

Analyzing the Effectiveness of In-Service Training (Inset) and Its Impact on the Professional Developments of Teachers

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ABSTRACT

It is important to teachers entering into the profession of teaching to engage in high quality professional development opportunities like teacher training programs and in service practices to ensure the quality and effectiveness of teaching. Although applicants begin to become familiar with such chances before the entry of theirs into profession, the test of theirs with those opportunities matures once they go into the profession. Nevertheless, to what degree the professional development opportunities are already developed is still being studied. It's commonly recognized that appropriate professional development opportunities lead to the transformation of habits and beliefs in a good manner. Nevertheless, developing programs detached from the practitioners' perspectives will be badly based as in-service teacher perspectives can help develop the ensuing opportunities better. This research paper aims at describing the impact of in service training activities for professional advancement of teachers in India. Using close-ended questions, experience and perception of teachers (n=150, m=100, f=50), whom availed the chance getting in service training, were definitely accomplished. Results of the study revealed the beneficial effect of in service training programs plans on the Professional Advancement of Teachers. The study also revealed the good perception of teachers relating to the professional development of theirs. It recommended the in service training programs to be created in line with the topic instead of common.

1. Introduction

The value of teachers as well as their role they play in the educative course of action is central to basic training. Successful academic improvement is intrinsically connected to professional development. One of the more chronic problems facing Indian training would be that of enhancing the quality of teachers to create well qualified, conscientious, extremely motivated, committed and imaginative teachers who'd handle the needs on the nation's educational program. The new millennium is loaded with remarkable worldwide transformation in engineering, information, education, economic system and community activities which pose tremendous problems to the teachers. Teachers need articulate specialized orientation on just how the content should be properly taught; resulting the objectives of curriculum fully justified.

Even though the importance of in service interventions for teacher development is recognized, educators highlight a variety of flaws in several INSETS. To correct the present INSETS and also to fashion better future INSET activities, conducting systematic after course evaluations is usually pressured as a crucial very first step. These evaluations are priceless as they offer information not just about outcomes, strengths, and the weaknesses of INSET programs, but in addition about teacher requirements for future academic opportunities. Nevertheless, analysis of INSETS against their goals is frequently ignored when an INSET program ends. Furthermore, follow-up-evaluation and also tracer studies exploring long-term consequences and outcomes of specific INSET actions are unusual each within the Indian context.

The study initially explored whether the program is congruent with the requirements for effectiveness for INSET

programs indicated by the prior literature. Next, the program was examined in regards to the success of its in obtaining the particular program objectives and in terms of its usefulness and sustained impact on teachers' classroom practices, knowledge-base, and affective status.

Professional development is the enrichment training offered to the teachers over a short time to market the development of theirs in all elements of pedagogy, classroom management, blended learning, instructional strategies. Professional development for teachers must be related to their overall development in many aspects regarding their teaching. Turning into a good teacher is a constant process which extends from pre service experiences to the conclusion of the professional teaching career. It has been conceptually divided into in service teacher training and pre-service. It's not just a time bound action or maybe sequence of events, but a nonstop process. From this viewpoint, the conventionally divided pre-service and in-service activities must be considered seamless parts of the identical procedure. It's the device by what policy makers' visions for change are disseminated and also conveyed to the teachers. The best beneficiary of In Service Teacher Professional Development (ITPD) will be the pupil though the receiver will be the teacher. Professional development for teachers is much more than martial arts classes or training as it performs as an agent for change within their classroom practices. The expansion of a teacher's ability and also understanding is created through personal reflection, interactions with co-workers and mentoring giving trust by engaging with the methods of theirs and also reaffirming the experiences of theirs. It might have a good effect on teachers' pedagogical content knowledge as a lot of teachers feel

challenged with training of curricular subject matter because of not enough previous experience with hands on activities, insufficient content knowledge, insufficient interest to get the materials for proper learning environments and also lack of trust. In the last several years, in-service professional development programmes are already conceptualized and implemented.

