

Effect of In-Service Teacher Training on Skill Improvements Among Somaliland Teachers

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ABSTRACT

Effect of In-Service Teacher Training on Skill Improvements Among Somaliland Teachers. This study investigated the impact of in-service teacher training participation and its duration on teacher skill, teaching confidence, and student performance in Somaliland. Using multiple linear regression analysis, the findings consistently revealed that attending training significantly and positively influenced teacher skill development ($\beta = 0.805$, $p < 0.001$), teaching confidence ($\beta = 0.584$, $p < 0.001$), and student performance ($\beta = 0.406$, $p = 0.004$). In contrast, the duration of training was not a significant predictor in any of the models. The data further explored barriers preventing teachers from accessing professional development. The most frequently cited challenges were transportation issues (27.3%) and financial constraints. Lack of information and time limitations were also notable barriers. Most training was organized by the Ministry of Education (26.1%) or individual schools (20.5%). These results highlight the critical role of simply attending professional training over its length in fostering teacher growth and improving student outcomes.

Keywords: *In-Service Training, Education, Skill Improvements, Student Performance*

Introduction

In-service teacher training is a globally recognized practice designed to foster the professional development of teachers. It aims to promote continuous improvement among teaching staff, address variations in teacher preparation, and keep educators updated with new knowledge and creative innovations. Such training also equips teachers to handle evolving learning environments and is a central component of teachers and professional growth, helping them to improve the quality of education (Ayvaz-Tuncel & cobanoglu, 2018).

In developing countries, in-service training is often used to address shortcomings in pre-service training. These programs can introduce practical solutions to current challenges through lectures, films, exhibitions, and workshops. Teachers are exposed to new developments and teaching materials, such as updated curricula and innovative methods. Ideally, in-service training should enhance teacher professionalism by encouraging self-evaluation of strengths, weaknesses, knowledge, and pedagogical skills. It serves as a capacity-building task that stimulates organizational growth and development by improving behavior, attitudes, skills, and capabilities relevant to teaching.

However, the effectiveness of in-service teacher training in the developing world faces challenges. A study in Nigeria revealed that training programs often lack practical approaches, leading teachers to passively listen without applying new methods (Amadi, 2013). In Uganda, like many developing nations, in-service training may suffer from similar shortcomings, failing to equip teachers with transferable, hands-on pedagogical skills. The responsibility shrugging mentality can result in governments neglecting their broader responsibilities to facilitate the teaching-learning process, which requires proper planning, implementation, and a supportive

environment (Nzarirwehi & Atuhumuze, 2019).

Since its inception, the Somaliland education system was influenced by the Western curricula and the current education policy practice also has its own shortcomings to address the required access, equity, relevance, and quality of education. The lack of standardized policy frameworks, low funding, scarce resources, a limited number of qualified teachers and educational leaders, lack of unified curricula, absence of national language instructional policy, low enrolment, and high dropout rates of students, lack of favourable school environment, and shortage of required education data were among the major challenges deterring the education policy practices of Somaliland. Accordingly, establishing a well-designed education framework; developing unified national curricula and language policy; enhancing the quantity and quality of teachers and school leaders; increasing the education budget and educational resources, and improving the quality assurance and data systems in the country are some of the major practical implications (Malesse & Obsiye, 2022).

Challenges of In-service Teacher Training in Somaliland

Several challenges hinder the effectiveness of in-service teacher training. Some studies indicate minimal impact on content knowledge and skills, along with a lack of systematic evaluation processes. Measuring the impact of training on professional development can be difficult, posing an evaluation challenge. Studies often disagree on definitions and categorizations of professional development factors, leading to ambiguity and instability in measurement (Hidig & Saed, 2024).

A clearly defined role for trainers is also lacking, which means that training requirements may not be properly addressed. For training to be effective, it must align with teacher and learner needs, addressing

specific objectives through "backward planning". Additionally, learners must be central to the evaluation process to truly appreciate the impact of in-service training on professional development.

Furthermore, some key informants express concerns that in-service teacher training is not a priority for the education ministry, with teachers needing to take individual initiatives to pursue such courses. Teachers are often not given time off to participate, leading to conflicts between teaching and studying. In some instances, teachers use classroom time for their studies, which reduces time for actual teaching. The ministry may also impose curricular changes without properly sensitizing teachers on their application (Hidig & Saed, Psychological, Behavioural and Performance Impact of Corporal Punishment in Somaliland Students, 2024). Limited resources, such as scholastic materials and incentives, along with unfavorable learning environments, may also impede the successful application of newly acquired skills.

