



In-Service Training and Development Program in Relizane Secondary School

Narimane MILOUDI*

Tiaret University (Algeria),

e-mail : narimane.miloudi@univ-tiaret.dz

Submitted

24/01/2026

Accepted

04/05/2026

Published

01/06/2026

Abstract: In-service training plays a critical role in the professional development of teachers. It is based on educational activities that aim to raise the degree of efficiency, knowledge, experience, and skills of teachers in order to fulfill their future obligations and responsibilities conveniently. For many years, the Algerian ministry of education has attempted to improve teachers' skills through pre /in-service training. This has been accomplished through providing them with various resources and instructional approaches about how to deal with a wide range type of pupils. This research is an attempt to investigate the various perceptions of teachers and inspectors of secondary school towards in-service training and the extent to which these programs cover EFL teachers' 'needs' in the class. A questionnaire was employed to collect data of this study. 37 male and female teachers took part in this study, and another questionnaire was administered to two secondary school inspectors. The findings revealed that the majority of EFL teachers show considerable satisfaction with the training programs, and consider it as an effective tool in fulfilling their needs.

Keywords: *EFL teachers, In-service training, Programs, Secondary school, Teachers' need.*

1. INTRODUCTION

The growing importance for providing quality education leads to think about different ways to reform and improve the teaching/ learning processes. Since teachers are the key element in the educational experience, equipping them with tools to facilitate their task in classes is crucial. Therefore, in-service training is an essential component of the teaching profession and act as a catalyst for teachers' effectiveness. It gives instructors the chance to develop their knowledge and skills in order to perform better in the classroom. The significance of in-service training for secondary school teachers, the many forms of in-service

* Corresponding author

training and the advantages of participating in in-service training programs will all be covered in this paper.

2. In-service Definition

The primary goal of education is to create well-rounded, informed persons. Since teachers are the foundation of education and are directly in charge of imparting information and developing students' abilities, educational organizations all over the world have given them a lot of consideration. These educational organizations have employed various trainings, including pre-service and in-service training, to ensure that the instructors would be prepared to carry out the tasks they were given properly. Thus, (Richards and Farrell, 2005) defined in-service training as: “activities directly focused on a teacher’s present responsibilities and is typically aimed at short-term and immediate goals. Often it is seen as preparation for instruction into a first teaching position or as preparation to take on a new teaching assignment or responsibility” (p.14).

Furthermore, (Broughton et al, 1980) mentioned that English language instructors should be full-fledged teachers by claiming that “the professional English language teacher should have not only the required personal qualities, but also training in the disciplines and fields of study appropriate to the language teaching process” (p. 37). As (Tucker and Stronge, 2005) asserted that “years of research on teacher quality support the fact that effective teachers not only make students feel good about school and learning, but also that their work actually results in increased student achievement” (p.2). This remark suggests that years of research in the area have verified the necessity of highly qualified instructors in affecting the students’ attitudes towards school and the increment of their educational attainments.

2.1 Importance of In-Service Training for Secondary School Teachers

In-service training is essential for teachers because it keeps them informed about the most recent advancements in their field, enables them to continually advance their teaching expertise and knowledge to provide their students with the best possible education, and fosters their professional motivation and engagement.

For secondary school teachers, many in-service training options are offered. Workshops, seminars, conferences, and even online courses fall under this category. Workshops and seminars are frequently concentrated training sessions that last only a few hours. On the other hand, conferences are bigger

gatherings that bring educators from various districts and schools together to exchange ideas.

For in-service training, online courses are growing in acceptance. The speed of completion for these courses is flexible and can be set by the instructor. They are a practical alternative for instructors who are unable to participate in conventional training programs since they are accessible from anywhere.

2.2 Benefits of Attending In-Service Training Programs

For secondary school teachers, taking part in in-service training programs can provide a number of advantages. These advantages consist of:

1. **Improved Teaching Skills:** programs for in-service training assist instructors in creating fresh methods of instruction that they may apply in the classroom. This can enhance student learning outcomes and assist educators in reaching their career objectives.
2. **Networking Opportunities:** teachers can network and work together with other educators through in-service training sessions. As a result, instructors and students may be able to exchange innovative ideas and best practices.
3. **Career Advancement:** Teachers can develop their careers by taking part in in-service training courses. Teachers may become more competitive candidates for promotions and other career possibilities by acquiring new skills and knowledge.
4. **Personal and Professional Growth:** programs for in-service training may assist in both professional and personal development. Teachers may boost their self-esteem and sense of success by pushing themselves to learn new things.

2.3 The In-Service Training Programs for Teachers

Due to its favorable impacts on students' educational achievement across all educational levels, the topic of education and training programs in the educational system is regarded as one of the most significant concerns highlighted in the area of education. It is a common belief that learning is a continuous process that contributes in improving teachers teaching skills and acquiring new knowledge in subject areas, and this will, in turn, help improve students' learning (Boudersa, 2016, p.3).

