

# In-Service Education and Training

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## Abstract

The purpose of this article is to present the in-service education and training. As its importance suggests the teacher development aims to improve and reform learning processes. The educational institutions shall develop effective learning processes. In so doing, they shall also encourage instructors to carry out research for developing suitable techniques for learners at different levels of education. The Academic Department, Ministry of Education (2002) also identifies in the 2001 Basic Education Curriculum that the research development for learning improvement should be integrally carried out in learning processes. The procedures comprise the problem analysis, problem solving and improvement plans, data collection, conclusion, learning outcome report, and the application of research results. In second language teaching

**Keywords:** In-service education; training; Teacher Education



## Introduction

Training program is also important in the education sector same as the other sectors or organizations. The need for training in education particularly for teachers are important to improve the quality of education in Malaysia. Teachers are crucial in implementing educational reforms in accordance with the aspiration of the National Philosophy of Education. The success of a school curriculum is closely related to its effective implementation (Hayes & Chang 2012). Teachers have to be personally aware of the school curriculum, improve and enhance the necessary skills to interpret the concept changes accurately and to implement the modified curriculum according its requirements, aims and objectives (Guskey, 2000).

Richards (1998) also states that in teacher education, the beliefs, theories, knowledge, and practices of second English language teachers can become the focus of its processes. A wide range of interconnected questions confronting anyone involved in the pre-service or in-service education of English language teachers or the design and evaluation of teacher development programs are as follows:

- a) How is the field of second English language teacher education (SLTE) defined, and what does it encompass?
- b) On what theories, research, and practices of SLTE based on?
- c) What knowledge base is appropriate for pre-service and in-service teachers?
- d) What beliefs and principles do teachers hold, and how do these influence their practice?
- e) What constitutes skills and expertise in second English language teaching?
- f) What role do activities play in facilitation the professional development of teachers?
- g) What is the relationship between the content of a teacher education program and the practices of its graduates?

As early stated, English as an international English language is widely communicated in the age of globalization, English language teaching and teacher education are considered to be one of the most significant aspects in developing English language learning programs. Teachers as 'professional' people should be guided to a better understanding of their own competencies. The linguists on English language teaching have tried to identify the domains of content and knowledge constituting the knowledge based on second language teacher education (SELT), namely, general theories of teaching, teaching skills, communication skills, subject matter knowledge, pedagogical reasoning and decision making, and contextual knowledge. Thus, a general background as stated is essential for teacher education perspectives that can be traceable for an objective of an in-service English teacher training in this study (Kantatong, 2023).

In-service education and training (INSET) defined by Bolam (1986 cited in Roberts, 1998), the INSET includes education and training activities engaged in by teachers and principles, following to their initial professional certification, and intended primarily and exclusively to

improve their professional knowledge, skills and attitudes in order that they can educate children and learners of all ages effectively (Monpianjan, & Puengpetch, 2023)

In-service education and training are considered to be rich variety and ways teachers learn, the importance of context and social relationships, and an argument or a view of INSET as a process, not as a collection of isolated events. Roberts (1998) indicates the focal design of INSET as the following aspects:

### **1. Training and development**

In-service teacher education and training (INSET) can address training or development needs. Training is characterized by objectives that are defined by a deficit in English language, teaching skills, curricular knowledge or some other area of expertise. A training orientation to INSET can be associated with the concept of a teacher as an operative employee, which implies that the employer controls his or her learning (Phumphongkhochasorn et al., 2022). The notion of development implies more divergent objectives, which allow for teachers' individual differences and which are determined by teachers' sense of their own learning needs. It presumes competence in basic skills and knowledge.

### **2. Provider roles**

In the context of training objectives, INSET provider roles are involved in selfdirected problem solving and acting as a 'process leader' to help teachers focus, structure and sustain their work. A provider provides and directs teachers' individual discussion and support, materials, experience as English language learners and background principles.

### **3. Needs and types of program**

This section suggests four types of INSET, according to how they are initiated and their purposes.

a) Programs in co-ordination with initial teacher education (ITE), where elements of ITE are built on once teachers have had some experience (e.g. in a staged system of qualifications).

b) Centrally determined programs, controlled by a central authority, usually to attain long-term educational outcomes set by government policy.

c) Locally determined content, with local control: emphasis on system needs, met by local providers with a clear brief set by the administration but with attention to local conditions.

d) Determined by individual needs: emphasis on the personal or professional development of teachers.

