

## Perceptions of Secondary Level English Teachers on In-Service Teacher Training: A Narrative Inquiry

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### Abstract

*Teacher training is one of the major components of continuous professional development (CPD) which makes the teacher stay updated and informed regarding the innovative pedagogy and methodology. In-service teacher training is a systematized planning or program through which teachers refresh or upgrade their professional knowledge, skills, and practice. This study aimed to explore the perceptions of secondary-level English teachers on in-service teacher training. The study assessed the perception of the teacher towards in-service teacher training. The study adopted a narrative inquiry methodology. Five participants were selected purposively from Godawari Municipality, Lalitpur. Data were collected through semi-structured in-depth interviews and after transcribing, translating, and classifying them, the data were analyzed thematically. Self-efficacy theory developed by Albert Bandura has been applied to analyze the study. The findings of the study indicated that teachers were positive towards in-service teacher training. They opined that in-service training supported them in their professional development to conduct different hands-on activities effectively in their classrooms, and after this school-based training, they updated themselves with innovative pedagogy and methodology. The teachers demanded regular in-service training based on their needs. Further, teachers focused on ICT-based teacher training rather than theory-laden conventional training but they were not satisfied with the top-down approach of in-service teachers training packages. The study concludes that research needs to be carried out on the impacts on students' performance through teacher training.*

*Keywords: perceptions, in-service training, professional development, pedagogy*

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## Introduction

In-service teacher training refers to a professional development program designed for the teachers incorporating innovative pedagogy and methodology. Those teachers who are in service need to get updated according to time. So, in-service training is a systematic program envisioned to bring some tangible change inside the classroom.

Barbour and Hodges (2024) state that a teacher training program is conducted to prepare the teachers for online and blended teaching during extended school closure. To prepare the teachers for different circumstances in-service is required. Nzairwehi and Atuhumuze (2019) opine that in-service teacher training is being practiced globally. It is given to the teacher while they are actively working in the classroom. To improve or sharpen their skills and knowledge, in-service training is conducted. As the curriculum changes over time, training is crucial to conduct the activities as per the demand of the objectives of the curriculum. In addition to this, it is the time of technology and students are more inclined and dependent on AI tools like Chat Gpt so teachers must be updated with the latest developments along with innovative pedagogies. Petrenko (2024) stated that training becomes increasingly important in order to equip teachers to successfully navigate and flourish in the dynamic educational environment

Training is provided based on the requirements of the teachers' anticipation that there will be effective delivery into the classroom. Ayvaz Tuncel and Çobanoğlu (2018) opined , "The in-service training programs which the governments organized do not prefer to focus on existing knowledge of the teachers and their improvement; instead, they generally concern how the teachers can be trained about what they need to know". In-service training refers to professional development programs and activities. Some of the comprehensive in-service teacher training are workshops, seminars, refreshment-trainings, need-based training, ICT-based teacher training, classroom management, assessment techniques, curriculum dissemination programs, webinars, mentorship programs, action research, etc. It enhances teachers' career prospects and professional development to boost their self-esteem and motivation JuYoun (2011). In-service training helps the teachers grow professionally and makes the students feel comfortable on any topic through innovative teaching pedagogies. The study aims to explore the role of in-service training in professional development and students' achievements. The overarching research questions of this study were: What were the perceptions of English teachers on in-service teacher training? How did in-service training support the teacher for professional development? In order to get the answers of these questions, this research study was conducted.

## Background of the Study

Being a teacher trainer, I have conducted in-service teacher trainings like TPD training, curriculum dissemination, item writing, refreshment training, need-based training, school-based training, and so on. Recently, I got an opportunity to conduct a 2-day

refreshment teacher training where there were 35 participants in the training hall from basic level to secondary level. During the training, I talked to the trainees informally and there was also a post-training follow-up. Post-training follow-up was beautifully designed. While listening to them, they reported that training content was overloaded and still theory-laden. One of the participants said that in-service teacher training is crucial, but ICT-based teacher training is required rather than conventional lectured-based delivery. Another participant reported that most trainings are imposed by the center, especially at the end of the fiscal year and the training allowance which is given to the teachers is also not satisfactory. After listening to them, it triggered me to rethink and revisit the training packages developed by the trainer, I came to know that still there is a dire need to consider the perceptions of teachers before designing and conducting any kind of in-service teacher training. Therefore, I was motivated to explore the perceptions of teachers regarding in-service teacher training through this research study

