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## EDUCATION AND PROFESSIONAL DEVELOPMENT: OPPORTUNITIES AND CHALLENGES FOR IN-SERVICE TEACHERS: A REVIEW

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KEYWORDS	ABSTRACT
In-Service Teachers; Professional Development; Education	Education and professional development play pivotal roles in enhancing the quality of education and ensuring educators remain adept in an ever-evolving educational landscape for in-service teachers. This paper explores the multifaceted nature of opportunities and challenges faced by in-service teachers in their pursuit of continuous improvements. Emerging teaching methodologies offer in-service teachers novel ways to engage the students and enhance learning outcomes. In-service teachers face time constraints due to their demanding schedules, hindering their ability to fully engage in training & professional development activities. Limited access to up-to-date teaching materials, technology, and professional development resources poses a challenge for in-service teachers striving to provide contemporary and effective education. The rapid evolution of the educational paradigms, curriculum changes & pedagogical shifts can be challenging for in-service teachers to keep pace with, requiring ongoing professional development & adaptability. This paper aims to shed light on delicate balance between the promising opportunities that advancements in education offer and the pragmatic challenges faced by the in-service teachers. Understanding and addressing these dynamics is vital for fostering a supportive and enriching environment for professional growth, ultimately benefiting both educators and the students they serve.
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### INTRODUCTION

Education is the prudent, optimistic, and courteous process of acquiring knowledge based on belief that everyone should have opportunity to participate in society (Smith, 2015). In-service training has a significant impact on the education of pupils and the overall effectiveness of the institution. Although there are many variables that affect student achievement, one of the most crucial elements of student success is having excellent teachers. If educators in schools Without

tools necessary to educate learners in effective ways, their students won't receive a top-notch education (Ponsiano, Fredrick & Sarah, 2022; Denise & Stephen, 2023). In-service teachers are greatly impacted by teacher training, especially in terms of their performance, professionalism, & academic credentials. These advantages can be attained, yet, if training is carefully designed, carried out and assessed (Jackson & Faith Atuhumuze, 2019). Educators must stay updated with new research on teaching & learning, psychology of learners and pedagogy; as result, they require suitable in-service training (Tuncel & Fatma, 2018; Sheila & Zainal, 2023). According to the USAID Teacher Education Project (2013), the most prevalent problem in Pakistan is the uneven and poor quality of teachers, which has a knock-on effect on learning results at public schools.

One cannot assume the education of teachers alone to be primary factor influencing student results. Student outcomes are influenced by the context in which teaching occurs, the teacher's ability, motivation and opportunities (Jamil, 2004). Several studies conducted over the past 30 years have identified issues and challenges related to teacher education in Pakistan. It is well acknowledged that instructor quality is lacking. There are numerous reasons why teachers are of poor quality. Certification programmes for primary school teachers do not meet demands of modern world. They lack capacity for the critical thought, appropriate communication skills, inventiveness in instructional leadership and substantial subject matter expertise. Redesigning the educational skills is necessary in order to eliminate the common practices of rote learning, blind absorption of the textual content, and passive test preparation. Academically competent individuals do not favour these programmes because of current wage and working conditions. Teachers' poor social standing and low self-esteem are obstacles to their professional growth, both in pre-service and in-service training (National Professional Standards for Teachers in Pakistan, 2009). Consequently, the teacher education reform movements are occurring in many regions of the world, including Europe, Australia, North America, and many other developing nations.

Every nation pursues these reforms in a different way and with different goals. The educational policies, innovations, research, and continuous improvements in the field of education have contributed to new understandings of teacher education in the various civilizations. There is a significant knowledge vacuum regarding the underlying causes and fundamental problems that Pakistani teacher preparation and professional development encounter. Pakistani literature presents a clear picture of teacher education that prioritises the structural and organisational problems. Furthermore, the pedagogical, philosophical, and rational foundations of instructor preparation which have received more attention globally are disregarded. Therefore, the goal of teacher learning and development in Pakistan is to concentrate on the pedagogical skills and subject matter knowledge that are necessary for imparting knowledge to the students, as well as the technical components of teaching. Although they are regarded as being of enormous importance internationally, Pakistan has paid little to no attention to the personal, social, and ethical aspects of teacher education. Thus, various methods of supporting teachers' ongoing professional development, includes ICT, action/collaborative research, reflective practices, and many other informal learning methods, have become increasingly popular on global scale (Ali, 2011).

