the professional development of teachers. In addition to various other factors like continuing training, in-service education, workshops, etc., we also need to discuss the importance of counseling and incentives, as teachers in Punjab encounter numerous challenges in their professional development. This paper aims to investigate professional development and in-service teacher training programs at the school level in Punjab.

1.1. Statement of Problem
Experts in the field have linked inadequate in-service training to the job performance of public secondary school teachers. Research suggests that learners and their academic performance suffer when teachers fail to adequately fulfill their responsibilities in terms of lesson delivery, material use, classroom management, student attendance, and on-time arrival. The inconsistent results of Punjabi students on statewide exams may be attributable to the quality of instruction in the province's public schools. Punjab school-level professional development and in-service teacher training programs face several challenges and uncertainties. Investigate these key issues: Supporting Teachers: Training Content: Program delivery: Evaluation and feedback Mechanisms: Sustainability and aftercare: Professional development and in-service training programs must be assessed for longevity and impact. These programs' ability to promote teachers' long-term professional growth depends on whether they offer follow-up support, mentoring, and ongoing learning opportunities.

1.2. Objective of the Study
1. To examine the importance of in-service training affects teachers' professional development.
2. To analyze the impact of in-service training programs for teachers' professional development.
3. To evaluate the challenges faced by teachers while implementing in-service training in teaching.

2. Literature Review
"Professional development" refers to the ongoing process of enhancing and maintaining an individual's knowledge, abilities, and experiences in one's particular field. "Continuous professional development" refers to the effort put towards improving, keeping up with, and adding to one's existing body of work-related knowledge and abilities. Management may learn

from professional development training just as much as their staff members can benefit from it (Avalos, 2016). Similarly, teachers' professional development is crucial for their effectiveness and efficiency, as it helps solve daily problems and fosters relationships with colleagues. There are three types of training: pre-service, in-service, and induction training. Pre-service prepares individuals for specific professions, such as B. Ed. or M. Ed. Induction training prepares newly selected teachers before they enter classrooms. In-service training addresses differences between actual and expected performance. Educational personnel, including teachers and managers, undergo these programs in two types: on-the-job and off-the-job training (Jeffrey* & Craft, 2004). Teaching and learning are continuous processes, with each country having its own unique approach to educating future leaders. Countries recognize the benefits of their manpower and have trained teachers to adapt to technology. Teachers should use multi-dimensional strategies to meet diverse learning needs and adapt to new technology and global developments. The educational system should equip students to meet personal and communal demands (Omar, 2014).

Asiyai (2016) found that in-service training significantly correlates with increased job dedication in teachers. After participating, previously less enthusiastic teachers showed a dramatic increase in dedication. Educators are expected to pursue post-baccalaureate training as new technologies and supplies become available. Ehinola and Akomolafe (2022) found in-service training programs useful for teachers' professional growth, capacity building, and productivity, with respondents rating them highly. Iwuagwu and Aiwuyo (2017) concluded in their study that in-service training involves continuously updating a teacher's knowledge, abilities, and interests in their chosen sector. This practice motivates teachers to improve their craft and offer more technical support. Teachers' professional development often includes workshops, seminars, and conferences. To develop into effective school leaders, educators need access to in-depth training that emphasizes action over passive observation (Nzarirwehi & Atuhumuze, 2019). Osamwonyi (2016) also stressed the importance of continuing to educate and re-educate current educators in order to shift their focus to quality instruction. Educator preparation is crucial for long-term progress and national capacity building. Teachers must overcome classroom obstacles to positively respond to their pupils' growth and developmental requirements. In-service training programs can provide new knowledge, abilities, and strategies, benefiting educators in achieving the desired educational reform (Asiyai, 2016). In-service training significantly enhances educators' familiarity with representations, models, diagrams, and alternative inquiry methods in the classroom. Teachers can participate in professional development activities like induction programs and study groups, resulting in better preparedness and mental capacity to impart knowledge to their pupils (Suleiman, Hanafi, Thanslikan, & Abdulrasheed, 2017).

