



Prevailing Dominant Issues in Continuous Professional Development (CPD) Teacher Training Programs: Form Trainees and Facilitators Perspectives

Shah Hussain¹, Dr. Mehnaz Fazal², Dr. Iqbal Amin Khan³

1. PhD Scholar, Department of Education, University of Malakand, shahswat5@hotmail.com
2. Lecturer, Department of Education, University of Malakand, educationist.mehnaz@gmail.com
3. Lecturer, Department of Education, University of Malakand, driqbalaminikhan@gmail.com

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Abstract

This study investigated the perceptions of trainee teachers and facilitators regarding the problems in continuous professional development (CPD) teacher training programmes. The study collected data from 266 trainee teachers and 23 facilitators regarding the problems faced by them during continuous professional development teachers training programmes. Priority index and rank order methods were used to prioritize the problems face by trainee teachers and facilitators. The researchers provided a list of problems to the participants and they were asked to prioritize these problems as per their perspectives. The results revealed that trainee teachers perceived that lack of remuneration of training for trainees was the top prioritized problem while arrangement of centres for training was the least prioritized problem. The study results also found that facilitators of the training programmes perceived that remuneration of facilitators was the top prioritized problem while extra ordinary pressure from department for training was the least prioritized problem among the ten problems. The study recommended that financial benefits and proper remuneration system may be introduced to enhance the interest of the trainees and facilitators to enhance the effectiveness of the continuous training programmes.

Keywords: Continuous Professional Development, Training Programme, Trainee Teachers, Facilitators

Introduction

Professional development (PD) is an organized process in which employees strive to develop themselves through learning, training and boosting their career in the organization. PD of a teacher is the process or activity, which is executed to improve professional knowledge, skills and attitude of a teacher by which he/she may brought a positive change in student's behavior (Guskey, 2002). The performance of an employee in the organization is positively correlated with training (Russell, Wexley, & Hunter, 1984). Employees should be involved in planning the policies and objectives of the organization along with priorities of the employees to get optimum outputs (Boudreau, Boswell, & Judge, 2001; Ginsberg, 1997; Partlow, 1996). The role of training has been realized in recent era due to industrial revolution, social needs of society, population growth and economic demands. The teaching-learning process has been diverted to a new drift due to the rapid growth and emerging demands of the society (Hudson-Ross, 2001). The process of training and development for a teacher is dynamic and continued till the teacher works in the institution (Smith & Desimone, 2003). The PD of a teacher is directly correlated with the achievements of students (Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). Effective teachers training programs play an

important role in imparting quality education. As a matter of fact, a remarkable change has occurred in the last 20 years in adopting emerging technologies in the teaching learning process. The stake holders in educational setting have been spending much on educational instructional technologies, like incorporating computer assisted programs run by computers, using mobile devices, and interactive-writing boards throughout the world. But the trainee teachers are not facilitated towards incorporating these tools in the classrooms (Agyei & Voogt, 2011). However, some of the trainings programs couldn't get targeted objectives because of many aspects including lack of purpose-built training programs and poorly organized inadequate trainings (Fleming & Dowling, 2005). Different governments in developing countries initiated professional development programs to boost their competency but these programs are unsuccessful to achieve their goals as these programs are poorly designed. Therefore, they failed to get quality education in their countries (Popova, Evans, Breeding, & Arancibia, 2022). Khyber Pakhtunkhwa throughout the province at elementary and secondary level for different cadres of teachers in the province. CPD teacher training program is provided to improve the professional development of all the primary school teacher only in the province. In the past, researchers studied various dimensions of the training programs. Professional development of teachers was linked with content knowledge, pedagogical knowledge and technological knowledge of a teacher for teaching learning process. In developing countries, like Pakistan, teacher training programs are not effective due to non-clear goals, poor execution and inefficient monitoring mechanism (Rauf, Ahmad, Bibi, Khan, & Naseer, 2022). Other studies like, (Akhtar, Shah, & Din, 2011; Junejo, Sarwar, & Ahmed, 2018; Kumar, 2019; Memon, Lalwani, & Meher, 2006; Mughal, 2017; Qaisra & Haider, 2023; Ullah, Farooq, & Memon, 2008) also highlighted the failures of training programs. Idris, *et al.*, (2021) conducted a qualitative study on IP with reference to professional development of teachers (PDT) of newly recruited teachers and found that IP was not successful in achieving these goals. Raza, *et al.*, (2013) evaluated training programs provided by PITE with reference to the PDT in qualitative research and concluded that these are ineffective. Butt, *et al.*, (2020) evaluated teacher induction policy 2017 and found that this program was unsuccessful. Halai, *et al.*, (2018) compared the performance of pre-service trained teachers with in-service trained teachers and found better performance of pre-service-trained teachers as compared to un-trained teachers This study adds to literature by analysing the problems in CPD teacher training program provided by DPD in Malakand division of Khyber Pakhtunkhwa province in the perceptions of trainee teachers.