DPEP and subsequently SSA have introduced the chance of constant capacity building modules for teachers. We have to go over and also analyze participation of national level and state level organizations in the degree and these initiatives to which significant improvement in implementation and style of the master development programmes have been made, analyze the scope of involvement and participation of companies operating in the area of education.

This research therefore aims to investigate the relationship between In-Service Program and Professional Development of Teachers and its Impact in India and also the view to suggest an alternative approach that could enhance sustainability.

2. In-service training program

Speculations, techniques, strategies, technologies and curricula on education change in mean time. Teachers require in-service training (IST) with an ultimate goal to adapt to these changes. As indicated in many reports and case study researches, the quality of an educational institution has chiefly relied upon the teachers' efficacy as well as their timely professional development. Field specialists have shown that the achievement would be low if teachers were not put at the centre of educational approaches. The primary aim of IST programme is to bridge the gap between the patterns of educational development and teachers' instruction planning.

There is expanding enthusiasm among governments, educational institutions, international organizations and teachers in the utilization of open and distance education systems, techniques and technologies for introductory training and follow up programme for the professional development of teachers. These patterns are incited by the need to meet teacher deficiencies and the demand for (all the more proceeding with) quality education for teachers in an evolving world. Despite the fact that the Recommendations Concerning the Status of Teachers (UNESCO and ILO, 1966) proposed the completion of secondary education as a basic pass standard, this has not yet been accomplished around the world.

Definitive points of IST programs are to guarantee the effectiveness of teachers in the classroom and thus to expand student accomplishments. A straightforward relationship has been resolved between the professional experiences of teachers and their cooperation in IST programs. Moreover it is realized that the more teachers partake in IST programs, the more student achievement will be accomplished. While this imperative advantage of IST courses is in view, IST courses are not effectively implemented in India. At a basic level IST programme must be planned and executed successfully with an objective to ensure the usual advantages of IST exercises.

IST programme, particularly intended for teachers, must convey answers for the issues they experience in education.

Standard-based IST programs must have the capacity to expand the substance and instructive knowledge of teachers which are the pointers of classroom exercises. Researchers consider IST course or professional development programme that are; (a) conveyed in conducive setting, (b) empowering aggregate cooperation, (c) making dynamic learning conceivable, (d) expanding content knowledge, (e) coherence, (f) concentrated (the courses, which are under 14 hours, are viewed as insufficient as per the writing), (g) continued, (h) long length and (i) work installed.

A. In-service Training (INSET) and Continuing Professional Development (CPD)

From time immemorial, (the) teaching profession has been in presence in all nations all through the world. The profession of a teacher is present in every community across the world from antiquity. Currently, both developed and developing nations have systematized and formalized ways to deal teaching. In this kind of training, students are made to experience a specific sort of program which has the point of accomplishing the define objectives of the nation's education system. This occurs in both (created and the creating nations) developed and developing nations. Accordingly as far back as 1902, training schools focused on offering professional training courses while the colleges offered scholarly courses leading to degrees [10]. The United States of America, Canada and New Zealand have their own teacher training models. In Bangladesh, the "education for all" strategy yielded good outcomes as enrolment in primary schools ascended from 76% in 1991 to 97% in 2001. Darling-Hammond, L. (2010). Different programs identified with quality teacher training were altogether adapted towards the teaching of science and (run) influenced the teaching capacity of both teacher teachers and school teachers in the nation to improve things.

B. Need for INSET Training program

The changing need of society is the fundamental explanation behind in-service training. Yet numerous different figures, for example, changes in educational modules, ceaseless requirement for qualified teachers, procurement of advanced knowledge and development of skills which are basic for inclusion of learning essentials in in-service training. Having qualified and talented teachers are fundamental and it is one of the needs in any education system. To this end it is important to give classes of training, retraining, internship and in-service training. In the process of teaching in a wide range of schools, teacher is a key component and, teachers' education must be accessible to every school teachers irrespective of the type of school in which they are working. Thus the teacher is put in a critical position in which s/he must be well updated and advanced with the new advancements in their respective disciplines as well as technological aids.