## LITERATURE REVIEW

### **In-Service Education**

In-service education refers to the educational programs or training that teachers undergo once they have already started their careers in teaching. The quality of teaching plays a crucial role in effectiveness of an educational system. It is an essential aspect that holds great importance in all educational programs. The teacher education programs continue to provide training for teachers to meet the evolving demands of education system over time. In the modern era, the role of teacher has undergone revolution. The introduction of modern technology in education has transformed traditional method of using sticks and rods. Various studies have emphasized significant roles played by both school teachers and teacher education in Pakistan. Teachers are unsuccessful in fostering students' confidence. Teachers lack familiarity with classroom techniques primarily due to inadequate teacher training programs and the absence of modern technology implementation in teaching practices. Examining teacher's contribution in effective teaching is essential as they are regarded as central figure in process of teaching and learning. The existing challenges faced by a teacher, specifically in context of Pakistan, is explained in detail.

The process of learning is continuous throughout life and is not influenced by age, location, or race. The introduction of modern technology in education has transformed traditional method of using sticks and rods. Various studies have emphasized the significant roles played by both school teachers & teacher education in Pakistan. Teachers are unsuccessful in fostering student's confidence. Teachers lack familiarity with classroom techniques primarily due to inadequate teacher training programs and the absence of modern technology implementation in teaching practices. The results suggested that both external and internal factors played a significant role in motivating teachers to participate, with several interactive elements being influential. The benefits of connecting theory with practice, improving student outcomes, fostering combined partnerships, considering personal factors, and educators' commitment to social justice were all discussed as inherent motivators. The diverse incentives is aimed at external factors, such as obtaining qualifications and making payment of fees. Research results highlighted importance of considering the intricate and interactive nature of motivational factors in school- university partnership programs. It stressed significance of acknowledging the importance of both these factors.

The success of a program is determined by level of excellence in material provided. Additional decentralized authorities may offer more support to teachers compared to alternative sources. According to [Barrs \(2005\)](#), although local governance has the potential to improve monitoring, accountability, and overall culture of schools, it will have limited impact on quality of teaching if sufficient training and follow-up support are not provided. The education of teachers holds immense significance due to their central role in teaching and learning process. In their study on in-service teacher education, [Yarger and Sam \(1982\)](#) emphasized significance of teaching environment and role of teacher. They highlighted that although teacher/learner relationship is crucial in studying teaching, social matters also impact teachers and teaching process. They create a description of the present condition of the in-service education, which covers its scale, knowledge foundation, content and method of program delivery, as well as evaluation. In this regard, they also identified five top-notch in-service programs and described them. Inservice education programs for the teachers' continuous professional development are still unaffected despite their crucial significance, mainly due to limitations in their planning and evaluation phases.

When it comes to planning, trainers lack adequate preparation. According to study conducted by Uysal (2012), it was practical that there were no existing mechanisms for providing feedback and evaluation for course. Academic knowledge loses its value if not put into practice through experimentation. Training is indispensable in all areas. Based on research, it was determined that there is a considerable disparity in the overall performance of teachers who have received training and those who have not in specific areas of performance. (Arshad & Naseem, 2013). Mastery experiences have greatest impact upon development of teacher efficacy during student teaching and the induction year. According to Bandura's theory of self-efficacy, the ability to be effective may undergo the most significant changes during the early stages of learning. This implies that the initial years of teaching play the crucial role in shaping the teacher's long-term effectiveness. Hoy and Spero (2005), there were not able improvements in the effectiveness observed during the period of student teaching, but there were also substantial the decreases observed in the first year of teaching. The level of support received was linked to variations in effectiveness. Thus, this study focuses on investigating the relationship between the historical heritage, culture, and the policies and implementation of initial teacher education/training in Pakistan.

