Optimizing the Role of Teacher-Training Programs: Measuring Teachers’ Motivation Toward Professional Development

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Abstract: This study examines how in the academic environment of Sindh, Pakistan, in-service training sessions contribute to the professional skill development and motivation of instructors. The study has two primary aims. The first involved examining how teacher training programs affected instructors' willingness to continue in the classroom and to enroll in training programs. The second involved examining how these sessions affected teachers' ability to advance their careers and develop their confidence and self-efficacy. Data for the study were gathered using a survey research approach. To gather information from 450 instructors in Sindh, Pakistan—both private and public—a structured questionnaire was created. The information gathered from the survey was examined using statistical analysis. The study’s findings demonstrate that in-service teachers are not as motivated or proficient in their professional development as they should be by training sessions. The main motivators for the instructors to attend these workshops are their financial and social advantages. According to the study, several essential elements of successful teacher preparation are absent from these in-service training sessions. As a result, the research suggests that training programs abandon their conventional methods and modernize to better meet the demands of teachers today. More than merely formal meetings, training sessions should be scheduled to prepare instructors for actual learning objectives. Future academics of teacher training programs may find value in the study's conclusions.

Keywords: In-service teachers, motivation, professional development, training skills, teacher education
Introduction
Teachers can benefit from receiving information, skills, and motivation through in-service training. It is a means of offering ongoing education to educators who are interested in teaching as their career and have completed any kind of teaching certification. According to Koellner and Greenblatt (2018), it is the set of exercises designed to help instructors improve their knowledge, develop their abilities, and widen their perspectives as professionals is known as in-service teacher training. These courses often center on helping teachers transform in the areas of knowledge acquisition, satisfaction with work, motivation, and professional development.

Teacher motivation has a direct impact on the learning process since teachers are essential to the educational process. As a result, Gorozidis and Papaioannou (2014) stated educators must possess motivation. In-service teacher training courses are highly crucial to sustain the instructor's motivation and their development as professionals. There are many other ways to hold in-service training programs, including conferences, seminars, staff meetings, etc. While it is prevalent at the school level, training for in-service teachers is uncommon at the university level in Pakistan. The majority of private institutions and, increasingly, public schools provide various in-service teacher training programs.

Maintaining an efficient teaching process depends in large part on teacher motivation and professional development. Thus, it may be intriguing to learn how these in-service training sessions for teachers contribute to increased professional growth and teacher motivation. The study looks at how in-service teacher training affects teacher motivation and how it contributes to professional growth, knowledge acquisition, and self-efficacy in teachers, all of which are important aspects of education at the school level. The efficacy of in-service training courses for instructors in public and private schools differs, and this is another area of attention for the research. The paper might help educational institutions and school administrations enhance their teacher training activities. The study's conclusions may also assist teacher trainers in understanding what aspects of teacher preparation are more motivating for educators and how instructors feel about these in-service training initiatives. Future scholars and legislators may find the study useful in their investigations into and overhauls of the educational system.

Literature Review

Teacher Training for In-service Teachers

A variety of educational activities are included in teacher training to improve teachers' understanding of teaching and other professional abilities (Omar, 2014). Since instructors are typically seen as the center of social education (Szucs, 2009), training for in-service educators can be thought of as a set of activities and programs designed to help in-service teachers advance their knowledge and areas of interest (Osamwonyi, 2016). Junejo et al. (2017) suggested that frequent in-service training should be offered to teachers as a
continuous investment in their professional development, based on their study on the subject of in-service training for vocational instructors. According to Fisher (2013), educators must acquire new competencies so they can effectively educate the next generation that is acquiring knowledge beyond the confines of the classroom. Additionally, it is suggested that teachers participate in training to learn about cutting-edge innovations, pedagogical approaches, and developing teaching trends, as well as how to use them in their teaching environments (Ramatlapana, 2009). According to Jahangir et al. (2012), in-service training for teachers is a methodical and efficient approach to improving teachers' perceptions about providing high-quality education to their pupils, either individually or collectively. According to Ekpol et al. (2013), instructors who receive in-service teacher training vary from those who do not in terms of their teaching methods, subject matter expertise, and assessment strategies. Omar (2014) asserts, based on a review of the research on the subject, that in-service teacher preparation is crucial for improving teachers' effectiveness in the classroom. In his case investigation of a Pakistani public school, Nawab (2017) concludes that in-service training for teachers has improved the attitudes of trainee teachers. Nevertheless, several obstacles prevent teachers from putting the concepts they have learned into practice in the classroom. Additionally, Hussain and Ali (2010) have noted that financial, professional, and administrative assistance are just as crucial to maximizing the benefits of the training as in-service preparation for teachers. Moreover, Mohammad (2004) argues that if the environment and the instructors' actual needs are not taken into consideration, it may be difficult to expect any significant change in teachers as a result of training.