In-service Teacher Training Opportunities for Somaliland Teachers

In-service teacher training offers several opportunities for professional growth and development. It enables teachers to acquire new skills and knowledge, upgrade their academic qualifications, and enhances their competence, reliability, and responsibility. The training equips teachers with administrative skills necessary for the proper implementation of education policies and programs. Studies show that teachers also have opportunities to improve their performance.

In-service training can also significantly advance teachers' careers and help unqualified teachers achieve qualified status. By raising awareness of curricular changes, in-service training leads to better planning and delivery of content and improves the effectiveness of curriculum implementation. Furthermore, it can increase teachers'

confidence and motivation, improving their career prospects and professional identity.

Teachers can attend lectures, films, exhibitions, conferences, seminars, and workshops to gain practical solutions and materials. These events can introduce new developments and teaching resources such as updated curricula, methods, and specific equipment. Additionally, observation by facilitators, teacher collaboration, co-teaching, and participatory action research are techniques to improve teaching methods. Teachers can adopt varied teaching methods, use improved technology, and integrate new knowledge and experiences into classroom practices.

Generally, opportunities for in-service teacher training for Somaliland teachers from a few different sources. These are namely; NGO and international donor programs such as programs provided by Save the Children or GPE, Ministry of Education and Science funded programs, school based professional development which is extremely rarely provided by some of the most opulent private schools, distant and online learning on a self-study bases conducted by the teachers themselves, and finally University outreach by some universities like Amoud or University of Hargeisa who provide scholarships for teachers to attend teacher training programs (GovSomaliland, 2020), .

There are limited opportunities for in service teacher training programs offered to teachers in Somaliland, but these rare opportunities provide a lasting impact for the teachers who are lucky enough to be afforded those opportunities. One of such in service teacher training programs is the offered by Save the Children in collaboration with the GBE and the Ministry of Education and Science. The training which was conducted by Somaliland College of Education in 2017 and 2018 saw 1870 teachers completing the program and being deployed to the education system in Somaliland with their certificates.

As well as 280 teachers who received pre-service training (GPE, 2022).

Effect Of In-service Training on Class Management

In-service teacher training provides teachers with the necessary strategies to prepare for, prevent and handle class disruptions, thus improving the class discipline and order. This preparedness which is achieved through training with proven methods and is data driven, will give the teacher a boost in confidence which will manifest in them asserting their authority with greater ease and comfort.

In-service teacher training also often includes methods to increase the class participation of the students and foster an atmosphere of collaboration and engagement, this is proven to have monumental impact on the learning and mastering of the students of their subject material (Gary & Diloreto, 2016).

As described by a cross sectional survey carried out by Amoud University with 196 teachers of which 95 had taken in service teacher training while 56 had not, in-service teacher training has significant effect on class management (Ismail, 2019). When teachers learn empathy, communication and conflict resolution skills, the effect is seen vividly in their teacher-student relationship, and a better relationship with the students will reduce behavioral issues and will improve the classroom climate.

Due to the fact that data on in-service training and its impact is scantily available in Somaliland, it is of crucial importance to draw parallels from more well developed and studied educational systems worldwide. One such study viewed evidence-based capacity building in Mexico and drew inferences for the educational industry in Somaliland. This study highly emphasized the importance of in-service teacher training for building the capacity of teachers in Somaliland and elevate

the learning experience for the students (Guled, 2023).

Methodology

The analysis involved 112 primary and secondary school teachers in Hargeisa District in Maroodi Jeex Region, Somaliland. The study adopted a descriptive research design which involved administering questionnaires to selected respondents from a sample size of 88 teachers out of the total sample of 112. The minimal required information included the teacher's age, teaching level, and experience. The teachers included in the study were between eighteen and forty-one years old. SPSS is a comprehensive system that uses the provided data to generate plots of trends and distribution, charts and tabulated reports, complex statistical analyses, and descriptive statistics. SPSS has a wide range of applicability, minimal to no coding requirements, a user-friendly interface, and is easy to comprehend hence is popular among researchers. In this study, SPSS will allow the researchers to analyze the impact of In-service teacher training in Hargeisa, Somaliland.