It analyzed two aspects, to begin with, it provided a thoughtful examination of past and present educational policies related to training of aspiring teachers. Furthermore, the study examined the ongoing empirical research conducted in specific teacher training institutions concerning obstacles that participants perceive to be impacting execution of education policies currently. This study used phenomenological interviews to investigate how participants perceived the importance of initial teacher education (ITE). The opinions of person being questioned were shaped by political and societal factors. What is meaning of school-based teacher education? In essence, statement implies that although funding, decision-making, and program management are not solely controlled by individual faculty districts, teacher training remains firmly rooted in higher education. Most of teachers work in higher education institutions and are authorized by specific states. They are then hired by local schools. Regulation, culture, and funding suggest that this overall trend is unlikely to undergo any significant alterations in the near future. Although teacher education is typically located within higher education institutions, there is also the presence of school-based teacher training. It can be found in various manifestations, which include activities like student-led instruction and other field-related engagements in which

### **Academic Qualification**

The efficacy of teacher education is hindered by the disconnect between theory and practical application in teacher training. Teacher behavior and teacher learning are factors responsible for this disparity. According to Korthagen (2011), realistic approach in teacher education yields positive results in various aspects including program design, the learning process of student teachers, pedagogical interventions and arrangements, and professional development. As time progresses, it requires us to make necessary adjustments in order to adapt to transformative changes happening. Quality assurance and management necessitate the enhancement of both the substance and methods of teaching, alongside ongoing advancement of teacher education (Chong, 2014). In this discussion, examine how our paper presents information and contend that researchers need to address significant policy inquiries concerning certification and the overall teacher job market. It is crucial for these researchers to approach the topic objectively, prioritizing thorough and well-grounded empirical evidence. In this linking, currently, we are

not convinced that there is adequate information available to make the confident judgments regarding the effects of certification on the pool of teacher applicants or on the overall quality of the teaching workforce. Consequently, it is crucial to inquire about these matters in order to utilize research for directing the creation of the effective public policies (Goldhaber & Brewer, 2014).

### Professional Development

The professional identity of a pre-service teacher is determined by the teaching and learning experiences they personally encounter. Chong et al. (2011), perception of pre-service teachers can be altered through professional development programme. Thus, the pre-carrier instructor schooling programs are crucial in development of self-confidence and recognition of starting trainers. The process of developing is promoted through the 'learning by getting familiar with' apprenticeship (Pendergast, Garvis & Keogh, 2011). Likewise, In 2012, Aminudin conducted an investigation on how teachers viewed the influence of their professional development encounter on their teaching methods. The importance of teacher's professional growth is frequently seen as the crucial factor for implementing effective educational changes. Therefore, it is expected that teachers should undergo ongoing professional development in order to stay updated with the constant changes happening in education system. Nevertheless, issues arise when excessive importance is given to ensuring the participation of the teachers in professional development initiatives. Some teachers view professional development as a burdensome task rather than an opportunity towards enhancing their teaching practices, which was the intended purpose of the reforms.

This occurs because the teachers are. According to the structural equation model, the teachers' motivation to participate in relevant training and implement innovation in future is predicted by their autonomous motivation. Still, when it comes to effectiveness, autonomous motivation proves to be more powerful than controlled motivation. Gorozidis and Papaioannou (2014), policymakers can enable the achievement of educational innovation by employing strategies that encourage teachers' independent motivation. Most teachers are not adequately equipped to deliver a lesson. The teacher's lack of confidence is manifested in their delivery of a lesson that is abrupt from beginning to end. Teachers display authoritative behavior towards students and neglect to promote student engagement in the lesson. According to Iqbal, Hassan, and Ali (2015), many teachers realize their mistakes but do not consider learning as ongoing process, neglecting student feedback. As per Muste (2014), author examined the training requirements of school teachers by seeing their self-assessment in relation to practical pedagogical measures. His primary objective was to determine the existing level of motivation in the classroom and establish a link between teacher training and the implementation of new strategies to motivate students.

Dadds (1997) presented an idea proposing a continuous professional development model. This pertains to teacher comprehension of learning, their abilities, their self-assurance in developing internal teaching skills, and their ability to assess external educational initiatives. In order to achieve educational improvement and promote social justice, it is essential to prioritize the involvement of highly educated teachers in ongoing professional growth, when implementing most effective educational reform initiatives. Geldenhuys and Oosthuizen (2015) emphasized challenges that affect teachers' participation in continuous professional development (CPD). The challenges that affect teachers' engagement in continuing professional development (CPD)

include the school management's lack of support in this area, the teachers' unwillingness to participate, and various factors that hinder their effective involvement in CPD events. These factors may include the lack of proper planning for CPD, considering the different stages of teachers' careers, and the insufficient knowledge provided by the CPD programs. The INSET training program plays a crucial role in the professional development and capacity building of teachers.