**In-service Training of Teachers, Professional Development, and their Motivation**

Motivation is commonly regarded as a force that influences or guides people’s conduct (Weiner, 2012). According to scholars Taylor and Cranton (2012), for instance, teacher motivation is what draws someone to become a teacher, stay in the field, and come up with engaging lesson plans for the kids. According to Dörnyei and Ushioda (2013), one of the most important elements in the processes of teaching and learning is motivation (McDonald, 2011). It is also one of the psychological elements that is studied the most. According to Vasantham and Swarnalatha (2016), motivation plays its function as a catalyst in anyone’s achievement. It has been further investigated by Butler (2007); Richardson et al. (2014); Roth et al. (2007) and Ryan (2019) consequently, motivation in education has been explored extensively. Richardson et al. (2014) stated that however, the issue still requires attention in other circumstances. Scholars (Han & Yin, 2016) typically divide motivation for teachers into two categories. Pre-service and in-service teacher motivations are the two types of motivation. (Renata et al, 2018; Appova & Arbaugh, 2018) noted that the choice of better teaching materials, instructional strategies, classroom management, and punishment all affect teachers’ in-service motivation. Comparably, other researchers (e.g., Packard and Dereshiwsky in 1990 additionally highlighted leadership, appropriate professional
relationships, professional input, teacher development, and teacher assessment as important components that affect teachers' motivation. An examination of the elements that de-motivate instructors can also provide insight into their motivation. De-motivating influences are divided into five categories by Dörnyei and Ushioda (2013). These categories include subject repetition, low self-efficacy, stress, unsuitable career structure, suppression of teacher autonomy, and restricted possibilities for intellectual development. Addison and Brundrett (2008) further make clear, that throughout education, teacher motivation is frequently disregarded. Teacher motivation may be noticed in all theoretical perspectives, for example, expectation theory, equity theory, and work enrichment principle (Bluestone et al. 2013; Darling-Hammond & McLaughlin, 2009).

There is a systematic approach to enhancing teachers' knowledge, motivation, attitudes, and behaviors for better student learning outcomes is known as professional development (PD) (Avalos, 2011; Cochran-Smith & Lytle, 2001; McDonald, 2009, 2010, 2011; Villegas-Reimers, 2003). PD is a process that has a substantial effect on teachers’ attitudes and behaviors, changes in education, and how students learn (Villegas-Reimers, 2003). According to Guskey (1986), teacher motivation has a major role in whether professional development (PD) is successful or not. As with Kirkpatrick (1994), Guskey focused on participant reactions, learning, and training transfer; however, he also included other dimensions, including learning outcomes for students, organizational support, and transformation. Further research is necessary to fully understand the phenomena, though. Timperley et al. (2008), for instance, suggest that there are unknown variables about instructors' acquisition of novel concepts and students' reactions to them.

