

## **TEACHERS TRAINING PROGRAMMES AND STUDENT ACHIEVEMENT AMONG OREGON HIGH SCHOOLS IN THE USA**

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### **ABSTRACT**

**Purpose of the study:** Training is an organized initiative to promote skills development and behavior of workers. Hence, the study sought to examine the effect of teachers training programmes on student achievement among Oregon High Schools in the USA.

**Research methodology:** The study was literature based. The findings presented were based on the preceding studies.

**Findings:** The study found that teachers' training programmes have a positive impact on student achievement. Teacher training is the process of teaching or learning the knowledge, skills, and attitudes needed to be a teacher in an educational setting. Training designed to help teachers improve their teaching practices. The successful execution of in-service education training programmes is advantageous to all stakeholders in education and enhances student achievement in senior high schools.

**Conclusion:** The research concluded that the training of school teachers enhances their knowledge, subsequently improving student achievement. Teachers got adequate knowledge to act and deal professionally. The training programs increase the efficiency of the teachers positively. The higher the efficiency of the teachers, the higher the students' achievements. The student's academic achievement can be enhanced by prioritizing the enhancement of the programs to increase the skills of the teachers.

**Recommendations:** It was recommended that schools should design good and functioning in-service training programs for their teachers to improve student achievement. Learning institution administrations need to ensure teachers training is done more often to conform to the rapidly transforming environment in learning institutions. Teachers should be offered autonomy in using their ideas to ensure they contribute positively to learning institutions' efficiency and student achievement. Teachers need to be exposed to workshops, conferences, seminars, and regular professional training in career advancement, pre-service and off-the-job-pupilage training. The

study recommends that all teachers are required to invest in training to boost the student achievement. Stakeholders should organize in-service teachers' training and training refresher courses because these are the most substantial elements of staff development.

**Keywords:** *Training programmes, teacher, student achievement, Oregon high schools, USA.*

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## INTRODUCTION

Teachers' education in the USA continued to be in various forms according to the national requirements. It is being enhanced by structure and function each day. Nasreen and Khan (2018) noted that teacher's education in the USA is taking good shape and it still requires regular improvements according to contemporary trends in education and teachers' education at different levels. A graduate of a teacher's education program in the USA ought to be the holder of intellectual skills, a maker of efficient and effective decisions, a builder of a warm classroom environment, a seeker of different methods, a possessor of professional pride and a consumer of research. Training is a useful guideline for job needs and methods (Orishev & Burkhonov, 2021). It can be offered in a class or at the workplace. Its goal is to allow employees to satisfy minimal student achievement requirements, keep their proficiency, or certify them for promotion to a higher position. This is how employees show that they have comprehended the training and can use it in practical scenarios (Halawi & Haydar, 2018).

Training is an organized initiative to promote workers' learning of work-associated understanding, skills and behaviour. Johnson, Park and Chaudhuri (2020) mentioned that training might include anything from educating workers on fundamental reading skills to more complex courses in management and leadership. Training is needed to enable workers to perform well on their present tasks and give them the understanding, skills and abilities to perform excellently in future activities. Training can be carried out on or off the job. Job training is referred to as in-service training. In-service training is defined as job-associated instruction and educational experiences and tasks developed to enhance the expertise and skills of workers and the quality of services, particularly the instructional practice (Sarpong, 2019).

Policy-makers and the general public agree that teachers training is important (Bhatnagar, 2018). Nevertheless, the arrangement ends regarding how best to educate the state's teachers. Many anticipate new teaching recruits to arrive in the classroom from the university and, with a touch of learner teaching under their belts, ready to start. They anticipate teachers to be equipped with the required skills; however, reality shows this does not occur. Teachers' quality matters greatly

because it is an essential institution-associated factor affecting student success (Budiharso & Tarman, 2020). Madani (2019) argued that the quality of education is a vital aspect in the development of any nation; it brings a positive change in individuals' social, financial and academic life. Many elements accomplish the overall objective, and the teachers is among them. These training programs have a hopeful effect on teaching (Quezada, Talbot & Quezada-Parker, 2020). One can claim that teachers is considered a transforming source of society. There are lots of teachers s who are serving the country. It has been noted that the educational setup is not up to the mark.