However, the program's effectiveness hinges on various factors, including the level of interest displayed by teachers, allocated time and duration for training, the competence of the trainers, topics covered in each training session, and ensuing support provided. In general, educators feel desire to improve their professional skills, that is why they are eager to take part in INSET programs. They were of opinion that the scheduling and planning for INSET should be closely coordinated with the school management. Both male and female teachers equally criticized the qualifications of trainer, but they were content with subsequent tasks and events. For effective execution. The importance of professional growth remains highlighted in both educational and governmental spheres. Although it is evident that the professional growth of teachers is crucial, it remains unclear what kind of professional development is capable of significantly changing teaching methods and generating positive effects on the student achievements. Assessments of professional development initiatives play a crucial role in determining methods to influence the teacher performance and ultimately improve student results. Thus, the aim of this study was to assess a program for enhancing the professional growth by investigating distinct components, gathering feedback from the teachers and administrators, and analyzing changes in the student performance.

Desimone, Porter, Garet, Yoon, and Birman (2002) looked into the effects of the professional development on teachers' instruction. Likewise, analysis was done on how teachers' professional development affects their instruction. Furthermore, it was discovered that some elements, such as chances for active learning, strengthen the impact of professional development on teachers' instruction. It is now widely accepted that strategies aimed at raising the caliber of education in our schools must include professional development for the educators. Consequently, there is a growing interest in conducting research to determine the qualities of the effective professional development. The significant sums of money are reserved. This article identifies two primary intellectual traditions that are prominent in professional education. One tradition focuses on extensively covering the content while the other emphasizes problem-solving processes specific to the profession. Afterward, it discusses various areas of vocational training, with some fields fully embracing either of these approaches, while others have not yet made a definite choice. The article suggests that although focusing exclusively upon one orientation over the other may not benefit students, there are several justifications for the educators to adopt such a narrow perspective.

The primary reason is that they struggle to establish strong community norms due to certain limitations. In 2006, Christopher Day identified and emphasized four areas that focus on how higher education plays a role in progress of transitioning analysis into the ongoing professional growth of educators. Firstly, he analyzed the circumstances and scenarios surrounding the development of trainers. Secondly, he discovered the findings of research regarding the factors that impact expert learning and development, as well as the limitations imposed by current methods. Thirdly, carefully examined logical research planning models that lead to ineffective

distribution & utilization toward desired leading outcomes. Lastly, he advised that researchers should reassess their own functions, roles, responsibilities, and obligations in positive manner. In this linking, this suggests that short-term teacher training programs do not effectively enhance the performance of both teachers and students. This study investigates how student achievement, teacher practice, and professional development programs for the educators are interconnected.

### **Student's Achievement & Teacher's Qualification**

The academic performance of students is connected to the qualifications of their teachers and other factors within the school environment. Investing in the quality of teachers can enhance students' performance. The success of students is closely linked to the level of teacher training & certification. Policies related to teacher education, licensing, hiring, profession development can foster variations in qualifications and abilities that teachers possess (Hammond, 2000). School administrators engage in the professional development activities to enhance their skills, advance their careers, improve their performance, and boost their motivation. These activities aim to enhance their understanding and knowledge of existing laws and changes in regulations. School administrators hold the different perspectives concerning various aspects of in-service training, including the type and goals of participation, duration of programs, timing of training, and evaluation methods (Gungor & Yildirim, 2016). The significance of teacher quality is focal point for all those interested in enhancing school performance. Hanushek and Rivkin (2003) conducted an assessment of various studies focusing on the factors that contribute to effective teaching.

This evaluation encompassed examining the impact of overall salaries, recruitment of teachers with exceptional qualities, the link between teacher attributes and student achievement, and the direct estimation of the value added by teachers. Newly recruited teachers in public schools are required to participate in a preliminary training program. In their study conducted in 2011, Bikos, Tsigilis, and Grammatikopoulos examined the impact of a training program for teachers on their self-confidence beliefs. The results revealed a notable and significant rise in confidence when it comes to managing the classroom effectively, along with a tendency towards a more positive outlook on engaging students. The program designed to introduce and train teachers also had a positive effect on their confidence in their abilities. This article uses a randomized controlled trial towards assess influence of a concentrated, brief the in-service teacher training program on the performance of English teachers in migrant schools in Beijing, as well as its effects on their students. According to Zhang, Lai, Pang, Yi, and Rozelle (2013), the findings indicate that teacher training has no substantial effects on the English test scores of teachers or students.