In-Service trainings, there are distinctive indicators to estimate the effectiveness of the programs. "Effectiveness intends to think about In-Service training programs in regard to their goals, substance, performances, time, place and inspiration." The accompanying indicators show fundamental

qualities of a powerful In-service training programme. The principal pointer is watchful of arranging the training programs dependent on exactly needed appraisal. It is critical to coordinate what the course offers with the need of teachers. The requirements, interests and demeanors of teachers in the professional development and In-service training are the most imperative factors of powerful In-service training. The investigations which are performed on teachers' in-service training demonstrate some proof of their shortcomings. These programmes have been planned by individuals who are not teachers, and it is said that these individuals overlook teachers' prerequisites and feelings in the arrangement. Time and span of any In-service training program is second marker for its effectiveness. Courses which are conducted amid school period or those at night are not supported by teachers. The third pointer is organization of the training, included techniques of teaching in Schools, Colleges and Institutions. The blend of various strategies, for example, introduction, demonstration, practice, input and coaching improve the effectiveness of In-service training programs.

The viable conveyance of In-Service training does not ensure usage of presented thoughts and hypotheses in the classroom. "After the INSET, despite the fact that teachers appear to understand the thoughts well, they may not execute them in their classrooms, there must be follow-up activities in order to ensure the practice of exercises learned during training sessions behind the reason.

3. Importance of inset

A variety of curriculum theorists maintain that classroom practice can't be altered simply by varying curriculum files together with supplies. They maintain the demand is present to look significantly at present classroom interaction and at the underlying values and passions of teachers and school administrators. (Balta, N. (2014)

Many countries identify "quality teachers" because the purpose and also focus of the teacher training programs of theirs.??? Quality teachers are referred to as having several mix of the following attributes: pedagogical knowledge, subject area content knowledge, skills & attitudes needed for highly effective teaching with understanding of human kid and development, good communication skills, good sense of integrity, and capability for repair and ongoing learning. The preparing of new teachers as well as the continuous professional development of all those in the present teaching force are crucial to academic improvement. In case we wish to get quality teachers in India, and then simply written content and pedagogical knowledge not enough, we have to get changes & reshaping in the perceptions of teachers. We have to boost their understanding about kids and the learning capabilities of theirs, their understanding about students' emotional development in addition to their information about classroom environment. In an era of Information Communication Technologies (ICT) there's necessary to reshuffle conventional means of training teachers. As the planet increasingly becomes an international society. In present-day scenario our teachers don't have ability plus info enough about use of ICT in education. We are able to upgrade

the knowledge of theirs and ability concerning use of ICT for training through in service/ professional development courses.

Education is observed by a lot of as a crucial avenue for national development. Economic development, development and enhanced living standards are deemed to be immediately connected to the state of training. The preparing of new teachers as well as the continuous professional development of all those in the present teaching force are crucial to academic improvement.

The major goal of in service teacher training is keeping abilities and teachers knowledge update so as to teach effectively. Its purpose is increasing the standards of learning and teaching. This point isn't Programs of INSET must be in accordance with the methods of teachers in classroom environment. In- service teacher training programmes are to some degree isolated from the methods of teachers in legitimate classroom environment.

4. Impact of in-service training on professional development of teachers

Brilliant performance of each organization is subject to its key human asset. Despite the fact that there are numerous different variables that assume a noteworthy job in its prosperity, each educational establishment must have quality teachers with the (end goal) aim to enhance the knowledge, skills and general performance of its students. Teacher education, training and development are methods of professional updating which manage every single developmental function coordinated to support and improve their professional capability. The quality of teachers working in particular educational system helps in the fulfillment of positive learning results in schools. Professional development of teachers is somewhat depend son their pre-service training and the in-service training given to the teachers. Pre-service teacher training programs (PSTP) are extremely significant with the objective to overhaul teachers' skills, knowledge and performance and additionally to empower them to be more viable. Then again, In-service training programs (ISTP) are important to re-orientate teachers to new objectives and qualities, to familiarize them to new teaching and learning techniques, to set them up to adapt to the changes in educational modules, and to furnish them with the knowledge and skills to show new learning zones [6].