There are three primary phases in the development of teachers. Initial teacher training is the first step, and the induction stage is the second stage, which means "the process of providing training and support during the first few years of teaching or the first year in a particular school" according to (Ogunyinka et al, 2015, p. 113). The third level is teacher development, often known as ongoing professional development (CPD), which refers to a rigorous procedure for

working instructors. Regarding the training programs' content which is usually determined by experts and is often available in standard training formats or through prescriptions in methodology books. (Meguetaa and Ouchene, 2018) added that: "teachers can learn through planned or unplanned conversation: planned conversation such as meetings between teachers, seminars, workshops, or in-service meetings, while the unplanned conversation refers to interactions between teachers-teachers or between teachers-students" (p.30). The organized dialogue that takes place during conferences, seminars, workshops, and in-service sessions is the focus of the present study.

2.3.1 Seminars

A seminar is described as a conference or other gathering for debate or training in the Oxford English Dictionary (n.d.). Furthermore, "seminars" are formal presentations given by one or more experts in whom participants are invited to engage in discussion (Meguetaa and Ouchene, 2018). Consequently, the in-service training seminar may be characterized as a formal meeting of educators and inspectors to present and debate various topics. Additionally, following the presentation, participants must express their ideas and participate in a debate of the material.

2.3.2 Workshops

A workshop is a gathering when a group of individuals participate in extensive conversation or an activity on a particular topic or project, according to the Oxford English Dictionary. A workshop is intended to give instructors the chance to gain certain information and skills by involving them in short-term activities, according to (Richards & Farrel, 2005). The purpose of holding a workshop is to gain knowledge that may be implemented later in the classroom, such as creating systems for observing classes or carrying out action research. Moreover, "workshops can address issues related to both institutional improvement and individual development, and they are led by a person who is considered an expert and who has relevant experience in the workshop topic" (Richards & Farrel, 2005, p. 23). One of the popular types of professional development activities are workshops. Even the weekends may be used for scheduling.

2.3.3 In-service meeting/training

It is described as training that is provided to employees while they are working by Collins Dictionary (n.d.). In other words, professionals must enroll in certain classes to advance and increase their skill.

3. Methodology

As far as the methodological framework adopted to investigate teachers' perception of in-service training in secondary school of Relizane, we opted for a questionnaire to collect data since we get the chance to meet EFL teachers in a seminar organized by the inspector. A mixed method approach adopted to capture statistical trends and contextual insights to ensure comprehensive understanding of the in-service program of secondary schools. In what follow, we are going to outline the research objectives, questions and the target population of this study.

3.1 Research Objectives

The intended objectives of this research are:

- 1- To examine the effectiveness of in-service training programs currently delivered to Algerian EFL teachers
- 2- To understand shareholders perception about the content of the training program
- 3- To have the inspectors opinions about the efficiency of the programs provided to teachers

3.2 Research Questions

Based on the objectives stated above, this paper seeks to answer the following research questions:

- 1- To what extent in-service training program influence class practices?
- 2- What are the perceptions of teachers about the provided programs?
- 3- What are inspectors' opinions about the content of the training?

3.3 Sample

The sample for this study comprises of (37), both male and female, teachers from various regions in the city of Relizane. Secondary school teachers were specifically selected to make up the sample. It was also intentional to select a variety of instructors from different secondary schools in order to obtain a wide range of opinions on the subject under discussion which is the pertinence of in-service training program. Also, secondary school inspectors took part in the current study; however, there were only 2 inspectors. The inspectors were

purposefully picked as well since they are important component of these training programs and the educational system in general.

3.4 Results and Discussion

In this section, we are going to analyze data collected through the use of questionnaire. Quantitative data are presented in numerical percentages while qualitative data are presented in thematic analysis. We start by the following:

In the first section of the research and following analysis of the questionnaire, headed "EFL teachers' satisfaction with the in-service training program," More than half of the participants were found to be pleased with the content of the training program. In this regard, the majority of instructors (72.3%) concurred that the content is clear and simple to understand. In the same context, the statistics revealed that instructors were very happy with the workshop (51.1%), seminar (72.3%), and conference (46.8%) content. Furthermore, the vast majority of educators (70.2%) concurred that the qualified educators in charge of the training initiatives are highly successful. This research also revealed a high level of satisfaction (70.2%) with the knowledge instructors had obtained following their training. Pouring in the same vessel, just over half of the instructors (59.5%) expressed satisfaction with the way the training program was structured. But more than half of the participants expressed unhappiness with the program's length. This shows that instructors still express tremendous satisfaction with the training sessions despite the poor state of the meeting spaces and equipment. These findings meet the same previous research conducted by other researchers. According to (Nouri , 2021), the time allotted for the training is insufficient to complete the course material, achieve the pre-established objectives, and finish the assigned duties. (Osamwonyi, 2016) argued that: "There is the problem of poor planning and organization whereby available activities for participants are impersonal and unrelated to their job settings in the classroom" (p. 86). Another study of (Nouri, 2021) that investigates "EFL Teachers" Attitudes towards the Offered In-service Teachers Training Seminars" showed a great satisfaction of the teachers towards the relevance and the engaging content covered during these seminars

The in-service training programs offered to EFL instructors in Relizane city were deemed satisfactory in response to the question raised above. They specifically expressed their satisfaction with the information presented in seminars, conferences, and workshops, with their instructors, with the knowledge

they learned after participating in such a program, with the tools and facilities made available, and with the way the training program was organized in general. They did, however, express their displeasure with the length and location of the training, in addition to their displeasure with the training facilities.