In all INSET there is tension between the needs of the system and those of the individual. Needs diversity is caused by a unique of circumstances: school culture, working relationships, past history, physical layout and pupil characteristics.



#### 4. Ways of learning

Teachers may learn in many ways, with formal programs as Roberts (1998) suggests. Those programs offer as follows: a) teaching development of skills, b) professional collaboration, teachers roles with other teachers, c) innovation and research concerning with materials and doing research for a higher degree, d) helping other teachers learn - providing a course or skills work for others, e) courses/formal situations - higher education or short conference courses, and f) self-study of teachers, and English language learning (Rattanawong, 2023).

To conclude, in-service education and training (INSET) implies that this study aims to focus on seven domains of content that have been identified as forming the core knowledge base on the second language teacher education, SLTE (Richard, 1998) and the regulation of teachers as stated in the current basic curriculum. They include theories of teaching, teaching skills, communication skills, subject matter knowledge, pedagogical reasoning and decision making, contextual knowledge and teacher research (Yoosuk et al., 2023). The focus on these dimensions of teaching as the foundation of SLTE is an attempt to give priority to teaching itself and to acknowledge the complexity of what teachers understand about the nature of effective second language teaching.

The taxonomy of SLTE instructional approaches likewise reflects an attempt to examine teaching from multiple dimensions and illustrates some of the trends of SLTE practice as Richards and Nunan (1990) indicated as follows:

a) a movement away from a 'training' perspective to an 'education' perspective, and recognition that effective teaching involves higher level cognitive processes, which cannot be taught directly.

b) the need for teachers and student teachers to adopt a research orientation to their own classrooms and their own teaching.

c) less emphasis on prescriptions and top-down directives and more emphasis on an inquiry-based and discovery-oriented approach to learning (bottom-up)

d) a focus on devising experiences that require the students and teacher to generate theories and hypotheses and to reflect critically on teaching.

e) less dependence on linguistics and English language theory as a source discipline for second language teacher education and more of an attempt to integrate sound, educationally based approaches

f) use of procedures that involve teachers in gathering and analyzing data about teaching  
In order for this to happen, it is suggested that practitioners of SLTE or providers of INSET need to reach consensus on what the fundamental nature of the field is and how its pedagogical content knowledge should be defined. In many situations, SLTE still reflects the history of its development as a branch of applied linguistics. A consistent approach or philosophy of SLTE has not yet emerged to serve as a basis for sound instructional practice. If the movement away from language-based to more of a teaching-based approached knowledge and accompanied

instructional practices, it will need to be evaluated to ensure that the process of teaching assumes a more prominent role within the field of second language teacher education and methods as summarized in Figure 1 (Adapted from Richards, 1998).