Afterwards, a theoretical program model is devised and employed to assess the program model of arts for learning/miami (Evans, 2006). Even though teachers contribute towards numerous educational resources, performance of their university students remains unsatisfactory. This is as the teachers prioritize ineffective and hasty instructional materials over pursuing a master's program. Their motives primarily revolve around personal gains rather than improving the students' educational experience. Besides, the scarcity of highly qualified graduates in certain curriculum areas has led to a decline in quality of education system. The lack of comprehension regarding the role of instructors in the education system reform and the insufficient funding have resulted in decline in interest from young graduates towards pursuing career in teaching;

hence Many typical graduates choose to become teachers, leading to a decrease in the overall quality of education. This decline has significant consequences, both in short and long term, on the economic and social aspects of society. It should be noted that the diminishing quality of educational activities ultimately leads to an average workforce and average citizens, resulting in decline in overall quality of life. This is matter of concern for everyone (Stan, Suditu & Safta, 2011).

Results show that students who had teachers that confirmed kindness, shared responsibility, promoted freedom of expression, and were unbiased, were remembered and held in high regard by the students. Qureshi (2012) highlighted that the accomplishments of students whose teachers displayed authority and showed indifference towards their concerns were significantly inferior and smaller in comparison. In their research, Koedel and Betts (2007) find that the quality of teachers significantly affects student satisfaction. Furthermore, he demonstrates that the qualifications of an instructor have very limited ability to accurately predict the amount of expenses incurred. Teachers' assessment of their ability to inspire students and foster learning can greatly impact the evaluation of a student's performance in the classroom. According to a study conducted by Woodcock (2011), it was found that the training programs for elementary school teachers did not seem to impact their levels of teacher efficacy. Furthermore, findings indicate that training programs positively impacted the overall confidence levels of pre-service teachers in the secondary schools in diverse situations. However, it was observed that these programs had a negative effect on their individual confidence levels as teachers. Therefore, the professional development activities of the teachers play the crucial role in enhancing the school environment.

To enhance school improvement, it is preferable to prioritize teachers' collaboration, in-service training, and classroom observation rather than focusing solely on individual action inquiry. This study offers additional information to the individuals involved in enhancing the caliber of teachers (Enamul, Mahabubul, Kanesean, 2011). Lauer and Patricia (2001), paper discusses evaluations of teachers' professional growth. According to teachers, their professional growth focused on meeting content standards, pretty their knowledge of content material, adapting to different circumstances, applying what they learned in classroom, and demonstrating effective teaching techniques. They noticed enhancements in their teaching evaluations and declared that their narratives of professional growth embodied qualities found in exceptional advance programs. On one side, have qualifications and on other side, we have academic performance. The experience of teachers, their test scores, and possession of regular licensure all contribute positively to student achievement. According to Clotfelter, Ladd, and Vigdor (2007), the impact of teacher qualifications on student achievement is significantly greater than the effects of class size changes or the socio-economic background of students, such as their parents' education level.

All education researchers and policymakers unanimously agree that there is variation in the quality of teachers, and this variation has a significant impact on the student achievement. This research investigates correlation between teacher attributes and Rivkin, Hanushek, and Kain (2005) examine influence of schools and teachers on academic performance, paying particular attention to possible challenges posed by variables that are not included/inaccurately measured and effects of student and school selection. Data enables the evaluation of teacher effectiveness by considering student performance as well as influence of distinct, quantifiable factors related



to teachers and schools. Semiparametric estimates of lower bound on the variance in teacher quality, derived from entire dataset. The objective of this research was to examine how diverse factors affect student the academic performance, with a specific focus on the impact of teacher professional development. Factors such as poverty, , and English proficiency, over which the school district has no control, played a role in shaping students' academic achievement. The correlation amid socioeconomic status and reading performance in classrooms was significant. Though, teachers mentioned that their engagement in professional development had a positive impact.