Addison and Brundrett (2008) claimed that teacher learning and professional development are strongly correlated (McDonald, 2011); yet, this connection is frequently overlooked. According to Frase (1992), an early study indicates that the motivation of teachers was derived from their desire to instruct pupils, as well as from their established work context (discipline, class work, etc.) and better content (PD, demanding work, etc.). An intrinsic approach to motivating teachers for educational contexts has also been explored by Wlodkowski and Ginsberg (2017), who have focused on circumstances that foster meaning-making, positivity, comprehensiveness, and performance-based orientation. Whereas Harris and Sass (2011) claim that within-service teacher development in the United States has no beneficial benefits on teachers' productivity or students' academic success, teacher training might be one of the many elements that contribute to teacher motivation. According to Taylor and Cranton's (2012) research, instructors who are motivated to learn are more professional and developed, which gives them the chance to learn more throughout training. According to Nzirirwehi and Atuhumuze (2019) a recent study conducted in Uganda, in-service teacher training improves teachers' professionalism, motivation, knowledge, and performance. This theory corroborates by pointing out that instructors are motivated to learn new techniques and enhance their professional development during training sessions (Gorozidis & Papaioannou, 2014).
A deeper and more contextualized analysis is needed to examine in-service teacher training and teacher motivation. Sahar et al. (2019) assert that a significant factor influencing teacher motivation is the moral training received by in-service teachers in the Pakistani environment. In a similar vein, Bhutto (2018) claims that a blended model—teacher training using instructional technology—has assisted instructors in increasing their professional development and motivation in research on teachers' perceptions of in-service workshops on professional development. The genuine nature of contextually appropriate in-service teacher training, which can have an impact on teacher motivation and professional development, has to be further investigated.

**Conceptual and Theoretical Framework of Study**

It is widely accepted that learning theories offer a fundamental theoretical framework for training activities, andragogy—a theory of adult learning—rather than pedagogy—a theory of child learning—is typically taken into consideration in the context of teacher preparation programs (Ali & Halim, 1997; Higgins & Elliott, 2011; Lawless & McQue, 2008). Smylie (1997) talks about the conditions that support adult learners, which include: (a) a comprehensive process of gaining knowledge from and through other peers; (b) teamwork throughout the working and acquiring knowledge process; and (c) chances to pick up tips from those in comparable situations. (d) Difficulties, independence, and a range of job roles.

There has been a discernible movement in the training of educators from behavior theories of teaching and learning to more constructive and cultural theories. The argument that conventional means of professional development have failed to significantly alter teachers' practices is also supported by Nishimura (2014). According to Holliday and Brennan (2021); Kitchenham (2012); and Mezirow and Taylor (2009), since Transforming Learning (TL) concept is regarded as a suitable way to bring forth changes in adult students based on their comprehension from their experience and, therefore, how the instructor evaluates their suggestions for further progress despite criticism from some researchers (e.g., Cervero & Wilson, 2001; Sheared & Johnson-Bailey, 2010).

However, this research, which draws on the concept of TL, views professional development for teachers as a chance for educators to grow in their ability to effect change in the world. As a result, when considered as an independent variable, the study shows that in-service instruction affects participating teachers' academic achievement, self-efficacy, social and financial benefits, communication and technical expertise, motivation, and academic achievement.
Data and Methods
Research design

The study was descriptive, and it employed a quantitative research method—which is also recommended by Han and Yin (2016) as a standard methodology for teacher motivation research—to examine the impact of in-service training for teachers on teacher motivation and professional development. In addition, the study used a survey as its research strategy. As a result, information on the targeted factors was gathered using a questionnaire. According to Leedy and Ormrod (2001), it was also helpful to the researcher to acquire data using a questionnaire across a large-scale populace in a shorter period.

Sampling

The study's participants were instructors from several schools located in Sindh, Pakistan. These instructors had received in-service training and were employed by several public and private schools. In a similar vein, the population of both genders from various public as well as private schools made up the population. To get data, simple random sampling is utilized. There were two groups made up of the whole population. Due to the differences in in-service teacher preparation between the public and private school systems, these categories were established based on the disparities between them. Hyderabad and Karachi, two districts in Sindh, were used to choose the sample. The goal was to get information from a range of both male and female school instructors that were included in the data collection. There were 450 instructors in all, 225 from public and private institutions. Additionally, 120 male as well as 105 female instructors from each group took part in the research. These teachers range in age from 25 to 58 and have a range of experience teaching, from two years to ten years.
Teacher Preparation Programs