The objective of the training is to design a long-lasting impact on training itself and for the next upcoming training. The aim of the training is essentially on teachers s; the same alignment is then transferred to learners that later on choose its effect on society. Lack of understanding is not only the issue. However, the major issue is untrained, unskilled and low-paid teachers s (Allen & Sims, 2018). In the past, there was no presence of teaching curricula in the USA and no focus was provided to confirm the academic system. Then, after the 1930s, some focus was provided on the academic sector and some policies were brought in. Training programs are compulsory in order to improve the education system. Teachers s have numerous teaching abilities and skills (Mitrofanova, Simonova & Tarasenko, 2020). With frequent training programs, teachers acquire modern techniques for teaching to get excellent outcomes.

A teachers must rejuvenate his/her job needs even though several institutes offer training to practising teachers s where they learn various teaching techniques (Collins & Mitchell, 2019). The major objective of such a program is to boost their teaching skills. The training programs have obtained great importance throughout the world. Teacher's training is necessary for long-term understanding. Many people acknowledge this fact. Teachers' education is important to meet the present demands of curriculum (Yan, 2020). To revise the entire education system, teachers s ought to rejuvenate their knowledge and skill to conform to the education level. The quality of education in a nation is determined by the quality of teaching, curriculum, and administration of good learning institutions (Irmayani, Wardiah, & Kristiawan, 2018). This reveals the essential role of principals and teachers s in improving to provide a good outcome in the form of learners' intellectual, individual, and psychosocial development. Teachers s with excellent competence are required to assist with good teaching quality, particularly in primary education. Thus, the study

looked at the effect of teachers training programmes on student achievement among Oregon high schools in the USA.

## **LITERATURE REVIEW**

Ayvaz-Tuncel and Çobanoğlu (2018) discovered that in-service educator training is crucial for teachers to meet the issues in education. The training programs increase the teachers' competency and increase their efficiency. The increase of the training programs increases the achievement of the students. The study was quantitative and the population was a high school English teachers in Florida, USA. This research shows a substantial effect of training programs for instructors. Today research is practical to assist English language teachers and trainers in examining their training programs to bring improvements in their training; to generate reliable English language instructors. Training is an organized initiative to promote workers' learning of work-associated understanding, skills, and behavior. Johnson, Park and Chaudhuri (2020) mentioned that training might include anything from educating workers on fundamental reading skills to more complex courses in management and leadership. Training is needed to enable workers to perform well on their present tasks and give them the understanding, skills and abilities to perform excellently in future activities.

Junejo, Sarwar and Ahmed (2018) noted that in-service training is essential for teachers to deal with emerging issues and adjustments in the education sector. In-service training is a basic aspect of boosting teachers' professionalism. The student achievement of in-service training is necessary so that teachers can use the knowledge acquired in training and learning. The study project attempted to examine the effect of in-service training on the student achievement of teachers, especially at public senior high schools in the USA. The research goals were to determine the effect of training requirements on the efficiency of teachers and to check out the approaches utilized in conducting in-service training and their impacts on student achievement of teachers in public secondary schools in the USA. The instructors' student achievement was measured using the Balanced Score Card and other perceptual steps such as managerial efficiency, customer service positioning, student achievement and work quality. The study embraced a detailed study design. All 345 teachers were considered in the research; for this reason, demographics study was used. The tool utilized in the research was a questionnaire. The reliability test was accomplished using Parallel Forms design. Descriptive statistics were utilized in the research. The

research figured out that there was a considerable impact of in-service teachers' training on teachers' student achievement, as noted by most of the participants in the research. 80.4% concurred that training demands affected teachers' efficiency, and 99% concurred that the training strategies impacted teachers' student achievement. The practical contribution to the research has been to motivate instructors to attend in-service training programs, which are regarded as detailed pedagogical professional training that cause teachers' expert certification to be given a breakthrough to practice in USA institutions taking on the USA Institute of Curriculum Development curriculum. The research recommended that the government guarantee that the execution of adequate and well-intended in-service training programs for instructors at all levels of the educational system in the USA happens as prepared.