In-service teacher training is a part of training for professional development which keeps them refreshed and updated with recent professional practices in their field. In Nepal, in-service teacher training is prioritized as a process of continuous professional development (CPD). TPD itself is also a part of in-service training. Both SSRP and SESP focused on intensive in-service training to bring some changes in classroom performance. SSDP which was implemented from 2015 to 2023 prioritized in-service training on different headings like TPD training, need-based training, refreshment training, and short-term customized teacher training.

Teacher Professional Development Framework 2080 has focused a lot on in-service teacher training on different titles. Qualified, professionally competent, motivated, committed, and accountable teachers are the pillars of any education system. Various professional development programs like workshops, seminars, observation visits, teacher networks, collaborative research, mentoring, and coaching are incorporated in the policy document of SESP. Now, ICT-based teachers are being focused on in-service. In the context of Nepal, Some in-service trainings are TPD programs, school-based teacher training, inclusive education training, early childhood education and development training, subject-specific training, ICT in education training, leadership management training, curriculum implementation training, assessment and evaluation training, etc. There are different in-service training programs introduced by CEHRD. There is 30 days teacher training for novice teachers means those who are recently recruited from TSC (Teacher Service Commission), one month long TPD training, teacher mentoring program, short-term customized training, Lesson Reading training, Self-directed Learning, Action research, learning networking classroom observation and Self-evaluation CEHRD (2080)

Ayvaz Tuncel and Çobanoğlu (2018) stated that in-service teachers support the quality of an individual and the productivity of the institution. There are pre-service, in-

service, and post-service teacher training but in-service training is important for addressing the immediate needs of the students. It is said that everything needs to be updated according to the time, similarly, teachers cannot be exceptional which is fulfilled through in-service teacher training.

Training is the process that particularly includes coursework in pedagogy. Subject-specific content and classroom management. It is more practical than theoretical or this is an internship believing that theoretical knowledge will be applied into the classroom. Training always implies the acquisition of a skill and drill is an essential part of training whereas education must provide those committed to it with knowledge, understanding, and cognitive perspective. In the context of Nepal, Teachers are given training at different times anticipating that there would be real learning inside the classroom. In-service training is highly important for novice teachers to get acquainted with innovative pedagogies. Gautm (2016) argues that the training becomes effective if the teachers improve their classroom practices with the help of skills and knowledge they receive in the training. After having the knowledge and skills, teachers are expected to use them in their classrooms.

After implementing the National Education System (NEP) of 2028, training was made compulsory for a permanent teacher in public schools but Teacher Professional Development (TPD) was established for the first time in 1971 in Nepal. A minimum of 10 months of training was required for instructors to obtain their professional certifications. To earn their professional credentials, instructors must complete at least ten months of training. Meeting the professional certification requirements to guarantee that every teacher completes at least ten months of training remains a challenge. NCED has created program handbooks, policy guidelines, and other materials to help properly transfer TPD into teaching activities. The TPD program which is an in-service teacher training helps the teacher strengthen, update, and renew teachers' knowledge and abilities to bring about observable change in the classroom and support higher learning outcomes. As a result, some TPD strategies include having teachers engage in self-reflection, giving them access to the information and skills needed to make lessons engaging, and encouraging a culture of reading.

In-service teacher training is based on the needs and demands of the teachers as well. When there were resource centers at the local level, teachers were connected and had awesome opportunities to have frequent teacher training. Nonetheless, all parties involved can accept the discrepancy between intent and reality. Various studies indicated that about 50% of training gets transformed into the classroom. This circumstance demonstrates the need to address several issues related to teachers' professional development in the 192 American Journal of Educational Research program. The teachers themselves are a component of the improvements. The two most crucial aspects of TPD are how instructors feel about the program and what activities they are expected to complete. There are two

types of professional development approaches: directed and self-initiated. One strategy for teacher professional development is training, yet in the Nepalese context, teacher professional development is more commonly referred to as training by the practice.