Structured Questionnaire

Section A: Demographic Information

1. What is your age?

☐ Under 25 ☐ 25-34 ☐ 35-44 ☐ 45 and above

2. Gender:

☐ Male ☐ Female ☐ Prefer not to say

3. What is your highest academic qualification?

☐ Certificate ☐ Diploma ☐ Bachelor's ☐ Master's or above

4. How many years have you been teaching?

☐ Less than 2 years ☐ 2-5 years ☐ 6-10 years ☐ More than 10 years

5. What level do you currently teach?

☐ Primary ☐ Secondary ☐ Both

Section B: Participation in In-Service Training

6. Have you ever attended an in-service teacher training program?

☐ Yes ☐ No

7. Who organized the last training you attended?

☐ Ministry of Education ☐ NGO ☐ School-based ☐ Other (specify): _____

8. What was the duration of the most recent training?

☐ 1 day ☐ 2-3 days ☐ 1 week ☐ More than 1 week

9. What topics were covered in your most recent training?

(You may tick more than one)

☐ Classroom management

☐ Subject content knowledge

☐ Inclusive education

☐ Student assessment

☐ Pedagogical methods

☐ Other: _____

Section C: Perceived Impact of Training

10. The training improved my classroom teaching skills.

☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree

11. Since attending training, my students' performance has improved.

☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree

12. The training helped me become more confident as a teacher.

☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly disagree

Section D: Challenges and Opportunities

13. What challenges do you face in accessing in-service training?

(You may tick more than one)

☐ Lack of availability

☐ Distance/transport

☐ Cost

☐ Lack of information

☐ Time constraints

Results and Analysis

To help best conduct this extensive study project, a sample of 88 teachers were selected to help paint a clear picture of the study. Due to the complex structure of the data and the larger size of the dataset, using the statistics package application SPSS made possible to carry out a detailed and perceptive analysis. This part presents the background information of the teachers who responded in the study. The purpose of discussing the background of the respondents was to become acquainted with the demographics of the respondents including age, gender, years of experience, teaching level and qualification.

Demographic	Category	Frequency	Percentage
Gender	Male	46	52.3
	Female	42	47.7
Age	Under 25 years old	19	21.6
	25-34 years old	19	21.6
	35-44 years old	24	27.3
	Above 45 years old	26	29.5
Experience	Less than 2 years	16	18.2
	2-6 years	20	22.7
	6-10 years	23	26.1
	More than 10 years	29	33.0
Teaching Level	Primary	48	54.5
	Secondary	29	32.9
	Both	11	12.6
Qualification	Certificate	31	35.2
	Diploma	25	28.4
	Bachelors	22	25.0
	Masters	10	11.4

The data in the study show that in terms of gender, the respondents were relatively well balanced. With 46 of them -corresponding to 52.3%- were male while 42 of them or 47.7% were female. The study also sheds light that the majority among the respondents in terms of age groups were those above the age of forty-five years with 26 of them or 29.5% being in this category. This was followed by the second eldest age group 35-44-year-olds who represented 24 or 27.3% of the total respondents. Finally, the age groups from 25-34-year-olds and those below 25 years of age both had 19 members or 21.6%.

In terms of the level of experience of the respondents, the majority of the respondents

-29 members corresponding to 33% were the most experienced group with more than 10 years of experience. This was followed by the second most experienced group, those with 6-10 years of experience who were corresponding to 23 teachers or 26.1% of the teachers. Those with the least experience of less than 2 years had the smallest portion of the respondents, 16 members or 18.2%. finally, those with 2-6 years were 20 members or 22.7%.

While in terms of the teaching level, the vast majority of the teachers were teaching primary schools, with 48 teachers or 54.5% of the total sample population teaching at this level. 29 teachers corresponding to 32.9% of

the sample were teaching secondary schools. While 11 teachers or 12.6% taught both secondary and primary schools.

Most of the teachers in this sample were qualified to teach with certificates, with 31 teachers holding this qualification. This was correspondent to 35.2% of the sample. Teachers holding Diplomas were 28.4% of the sample with 25 teachers. 22 teachers in this sample held Bachelor's degrees representing 25% of the sample population. While the least degree of qualification attained by the teachers in this study was Master's degree with 11 teachers attaining this level of qualification, representing 11.4% of the sample population.

Challenges to In-Service Training in Somaliland

This variable was introduced to the study to assess why more teachers were not receiving in service teacher training among teachers in Somaliland. The majority of the teachers in this sample 24 teachers representing 27.3% reported that the biggest challenge holding them back was transportation or distance issues. The second largest group of respondents purported that the challenge holding them back from receiving in-service training was the costs associated with some training seminars or in securing the necessary spot in professional development courses.

Certain percentage of the teachers, 17% to be exact, representing 15 teachers reported that

they lacked any information regarding training. Finally, 15.9% of the sample or 14 teachers reported that they had time constraints holding them back from seeking and attending in-service training.