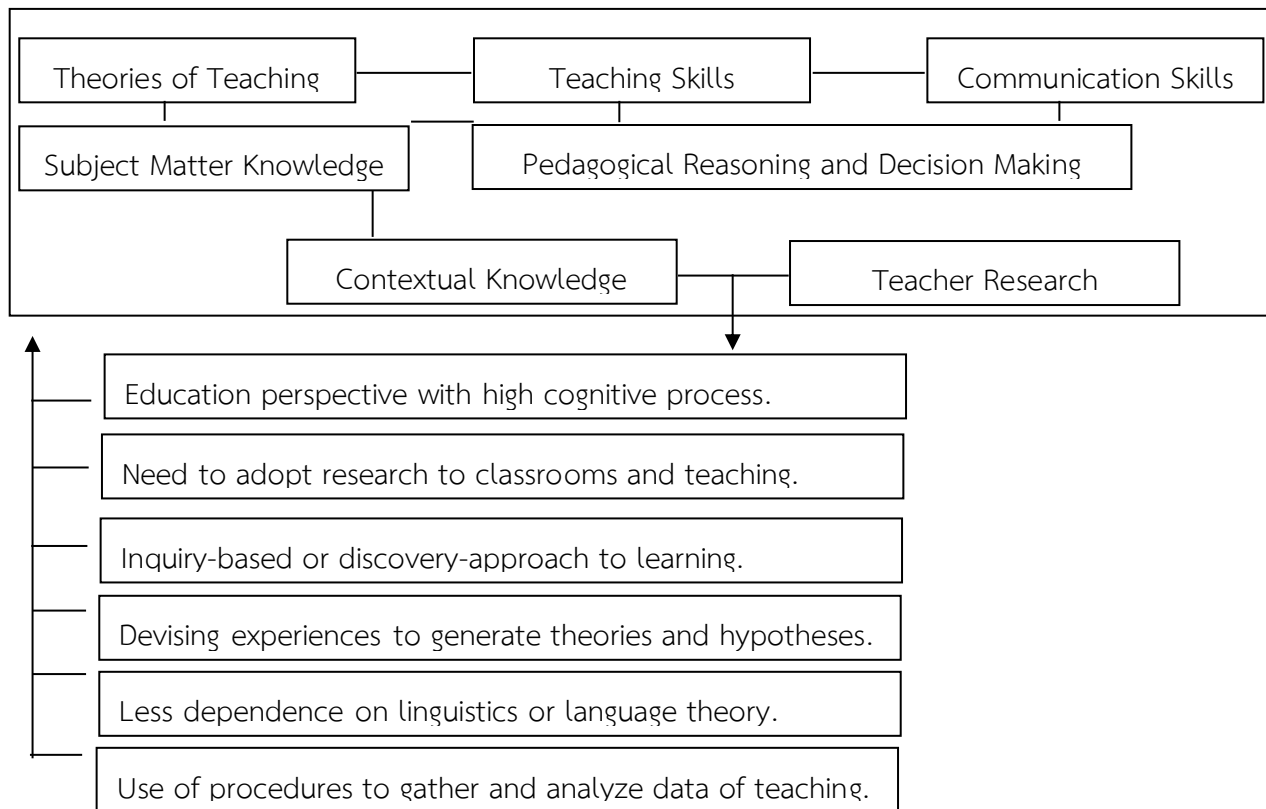


Figure 1: Scope of second language teacher education (SLTE) and methods

## 5. The INSET Cycle

In-service education and training (INSET) for teacher learning takes time as Roberts (1998:230-236) suggested that it is gradual and cumulative; it requires a mix of experience, reflection, discussion and input. It focuses changes as teachers' thinking, practices and self-awareness changes. Therefore, INSET needs to be sustained over time. It should be seen as a process, not as a series of one-off events. Need assessment and evaluation are of central importance in sustaining INSET. They enhance the continuity of INSET programs in the face of forces that oppose it: funding changes, teachers move on, staff turnover. They enhance relevance because they monitor teachers' needs as they evolve time. Helpful guidelines on needs assessment and evaluation that Cline et al. (1990) direct as appeared in Figure 2:

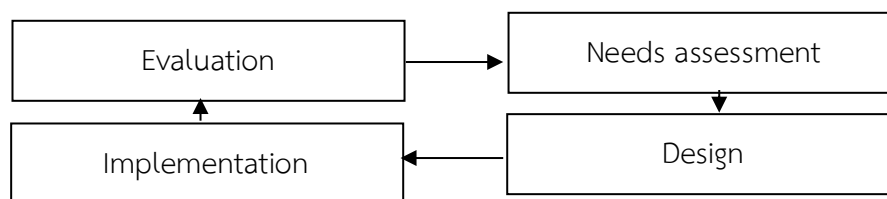


Figure 2: The INSET cycle

### 5.1 Needs assessment

Needs assessment in the INSET cycle consists of components that can be taken into consideration for the design of needs analysis in the present investigation as the following aspects suggested:

#### a) Real and apparent needs

Teachers' participation in courses does not necessarily mean that they are fully relevant to their needs. It is associated with the chance to attend a course related to teaching that teachers will usually take. It may well be that teachers follow courses because they are available rather than because they address their most prominent needs. They attend content courses, which they value meeting their highest stated priorities, and personal enrichment and active learning. These suggest that in their context, there is not a wide enough range in INSET programs available.