The ability to participate in seminars, workshops, conferences, courses, and exhibits, among other events aimed at fostering employee growth and development from the point of hire until retirement, is made possible by in-service teacher training. In terms of addressing expected actions in the TPD process, the design of the policy and TPD module (or training module) is based on the top-down approach. However, these foundations might not meet the teachers' expectations. Understanding how teachers feel at ease at work and what they anticipate from any TPD program is essential. As a result, according to Richards and Farrel (2005), training is defined as "the ability to demonstrate principles and practices in the classroom (p.13). There are novice and experienced teachers in the institutions but training is required for both novice as well as trained teachers, after the training, teacher demonstrate their skills beautifully understanding the level and needs of the students. Gebremaiam (2024) stated that Ethiopian in-service teacher trainees favor online learning platforms over traditional learning strategies despite not having good skills and knowledge of technology. In addition to this, teachers need to have some skills

### **In-service Teacher Training Framework**

In-service teacher training is a continuous professional development which is designed for better classroom performance. The in-service teacher training framework has been designed to enhance the skills and competencies of those teachers who are in the service at present. Those teacher who are currently working in the educational sector needs to stay updated otherwise it can be difficult for the teachers to cope up with the challenges. Teachers are those who have seen and faced the situation in different circumstances. Mahara (2024) mentioned that in-service teacher training is given anticipating that it equips teachers to confront evolving challenges within their institutions. In 2080, CEHRD published the Teacher Professional Development (TPD) Framework containing with teacher training programs for the professional development along with this framework talks about in-service teachers' training and its modalities. Those teachers who are recruited from TSC are given 30 days of in-service training, similarly, before designing the training packages, collecting the professional needs of the teachers is highly essential so need assessment is a prerequisite factor for the development of a training framework.

### **In-service Teacher Training as Personal/Professional Engagement**

In-service teacher training is a part of ongoing professional development for those teachers who are in service. Being acquainted through training supports the effectiveness of classroom teaching. Ghimire (2022) explored English Language Teachers' Professional Development through school-based training by using an interpretive paradigm of research. He found that school-based teacher training was relevant as well as useful for the

professional enrichment of the teachers. Gnawali (2013) stated that English language teacher development through professional associations highlighted how professional associations support to enhance teachers' professional growth. In-service trainings make the teacher well-equipped with new methods and technology. It prioritized teacher training for the continuous growth of the teachers, it is because every year many teachers are being recruited by the Teacher Service Commission (TSC) and novice teachers need in-service teacher training. CEHRD (2023) mentioned that there is a month-long training for the teachers before joining school, it prepares the teachers for better classroom performance. Therefore, in-service teacher training begins from per-service periods and it is an – ongoing process till the retirements. Asmira (2016) stated that different institutions spend a huge amount of money and invest significantly in Continuous Professional Development (CPD) to improve teachers' quality and to meet the changing needs of the students. Similarly, a teacher needs to fulfill the demands of the students through teaching but he/s he should get updated regularly.

Bhandari (2019) explored the implementation dimension of English language teacher training by using a survey research design. She found that teachers have enough training and the training is effective in upgrading teachers' professional awareness. However, it highlighted that the training skills were not transferable in the classroom due to different contextual variances, like large classrooms and diversity of students. This study provides me insight to look at the real understanding of teachers and the different challenges they have to overcome after getting training. So, my research departs from the agenda to readdress in-depth understanding, practices, and innovations of pedagogical skills through teacher training as a dimension of their professional. Therefore, in–service teacher training is required to conduct for the professional development of those teachers working at present. Iqbal and Ali (2024) mentioned that the rapid change in educational paradigm, curriculum change, and innovative pedagogy can be a big challenge for in-service teachers to meet the diverse needs of the students. To cope with all these challenges, teachers must have updated information and knowledge. In a similar vein, Tuncel Ayvaz and Çobanoğlu (2018) opined that teachers need to get updates regarding child psychology, skills in curriculum, and pedagogy. The purpose of the study was to explore the perceptions of teachers on in-service teacher training. The overarching research questions of this study were: What were the perceptions of English teachers on in-service teacher training? How did in-service training support the teacher's Professional Development? To answer these questions, this research study was conducted.