Zulnaidi and Haydar (2018) found that teachers' training programmes have a positive impact on student achievement. Teacher training is the process of teaching or learning the knowledge, skills, and attitudes needed to be a teacher in an educational setting. Teacher training includes policies, procedures, and processes aimed at empowering teachers with the knowledge, abilities, and attitudes in an integrated way necessary to develop their profession. Training designed to help teachers improve their teaching practices. The study discovered that different learning institutions design correct in-service training and personnel advancement programmes for their teachers to improve their morale and student achievement. The research concluded that the training of school teachers enhances their knowledge, subsequently improving student achievement. Teachers got adequate knowledge to act and deal professionally. An institution's knowledge administration through training ought to be considered as an integrated strategy to identify, handle, share and capitalize on the know-how, experience and intellectual capital of teachers in the institution; by handling teachers' knowledge, institutions can enhance their effectiveness, offer a better stepping stone for professional activity discharge, boost content mastery and delivery, enhance professional document preparation and easy incorporation of educational program adjustments. It was recommended that schools should design good and functioning in-service training programs for their teachers to improve student achievement. Learning institution administrations need to ensure teachers' training is done more often to conform to the rapidly transforming environment in learning institutions. Teachers should be offered autonomy in using their ideas to ensure they contribute positively to learning institutions' efficiency and student achievement. Teachers need to be exposed to workshops, conferences, seminars, and regular professional training in career

advancement, pre-service and off-the-job-pupilage training. The study recommends that all teachers are required to invest in training to boost the student achievement of the students they teach in the different areas of the curriculum offered at the institution via knowledge acquisition.

A study by Kubat (2018) argued that to lay a good foundation for the upcoming generation to deal with the advanced skills needed to contribute to a knowledge-based environment, the teachers s are required to be more successful with the students having different demands learning styles. The advancement of instructors based on professional criteria becomes part of a wider movement to guarantee high quality in different sectors of human life. The standard and quality of education are directly associated with the quality and standard of teachers s. The standard of reliable teaching includes three dimensions which are additionally divided into more indicators of expertise and understanding of the content, disposition of the instructors and the skill they represent in teaching. The essential concern below is that: What are the demands of in-service teachers s in planning the guidelines and choosing appropriate strategies? A definite and convenient approach to respond to the inquiry has been done with four-dimensional gap analyses while designating arbitrary scores and five levels to every sign of all four dimensions. The combined method and methodological triangulation strategy were utilized to gather information. Four-dimensional indicator-wise analyses disclosed the distinction between existing levels and wanted levels of many indications of training planning and approach. Based on the results, therapeutic areas have been determined for necessary actions. This certainly will increase the quality of learning.

Deshpande and Munshi (2020) examined the effect of in-service training and personnel advancement on student achievement in public high schools in Alabama State, USA. The research made use of the ex-post-facto study style. Four study concerns and hypotheses were developed and examined utilizing a survey adopted from Hhan et al. (2016) but subjected to adjustment by the researchers, which comprised a closed-ended questionnaire anchored on the study questions and hypotheses and was developed on five points Likert range. The tool was carried out to a purposely chosen population of 250 participants while 200 questionnaires were filled out. The developed data was assessed utilizing ANOVA to examine the hypotheses at a 0.05 level of significance. The results indicate that in-service training and personnel advancement had mixed impacts but considerable relative impacts on teachers s' student achievement. The research, as a result, recommended that learning institutions are required to design correct and working in-

service training and personnel advancement programs for their teachers to improve their morale, improve their efficiency and guarantee teachers' training is carried out regularly to make sure they cope with altering technological society and organizational environment in learning institutions.

Copriady, Zulnaidi, and Alimin (2018) performed research to examine the in-service education training programs on senior high school student achievement. The role of the research was to analyze the impact of in-service education training programs on senior high school teachers' student achievement. The study showed the impact of in-service education training programs on senior high school student achievement in Alabama. The education sector is advised to design, assist and urge various in-service education programs in senior high schools. The education offices and the learning institutions' management were also suggested to execute more economical kinds of in-service education training programs in their institutions on a normal basis. The successful execution of in-service education training programs needs to be advantageous to all stakeholders in education and enhance the learners' student achievement in nationwide exams and student achievement in senior high schools. Teachers' training also needs to be realigned to assist the teacher's trainees in taking on and following the professional principles of teaching and association with learners and parents. The study recommends that all teachers are required to invest in training to boost the student achievement of the students they teach in the different areas of the curriculum offered at the institution via knowledge acquisition. Training provides a ground for knowledge management and development; hence this equips teachers with the knowledge needed to assist them in their teaching occupation.