Statement of the Problem

Most of the trainees who are attending either IP or CPD, face numerous problems on the training components making these training programs ineffective. To address these problems is not only important for the trainees but also for the government to utilize the meager resources for making training programs effective. The gaps in past studies were less sample size, focused on urban population only, and given less attention to assessing the problems faced by trainee teachers on various aspects of teacher raining CPD. Many trainers and trainees are facing problems which need to be highlighted and addressed to improve the quality of education. This study provided an insight into the problem to the training organizers, administrators, heads of the schools, teachers in improving the quality of teacher training, allocating financial resources, organizing curriculum, hiring facilitators, time management, monitoring and will add to existing body of literature.

Objectives of the Study

1. To investigate the problems faced by trainee teachers in attaining continuous professional development teacher training program (CPD) of directorate of professional development of teachers (DPD), Khyber Pakhtunkhwa in Malakand.
2. To investigate the problems faced by facilitators in attaining continuous professional development teacher training program (CPD) of directorate of professional development of teachers (DPD), Khyber Pakhtunkhwa in Malakand.

Hypotheses of the Study

The following Hypothesis were formulated to achieve the stated objectives

1. Course of CPD is not the dominant problem as compared to others in attaining the CPD training program in the perceptions of trainee teachers in Malakand division.
2. Course of CPD is not the dominant problem as compared to others in attaining the CPD training program in the perceptions of facilitators in Malakand division.

Research Methodology

This study is based on postpositivist worldview, having quantitative strategy in which the perceptions of trainee teachers and facilitators were collected in a cross-sectional survey design who attained CPD in 2015-2022. The population of the study consisted of 9580 trainee teachers and 232 facilitators imparting training to trainee teachers. Through proportionate random sampling a sample of 266 trainee teachers and 23 facilitators were taken for data collection in selected districts of Malakand division. All the primary schools' teachers (PST), primary school head teacher (PSHT) and all trainers (facilitators) working with DPD for imparting teacher training programs working in public sector primary schools in district Swat, district Dir upper and district Malakand trained by DPD was target population for CPD. The sample size has been calculated through Online Raosoft Sample Size Calculator feeding relevant population. By using random sampling method CPD trainees, IP trainees, facilitators and heads of schools were selected. A sample of 266 for CPD. The calculated sample size was proportionally allocated to different levels of trainee teachers in respective districts. Respondents were randomly selected. The questionnaire was designed as per the requirements of this study, however, some minor parts were adopted in light of previous studies like, Quaid-e-Azam Academy for Educational Development Punjab (QAED), Ali (Robinson & Latchem), Panhwar and Panhwar (2015) and National Professional Standards for Teachers in Pakistan, (2009). Researcher reviewed the literature and developed the research tools according to the geographical condition of the population in consultation with the research supervisor. The perceptions of the trainee teachers attained CPD from 2015 to 2019, head teachers and facilitators for CPD were explored through questionnaires consisting of responses about their opinions about the prevailing teacher training programs at primary level. The researcher prepared a questionnaire, being a facilitator in these training program with personal experiences and opinions of trainee teacher, emerging problems were identified. Asking different set of questions in the Likert scale based on 5-points. For the research question 1 the following separate formats were given to the respondents to rank the priority problem prevailing in CPD and IP teacher training program.

Please rank the top priority problems you are facing in attaining in CPD and IP
(10 shows the least and 1 shows the top priority problem).