### **Gap Analysis**

After going through the existing literature and all the documents, in-service teacher training is highly required for professional development, many scholars have discussed the role of in-service teacher training but very few researches have been conducted on the perceptions of teachers on in-service training, Gautam (2016) mentioned that 90% of

teachers teaching in the community are trained but the SEE results have been less than 50%. It means in-service teacher training has not been implemented and the researcher wanted to explore the reasons behind it. Therefore, the researcher has chosen this topic. In addition to this, Teacher training is being imposed even today, there are different needs and demands at the grassroots level. The same training packages cannot be applicable throughout the country, therefore, teachers' perceptions need to be taken before implementing the training at the local level. Limited comparative studies may not be sufficient to carry out the new training program. A large amount of money has been spent on in-service training, expected outcomes have not been seen so this study was needed to dig out to explore the perceptions of teachers on in-service training.

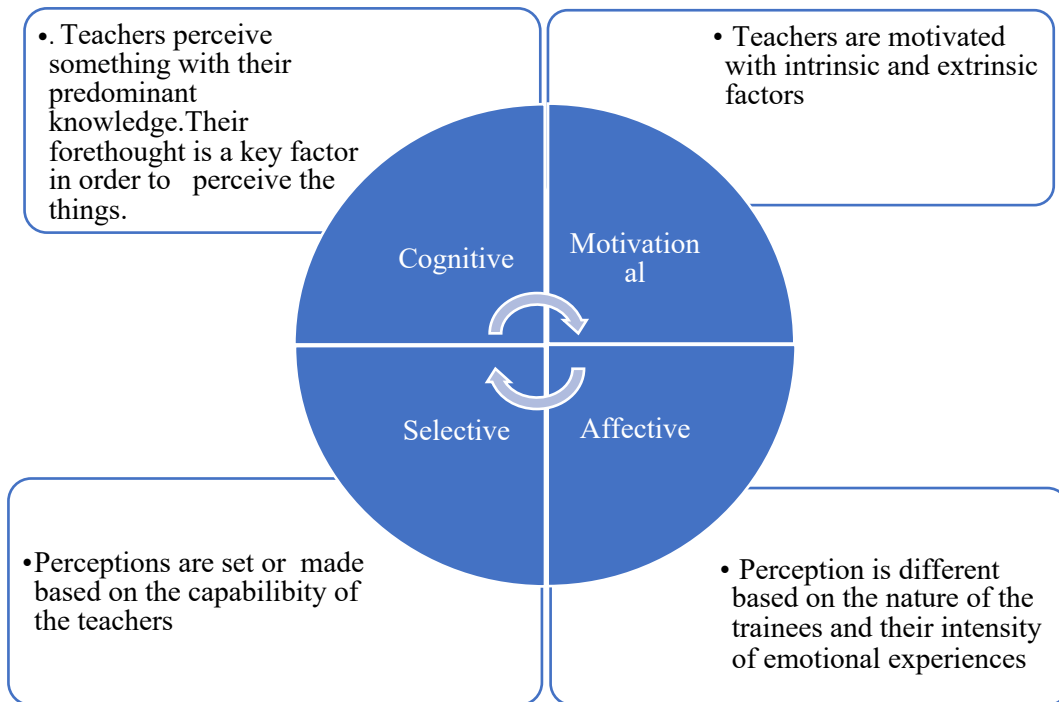
### **Theoretical Framework**

This study applied the self-efficacy theory developed by Albert Bandura. Through the lens of self-efficacy theory, the researcher has aligned the ideas with the perceptions of the trainees. Bandura (1964) opined that perceptions give deeper insights into human behaviour. It focuses on how an individual perceives their environment and there might be better behavioral change. Bandura (1969) stated that self-monitoring reinforcement can easily be transmitted to the learners. Here research discussed some factors for reinforcement. The perception and self-efficacy model affects each stage of the learning process and the way individuals perceive their environment significantly influences it. Perception plays a vital role in the theory. Self-efficacy beliefs human functioning through four major processes:

Cognitive is the retention aspect of the trainees. In this phase, teachers perceive the training with their predominant knowledge. They generalize things based on the mass of stimuli. Without having substantial evidence, their forethought is a key factor in perceiving the things or events and their actions are based on their thoughts. Similarly, the motivational process is an important aspect of this theory, trainees are motivated in two different aspects extrinsic and intrinsic. In cognitive motivation, people motivate themselves and guide their actions based on their forethoughts. It includes casual attribution, outcomes expectancy, and cognized goal. In addition to this selective process which happens based on the capabilities of the trainees, they perceive things based on their capacity or knowledge which means trainees avoid the activities and environments they believe exceed their capabilities. Regarding the affective process, perception is different based on the nature of the trainees and their intensity of emotional experiences. Finally, cognitive, motivational, affective process, and selective processes as shown in Figure 1.

**Figure 1**

*Connecting Bandura's Concepts for Perception Analysis*



*Source:* Bandura, 1964

### **Methodology**

The research aimed to assess and explore the perception of the teacher towards in-service teacher training. The study adopted a narrative inquiry methodology. Five participants in the study were selected purposively from Godawari Municipality. Godawari Municipality was chosen as a research site. Participants were from the public school who were teaching English at the secondary level. Data were collected through semi-structured in-depth interviews and after transcribing, translating, and classifying them, the data were analyzed thematically. Self-efficacy theory developed by Albert Bandura has been applied to analyze the study. In addition to this, having more than 10 years of teaching experience was also the inclusion criteria for the participation selection. As a narrative inquiry, participants' stories and experiences were taken as the data for the study as González-Ayala (2024) has said that narrative inquiry is the study of experience understood narratively. Through this non-numeric data, interpretation was made transcribing, translating, and classifying them, the data were analyzed thematically.



### **Data Collection Process**

For this study, Godawari municipality was the research site. At first, I visited the seven schools, and then five participants were selected purposively. After the selection of research participants, I talked to the teachers and shared the purpose of the study. After I developed the rapport with the research participants, the date was fixed for the interview and the interview was taken in the Nepali language as per the interest of the participants. Shrivastava and Shrivastava (2023) stated that in-depth interviews are one-to-one interviews. While interviewing my research participants, I used my diary for notes and the cell phone was used to record the raw data, the interview was recorded after having permission from the participants. As soon as the first round of interviews was taken, data were translated and transcribed but the researcher was looking for the rich data which was obtained through the second round of interviews. Therefore, the second round of interviews was set and it was done virtually. After the second round of interviews, the researcher obtained the rich data through in-depth interviews which was the main crux of the data collection process.

### **Data Analysis Process**

Lerigo-Lerigo-Sampson (2022) stated that qualitative data analysis explores people's opinions, attitudes, thoughts, and feelings. Non-numerical data was used. Collecting data through interviews, audio recording was transcribed into written text for easy analysis then correction and accuracy was checked. Then data were coded and segregated into different themes. As Saldana (2016) stated data begins from the first cycle coding method and then the second cycle coding method. After the interviews, I transcribed/translated data multiple times and highlighted the major information. Then I provided the specific coding by selecting the representative terms from the highlighted information. In the second cycle, I provided the thematic coding by connecting to different literature, and at last, I connected the thematic coding with theoretical insights for the discussion. Then thematic analysis was done and the information of the participants was kept under different themes to discover meaningful findings. Then four distinct themes were used to organize and classify the transcribed data to code it. Meanwhile, I organized the most prevalent themes that I had discovered and examined in the participants' narratives from the in-depth interviews. The purpose of data analysis is to transform the raw data into meaningful and actionable findings (Braun, & Clarke, 2006). Self-efficacy theory was used to analyze the information. Based on the information, findings were drawn and based on the findings, conclusion and implications were stated.