#### b) Professional development

Models of professional learning have particular relevance for needs assessment. In particular, the notions of ownership and participation have generated structured consultative needs assessment methods. There is a direct link between teacher commitment and ownership, and needs assessment method: Other assumptions about professional learning which have implications for needs assessment are summarized in Table 1 (Roberts, 1998)

Assumption	Implication
Ownership: a sense of participation maximizes effectiveness at work and in professional learning.	Participation can develop with the use of consultative needs assessment methods.
Teacher learning is 'adaptive and heuristic', i.e. it takes place as a series of trial-and-error experiences.	It is essential to incorporate action planning with the assessment of needs.
Teacher learning is evolutionary and nonlinear.	Perceptions of needs will evolve as the teacher experiences INSET activities.
Teacher learning should be linked to curriculum development in school.	Both system-wide and individual needs can be addressed through participation in curriculum development with 'local' support.
Teacher learning is critically influenced by school and local constraints and opportunities.	Needs assessment must reflect the real conditions of teachers' work.
Teachers possess 'important clinical expertise', i.e. teachers know their classroom best.	Teacher development activities should be maximized to this fullest use of the teachers own resource.

Table 1: Teacher development and needs assessment

Table 1 above describes a paradigm in the whole approach to staff development. The essence of that shift changes the perspective that sees all decisions, plans and program determined by authorities outside the school to a perspective, which sees them as being determined by teachers who in reality do decide what and how their students will learn. The assumption and implication are based upon extensive experience with self-directed learning for students and with self-directed professional development for teachers.

These assumptions may not apply in most centralized, hierarchical or authoritarian systems, within which pupils, teachers and external agencies may have a very different orientation to their roles. In a system of the top-down approach, it might be the only ecologically viable approach to INSET design, because teachers are restricted on an 'employee' role in which the employer determines occupational learning needs. However, it is possible for centralized systems to set up support systems for individual teachers in schools, often in parallel with centralized structures.

c) Planning a needs assessment: key considerations Roberts (1998:233-234) states the key considerations as follows:

- Providers should recognize that different participants may have different needs, which have to be traded off against each other. Tensions and conflicts of interest have to be addressed and resolved, e.g. between those of pupils, teachers, the department/group staff, the school, the local authority and beyond.

- Therefore, a needs assessment should be seen by all parties as fair, open, and capable of reflecting the needs of all and not just of those in authority.

- Needs assessment is a participative approach to INSET integrating reviewing with plan for action: the 'focus is on review leading to development for improvement and not on something that stops short at the review stage. It is essential to design needs assessment and planning for action as part of one process.

- In carry out needs assessment, practical considerations include:
  - what the emphasis of the needs assessment should be (individual, group, school);
  - relative economy in methods of obtaining and analyzing information;
  - adequate time to obtain information;
  - adequate time for the analysis and dissemination of results; a match between procedures and the administration's policy on consultation with staff;
  - which interest groups might be affected;
  - how feasible it will be to meet needs once they have been expressed.

- In general, one should consider the dynamic consequences of needs assessment on colleagues:

- the process by which needs assessment is carried out will signal the attitude of the school/provider to teachers' involvement in their own learning;
- teachers should not feel 'isolated' by lack of time or lack of access to information;



- there may be tension between personal, occupational and institutional needs, which will have to be addressed;
- once a needs assessment is done, there is an implied commitment to action, which should be seen to be met.

## 5.2 Methods

Needs assessment methods are common to research, evaluation, and syllabus design: watching (observation) and asking (questionnaire) and interview. Applied linguists outline methods in terms of numbers of informants and economy of data collection. In the case of one-to-one data collection, which is time-consuming and appropriate to small groups, open-ended interviews, questionnaires with open-ended questions, and structured classroom observation may be appropriate. With larger numbers of teachers, structured group discussion, structured questionnaires and selective-based observation might be more appropriate. In general, pressure of time suggests systematic large-scale observation is often impractical because it makes great demands on staff time. Needs assessment method can be summarized in Table 2 (Roberts, 1998)

Individual	Group
Interview	Group discussion e.g., nominal group technique, focus groups
Questionnaire	Questionnaire e.g., DELPHI, GRIDS
Checklist	Checklist