Table 1: Problems in CPD

<i>Sr.</i>	<i>Facing problems in CPD</i>	<i>Ranks</i>
1	Duration	
2	Multiple tasks by teacher	
3	Remuneration	
4	Incompetence's of trainers	
5	Extra burden	
6	Pressure from department	
7	Issues from students/parents	
8	Books/training materials	
9	Monitoring	
10	Proper centres	
11	No priority	

After the development of research instruments, it was sent for validation to four experts. Their recommendations were incorporated in research tools. Factor analysis was applied to ensure the validity of the tool developed. For pilot testing, 30 participants from CPD, 30 from IP, 30 from facilitators and 30 from head of schools were selected. Minor changes were corrected in terms of wording, duplication and meanings. To check the reliability, Cronbach's Alpha coefficient was used. Validity and reliability of the instrument was checked with the help of experts. Content and face validity was also checked. A pilot testing survey was conducted on 30 respondents. Reliability of the instrument was checked through inter items consistency. It fulfilled the criteria Relevancy, Clarity, unambiguity and inconsistency with the scope of the study.

TABLE 2 RELIABILITY OF THE PRIORITY PROBLEMS

<i>Variables</i>	<i>No. of items</i>	<i>Cronbach's Alpha value</i>
<i>Priority problems</i>	10	0.891

Data was collected through questionnaires by visiting all the schools and at training centres personally in the area. Around 90 percent of the response data was collected as the sample was accessible to the researcher. Data was analysed through statistical tools like, descriptive statistics, and statistical indices like priority index, satisfaction index, performance index and t-test were used. SPSS was used to analyse and interpret the data. To assess the problems faced by teachers, in attaining different training programs imparted by provincial institute of teacher education in district Swat, the following priority index was used:

$$P.I = \frac{\sum(SCLi \times fi)}{\text{Total number of observations}} \quad 0 < P.I < 1$$

TABLE 3 SCALES OF THE PRIORITIES (SCLi)

SCALES OF THE PRIORITIES (SCLi)										
<i>1st priority</i>	<i>2nd</i>	<i>3rd</i>	<i>4th</i>	<i>5th</i>	<i>6th</i>	<i>7th</i>	<i>8th</i>	<i>9th</i>	<i>10th</i>	<i>No priority</i>
1.00	0.9	0.8	0.7	0.6	0.5	0.4	0.3	0.2	0.1	0.00

The PI value equals 1 shows high priority problem and 0 show no or least priority problem in attaining training programs imparted by provincial institute of teacher education. This index helps to quantify all the responses obtained from the respondents and also rank all the problems in order of importance i.e. from low priority problem to highest priority problems. All the problems were listed in the questionnaire, and the respondents were asked to prioritize the problems they face. Anonymity, confidentiality, privacy and security were ensured. The information about their names, schools and training centers was kept confidential. The survey form shows no identity. During data collection the researcher asked for proper permission from department, head of school and the supervisors in training centers. They were given proper time to fill in the survey form according to their perceptions. The participants were assured that the information collected in the survey will not be disclosed and it will be used only for the purpose of research work.

Results

Table 4 Service, Age, Scale, Attempted CPD, Teachers and Students in school

<i>Service, Age, Scale, Attempted CPD, Teachers and Students in school</i>					
<i>Demographics</i>	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>Std. Dev</i>
<i>Total service as PST</i>	266	1	38	9.57	8.018
<i>Age:</i>	266	23	59	35.58	8.155
<i>BPS</i>	266	12	15	12.92	1.085
<i>No. of years, attempted CPD</i>	266	0	8	3.43	1.679
<i>No. of Teachers in school</i>	266	1	22	7.41	3.976
<i>No. of Student in school</i>	266	19	700	273.94	140.520

The above table shows that there was total 266 trainee teachers. Minimum teaching experience was 1 year while maximum service was 38 years with mean of 9.57 and standard deviation was 8.018. Minimum age of these trainees was 23 while maximum age was 59 with mean 35.85 and standard deviation 8.155. Among these trainees, minimum of 12 trainees was working in scale 12 while maximum 15 trainees were working in scale 15 with mean 12.92 and standard deviation 1.085. The number of years attended the CPD program by trainee teachers at minimum 0 while maximum 8 years with mean 3.43 and standards deviation 1.679. Number of teachers in the school where they were working was minimum 1 while maximum 22 with mean 7.41 and standards deviation 3.976. The number of students enrolled in school at minimum was 19 while at maximum 700 with mean 274 and standards deviation 140.52 (Table 4).