It was observed that the connection between gender and reading achievement was lessened when teachers had regular discussions about their literacy instruction with the colleagues and principals. Some reasons profe. Many scholarly sources extensively explore the connection between teacher attributes and student performance as measured by test scores. Performance of students is also influenced by the experience of their teachers. The first years appear to be particularly significant. Obtaining certification in exact subject, particularly in mathematics, is linked to improved performance on student test scores. Various pathways that teachers take to achieve certification do not result in varying improvements in student learning. Higher student test scores are not related to advanced degrees, such as Master degrees. There doesn't appear to be any connection between the way teachers and students interact based on gender and the academic achievement of students. In this connection, The evidence regarding national board certified teachers and the influence of race is uncertain, based on [Coenen's \(2018\)](#) research. In their research, [Harris and Sass \(2006\)](#) examine how different types of education and training impact the ability of teachers to enhance student achievement. It has been observed that the productivity of the elementary and middle school teachers tends to rise as they gain more experience.

Teachers experience the greatest advancements in their skills and knowledge during the initial years, although they continue to make progress even after completing five years in profession. On other hand, they do not observe steady correlation between formal professional expansion training and the effectiveness of teachers. There is no proof that the productivity of teachers is linked to their pre-service (undergraduate) training or scores upon the college entrance exams. Primary school supervisors approve of changes in the teaching program as they believe it will address the shortcomings in the education system. According to primary school supervisors, the program is welcomed because it focuses on students, encourages research and curiosity, and reduces disparities in student's abilities ([Ercan, 2011](#)). The impact of various elements such as teacher qualifications, expertise, training, and subject knowledge on teacher characteristics and teaching approaches were analyzed in relation to their influence on student achievement. The results indicated that these factors are not significantly important in determining students' academic success. No matter what, teachers are paid higher, regardless of these characteristics. Thus, only one teaching methodology can bring about a substantial improvement in student achievement.

According to [Aslam and Kingdon \(2008\)](#), female students tend to feel more at ease when being taught by female teachers. Therefore, this research paper examines the correlation between the academic performance of students and proficiency of teachers using triangulated information. The teaching is affected by several factors, namely teacher training, expertise in the subject matter, level of support, and chosen teaching methods. The findings indicated that the number

of years spent in professional training does not correlate positively with students' academic success. Numerous scholarly sources extensively explore connection amid teacher attributes and student performance as measured by test scores. The performance of the students is also influenced by experience of their teachers. The first years appear to be particularly significant. According to the research, the amount of knowledge a teacher possesses significantly predicts the academic success of their students. In this linking, this study argues that evaluating the teacher's quality and effectiveness cannot be based solely upon their level of education and the number of professional development hours they have completed (Spreeen & Fancsali, 2005). The performance of students is enhanced by the increased qualifications and higher salary of teachers.

### **Economic & Social Status of Teacher**

The labor market choices made by recent college graduates, new teachers, and employers cause distress and dissatisfaction among teaching staff in public schools. Examine the actions related to initially opting for the flexible certification and attending a public school, and subsequently deciding whether to continue/not. The graduates who possess higher-than-average ACT scores tend to avoid pursuing career in teaching, specifically as an elementary school teacher. Females are significantly inclined than males to become educators at every academic accomplishment level. More proficient individuals, both men and women, who choose to pursue a career in the public school teaching are more likely to leave the compared to their less skilled peers. This document examines the results of a series of awareness sessions involving parents, students, and teachers in the low-income urban community. The examination was initiated to determine the qualities of outstanding teachers in disadvantaged urban schools with low incomes. As the research persisted, it became evident that the solution to creating exemplary urban teachers lies in their ability to establish the respectful and trusting relationships with students and their families, which make the task seem straightforward. The article demonstrates how collecting data from multiple sources can enhance our understanding of teaching and learning in urban schools.