One category of instructors included those employed by private schools (such as Saint Bonaventure School, The Smart School, Beacon House School System, the educators, City School, County Cambridge School, etc.), nearly all of which had some form of in-service teacher training program. These In-service programs for teachers are also known as professional development initiatives (Koellner & Greenblatt, 2018). The participants received comparable training to the institution’s requirements, offerings, and needs. A few of these educational institutions, including the Beacon-house school system, host training sessions that emphasize subject matter expertise, instructional techniques, paper marking procedures, etc. The other focuses more on the communication and classroom management abilities of instructors. The other focuses more on the communication and classroom management abilities of instructors. It is typically noted that these private institutions hold around two or three training sessions annually. The trainers are senior instructors or qualified trainers. The other category consisted of elementary school instructors employed by public schools.

The Sindh government's school education department has been focusing on the professional development and training of teachers over the past few years. It has created a sub-department for "Educational Development" in this regard. Public school teachers are now receiving initial and during-service teacher training from this. As a result, in-service teacher training is also provided to elementary school teachers in public schools, commonly referred to as PSTs (Primary School Teachers) and JESTs (Junior Elementary School Teachers). The majority of these trainings concentrate on topic knowledge and instructional strategies. Every six months, for instance, the Department of School Education hosts a two-day training session during which the trainers receive some sample lessons to use in their instruction. Most of the time, these model classes cover somewhat difficult subjects so that the student teacher may learn new material. Nonetheless, there is less emphasis on teachers' professional growth in in-service teacher training in the public sector. The trainers are often senior educators from the same department of education. However, UNICEF and the British Council are also officially recognized sponsors of Sindh Education of Educational Progress; as a result, these organizations occasionally supply trainers.

Instruments

A questionnaire was created with the study's goals in mind to gather data. The questionnaire was created by closely examining other surveys that have been used to measure teacher motivation (e.g., Gokce, 2010; AITayyar, 2014). Additionally, it was examined by a specialist in educational motivating research. Several items on the researchers' questionnaire examined elements influencing teachers' motivation and their professional growth through in-service training. The survey employed a five-point Likert-type scale to offer respondents additional options beyond a simple "yes" or "no" response. A portion of the questions focused
specifically on motivation, while others dealt with the professional and societal growth of teachers. The respondents were required to select on a five-point scale, ranging from strongly agree to strongly disagree.

The survey was an adoration questionnaire that required respondents to complete on paper using a pencil and paper. In the social sciences, an alpha value of higher than (7) is considered extremely acceptable. This is the case for all five areas of the questionnaire: self-efficacy, performance, societal and financial benefits, collective skills of communication and technology, motivation, and teaching skills. Additionally, all five items' mean inter-item correlations were extremely good. It exceeded .3 for every item in the questionnaire. As a result, we chose to keep every item for the analysis.

Findings

The following table displays the descriptive analysis, which includes all items' mean scores and standard deviation:

<table>
<thead>
<tr>
<th>Questionnaire Items</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Mean Difference</th>
<th>t-value</th>
<th>Sig. (2-Tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation of Teacher</td>
<td>3.0</td>
<td>0.561</td>
<td>0.300</td>
<td>5.4</td>
<td>0.001</td>
</tr>
<tr>
<td>SKILLS (Technological+Pedagogic)</td>
<td>2.98</td>
<td>0.560</td>
<td>0.480</td>
<td>11.01</td>
<td>0.000=1</td>
</tr>
<tr>
<td>Communication and Financial Societal Benefits</td>
<td>3.13</td>
<td>0.60</td>
<td>0.320</td>
<td>6.160</td>
<td>0.002</td>
</tr>
<tr>
<td>Performance and Self-efficacy</td>
<td>3.60</td>
<td>0.68</td>
<td>0.481</td>
<td>8.700</td>
<td>0.009</td>
</tr>
</tbody>
</table>

All five items have mean values that are closer to the cutoff value of 3. The mean score of 3.60 for the item "Societal and Financial Benefits" indicates that teachers are generally more optimistic about the societal & financial benefits of training for teachers, but not significantly so. Additionally, it suggests that the study's participants lacked clarity when responding to several questions about motivation and post-traumatic stress disorder. Teachers attend training because they gain socially and financially, as evidenced by the item with the highest
mean score, "Societal and Financial Benefits." Comparatively speaking, the item with the lowest mean value (2.98) is "Teaching Skills," indicating that teacher training has minimal impact on instructors' ability to teach. This demonstrates that teacher training has a less significant impact than is typically thought on teachers' professional abilities and motivation to engage in programs of training and continue in their careers. Similarly, teacher training has some impact on teachers' performance (mean value of 3.38) and self-efficacy.