TABLE 5 QUALIFICATION OF TRAINEE TEACHERS IN CPD

<i>Qualification of trainee teachers in CPD</i>		
<i>Qualification</i>	<i>Frequency</i>	<i>Percent</i>
<i>BA/BSC</i>	3	1.1
<i>MA/MSc</i>	28	10.5
<i>MPHIL</i>	206	77.4
<i>PHD</i>	25	9.4
<i>Total</i>	266	100.0

Trainee teacher in CPD had qualification of BA/BSC were 3 in numbers, 206 having MA/MSc, 25 having M.Phil. degree and 25 having Ph.D. degree with 1.1 %, 10.5%, 77.4% and 9.4% respectively (Table 5).

Table 6 Descriptive Statistics of Facilitators of Post held

<i>Descriptive Statistics of Facilitators of Post held</i>		
<i>Post/Cadre</i>	<i>Frequency</i>	<i>Percent</i>
<i>PST</i>	6	26.1
<i>CT</i>	8	34.8
<i>SST</i>	9	39.1
<i>Total</i>	23	100.0

Trainer/facilitators working at these taring sessions having post in their service, 6 were PST, 8 were CT and 9 were SST with 26.1%, 34.8% and 39.1% respectively (Table 6).

Table 7 Facilitators, Length, experience attended CPD and IP

<i>Descriptive Statistics of Facilitators, Length, experience attended CPD and IP</i>					
<i>Length/service/experience</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
<i>Total length _service_</i>	23	3	31	10.70	7.963
<i>Training experience in years</i>	23	2	10	3.43	2.537
<i>Number of times of CPD attempted</i>	23	2	7	2.83	1.403

Minimum length of service experience, training experience and number of CPD and IP attended by facilitators/trainers were 3 years, 2 years and 2 years while maximum was 31 years, 10 years and 7 years respectively with mean 10 years, 3 years and 3 years and standard deviation 7.96. 2.53 and 1.40 (Table 7).

Table 8 Major priority problems in CPD in the perceptions of trainee teachers

<i>Major priority problems in CPD in the perceptions of trainee teacher</i>			
	<i>Variables</i>	<i>Priority index</i>	<i>Ranks</i>
1.	<i>Remuneration of training for trainees</i>	0.689	1
2.	<i>Material provided for conducting training</i>	0.629	2
3.	<i>Repeated trainings</i>	0.554	3
4.	<i>Extra ordinary Pressure from department</i>	0.538	4
5.	<i>Less cooperation of Parents in applying output</i>	0.529	5
6.	<i>Duration of CPD the training</i>	0.525	6
7.	<i>Multiple tasks expected from a teacher</i>	0.472	7
8.	<i>Incompetence of the facilitators/trainers</i>	0.468	8
9.	<i>Monitoring of the CPD</i>	0.463	9
10.	<i>Training centres arranged for CPD</i>	0.383	10
11.	<i>No Priority</i>	0.268	11

Currently, the provincial government stopped to remunerate the trainee teachers in participating the CPD trainings and the trainee teachers now attend these trainings without getting any remuneration. During the field survey, they reported “no-remuneration for participating the CPD training” as the top problem as compared to other problems. The responses obtained show that the priority index of “Remuneration of training for trainees” (0.689) has the highest priority problem than others (Table 8). Material provided for conducting training sessions like books, stationary, handouts and manuals, raining videos, activity sheets, forms and self-assessments, projectors, computer or tablets, internet connection etc were the 2nd most priority problem, with 0.629 priority index of the prevailing majority problems in CPD program (Table 8). Most of the teachers reported that they need no professional training as they have already attained professional training before their selection required for their jobs. This problem was ranked as the 3rd priority problem with 0.554 priority index (Table 8). The government has put extra ordinary importance to train teachers and ignored other prevailing issues in schools. This made trainee teachers stressed. Trainee teachers ranked this problem as 4th priority problem with 0.538 priority index (Table 8). Less cooperation of Parents in applying output of CPD is a hurdle for trainee teachers in terms of student’s enrolment, students’ attendance, parent-teacher counselling and other welfare of students because the activities need proper attendance, homework and assessment. This problem was ranked as 5th priority problem with 0.529 priority index (Table 8). Five-hour Duration of CPD training was ranked as the 6th priority problem with 0.525 priority index in the perception of trainee teacher as the time duration as much larger in a month (Table 8). In the view of the participants, primary teacher has made responsible to complete multiple tasks at a time along with teaching learning process, like polio vaccination, involvement in census, elections, board examinations,