In the second section of the research, we asked teachers if in-service programs fulfill their needs. The statistics showed the teachers' diverse needs. In this regard, the results showed that the training programs met the demands of the participants to their satisfaction. The instructors explicitly concurred (74.5%) that the training programs help them to meet their requirements while they are on the job. Additionally, 76.6% of the instructors thought that the programs aid in their knowledge growth. Furthermore, the majority of them (72.3%) concurred that the program gave them a better knowledge of the educational process. The majority of them also mentioned how the training assists them in assessing and evaluating the requirements of the students as well as their capacity to employ various teaching strategies and assessment techniques. The majority of educators (74.4%) concur that the programs provide them the confidence to confront and resolve issues in the classroom.

Furthermore, the majority of educators concurred the in-service programs are meant to help participants improve both professional abilities. The remaining questions concerned the usefulness of the programs, and (46.8%) of the instructors felt that these courses are sufficient for practicing as a teacher and keeping up with the advancements and changes occurring in the educational world. Additionally, slightly more than half of the participants concurred that the programs' well-organized professional development process is one of their main distinguishing features. Additionally, 61.7% of teachers said that the ineffectiveness of the inservice training programs is to blame for the difficulties and obstacles that instructors experience when teaching. The results of these inquiries were also mentioned in (Amara, 2020) who stated that in-service training programs were highly beneficial to teachers and gave them new teaching techniques. Additionally, (Kheira, 2021) suggested that the reforming of Algeria's teacher-training programs is a significant step toward raising the standard of teachers in that country. (Dua, 2015) also identified the demands of teachers and concluded that in order to assure both successful training and effective instructors, any professional training should address these needs. One may argue that the training program successfully met the demands of the EFL teachers in Relizane city. In other words, the programs provided a variety of services to meet the

various requirements of instructors. For instance, raising the educational level of EFL teachers and bettering their comprehension of the educational process. Additionally, INSET programs focused on enhancing teachers' abilities to instruct and assess students using a variety of techniques and empower them to find solutions to challenges in the classroom. The goal of programs is to help instructors improve their cognitive skills, such as their capacity to think creatively, choose the right teaching strategy for each kind of learner, and identify the curriculum's intended learning outcomes. Additionally, the EFL instructors thought that the in-service programs satisfied their needs for professional skills, classroom management, and communication abilities.

The third section of the research, we asked inspectors about in-service training in Algeria. We were able to identify many themes and points of view from the EFL inspectors on the in-service programs after thematically analyzing the inspectors' questionnaire. The focus of the training programs was the first theme. The inspectors' opinions were that instructors should be given the necessary training and information to enable them to do their jobs correctly. According to (Mishra, 2017) noted that “a well-planned in-service education program with clearly defined objectives growth and improvement of instruction and leadership skills” (p. 52). Thus, a well-planned in-service education program is important.

All of the inspectors who were questioned concurred that the primary goal of the training programs is to provide teachers with the necessary knowledge and a variety of teaching techniques, and this conclusion closely aligns with the results of the survey taken from teachers to gauge their satisfaction.

In addition, both of the inspectors' opinions suggested that instructors are happy with the training programs provided to them, while the last opinion said that EFL teachers were unhappy with the training programs provided to them.

Another crucial point is the effectiveness and sufficiency of the training programs. The inspectors' opinions on this concept made clear that training programs are insufficient and ineffective for instructors. However, they asserted that because instructors are given the necessary assistance and development, the training programs are adequate and effective. By referring to their respective professional experiences in receiving and implementing these programs, instructors' and inspectors' divergent points of view may be explained.

In this line, it can be noted that although the inspectors' and teachers' perspectives on the effectiveness and adequacy of the in-service programs in meeting the demands of the teachers are somewhat different, the fundamental goal is still to improve the instructors' abilities to carry out the instruction profession effectively.

4. CONCLUSION

An essential aspect and cornerstone of effective teaching profession is the in-service training. Training programs give instructors the chance to improve their talents, enhance their knowledge, and skills, which help them to perform better in the classroom. Furthermore, these programs ensure that teachers remain updated and responsive to diverse students' need and the evolving pedagogical trends. Secondary school teachers can develop their teaching abilities, connect with other educators, advance in their professions, and enjoy both personal and professional growth by participating in in-service training programs. Finally, inspectors should devise programs that meticulously tailored to cater to teachers' need in classes. Ultimately, well-trained teacher function as impetus for learners success by transforming their learning experience from tedious instruction into an enriching and dynamic journey of growth.

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