**Table 2. Items to Motivate Teachers through Sample T-test**

<table>
<thead>
<tr>
<th>Questionnaire Items</th>
<th>Mean-value</th>
<th>Standard Deviation</th>
<th>t-value</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation to teach through new instructional technique</td>
<td>3.03</td>
<td>1.07</td>
<td>0.70</td>
<td>0.50</td>
</tr>
<tr>
<td>Motivation behind obtaining training certifications</td>
<td>3.87</td>
<td>1.089</td>
<td>4.123</td>
<td>0.00=1</td>
</tr>
<tr>
<td>Motivation behind Training</td>
<td>2.61</td>
<td>0.949</td>
<td>-3.44</td>
<td>0.002</td>
</tr>
<tr>
<td>Motivation for your presenting abilities</td>
<td>3.44</td>
<td>0.911</td>
<td>4.810</td>
<td>0.00=1</td>
</tr>
<tr>
<td>Motivation for a career in teaching</td>
<td>3.10</td>
<td>0.801</td>
<td>2.712</td>
<td>0.03</td>
</tr>
<tr>
<td>Motivation to learn</td>
<td>3.04</td>
<td>0.820</td>
<td>1.200</td>
<td>0.24</td>
</tr>
<tr>
<td>Motivation to instruct in classes</td>
<td>4.20</td>
<td>0.510</td>
<td>-0.20</td>
<td>0.00=1</td>
</tr>
<tr>
<td>Motivation to participate</td>
<td>2.10</td>
<td>0.977</td>
<td>0.30</td>
<td>0.01</td>
</tr>
</tbody>
</table>

The findings of the one-sample t-test for motivation are displayed in Table 4.1. The purpose of the study is to compare the instructors' mean motivation factor score—which is based on their teacher training—with the cut-off value, which is 3. The table indicates that the mean value of the two items, "Motivation to learn" (0.24) and "Motivation to teach through new instructional technique" (0.50), is not statistically significant. This is because the p-value for these two items is more than 0.05. In a similar vein, the average values of every item but one, "Motivation to instruct in classes," are closer to the cutoff value of three and less than four. Additionally, the overall mean score is closer to 3, indicating that instructors are unsure about how much training motivates them.

**Table 3. Items for the Societal and Financial Benefits through Sample T-test**

<table>
<thead>
<tr>
<th>Questionnaire Items</th>
<th>Mean-value</th>
<th>Standard Deviation</th>
<th>t-value</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses for several sessions</td>
<td>3.99</td>
<td>0.655</td>
<td>15.00</td>
<td>0.00=1</td>
</tr>
</tbody>
</table>
The introduction of oneself to the other & 3.56 & 0.831 & 9.112 & 0.00=1 \\ Connection with other participants & 3.60 & 0.999 & 8.111 & 0.001 \\ chance of speaking with trainers & 3.10 & 0.790 & 1.360 & 0.18 \\ Having fun meeting new folks & 2.40 & 1.270 & -4.500 & 0.001 \\ Professional value accompanied with certifications of training & 3.74 & 0.922 & 8.621 & 0.00=1 \\ Training mandated by outside organizations & 4.11 & 0.700 & 17.900 & 0.00=1 \\ Finding a new position & 3.81 & 0.960 & 6.921 & 0.01 \\ Impact on income & 3.22 & 0.918 & 5.544 & 0.00=1 \\ Financial and Societal Advantages & 3.56 & 0.700 & 8.712 & 0.00=1 \\

The average societal and financial benefits of teacher training as reported by instructors are displayed in Table 4.2. The item "chance of speaking with trainers" has a P-value of larger than 0.05, indicating that it is not statistically significant. Except for one item, "Having fun meeting new folks," which has a mean value of 2.40, the table demonstrates that practically all things have mean values more than 3.2. The total value of the table is likewise 3.2, indicating that teachers desire to take advantage of the financial and societal benefits. The value of this item is the only one that is higher than the cutoff value of 3, which is 3.2. All other things have values that are more than 3.5.