admission campaigns etc. Therefore, the output of CPD can't be exercised completely in classroom and this problem was ranked as 0.472, 7th with priority index (Table 8). Incompetence of the facilitators/trainers was ranked as 8th priority problem with 0.468 priority index in the perception of trainee teacher as the facilitators/trainers were not competent in their content knowledge, pedagogical knowledge and technological knowledge (Table 4.13). Monitoring of the CPD by the Department of Education was ranked as the 9th priority problem with 0.463 priority index in the perception of trainee teacher (Table 8). Training centres arranged for CPD was ranked as the 10th priority problem with 0.383 priority index in the perception of trainee teacher as some of the training centres are apart from their home stations (Table 4.13). The no- priority was ranked as 11th priority problem as 0.268 priority index in the perception of trainee teacher (Table 8).

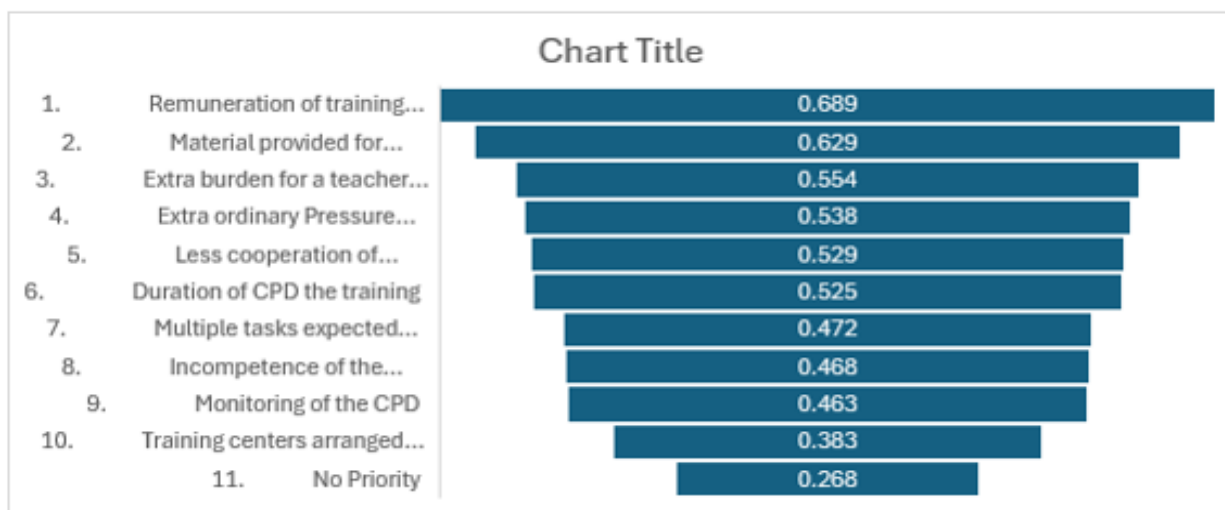


Figure 1: Major priority problems in CPD in the perceptions of trainee teachers

Table 9 Major priority problems in CPD & IP in the perceptions of facilitators

<i>Major priority problems in CPD & IP in the perceptions of facilitators</i>			
	<i>Variables</i>	<i>Priority index</i>	<i>Ranks</i>
1.	<i>Remuneration of facilitators</i>	0.813	1
2.	<i>Duration of training</i>	0.635	2
3.	<i>Multiple tasks assigned for teacher</i>	0.574	3
4.	<i>Monitoring of training</i>	0.569	4
5.	<i>Proper Centre provided for training</i>	0.534	5
6.	<i>Incompetence of Facilitator/trainers</i>	0.504	6
7.	<i>Materials provided for conducting of training</i>	0.500	7
8.	<i>Less cooperation of Parents in applying output</i>	0.478	8
9.	<i>Extra burden for a teacher</i>	0.460	9
10.	<i>Extra ordinary Pressure from department</i>	0.326	10
11.	<i>No Priority</i>	0.147	11