### **Findings and Discussion**

After data collection, they were coded and classified into different themes. Then, they were translated/transcribed into English. Vaismoradi and Snelgrove (2019) opined that the description process begins with the creation of meanings into different categories to differentiate them from themes. The analysis was completed based on the information

provided by the participants. While analyzing the data, the main ideas of the theory were aligned with the findings. Bandura's self-efficacy theory was applied which talks about cognitive process, motivational process, affective process, and selective process. Bhati and Sethy (2022) stated that self-efficacy theory is concerned with the question of how an individual holds belief in his/her ability to execute a course of action

Similarly, literature was also connected aligning with the scholars' point of view on a particular theme.

### **The Perceptions of teachers on TPD training**

T1 said, "I am a teacher from Humanities background so TPD is quite important to get acquainted regarding methodology and pedagogy." (2 June 2024)

Based on the sharing of T1, teacher training is still theory-driven and training is given only for the sake of training. Therefore, the teachers are not interested in participating in the training. Since the teachers want to master the fresh content, they are expecting something new from the training. Shakir (2019) mentioned that a teacher training workshop is a forum that bestows an opportunity for motivation and enhancement of professional skills in different disciplines and areas.

*T3: TPD training is a good concept but it is imposed from the center so it is difficult to implement in the classroom. (2 June 2024)*

*T1 was happy to be a participant from humanities background and also to get some opportunities to get informed regarding new pedagogy. And, T5 reported that the concept of TPD is good but it has not been run as it was expected by the trainees. So, it requires further customization. This is the time to rethink and re-structure the Training package of TPD so that training skills shall be implementable.*

Nzarirwehi and Atuhumuze (2019) said that because of social, cultural, and environmental factors, the teachers are not able to implement many of the strategies and ideas in the school. Similarly, Albert Bandura also opined with the ideas of the self-efficacy theory of cognitive process that teachers perceive training based on their predominant ideas. Therefore, they perceive TPD training as a time-consuming program and theory-laden. But nowadays, TPD training has been customized. However, the participants are elicited based on previous knowledge of the participants.

### **Perceptions of in-service teacher training for professional development**

Professional development is a continuous process. There are various means for professional development but teacher training is one of them which encourages teachers to do something innovative practices inside the classroom.

*T1 expressed, "In-service teacher training is pertinent to many of us. I did not have any idea for the project work but after receiving a 2-day training in our municipality, I felt comfortable in my classroom (2 June 2024).*

In-service training provides an opportunity for educators to advance and become professionals in the field. Therefore, in-service training is required as Gaité (2023) said that in-service training is an essential component of teacher professional development, which helps teachers improve their knowledge, skills, and instructional practices

*T2 said, "It is a part of professional development. It motivates the teacher if training is conducted time and again, I get refreshed through training. It was insightful for the teachers during the COVID-19 pandemic. (3 June 2024)*

During the COVID-19 pandemic, in-service trainings were given to the teachers to get acquainted with ICT-based training. Fissore (2020) mentioned that in-service training is an educational activity that helps teachers improve their teaching skills, abilities, and knowledge in their respective areas.

*T5 and T4 reported, "Since we are from humanities background, we learned students' motivation, classroom management, teaching pedagogy and use of ICT in teaching." (4 June 2024)*

Based on the above information, in-service teacher training plays an important role in equipping with new knowledge and skills in classroom teaching. Most of the teachers were highly positive towards in-service training. They are not getting refreshed only but also acquainted with innovative ideas. The finding is similar to the study of Nzarirwehi and Atuhumuze (2019) who mentioned that in-service teacher training also plays a great role in equipping, broadening, and deepening teachers' knowledge and skills, which in turn fosters an increase in teachers' competence, reliability, and responsibility. Similarly, Pokhrel and Behera (2016) stated that the TPD program enhanced and updated the knowledge and skills of teachers to bring tangible change in the classroom and also supported the improvement of learning achievement, aligning with these ideas given by the scholars, selective is the process through which teachers perceive something based on the capabilities of the teachers.

### **Challenges of implementing training skills and knowledge into the classroom**

Teachers obtain innovative ideas after receiving the training and are expected to have seen such skills in the classroom. However. All those skills and knowledge are always important to be implemented in classroom teaching to bring visible change.