**Discussion**

The study aimed to determine how in-service teacher training affects teachers' motivation to continue in the teaching profession and to attend training programs. It also looked at how the training affects teachers' professional growth. The data analysis indicates that instructors' motivation from the training sessions is lower than what is often anticipated of them. Ayvaz-Tuncel and Çobanoğlu, (2018) presented the fact that in-service training initiatives are widely implemented in public as well as private educational institutions, and the data indicates that there is no discernible motivational difference between the two categories of educators as a result of these programs. Teachers in public, as well as private schools, appear to consistently respond positively to the training certificate as one aspect of incentive in training. The majority of instructors concurred that they attend in-service training sessions to obtain training certificates; Gorozidis (2014), in his survey conducted in a Greek setting, likewise supports this notion. Similarily, there is very little variation in the teachers depending on gender.
The study affirms that in-service teachers are not very motivated by training sessions to engage in programs or to pursue careers in teaching. Although the age component is not examined in the current study, Krille (2017) provides comparable results showing that younger instructors tend to engage less in professional development programs than those with greater experience. Boudersa (2016) asserts that to keep up with the latest developments in education, both in teaching and assessment, teacher preparation is crucial. In Sindh, the public as well as privately owned school chains have established various training programs per the requirements of teacher education training programs.

However, the results of the study indicate that these initiatives are not very effective in developing the professional skills and motivation of teachers. Furthermore, given that the majority of instructors are unwilling to take part in training programs, these programs must be evaluated and improved per the needs of the teachers. Since, the Sindh Education Department is still in the early stages of in-service teacher training and is not as productive as other public departments in Sindh, Pakistan because one apparent factor that de-motivates teachers from taking part in training programs may be the conventional means of organizing these boring in-service teacher training sessions. This is especially true for teachers working in public schools. Private school administrators do their best to offer relatively effective training programs in Sindh, Pakistan; however, it is challenging to concentrate on professional development and teaching skills in the typical classroom setting where grades are the only thing that matters rather than actual learning. As a result, it has been demonstrated that training programs involve some kind of instruction where teachers learn how to help pupils cram more effectively. These seem to be the potential causes of the instructors' lack of motivation during in-service training sessions.

Data from the research reveals that teacher training programs have a small but noticeable impact on teachers' professional skills in overall teachers of Sindh, Pakistan. It is noteworthy that although instructors believe teacher training courses help them become more proficient communicators and techies, these sessions do not help them become better teachers overall. Solheim et al. (2018) asserted that teacher preparation is essential to students' academic success; also, the setting is critical to teachers' professional growth (Ikeda et. al., 2018). The current study reveals that, in the Sindh context, the majority of teacher training sessions focus more on communication skills than on teaching abilities; as a result, instructors do not appear to be prepared for advanced and creative teaching as well as other professional skills. According to Kussainov et al. (2021), topic knowledge acquisition is challenging, particularly for inexperienced teachers. Teacher training programs can help address this shortcoming. Understanding prospective teachers’ motivation, the study shows that personality traits and ability to manage emotions were important personality utility values in teaching (Ivanec and Defar, 2023)