The facilitators are being hired to train or facilitate the trainee teacher in CPD and IP gets the remuneration in terms of TA/DA for each session @2000 rupee. These bills have been pending for four years. During the field survey, they reported “no-remuneration for participating the CPD and IP training” as the top problem as compared to other problems. The responses obtained show

that the priority index of “Remuneration of facilitators” 0.813 has the highest priority problem than others (Table 9). Five-hour Duration of IP training was ranked as the 2nd priority problem with 0.635 priority index in the perception of facilitators/trainers as the time duration as much larger in a month (Table 9). In the view of the facilitator, primary teacher has made responsible to complete multiple tasks at a time along with teaching learning process, like polio vaccination, involvement in census, elections, board examinations, admission campaigns etc. Therefore, the output of CPD can’t be exercised completely in classroom and this problem was ranked as 3rd with 0.635 priority index (Table 9). Monitoring of the CPD and IP, by the Department of Education was ranked as the 4th priority problem with 0.574 priority index in the perception of facilitators (Table 9). Training centres arranged for IP was ranked as the 5th priority problem with 0.534 priority index in the perception of facilitators as some of the training centres are apart from their home stations (Table 9). Incompetence of Master trainer was ranked as 6th priority problem with 0.504 priority index, as the Facilitator/trainers were not competent in their subjects (Table 9). The material uses for training sessions like stationary, booklets, charts, slides, videos etc. was ranked as the 7th priority problem with 0.500 priority index (Table 9). Less cooperation of Parents in applying output of CPD and IP is a hurdle for trainee teachers in terms of student’s enrolment, students’ attendance, parent-teacher counselling and other welfare of students because the activities need proper attendance, homework and assessment. This problem was ranked as 8th priority problem with 0.478 priority index (Table 9). Most of the teacher’s views that they need no professional training as they have already attained professional training before their selection in terms of professional training required for their jobs. This problem was ranked as the 9th priority problem with 0.460 priority index (Table 9). The government has put extra ordinary importance to train teachers and ignored other prevailing issues in schools. This made trainee teachers stressed. Trainee teachers ranked this problem as 10th priority problem with 0.326 priority index (Table 9). The no- priority was ranked as 11th priority problem as 0.147 priority index in the perception of trainee teacher (Table 9).

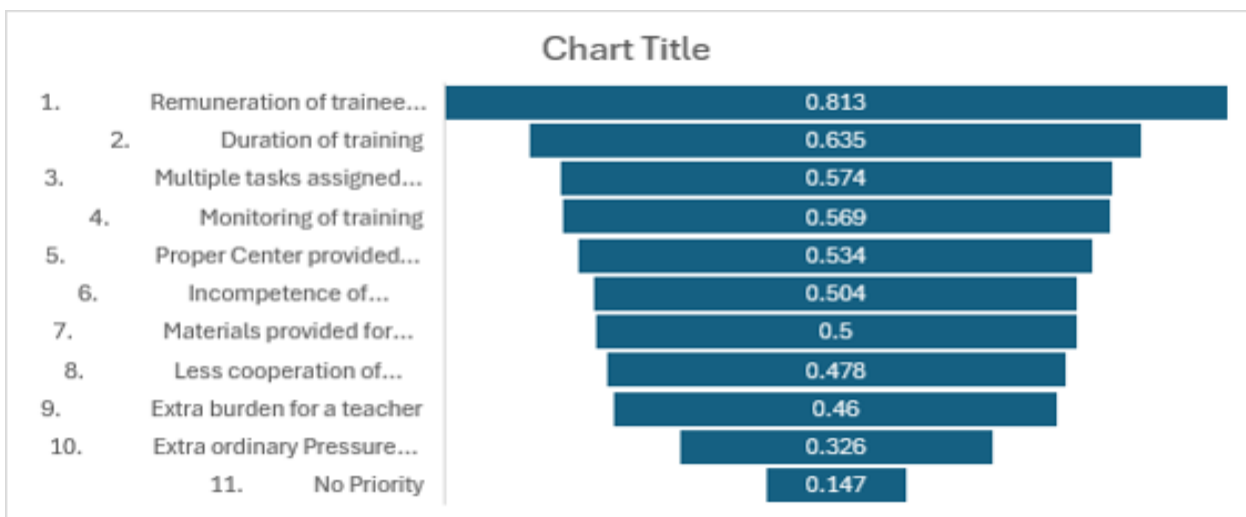


Figure 2 Major priority problems in CPD and IP in the perceptions of Facilitators