Emphasizing positivity when dealing with children was prominent idea that influenced parents the most. Teachers unanimously recognized the significance of parental engagement in their students' education, and acknowledged that they had not been effective in this particular aspect of their instruction. Students discussed fundamental matters of respect and personal ease. By cross-referencing this data, researchers were able to construct a description of characteristics that make urban teachers effective. In this study, it was evident that there was a divide between parents and teachers. McDermott, Peter, Rothenberg, and Julia (2000), when students found themselves caught in midst of conflicts amid their parents and teachers, they valued teachers who showed genuine curiosity about personal lives. In 2008, Mooi provided illustration that highlights the presence of two types of arguments among government teachers. Someone who wishes to shape children into responsible citizens and influence the future course of country. It is remarkably simple to secure a position as teacher. This profession not only provides a decent income and stable earnings but also often presents an unparalleled chance for growth. Rather than experiencing pleasure and joy, numerous teachers are unhappy and frequently critical of themselves.

There are various factors that contribute to a decrease in social recognition, an overwhelming workload unrelated to teaching, lack of academic guidance, supervision & constructive feedback.

Governments globally are deeply concerned about the effect of teacher salaries upon the school efficiency, although there is conflicting evidence. We utilize the characteristic of teacher labor markets to ascertain the influence of teacher salaries in this study. Teacher salaries are typically determined in a way that leads to uniform wages even in the diverse job markets. This leads to a difference between outside job market and the regulated salary for teachers, which is caused by external factors. This examines the impact of salary on academic achievements. According to [Britton and Propper \(2016\)](#) research, it was observed that teachers react to their salary. This research aims to explore the potential impact of salary inflexibilities on the quality of teachers, considering the different subjects and high schools. Additionally, it seeks to determine if it is possible to adequately incentivize high-quality teachers to work in schools that are considered unfavorable.

We depend on unique differences in salaries across neighboring regions within same country to define our identity. Findings suggest that, on average, math/science teachers have scholastic aptitude score of eight. Humanities teachers experience a 4.5 percent decrease compared to other teachers when they are five percentiles lower. Aim of increasing lifetime compensation is to improve the academic abilities of all teachers employed in colleges, although there may be diminishing benefits. According to [Williams and Ellen \(1995\)](#), rural schools face challenges in providing in-service training and staff development due to restricted availability of advanced training programs. Many scholarly sources extensively explore connection between teacher attributes and student performance as measured by test scores. The performance of students is influenced by experience of their teachers. The first years appear to be particularly significant. This complication be resolved over use of distance education. Distance education can be used to provide in-service training and various courses for faculty in rural schools where there is a lack of certified teachers. Since there is a wide range of distance education technology systems nearby. Choice of distance education technology system should rely on requirements of rural schools.

## RESEARCH METHODOLOGY

The present paper reviews researches conducted on education and professional development of in-service teachers and analysis so made for opportunities and challenges toward improvement in quality of education. In this regard, the argumentation process has been used to analyze the views.

## RESULTS & DISCUSSION

### Issues Regarding In-Service Teachers

While it cannot be contested that in-service education provides opportunity for the teachers to upgrade their qualifications, knowledge and skills, its continued support by teachers in Nigeria, poses serious threat to the provision of quality education for the children, going by following issues:

### Unqualified Teachers in Educational System

In general, students tend to achieve better results when they are taught by educators who are highly qualified, trained, and motivated. In order to enhance quality of educational services, it is necessary to hire teachers who are more qualified. Teaching was among handful of salaried professions that people abandoned. Individuals who have not obtained a university degree opt

for a career in teaching, with considerations of their perceptions about the profession and their aspirations for the future. Even though many initially viewed teaching as a job of last choice, with low status and low pay, most of them had the intention to pursue a job. The process of occupational socialization in educational institutions is recognized as a factor that hinders efforts to educate teachers in contemporary manner. Influence of occupational socialization in colleges has been proven to have a significant impact on professional expertise of graduates. However, additional evidence was discovered regarding the impact of specific features found in the observed education programs for instructors, which involved a combination of hands-on experience and theoretical study. The discovery of these results proved beneficial in designing trainer educational programs & conducting research in teacher training (Brouwer & Korthagen, 2005).