A. Professional Development of Teachers

This alludes to skills and knowledge achieved for both self-improvement and professional success. Professional development incorporates a wide range of encouraged learning openings, going from higher educations to formal coursework, meetings and casual learning openings arranged in practice. There is an assortment of ways to deal with professional development, including consultation, coaching, and communities of practice, tutoring, intelligent supervision and specialized help. Student accomplishment is connected to various variables. To instruct successfully, teachers require access to continuous teacher professional development programmes. This professional development empowers teachers to enhance their own education through courses, workshops, and classes. Through teacher professional

development, teachers learn new teaching methodologies to enhance the quality of guidance. This enables them to roll out improvements in the manner in which they show their students, consolidating creative teaching strategies in the classroom. It shows them how to function with a variety of learning styles, since not all students take similarly. It additionally enables teachers to change their everyday teaching techniques, urging them to acknowledge new strategies dependent on precise education research.

B. Teacher Training and Professional Development

Today, teacher training and professional development are viewed as central to the enhancement of teachers' subject knowledge and their teaching skills and practices with the goal to meet high educational standards. Teacher training and professional development are two expansive objectives in education. As indicated by Richards and Farrell (2005:03), the term training alludes to, exercises specifically centered on a teacher's present obligations and is regularly gone for here and now and quick objectives. Regularly it is viewed as readiness for guidance into a first teaching position or as arrangement to go up against another teaching task or obligation. Training includes understanding essential ideas and principles as essential to apply them to teaching for effectively implementing the principles and practices in the classroom. Teacher training likewise includes experimenting with new systems in the classroom, ordinarily with supervision, and observing and getting criticism from others on one's practice. The substance of training is typically dictated by specialists and is regularly accessible in standard training groups or through books in Education field.

Training and development have turned into the most imperative factor in the (hierarchical) present reality, since it builds the productivity and the viability of the two employees and their association. Representative training and development is a noteworthy power in the economic achievement of any organization, and educational institutions can't manage the cost (of) however to build up the essential labor to help both the profitable and service businesses. We characterize training as a systematic development of the knowledge, skills and conduct required by employees to do sufficiently on affirmed assignment or occupation. Appropriately training is essentially learning that is given with the goal to enhance performance on the present employment. Training and development can be

thought of as processes intended to upgrade the professional knowledge skills and states of mind of teachers so they may, thus, enhance the learning of students.

5. Research method

The present study is aimed at determining the perception of teaching staff regarding the In-Service Training Program. From this perspective, it has applied a quantitative research methodology to test the hypotheses. The main reason to adopt quantitative research for this study is that it deals with a systematic and empirical method of observing phenomenon with the help of statistical techniques to analyze the gathered data.

A) Sample and Sampling Technique

The target population of the present study included the teachers currently serving in schools in Ahmedabad, Anand, Rajkot, Sanand, Surat. From this perspective, the sample of the population was 150 teachers currently serving at different Schools in Gujarat. The participants for the present study were selected randomly by employing the stratified random sampling techniques making sure that each participant of the population of interest, having both of the genders as well as other characteristics, and was given the chance of participation.

B) Data Analysis

The gathered data was analyzed through SPSS 2.0, the Statistical Package for the Social Sciences, to explain the findings of the study. It is noteworthy to understand that the gathered data was analyzed based on various techniques and purposes such as data reliability, descriptive of the gathered data, the correlation between the items, and so on.

6. Results and findings

A) Descriptive Analysis

In statistics, the term "Descriptive Analysis" refers to the frequency distribution of data, which is used to calculate the frequency, ratio or percentage of data from various perspectives. According to Stone et al, (2008), this technique is generally used to analyze the details and characteristics of demographic information of the respondents of a study. From this perspective, the following tables show the descriptive analysis of the respondents of the present study.