High-quality education relies on resources (Ajibade, 2005). Teachers in south-western Nigeria (Adebayo, 2011; Fasasi & Ojo, 2014) face challenges in educational quality due to a lack of resources and dedication. This affects instructional delivery, material use, classroom management, and student assessment. Junior teachers also lack teaching and administrative skills and may not receive in-service training or mentorship. This study examines the impact of mentorship and in-service training on public secondary school teachers' professional growth. Jaquith, Mindich, Wei, and Darling-Hammond (2010) concluded that educational reform requires teachers' ability to overcome classroom challenges and positively respond to student growth. To achieve this, teachers must use in-service training media, introduction programs, study groups, and curriculum help are essential for teachers to achieve this. Suleiman et al. (2017) found that workshop participants were better prepared to teach. Asiyai (2016) explained that in-service representations, models, diagrams, and unique questioning training have helped many teachers. Hervie and Winful (2018) argue that continuous professional development improves teachers' teaching skills, leading to improved pupils. Authorities hold the belief that changing societal demands necessitate updating teachers with the necessary resources to assist students in acquiring the information, skills, and values society demands. This improves subject-matter knowledge and classroom instruction (Christopher Day & Sachs, 2004).

However, professionals define high-quality professional development as focusing on content, active learning, high standards, teacher leadership, extended duration, and collective participation. However, there is limited evidence that these attributes improve teaching and student progress (Darling-Hammond, Hyler, & Gardner, 2017; Desimone, Porter, Garet, Yoon, &

Birman, 2002). Research has shown over the past decade that professional development experiences with all or most of these features improve teachers' classroom practice and student progress (Stewart, 2014). According to research, teacher transformation is linked to professional development intensity and duration (Elliott, 2017; Sims & Fletcher-Wood, 2021), with a focus on specific mathematics and science content for conceptual understanding instruction. This may be particularly helpful for teaching conceptual understanding (Cohen & Hill, 2000; Desimone, 2009). International and national policies support teachers' careers. In 2009, Webster-Wright, committed to the World Bank, adopted a pre-tertiary teacher professional development and management policy framework to promote international teacher policies that ensure teachers' success and promote teacher proficiency, thereby enhancing student learning. Certainly, professional development benefits teachers by improving their abilities, knowledge, and competence (Caena, 2011). Continuing teacher education after graduation is crucial for keeping up with the latest research, trying new approaches, and improving knowledge, skills, and attitudes. UNESCO (2015) emphasizes the importance of quality teachers, as they promote learning and prevent incompetence. Sulley (2018) said teacher professional development involves conferences, seminars, and workshops focusing on topics, techniques, and professionalism. These programs improve academic skills, serve students, and provide innovative education. They enhance subject-matter and pedagogical knowledge and keep educators informed of service and profession-wide developments. Teacher development seminars focus on ethics, working conditions, and pedagogical knowledge, emphasizing cognitive and affective professional growth for teacher effectiveness (Anane & Kuranchie, 2022).

Enrolling in professional development programs helps teachers enhance their subject matter expertise, teaching approach, and competence, promoting societal change and professional growth. These programs help educators and learners grow, fostering a more inclusive and effective education system (SEFER & Demirel, 2022). Professional development programs help teachers flourish (Rodrigues, 2005). Professional development enhances teachers' approaches and students' learning (Chris Day & Leitch, 2007), benefiting both teachers and students through program-developed knowledge, skills, attitudes, and dispositions. Sulley (2018) found that teacher professional development improves student success, benefiting teachers through specialized programs. Singha and Sikdar (2018) said that training and development programs enhance teachers' performance, skills, and academic achievement by providing necessary tools, enhancing classroom conduct and teaching approaches, and enhancing students' academic performance (Kizilbash, 2016). Training and development can improve worker competency and production (Barreto, 2020). Professional development enhances teachers' knowledge of topics, pedagogy, and curriculum, leading to improved student achievement. Teachers utilize their knowledge in the classroom, helping students understand class themes (Bilal, 2012). Professional development is critical for Pakistani teachers to improve education, skills, and student performance. It promotes learning, classroom management, and teaching while ensuring access to curriculum-aligned training programs (Nasim et al., 2022). Pakistani teachers' in-service training is crucial for developing innovative methods, sharing knowledge, and improving student learning. It motivates teachers, boosts workplace happiness, and enhances student performance by fostering a sense of value and learning new teaching approaches and technologies.

3.   Research Methodology

The study adopted a descriptive research approach. The researcher observed that random sampling with various teachers would be quicker and more convenient and yield identical findings. A total of one thousand and ninety-five (1195) head teachers from public schools and two ninety-one (291) head teachers were ultimately chosen to analyze the performance of teachers in order to examine professional development and in-service teacher training programs at the school level in Punjab. The three-part questionnaire was for school principals and vice principals. The first portion of the questionnaire asked participants about their district, location, gender, education, work, and so on. The second portion of the poll asked 22 questions about how in-service training influences teachers' professional growth. The final component asked head teachers to discuss the impact of in-service training on teachers and potential improvements. SPSS (Statistical Package for the Social Sciences) was used to analyze the data in this study. Frequency, mean, standard deviation, and correlation were used for descriptive statistics, while the t-test and analysis of variance were used for inferential statistics on the obtained data. Furthermore, ethical criteria were scrupulously adhered to throughout the research process by

appreciating and respecting participants' differences and ensuring that participants gave informed consent free from coercion.