However, this study reveals that when asked how teacher preparation improved their topic knowledge, instructors gave unfavorable answers. This suggests that the majority of programs for teacher preparation are not well structured to impart adequate topic knowledge.
Teachers also expressed similar opinions on assessment procedures, test patterns, and curricula. Thus, it may be said that training sessions are not focused on topics such as exams, syllabi, or subject knowledge, all of which ought to be covered. According to Swackhamer et al. (2009), subject matter experts yield higher student accomplishments, particularly in the fields of science and mathematics. As a result, topic knowledge must be included in teacher training sessions. Subject knowledge is disregarded, but teacher preparation programs also do not address the application of technology in the classroom. Instructors claim they do not learn much about using modern technology in their instruction sessions, which suggests that new technical tools are not taught in training sessions. This may be treated as one of the issues in underdeveloped nations like Pakistan (Almarzoogi, 2016). Teachers concur that training sessions are beneficial for improving their communication skills, despite certain drawbacks. They also pick up new teaching techniques in the same way, which is corroborated by a different study conducted by Hein and colleagues (2012). This demonstrates that the bulk of the training programs concentrate on communication skills and instructional approaches. However, they are deficient in several crucial aspects of teacher education. Therefore, it may also be the cause of the teachers' lack of motivation during training sessions. In a similar vein, the study shows that instructors' performance and self-efficacy, as well as their level of confidence, are not significantly impacted by training sessions.

Despite the perception that instructors strive to apply what they learn in the classroom, training sessions have less of an impact on instructors' performance than they should. Nevertheless, it would be accurate to state that throughout these training sessions, instructors pick up a lot of practical advice on how to keep the class engaged, which eventually helps them in their line of work. The concept of providing training sessions for in-service teacher education is also emphasized by Nzirirwehi and Atuhumuze (2019). One of the key sources of internal and external motivation is money gain. Instructors will be highly motivated to participate in teacher training if they receive any financial gain from it. The teachers' response, then, was that they go to training sessions for teachers because they benefit socially and financially. The training session certifications aid in their career search and advancement. Although the study was conducted in a Greek context, it confirms the similar findings to that in a Pakistani context. According to another investigation by Gorozidis and Papaioannou (2014), "teachers’ engagement with training led to their acquisition of certification that is a tangible external incentive (e.g., qualification for their CV)". Teachers stated that attending training sessions enhances their professional value since, as a result of their training credentials; they are given precedence when applying for jobs. They also said that, while they appreciate getting together with officials and other participants, they also see the training sessions as a chance to chat with them. Teachers also experience another type of extrinsic incentive from the training sessions: the chance to create positive relationships with other participants.
Conclusion

The study concludes that instructional training sessions are only somewhat attractive to instructors because as Nitsche and his colleagues (2013) confirm, teachers who tend to be more goal-oriented have a very favorable attitude about receiving more training. While these training sessions impart certain critical components of teacher education to educators, they are deficient in many crucial areas, which further deter educators from attending these sessions. Teacher training programs fall short in several ways of meeting teachers' needs in terms of their professional skills and motivation. The majority of instructors are uninterested in teacher training sessions, notwithstanding the distinction between public and private schools and gender roles. This calls for enhancements to these sessions. After bringing the entire conversation together, it can be determined that programs for in-service training are very important and are supposed to inspire and advance in-service teachers' professionalism. However, regrettably, they are not set up in a way that maximizes teacher motivation in the academic setting of Sindh, Pakistan. For these in-service training programs to provide what is anticipated of them, a critical examination of them is required, and they should be reorganized and arranged according to result grounds.

Recommendations

- The study suggests that to encourage teachers, teacher training organizations, school administrators, and teacher trainers should concentrate on certain aspects of training curricula.
- To increase the instructors' participation in the training sessions, they might switch the training program mode from trainer-centered to teacher-centered.
- In a similar vein, training sessions have to be tailored to the demands of the instructors in the present. For instance, issues with managing time in the classroom or student evaluations that some instructors are having should be dealt with head-on.
- Similarly, because there are more pupils in each class at Sindh government institutions, teachers need to know how to handle this real-world scenario better.
- Teachers who attended training sessions and use the techniques they have acquired in the classroom should get additional incentives from the local or higher administration of schools in the public and private sectors. These incentives may take the kind of a promotion, cash support, or any other kind of reward.
- Additionally, obtaining an in-service teacher certification may become mandatory for the instructors, which might aid in their professional development.
- The study recommends using a qualitative method to investigate the same phenomenon. This might involve delving deeper into the reasons that motivate teachers and how in-
service teacher training contributes to their professional growth.

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