Janssen, Meinhard, Buisman, Verkoeijen, Heijltjes, Van Peppen, and Van Gog (2019) examined the impacts of different types of education and training on educator-student achievement. Past research on the subject has been hindered by a lack of enough steps of educator training and challenges dealing with the non-random selection of teachers to learners and of instructors to training. We deal with these constraints by approximating models with the impact of the learner, educator, and school setting using a substantial data source from Florida. Based on the findings, it is recommended that teachers' training generally has little impact on production. One exception is that content-focused teachers' expert growth is favorably related to student achievement in middle and secondary school English. The study recommends that all teachers are required to invest in training to boost the student achievement of the students they teach in the different areas of the



curriculum offered at the institution via knowledge acquisition. Training provides a ground for knowledge management and development; hence this equips teachers with the knowledge needed to assist them in their teaching occupation. Teachers' training also needs to be realigned to assist the teacher's trainees in taking on and following the professional principles of teaching and association with learners and parents.

Jassim (2020) discovered that policymakers and the public concur that educator training is important. But the agreement ends when it concerns identifying how finest to educate the state's teachers. Many anticipate new teaching individuals to get into the classroom just out of university and with a smattering of learner teaching under their belts, ready to go. They anticipate teachers to be equipped with the right instruments and skills; however, the truth is that this doesn't take place. Current study statistics have revealed that learners' academic student achievement is falling in a worrying trend. Germany cannot manage to be obsequious about it, hence their occurrence in an instant need to investigate the concern of educator's quality to develop whether it's a factor leading to the falling academic student achievement. The research took on a descriptive study design. This improved the researcher's knowledge of the factors and influence of teachers' quality on the academic efficiency of learners in Bremen, Germany. The chosen strategy enabled the gathering of detailed and intensive information and provided in-depth knowledge of the subject under research. The data gathered was evaluated and modified to produce uniformity and completeness. After obtaining the surveys, they were edited for completeness and consistency across the participants and to look for omissions. Data gotten from the study was assessed utilizing bar charts and statistical figures. The study gives recommendations for even more reliable means to improve instructor quality to stem learners' dropping academic student achievement. It is made for policymakers, coordinators and stakeholders that have obligations in the education sector in Germany.

Miguel-Revilla, Carril-Merino and Sánchez-Agustí (2021) conducted research of teachers' training from a comparative point of view. The research was limited to all Educated Graduate Teachers (TGTs) employed in private learning institutions of Iran that obtained in-service training between 2010-2017. Out of 2450 TGTs, 50 Inset TGTs (with in-service education and training) and 50 Non-Inset TGTs (without in-service education and training), 70 coworker instructors, 350 learners and 40 head teachers were chosen as samples. One monitoring timetable



and four 5-point Likert rating scales were used to accumulate the information on three chosen specifications i.e., class management, mentor methodology, and analysis strategies. Mean ratings, t-tests and standard deviation were used. Out of five, three null hypotheses were rejected at 0.05 level of significance. It is concluded that the student achievement of Inset TGTs was fairly better than the Non-Inset TGTs. The suggestions for training employed teachers and enhancement of training contents were recommended.