Opportunities for In-Service Training in Somaliland

Somaliland teachers are afforded opportunities for in-service teacher training by various sources. The majority of teachers in this sample study, 23 teachers, corresponding to 26.1% reported that the organizer for the training they attended was the ministry of education. 18 teachers, corresponding to 20.5% of the sample reported they attended a training organized by their respective schools. 14 teachers or 15.9% of the respondents were trained by other sources. while 12 teachers, representing 13.6% of the respondents reported they were trained by an NGO.

Effect of In-Service Training on Teaching Skill

This first objective was to analyze and measure the influence of In-Service training which was considered both in presence and duration, on the teaching skills of the teachers among the responding sample. This was important to be analyzed as it represented the most crucial variable in this study. The data suggests the vitality of training to elevate the skill of the teachers

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-.787	.356		-2.210	.030

Attended_Training	2.930	.392	.805	7.478	.000
Training_Duration	-.119	.111	-.116	-1.079	.284

a. Dependent Variable:

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	111.584	2	55.792	47.248	.000 ^b
	Residual	100.371	85	1.181		
	Total	211.955	87			

a. Dependent Variable:

b. Predictors: (Constant), Training_Duration, Attended_Training

A multiple regression analysis was performed to assess the effect of attending training and the duration of the attended training on improvement in the skill of the teachers. The model showed that attending training was a significant predictor for improved skill among teachers ($B = 2.930$, $\beta = 0.805$, $p < 0.001$), indicating a strong positive effect. On the other hand, the duration of the training proved to have no contribution to the prediction of the dependent variable ($B = -0.119$, $\beta = -0.116$, $p = 0.284$), showing no effect. These results show that for teachers, attending training is a strong predictor for improved skill, it is more critical in gaining improvements in teaching skill than the duration of the training.

Effect of In-Service Training on Student Performance

The second objective of this study was promising to critically analyze the fruits or benefits of teacher training as transferred to the students. The theory would suggest that any measures to elevate the standing of the teacher in terms of skill would have tangible impact on the performance of the student. Hence this variable was added to the study to perform analysis on the impact of training of the teacher on the performance of the student.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.687	.447		1.535	.128
	Attended_Training	1.467	.492	.406	2.979	.004
	Training_Duration	.114	.139	.112	.821	.414

a. Dependent Variable: Q12_Student_Performance_Improved

The predictive value of training duration and participation on improving the performance of students was investigated using a multiple linear regression. Attending training showed a statistically significant and positive effect ($B = 1.467$, $\beta = 0.406$, $p = 0.004$), according to the model, meaning that for those teachers who took part in an in-service training, the performance of their students improved. However, the duration of the in-service training proved to be irrelevant to the performance of the students as evidenced by

the fact that training duration did not substantially predict the dependent variable ($B = 0.114$, $p = 0.414$).

Effect of In-Service Training on Teaching Confidence

This last parameter of the study was to analyze the perceived or tangible impact of in-service teacher training on the teaching confidence of the responding teachers.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.303	.421		.721	.473
	Attended_Training	2.098	.463	.584	4.535	.000
	Training_Duration	-.024	.131	-.023	-.182	.856

a. Dependent Variable: Q13_Teaching_Confidence_Improved

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.567 ^a	.322	.306	1.283

a. Predictors: (Constant), Training_Duration, Attended_Training

Finally, As shown in this multiple linear regression assessing the effect of training participation and training duration on the confidence of the teachers. The results showed that attending training was a statistically significant predictor of improvements of teaching confidence, ($B =$

2.098 , $\beta = 0.584$, $p < 0.001$). However, training duration was not a significant predictor of the dependent variable ($B = -0.024$, $p = 0.856$), indicating that the presence of training is more impactful than its length. The constant was also not statistically significant ($p = 0.473$).

Conclusion

The study concludes that participation in in-service teacher training is a key determinant of enhanced teacher skills, confidence, and improved student academic performance in Somaliland. The duration of the training, however, does not play a significant role in predicting these outcomes. Therefore, educational stakeholders should prioritize increasing access to training rather than extending its duration. Addressing logistical and financial barriers—such as transportation, cost, lack of information, and time constraints—could substantially increase participation. Emphasis should also be placed on sustaining collaborations between the Ministry of Education, schools, and NGOs to ensure regular and accessible training opportunities for all teachers. Ultimately, the presence of training, not its length, drives meaningful improvement in teaching quality and educational outcomes.

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