*T1 said, "I cannot implement all the skills and knowledge in my class as the number of students is more than 55 in one class. We have only three subject teachers at the secondary level. (2 June 2024)*

*T4 opined, "I hardly used the skills that I obtained in training, if I implemented the ideas learned in training, I could not finish the course on time. We are overloaded. Our benches are fixed, we don't have the required teaching materials." (4 June 2024)*

Based on the sharing of the participants, there are several challenges to apply training skills. Lack of resources, more students, an overloaded curriculum, and a lack of subject teachers at the secondary level are some of the challenges. The finding of the study is similar to the study of Gautam (2016) which mentioned that the government has allocated a large amount of money for training but very little has been achieved. Similarly, self-efficacy theory developed by Bandura's concept of the motivational process creates a comfortable environment and teachers go ahead with a self-directed learning strategy.

### **ICT-based classroom teaching**

This is a technocratic era. Our students are smart to use the new technology. They can get more exposure through ICT-based learning but teachers need to update and stay informed then only effectiveness can be seen in classroom teaching.

*T1 said, "Teachers need more ICT-based training. I want to teach through slides but I cannot prepare but I want to learn."*

Based on the sharing of T1, the researcher came to know that teachers wanted to integrate ICT in class but it is not happening as teachers were not confident themselves to use ICT in class. So, the teachers need to get updated and informed in the course of time. Integration of ICT in classroom teaching helps to transform traditional teaching methods. Kilag et al., (2023) mentioned that technology improves student academic achievement by enabling more effective and efficient ICT integration into the teaching-learning process for students.

*T4 opined, "ICT is a crucial component which needs to be integrated with teaching-learning but we don't have many computers at school and there is frequent network fluctuation too."*

Based on the above information it is noted that participants wanted to have more ICT-based training. They were appealing for in-service training focusing on ICT. Hernández (2018) mentioned the importance of the creation of pedagogical dimensions that indicate the training competencies a teacher must have given the new technological tendency. Similarly, according to the social learning theory of Bandura, motivation is the key element so conducting teacher training on ICT-based packages motivates the teachers to learn and demonstrate in their classroom teaching. As Ishaq et al., (2023) stated the rapid spread of Technology has transformed learners into digital learners so teachers must have knowledge to integrate technology into their approaches. Therefore, ICT-based training is demandable to assess in this digital world. Similarly, aligning this idea with the self-efficacy theory of

motivation which focuses on both extrinsic as well as extrinsic motivation made the teacher ready to do something innovative activities in their classroom.

### **Conclusion**

In-service teacher training is a part of continuous professional development which is designed to enhance the skills, knowledge, and competencies of the currently working teachers. Mahara (2024) found out that in-service teacher training programs are truly significant for effective teaching and learning activities. In this study, the data also revealed that teachers were positive towards in – service teacher training and also interested to participate in ICT-based and need-based training. However, data also revealed some challenges to implement skills and knowledge due to the larger number of students in their classes, overloaded curriculum, limited resources, and lack of sufficient knowledge of the teachers to use ICT in the classroom. Connecting to the self-efficacy theory developed by Bandura, teachers perceived in-service training positively and they were motivated to bring some tangible change in their classrooms. This is an ongoing professional development activity where teachers update with the latest developments, being equipped with new pedagogy and methodology, teachers develop knowledge, skills, and abilities for effective classroom performance. This is equally important to both novice and experienced teachers but in-service training needs to be customized to incorporate ICT in the package and there should be regular training at the local levels. As all the resource centers and lead resource centers were dissolved teachers are not getting good access to training. Therefore, there must be a good connection between ETCs and local government to conduct further in-service training effectively and a bottom-up approach needs to be applied for the needs analysis which supports the designing of need-based training packages in the days to come.

### **Implications**

There will be some potential impacts in the related field of education as the study was based on in-service teacher training, it helps teachers, trainers, policymakers, and training-providing agencies. For the teacher, it supports updating and informing regarding innovative pedagogy and methodology, similarly, trainers can rethink and redesign the training packages based on the voices of the teachers, training providing agencies like PFTCs and ETCs get the benefit for further planning and the major finding of the research encourage to the policymakers to amend on policy regarding in-service teacher training. Therefore, the crux of the research findings directly contributes to the betterment of education but most importantly to the continuous professional development of the in-service teachers.

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