Paudyal, Lee, Kamzin, Soudki, Banerjee and Gupta (2019) performed research to investigate the influence of training on student achievement of teachers of sign language. Though studies have been done on teachers' training and student achievement in other subjects, no well-known study has been done on sign language. Teachers' efficacy theory directed the research links teachers' training and student achievement. The study was carried out in Malmo, Sweden. The target population was 20 principals who were sampled purposively. Thirty teachers in 20 public senior high schools were experienced via simple random sampling. The research goal was to determine teachers' training's effect on their student achievement in Malmo, Sweden. The study adopted a descriptive research design. Questionnaires for principals and teachers were made used to gather data. The quantitative information was examined using Statistical Packages of Social Sciences (SPSS). The research showed that pre-service and in-service training was paramount in educating the teachers of the emerging trends in the language and, for this reason, improved student achievement. It additionally revealed that qualified teachers were able to deliver classroom directions better than untrained teachers; thus, trained teachers posted excellent student achievement in sign language. The management support for teachers' advancement programs through assistance was evident. The study results will be useful in advising the Ministry of Education on the need for teachers in teaching colleges and universities to be completely grounded in their preparation for classroom instruction. It also encourages the establishment of teachers' capacity-building centers to provide refresher courses for in-service sign language. It will aid future research on teacher training and academic success in other levels or subjects.

A study by Medina, García, d'Amico, Gregson and Sosa (2019) noted that training is a useful guideline for work and job needs. Student achievement is how employees show that they have comprehended the training and can use it in practical scenarios. The issue under research was that majority of elementary school teachers in Venezuela register for various training, yet student

achievement in elementary schools continues to be disappointing; hence the research established the effect of training on elementary school teachers in Venezuela. The research aimed to determine the effect of training elementary school teachers on student achievement. The research was performed in Venezuela. The target population consisted of 150 elementary school teachers. The sampling method utilized was a multistage sampling strategy while the sample size was 60 teachers. Surveys were utilized as the tool for information gathering. Quantitative data was gathered using descriptive data, while qualitative information was evaluated using thematic evaluation. The research discovered that most participants believed that a worker's understanding improved with training. The research advised that teachers' employers should implement concrete strategies to allow teachers regularly get exposed to training opportunities. The importance of the research was that it would assist educational stakeholders in recognizing the financial investment required in teachers' training.

## **RESEARCH FINDINGS**

The study found that teachers' training programmes have a positive impact on student achievement. Teacher training is the process of teaching or learning the knowledge, skills, and attitudes needed to be a teacher in an educational setting. Teacher training includes policies, procedures, and processes aimed at empowering teachers with the knowledge, abilities, and attitudes in an integrated way necessary to develop their profession. Training designed to help teachers improve their teaching practices. The study discovered that different learning institutions design correct in-service training and personnel advancement programmes for their teachers to improve their morale and student achievement. Furthermore, they guarantee teachers' training is carried out regularly to ensure they cope with altering technological society and the learning environment in learning institutions. The successful execution of in-service education training programmes is advantageous to all stakeholders in education and enhances student achievement in senior high schools. The execution of well-intended training programs for teachers at all levels of the educational system usually takes place as prepared. Training is important to improve teachers' quality to stem learners' dropping academic student achievement.

## **CONCLUSION**

The research concluded that the training of school teachers enhances their knowledge, subsequently improving student achievement. Teachers got adequate knowledge to act and deal

professionally. An institution's knowledge administration through training ought to be considered as an integrated strategy to identify, handle, share and capitalize on the know-how, experience and intellectual capital of teachers in the institution; by handling teachers' knowledge, institutions can enhance their effectiveness, offer a better stepping stone for professional activity discharge, boost content mastery and delivery, enhance professional document preparation and easy incorporation of educational program adjustments. The higher the efficiency of the teachers, the higher the students' achievements. The student's academic achievement can be enhanced by prioritizing the enhancement of the programs to increase the skills of the teachers.

### **RECOMMENDATIONS**

It was recommended that schools should design good and functioning in-service training programs for their teachers to improve student achievement. Learning institution administrations need to ensure teachers' training is done more often to conform to the rapidly transforming environment in learning institutions. Teachers should be offered autonomy in using their ideas to ensure they contribute positively to learning institutions' efficiency and student achievement. Teachers need to be exposed to workshops, conferences, seminars, and regular professional training in career advancement, pre-service and off-the-job-pupilage training. The study recommends that all teachers are required to invest in training to boost the student achievement of the students they teach in the different areas of the curriculum offered at the institution via knowledge acquisition. Training provides a ground for knowledge management and development. Teachers' training also needs to be realigned to assist the teacher's trainees in taking on and following the professional principles of teaching and association with learners and parents. Stakeholders should organize in-service teachers' training and training refresher courses because these are the most substantial elements of staff development.

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