Table 2: Needs-assessment methods

## 5.3 Evaluation

The evaluation of one activity indicates needs for the next. Similar technical and interpersonal issues arise. In Roberts' (1998) view, the evaluation is never neutral, often uncovering tensions, rivalries and conflicting interests in an institution, and so it is essential to plan carefully before introducing them. Above all, the evaluation of the teacher education can improve teacher participation and ownership if real consultation and information sharing take place. It is essential to plan carefully before introducing them (Roberts, 1998). The guidelines to plan can be illustrated in Table 3



What to evaluate	*Focus evaluation on the purposes and specific objectives of the INSET activity.
Why	*Determine how information will be used, by whom and with what tangible outcomes. * Evaluation data are likely to identify developments in teachers' perceptions of their needs and priorities.
Who does it	*Identify who is responsible to collect and distribute data involve other participants by sharing information.
How	*In principle, methods are the same as for needs assessment (interview, discussion, questionnaire etc.) *Considerations of economy and time are vital: evaluation findings should be provided on time so they can contribute to decisions

In summary, the purpose of the early discussion is to offer a general framework for INSET design. The INSET cycle discussed can be traceable for the process of research framework in the present study. The cycle covers needs assessment, design, implementation and evaluation cycles. The topic discussed indicates the rich variety of ways teachers learn the importance of context and social relationships. It then suggests the diversity of teachers' needs and an INSET planning.

The aim of the present investigation is to develop a curriculum on English language classroom research for in-service English teachers. Consequently, the discussion is likely to be traceable for developing the curriculum of the INSET for ELT. The methods in the needs analysis procedures were the survey used by questionnaire and the semi-structured interview. The investigation revealed that in-service English teachers needed a training course on English language classroom research for professional development in current educational reform of Thai settings.

### Knowledge from the Study

The programme which develops skills and knowledge within the teachers so that they can perform their duties effectively and with respect to the standard of working field is called as an In-service training programme for teachers. It boosts up the efficiency and effectiveness of teachers. It develops a sense of perfect behaviour in the working strategies of educator. It widens the scope of educators. The benefits of this programme are mentioned under following heads.



#### 1. Knowledge

The Educator is a person who imparts knowledge to the learners, but what happens if his or her knowledge is not complete? In such a case, he or she is unable to carry out his or her role and responsibilities in a proper manner. This agenda develops a complete knowledge within the educator.

#### 2. Skills

If an educator is not enough to tackle a large number of learners then his or her role does not prove satisfactory. So, to develop skills within the mentor is the function of the agenda which is the point of discussion.

#### 3. Improvement in Instructions

Learners are influenced by the lectures or instructions of the instructor, if these instructions are not effective, then the instructors are not appreciated and they are not able to conduct their role. So, guidance is being provided to improve the lecture or instructor's quality under it.

#### 4. Updating the Mentors

So many developments have taken place in the teaching field and different sectors of working area. So, mentors should be updated enough to meet out the new emerging and developing generation. It is a training campaign of updating the mentors.

#### 5. Work-culture

Different schools have a different work culture so it depends on trainer how he or she adapts himself or herself according to the working environment. He or she requires certain tactics for such a task and these tactics are being taught in such type of agenda.

#### 6. Performance of Students

If the pupil is unable to understand the subject matter, then it is the drawback of the trainer. The trainer should apply some effective teaching-tacts to teach the pupils so that they perform well in studies. These tacts which improve the performance of pupils are taught in the specified campaign.

#### 7. Environment

It depends on educationalist how he or she moulds the environment of his or her work place according to his or her requirements. If the educationalist scolds and beats the student then the whole environment gets disturbed and thus it is his or her tact in dealing the students without scolding and beating them. Such type of preparation for educationalist is carried out in this campaign.

#### 8. Communication

Communication technique is essential for the profession of mentor. He or she can be analyzed on behalf of his or her communication technique. This communication technique is developed in this agenda.

#### 9. Centre

Best centre should be considered for In-Service Training Programme for teachers. Among the centres of it in India, Diet Mathura is one of them. Diet Mathura carries out in-service, pre-service and special training with full efficiency and performance.

### Conclusion

Training on the job involves more than courses, conferences, and other organized study programs. Such efforts belong to a much broader system of communication whereby all those who are involved in the educational enterprise—teachers, administrators, research workers, curriculum-development specialists, teacher trainers—keep in touch with one another and with developments in their respective fields. One must therefore consider the media that are available for in-service education as well as institutional arrangements by means of which such training is provided.

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