4. Data Analysis
4.1. Factor wise head teachers' perception
Table 1: Analysis of head teachers' perceptions regarding impacts of training

Sr. No	Statements	Low	Moderate	high	M	SD
1	Lesson planning	14.8 %	59.1%	26.1 %	2.11	.63
2	Teaching skills.	7.6 %	48.5 %	44.0 %	2.36	.62
3	Assessment techniques	8.9 %	48.1 %	43.0 %	2.34	.64
4	Classroom Management.	10.7 %	46.7 %	42.6 %	2.31	.66
5	Use of technology.	18.6 %	48.1 %	33.3 %	2.15	.71
6	Student-teacher relation	8.9 %	55.0 %	36.1 %	2.27	.61
7	Students' achievement	6.9 %	56.4 %	36.8 %	2.30	.59
8	Performance of teachers	6.9 %	48.1 %	45.4 %	2.39	.61
9	Conduct and Communication	8.6 %	47.4 %	44.0 %	2.35	.63
10	Conducive learning environment	11.0 %	51.2 %	37.8 %	2.26	.65
11	problem solving and critical thinking	9.3 %	55.3 %	35.4 %	2.26	.62
12	Students' individual differences.	11.0 %	55.0 %	34.0 %	2.23	.63
13	Students' counseling techniques.	14.4 %	50.5 %	35.1 %	2.21	.67
14	Teachers' sociability	12.0 %	55.0 %	33.0 %	2.09	.64
15	Teachers are multitasking.	10.3 %	58.4	31.3	2.21	.61
16	Class discipline.	6.2 %	44.0 %	49.8 %	2.44	.61
17	Decision making skill.	8.2 %	49.5 %	42.3 %	2.34	.63
18	Conflict management.	15.5 %	57.7 %	26.8 %	2.11	.64
19	Confidence and presentation skills	6.2 %	41.2 %	52.6 %	2.46	.61
20	Emerging trends	8.9 %	49.8 %	41.2 %	2.33	.63
21	Professional competencies	7.9 %	49.5 %	42.6 %	2.35	.62
22	Coordination	7.2 %	52.2 %	40.5 %	2.33	.61

Table 1 shows that 41.2% of head teachers agreed that in-service training had a moderate impact on teachers' confidence with effective presentation skills (M = 2.46, SD = 0.61); 44.0% agreed that it helps teachers maintain class discipline (M = 2.44, SD =.61); and 45.4% agreed that it had a high impact on better teachers' performance (M = 2.39, SD =.61). 48.5% of head teachers agreed that in-service training had a moderate impact on improving teaching skills (M = 2.36, SD = 0.62); 49.5% agreed that it had a moderate impact on improving teachers' professional competencies (M = 2.35, SD =.62); and 44% agreed that it could improve teachers' conduct and communication. In addition, 49.5% of head teachers agreed that in-service training provides teachers with decision-making skills and has a moderate impact (M = 2.34, SD = 0.63); 48.1% agreed that it has a moderate impact on assessment techniques for teachers; and 40.5% agreed that it has a high impact on coordinating for coworkers (M = 2.33, SD =.61). 49.8% of head teachers agreed that in-service training helps teachers handle emerging trends and has a moderate impact (M = 2.33, SD = 0.63); 46.7% agreed that it has a moderate impact on classroom management (M = 2.31, SD = 0.66); and 36.8% agreed that it has a high impact on student achievement (M = 2.30, SD =.59). 36.1% agreed that in-service training improves teacher-student relations (M = 2.27, SD =.61). In addition, 55.3% of head teachers agreed that in-service training can develop teachers' problem-solving and critical thinking skills and has a moderate impact (M = 2.26, SD = 0.62); 51.2% agreed that it can create a conducive learning environment in classrooms (M = 2.26, SD = 0.65); and 34% agreed that it may improve teachers' performance and students' individual differences (M = 2.23, SD =.63). 31.3 percent believed that in-service training improves teachers' multitasking (M = 2.21, SD =.61). 50.5% of head teachers agreed that in-service training helps teachers learn students' counseling techniques and has a moderate impact (M = 2.21, SD = 0.67); 48.1% agreed that it helps teachers use technology effectively and has a moderate impact; and 26.8% agreed that it helps teachers manage conflict and has a higher impact (M = 2.11, SD =.64). 31.3 percent agreed that in-service training prepares teachers' minds for lesson planning and has a higher impact (M = 2.11, SD = 0.63); 55 percent agreed that it may increase teachers' sociability and has a moderate impact (M = 2.09, SD = 0.64).