Discussion

The main objectives of the study were to find out the perceptions of trainee teacher and facilitators regarding prevailing dominant issues in CPD teacher training programs imparted by DPD, Khyber Pakhtunkhwa, at elementary and secondary level in Malakand division of Khyber Pakhtunkhwa. Continuous professional development of a teacher is deeply concerns with the personal growth of a teacher as well as student achievement. Professional development enhances knowledge, attitude,

beliefs, values and skills of a teacher in his long-life career (Guskey, 2002). This idea is supported by this study.

Conclusion

The trainee teachers reported “no-remuneration for participating the CPD training” as the top priority problem as compared to other problems. The 2nd and 3rd most priority problems were “need no professional training” and “Extra ordinary importance to train teachers” respectively. The trainee teachers reported “no-remuneration for participating the CPD training” as the top priority problem as compared to other problems. The 2nd and 3rd most priority problems were “need no professional training” and “Extra ordinary importance to train teachers” respectively. Facilitators ranked “no-remuneration for participating the CPD and IP training” as the top priority problem as compared to other problems with priority index 0.813 followed by duration of training, multiple tasks, monitoring of training, proper centre, incompetence of facilitator/trainers, materials provided, less cooperation of parents, extra burden for a teacher. Extra ordinary Pressure from department with priority indexes 0.635, 0.574, 0.569, 0.534, 0.504, 0.500, 0.478, 0.460 and 0.326 respectively. It was evident from the above findings of this research study that various problems were contributed in the failure of CPD and IP teacher training programs imparted by DPD of Khyber Pakhtunkhwa. In CPD, the trainee teachers perceived “no remuneration of trainees” for attending this program as the top priority problem followed by materials and equipment, extra burden, less cooperation of parents in applying the output, time duration, multiple tasks expected from teachers, incompetencies of facilitators and training centres arranged for CPD. The null hypothesis is rejected in the sense that in CPD the dominant and priority problem is not monitoring. In this study the priority problem in CPD was identified as remuneration followed by other problems in receiving training, extra burden for a teacher as they already trained, extra ordinary Pressure from department, less cooperation of parents in applying output, duration of CPD training, multiple tasks expected from a teacher, incompetence of the facilitators/trainers, and monitoring of the CPD. The null hypothesis is rejected in the sense that in CPD and IP priority problem was remuneration of trainee teachers followed by duration of training, multiple tasks assigned for teacher, monitoring of training, proper center provided for training, incompetence of facilitator/trainers, materials provided for conducting of training, less cooperation of parents in applying output, extra burden for a teacher, extra ordinary pressure from department, no priority.

Recommendations

To improve CPD and IP more successful, a number of recommendations are offered to policy makers, training designers, focal persons of training programs at district level, facilitators, trainee teachers and researchers. There are various issues in teacher training programs in Pakistan in terms of financial issues, facilities, designing a training program, lack of research and development, duration of trainings, monitoring of training and incompetent facilitators, specifically in training provided by DPD, Khyber Pakhtunkhwa which need to be highlighted which are responsible in imparting a successful training program and its outcomes. The government and DPD should initiate some valuable steps to make these programs successful in terms of allocating enough funds for these training programs, redesign an advanced mechanism based on research and development and properly monitor this process. Apart from the occupational duty of a teacher other responsibilities should be minimized so that the teacher focusses on his assigned responsibility in school. along with its follow-up in elementary and secondary education.

Directions for Future Research

This study was confined to the CPD and IP of the DPD in Khyber Pakhtunkhwa only. For further research coverage to other areas of the country should be extended and other training programs to show their effects on the professional development of teachers. Problems across areas vary, so the problems of other areas of the country should be accommodated.

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