**Table 1.1: Descriptive Analysis
Gender of Teachers**

Gender	Frequency	Percentage
Male	100	66.7
Female	50	33.3
Marital Status of Teachers		
Single	40	26.7
Married	110	73.3
Age of Teachers		
18-30	34	22.7
30-40	59	39.3
40-50	50	33.3
50-60	7	4.7
Qualification of Teachers		
HSC/DAE	17	11.3
Graduation	78	52

Post-graduation	55	36.7
Designation of Teachers		
Shop instructor	28	18.7
Instructor/lecturer	40	26.7
Assistant professor	40	26.7
Associate professor	23	15.3
Any other	19	12.7
Experience of Teachers		
1-5 years	1	0.7
5-10 years	18	12
10-15 years	33	22
15-20 years	54	36
More than 20 years	44	29.3
Total	150	100

Table 1.1 shows the total number of participants as (teachers) (i.e.) 150. Among them 100 were male (66.7 %) and 50 were female (33.3 %). It also demonstrates the marital status of teachers participated in the present study. From this perspective, 110 teachers (73.3 %) were married and 40 teachers (26.7 %) were unmarried. In the light of this table, the ages of the participated teachers can be distributed into four groups including 1=18 -30, 2= 30-40, 3= 40-50, and 4= 50-60. However, the highest number of teachers (39.3 %) was from the second group i.e. having their ages between 30 and 40. On the other hand, the lowest number of teachers (4.7 %) was from the fourth group i.e. having their ages between 50 and 60. It would be right to state that the significant number of teachers were below 50 of their ages.

Table 1.1 states that most of the teachers (52 %) had graduation, which means that they were under the heading of "Literature Population." Nevertheless, some of the teachers (11.3 %) had only Higher Secondary Certificate (HSC) or Diploma of Associate Engineering (DAE). On the other hand, a large number of teachers (55 = 36.7 %) were postgraduates as well. However, recruiting teachers with HSC/DAE shows the negative quality of teaching. From this perspective, most of the teachers were posted on the designations including Instructor and/or Lecturer and Assistant Professor. Nevertheless, the percentage of shop instructor and associate professor is also noteworthy. It can be concluded, in the light of table 5 (that) teachers at STEVTA hold satisfactory designations and thus can afford the in-service training programs in terms of both monetary and intellectual capacities. It explores the experience

of teachers at STEVTA and figures out that almost all of the teachers are well-experienced and thus can be assumed as well-skilled as well. Only 0.7 percent teachers (having the frequency of 1) have less than 5-year experience, which is highly insignificant.

B) Reliability Analysis

In the present study, Cronbach's Alpha by applying SPSS package was employed to test the reliability of gathered data. Reliability analysis test explores the regularity and uniformity of the given feedback of respondents. The result with more consistency (among the result) will be observed as the one with high reliability (will be observed.) It is assumed that if Cronbach's Alpha is equaled to 0.7, the internal consistency of the result is acceptable and if Cronbach's Alpha is > 0.7, it means the reliability is higher than that of the acceptable range. From this perspective, the value of Cronbach's Alpha was found as .70 which was in the acceptable range.

C) Regression Analysis

In order to obtain the regression analysis of the present study, regression was conducted through SPSS package. Table 1.2 shows the correlation between the dependent variable (performance of teacher) and independent variables (In-Service Training Programs, having three divisions including method of training, content of the training, and experience). From this perspective, the overall correlation between the dependent and the independent variables is 47.8% with 22.9% of the variation.

Table 1.2: Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.478 a	0.229	0.213	0.879

Predictors: (Constant), method of training, experience of teachers, and content of the training

Table 1.3 represents how well the regression equation is fit in the light of gathered data. From this perspective, the F-ratio tests if the overall model of regression is a good fit for the gathered data. Therefore, the table shows the independent

variables as predicting the dependent variable significantly i.e. $F(3, 146) = 14.45, p < .0005$. Based on the figure found in this table, it can be concluded that the regression model is a good fit of the data.