Table 2: A comparison of the perspectives held by head teachers with respect to Gender

Factor	Category	N	M	SD	df	t-value	Sig. value
Gender	Male	149	50.36	10.77	289	.039	.969

| | Female | 142 | 50.32 | 9.17 | | | |

Table 2 shows that head teachers' gender-wise sample t-test showed a 0.039 and a p-value of 0.969, respectively. The gender-based performance difference between male and female head teachers did not significantly affect their views on in-service training's impact on professional development.

Table 3: A comparisons of the perspectives held by head teachers with respect to *school* location

Factor	Category	N	M	SD	df	t-value	Sig. value
School Location	Urban	142	50.41	9.92	289	.113	.910
	Rural	149	50.28	10.12			

Table 3 shows that head teachers' location-wise sample t-test showed a 0.113 and a p-value of 0.910, respectively. The location-based performance difference between urban and rural head teachers did not significantly affect their views on in-service training's impact on professional development.

Table 4: A comparisons of the perspectives held by head teachers with respect to *professional qualification*

Factor	Category	N	M	SD	df	t-value	Sig. value
Professional Qualification	B.Ed	125	50.10	9.74	289	-.349	.727
	M.Ed	166	50.52	10.22			

Table 4 shows that head teachers' professional qualification-wise sample t-test showed a .349 and a p-value of 0.727, respectively. The professional qualification-based performance difference between B.Ed and M.Ed head teachers did not significantly affect their views on in-service training's impact on professional development.

Table 5: A comparisons of the perspectives held by head teachers with respect to school level

Factor		Sum of Squares	df	M Square	F	Sig.
School Levels	Between groups	1462.297	3	487.432	5.075	.002
	Within Groups	27565.023	287	96.045		
	Total	29027.320	290			

The ANOVA shows a significant difference in head teachers' perceptions of in-service training's impact on professional development at the school level (F = 5.075, Sig. =.002).

Table 6: A comparisons of the perspectives held by head teachers with respect to district

Factor		Sum of Squares	df	M Square	F	Sig.
Districts	Between groups	1001.128	3	333.709	3.417	.018
	Within Groups	28026.191	287	97.652		
	Total	29027.320	290			

The ANOVA on head teachers' perceptions about the impact of in-service training on teachers professional development across districts is shown in the table above as (F = 3.417, Sig. =.018) at p =.05, indicating that there was a significant difference.

Table 7: Why in-service training is important for teachers' professional development?

Sr.No.1	Importance	Frequency	Percent
1	Continuous Professional Development	97	33.3
2	Pedagogical Knowledge and Abilities	79	27.1
3	Adequate Knowledge of the Subject Matter	39	13.4
4	Enhancing Teaching Competencies	28	9.6
5	Grooming of Teachers	28	9.6
6	Organized and Focused	6	2.1
7	Self-confidence and Self-esteem	6	2.1
8	Performance of a Teacher	5	1.7
9	High-quality Instruction	3	1.0
	Total	291	100.0

Table 7 shows the importance of in-service training for teacher professional development, with one-third attributed to educators' professional development. 27% of head teachers believe in in-service training enhancing pedagogical knowledge and skills. Nearly 18% of participants believe subject knowledge is significant. 9.6% of head teachers believe in-service training is crucial for teacher development. 2% of respondents believe that in-service training boosts self-confidence and performance. 1% believes in in-service training for high-quality classroom learning.

Table 8: What are the benefits of in service training for teachers?

Sr. No.	Benefits	Frequency	Percent
1	Updated Knowledge and Skills	90	30.9
2	Performance and Growth	81	27.8
3	Capacity Building	37	12.7
4	Multiple Tasks	28	9.6
5	Knowledge and Pedagogical Skills	28	9.6
6	Improves Efficiency	11	3.8
7	New Method of Teaching	8	2.7
8	Refresh Knowledge and Skill	5	1.7
9	Continues Professional Development	3	1.0
	Total	291	100.0

Table 8 shows the frequency and proportion of in-service training benefits for teacher professional development. 30.9 percent of school administrators recommend upgrading updated knowledge and skills; 27.8% believe it improves performance and growth; 12.7% believe it is important for capacity building; 9.6% believe it increases knowledge and pedagogical skills; and 2.7% believe it improves teachers' acceptance of new teaching approaches. 1% believes it is important for professional growth.

Table 9: What challenges face by teachers during implementing in service training?