### **Improvement of Curriculum**

In modern education, there is growing recognition of importance of cultivating intercultural competence. Because curricular documents prioritize the development of that particular skill, instructors are presented with challenging duties. Professional development for teachers can play a crucial role in enhancing newcomers' intercultural competence, especially in the context of scientific techniques. Hence, objective of this study was to determine if teacher involvement in an additional professional development program concerning intercultural competence could significantly impact the achievement of goals set in the current curriculum for foreign language learning. The impact of expert development programme was evaluated by examining learner outcomes in intercultural competence before and after teachers took part in the programme. The results indicated that the professional development of foreign language trainers in the area of intercultural competence had a positive impact on students' learning outcomes, particularly in terms of cognitive abilities related to intercultural competence. This leads to understanding that it is vital to encourage foreign language teachers to participate in these programs. Besides, the findings underscore the importance of placing specific focus on combatting stereotypes and prejudices.

### **Unemployment**

A lot of teachers opt for in-service qualification improvement so as to maintain their positions while the simultaneously pursuing education. This choice stems from concern that completely resigning for full-time training might result in job loss. In this connection, the literature also revealed that a considerable proportion of teachers currently working are women who engage in various tasks like cooking, laundry, taking care of the children within their homes. Many teachers who are currently employed find it challenging to fully commit to their roles in regular educational institutions due to the potential negative impact on their married life and family responsibilities.

### **Poor Performance of Students**

The worrying issue of the students' inadequate test results has been a major concern for those involved in education. One of the main causes cited for this unpleasant tendency is the lack of effectiveness among teachers (Ige, 2012) because of their insufficient skills and knowledge. As a result, numerous educators necessitate the in-service education to enhance their knowledge, abilities, and teaching aptitudes in order to promote enhanced academic achievements among their students.

### **Absence from Institution**

The lack of educators in educational institutions has been the matter of worry. When teachers depart to attend in-service education, void is formed within schools. It is mainly challenging to find suitable replacements for teachers who are participating in full-time/part-time educational programs, especially those who teach essential subjects. While such teachers are absent, the pupils/students are not receiving any instruction. When teachers are replaced, it disrupts the continuity of students' learning, and they typically require a significant amount of time to adapt to the teaching style and methods of their new instructors. According to Ige (2014), the ongoing nature of this situation implies that numerous schools will persist in experiencing a shortage of teachers.

### **Retention of Teachers**

After they finish their in-service training, many teachers do not come back to teach. According to Ibeh (2009), acquiring further qualifications increase their opportunities to pursue alternate careers. It is not unexpected that teachers who possess teaching credentials are employed by various institutions. Reason behind this is negative social standing of teachers in comparison to other occupations. If this practice continues, it will result in lack of experienced teachers, which will undermine ability to provide high-quality education to students both currently and in the future.

### **Delay in Recognition of Value of Qualification**

Teachers enroll in in-service programs with aspiration that upon completion, it will enhance their position and lead to a raise in their income and additional benefits. In order to begin the educational program, teacher must acquire approval from department. It is vital to recognize many teachers who finished their in-service education were unable to receive promotions from their superiors. For those fortunate enough to be promoted, process is prolonged, leading to a decrease in morale among teachers and discouraging many from enrolling in similar programs. Additionally, some teachers in schools exhibit a lack of dedication due to these circumstances. The document includes enough supportive research references, although they are difficult to find.

## **CONCLUSION**

The realm of teacher training, education, and professional development for in-service teachers presents a dynamic landscape characterized by the blend of the promising opportunities and formidable challenges. The opportunities, stemming from innovative pedagogies, technology integration, and collaborative learning platforms, hold the potential to transform the classroom experiences and improve educational outcomes. The perennial challenge of time constraints requires a re-evaluation of the structures and formats of professional development programs, ensuring they are flexible and tailored to accommodate the demanding schedules of in-service teachers. Resource limitations underscore importance of investing in accessible and up-to-date teaching materials, technological tools, and affordable avenues for professional growth. Also, need for in-service teachers to adapt to evolving education paradigms requires a continuous commitment to lifelong learning and a proactive approach to staying abreast of the changes in curriculum and pedagogical methodologies. As the education landscape continues to evolve, stakeholders in teacher training and professional development must collaborate to create an environment that addresses needs of in-service teachers. This includes development of robust

support systems, mentorship programs and incentives to inspire ongoing professional learning. By recognizing opportunities and challenges faced by in-service teachers in their professional development journey educators can not only enhance their own professional competence but contribute significantly to broader goal of providing high-quality and future-ready education for all students. The pursuit of excellence in teacher training and professional development is a collective endeavor that holds the key to shaping a brighter and more effective future for the education.

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