Table 1.3: ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Regression	33.469	3	11.156	14.45	.000 b
Residual	112.724	146	0.772		
Total	146.193	149			

Dependent Variable: Professional Development of Teachers

Predictors: (Constant), Method of Training, Experience of Teachers, And Content of the Training Programs

D) Coefficient Analysis

Table 4 reveals that all of the independent variables have a significant relation with the dependent variable i.e Professional Development of Teachers. This can be stated in other words, for example, as with the help of in- service training programs, the overall Professional Development of Teachers can be improved. Putting this in easier way, with the increase effect of Content of Training Programs, there is an increase of 0.209 in the Professional Development of Teachers. In the same way, with the increase effect of Experience of Teachers, there is an increase of 0.251 in the Professional

Development of Teachers, while with the increase effect of Method of Training, there is an increase of 0.354 in the Professional Development of Teachers. It is also noteworthy to note that the coefficients of all independent variables are statistically and significantly different from 0, as found in the sig column. Therefore, it can be concluded that all of the three variables added the prediction statistically and significantly and thus the null hypothesis is failed to retain. There is significant prediction of job performance by in-service training programmes including method of training, content of the training, and experience of teachers.

Table 1.4: Coefficients

	Standardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
	3.65	0.489		7.47	0
Content of Training-Programs	0.209	0.09	0.183	2.321	0.022
Experience of Teachers	0.251	0.07	0.28	3.585	0
Method of Training	0.354	0.09	0.292	3.917	0

Dependent Variable: Professional Development of Teachers

7. Discussion

Both, the reviewed literature and the perception of in-service teachers, put more emphasis on the importance of in-service teacher training programs. Such programs are meant to promote the quality education, As Bruns (2017) argues that promoting the competencies of teachers is a key to improve not only the primary, secondary and higher secondary education but also the technical and vocational education. From this perspective, it is worth (noting to understand) to note that in-service teacher training programs are essential for the teaching's profession. This is for the reason that such training programmes are designed to improve the performance of teachers as well as organizational structure, facilities, policies and classroom activities. For example, Kazmi, Pervez, and Mumtaz (2011) argue that in-service training programs make teachers equipped with logical and systematic approaches to apply in classes. In the same way, the increased perception of in-service teachers brings attention towards demand for constantly modernising and updating the professional skills and knowledge of teachers because of the introduction of upgraded and new curricula, need-based learning of students, and research of teaching with learning and performance of the teacher.

Teacher development is important for any organization as well as for any country that holds the target of improvement in their capacity building. Since the in-service training must be incorporated in the academic calendar for teachers' awareness as they have to prepare themselves to attend the in-service training. As per survey response collected from teachers, most of the teachers recommended for in-service training in a particular subject to improvise the knowledge, skill and method of teaching in their relevant fields. Most recommended for

purely practical based training as the technical education covers most of the part on practical based.

8. Conclusion

In conclusion, it could be stated that in-service training is a long-term investment to develop skills and professionalism of teachers. In-Service teacher training is required in any education system and it assumes a positive (job) role in professional development. Changes in the public arena and curriculum and ceaseless requirement for qualified teachers encourage the need of In-Service training programs for school teachers; and it gives extraordinary chances to constant professional development of teachers and stays up with the latest. Teachers at all levels should be prepared in their related fields and subject (matter all the time in the event) during their career period as they (are to change their teaching convictions, attitudes and everyday life practices in classrooms) have to adapt to the new learning environment and adopt new strategies of teaching that are being updated day by day. Such programs will enable teachers to (hone) sharpen their teaching skills and develop and enhance their knowledge in their (subject matter), respective discipline(they instruct,) and consequently enhance students' learning and (schools education) output of the schools. For positive and useful change to occur there ought to be (an arrangement) coordination between the curriculum and teachers' genuine encounters in teaching. Another imperative point is (identified with the) proportionality between the time that teachers spend on professional development and its effectiveness. Therefore, it is recommended that in-service teacher training providers should continue to introduce a variety of training activities with different teaching perspectives in their mind.

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