Sr. No.	Challenges	Frequency	Percent
1	Contradictory Policies	78	26.8
2	Lack of Follow Ups	72	24.7
3	Lack of Facilities	39	13.4
4	Time Management.	29	10.0
5	Resources are limited	27	9.3
6	Lack of Interest	17	5.8
7	Environment of the Institution	10	3.4
8	Over-Crowded Classrooms	7	2.4
9	Training and Curriculum in English	7	2.4
10	Lack of Modern Technology	5	1.7
	Total	291	100.0

Table 9 shows the frequency and proportion of in-service training problems faced by teachers. Administrators attributed 26.8% of issues to inconsistent rules, 24.7% to a lack of follow-up and uncooperative teachers, 13.4% to facilities, 10% to environment of the institution, 9.3% to resources preventing innovative teaching approaches, 5.8% to a lack of student and teacher enthusiasm, 3.4% to unhealthy school conditions, 2.4% to classroom overcrowding, and 2.4% to English training and curriculum obstacles. Lack of current technologies was cited by 1.7% of respondents.

Table 10: Give a few suggestions to make in service training more beneficial for professional development of teacher?

Sr. No.	Suggestions	Frequency	Percent
1	Foster Collaboration to Enhance Knowledge	68	23.4
2	Need Based and Objective Oriented	55	18.9
3	Ongoing Support	44	15.1
4	Incentive	30	10.3
5	Constructive Feedback and Follow Ups	27	9.3
6	Training on Yearly Basis of.	21	7.2
7	Context Relevant	18	6.2
8	Use of Technology	10	3.4
9	Involve Head Teachers	9	3.1
10	Conducted during Vocations	9	3.1

	291	100.0
Total	291	100.0

Table 10 shows the frequency and proportion of issues in in-service training for teacher professional development. 23.4 percent of school administrators encourage collaboration; 18.9% believe in need-based, goal-oriented training; 15.1% believe it helps teachers; 10.3% suggest department rewards; 9.3% agree on constructive feedback and follow-up; 7.2% suggest annual training; 6.2% believe the training setting is relevant; 3.4% suggest technology; and 3.1% think in-service training should involve head teachers and be done during holidays to increase quality.

5.   Discussion and Conclusion

The current study was an attempt to examine professional development and In-Service Teacher Training Programs at the school level in the Punjab. The current study's findings reveal that the gender performance gap between male and female head teachers did not influence the head teachers' perspectives on the significance of in-service training for professional development. Omeodu and Amadi (2018) study found the same thing: there wasn't a major difference between how male and female science teachers usually answer questions about why they need more training. This study was important because it added to the few real-world facts about the state of professional development and in-service teacher training programs at the school level. The location-based performance difference between urban and rural head teachers did not significantly affect their views on in-service training's impact on professional development. Dilshad, Hussain, and Batool (2019) concluded that the people who answered the survey thought it was important for their future training to teach them how to communicate, manage, and study. Teachers had a hard time continuing to improve their skills because they didn't have enough time, money, or study leaves. This study concluded that Head teachers' perceptions about the impact of in-service training on teachers' professional development across districts showed a significant difference. Smith-Sherrod (2021) suggest that training that is carefully planned might help teachers keep learning. In order to keep tabs on progress, groups might retain records or attend evolution meetings (Lockett, 2021). There has been a dearth of research into methods of tutoring teachers. Very little research has shed light on the mechanism of follow-up. Lesson observation, comments, and support for novice educators were among the topics discussed. This study's findings about *challenges faced by teachers during implementing in-service training show that issues relate* to inconsistent rules, a lack of follow-up, uncooperative teachers, a lack of facilities, the environment of the institution, a lack of innovative teaching approaches, a lack of student and teacher enthusiasm, unhealthy school conditions, and classroom overcrowding.

Khanam, Ali, and Zulifiqar (2020) explained in their studies that teachers can benefit from training that is well-planned, designed, and implemented. According to the study results, participants said about the benefits of in-service training that school administrators recommend upgrading updated knowledge and skills, performance and growth, capacity building, knowledge and pedagogical skills, and teachers' acceptance of new teaching approaches and professional growth. Consistent evaluation of teachers' behavior, knowledge, and development as educators is an integral part of any comprehensive training program. Based on what this study found, it seems that professional development for teachers should be seen as an ongoing process. The school education department may give teachers more chances to improve their skills while they are serving. Since it is an assured way to improve their professional development, teachers should also take training and development programs seriously and enroll in all accessible ones, even if it means doing so on their own dime. Furthermore, the school head teacher should routinely organize training and development programs for their teachers, bearing in mind the content that would supply the needed competencies for their teachers.

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