

# RESEARCHES IN IMPACT OF IN-SERVICE TEACHER EDUCATION ON TEACHERS COMPETENCY AND CLASSROOM TRANSACTION- AN ANALYSIS

## ABSTRACT

Teaching and Research are two inseparable components. Educational Research is that which develops new knowledge which is then applied to the improvement of Educational Practice. The same is true for Teacher Education. In-service teacher education is necessary to keep the attention focused on the need for improved quality of educational outcomes through better performance. In-service training programme are organised every year in all the states. To understand the impact of in-service training programme, there is a need of research. It is important to find out how this in-service training is helping in developing the competency. The Sarva Shiksha Abhiyan (SSA) places great emphasis on building the capacity of teachers for teaching through regular in-service training programmes. There are many studies which are conducted in National and International level. Effectiveness of in-service teacher training programme needs to be analysed deeply. Rigorous studies should be given more attention by the researcher. Intensive qualitative research is required to analyse different aspects of in-service teacher education.

## KEY WORDS

In-service Teacher Education, Teachers Competency, Classroom transaction, Initiatives, Studies conducted, Critical analysis.

## INTRODUCTION

Teaching and Research are two inseparable components. Research is the measure of standard of a college or university. Educational Research is that which develops new knowledge, which is then applied to the improvement of educational practice. Same is true for Teacher Education. Research can increase the quality of future generations. Therefore for the development of teacher education and for its upliftment, more research work is necessary. Thousands of research had been conducted on teacher education programme for getting degree as well as for professional development. It seems that some aspects of teacher education was over studied while some are neglected. In this context to analyse researches in impact of in-service teacher education on teacher competency and classroom transaction is significant.

## NEED OF RESEARCH IN IN-SERVICE TEACHER EDUCATION

One of the most important factors in educational development is the teacher. The teacher in order to discharge his/her professional duties effectively and efficiently needs professional preparation. A well organised teacher education programme can help greatly in this regard. Teacher education is perceived as a continuous process which consists of three distinct and closely interrelated consecutive stages. These stages are as follows: pre-service teacher training, induction phase, in-service teacher training. Pre-service teacher education programme is meant for preparing freshers for the teaching profession. Induction phase of teaching is designed to make newly appointed teachers familiar with the practices and activities of the institution where they are appointed. It is the preparation required to equip a new member of the staff for the duties and responsibilities of his/her specific initial assignment. The in-service teacher education programme is meant for teachers in service for their professional growth and development so that they will be able to discharge their duties and responsibilities more effectively. It is meant to improve teachers professional knowledge, skills and attitudes in order that they can educate children more effectively. The main purpose of in-service teacher education is to update teachers in latest development in pedagogy, content as well as new

syllabus. It is generally conducted on the basis of professional needs of teachers on different school subject.

In-service teacher education is necessary to keep the attention focused on the need for improved quality of educational outcomes through better performance. It helps to maintain an environment that would facilitate the quality learning in school through teachers own commitment and enable teachers to develop their competency which they need to pursue in their career options. Teachers professional development is the key to education improvement. So it is necessary to study the impact of in-service teacher training on teachers competency and classroom transaction.

In-service training programme are organised every year in all the state. to understand the impact of in-service training programme, there is a need of research.

### **INITIATIVE AND STRATEGIES FOR IN-SERVICE TEACHER TRAINING**

Following NPE 1986, efforts have been made to develop institutions like DIETs, IASEs, CTEs for providing in-service education to primary and secondary school teacher. 500 DIETs, 87 CTEs, 38 IASEs and 30 SCERTs have been set up, although many of them have yet to function as resources centres.

The Sarva Siksha Abhiyan (SSA) aims to provide quality education to all children in the 6 to 14 year age group across the nation. The programme places great emphasis on building the capacity of teachers for teaching through regular training programmes. The scheme provides for regular annual in-service training for up to 20 days per teacher. SSA also provides for 30 days induction training for newly recruited trained teachers to orient the SSA programme and specific state/ district priorities in quality education. 60 days training is also provided for teachers that have not received pre-service training.

In a classroom setting, teacher competency depends greatly on his/her knowledge and mastery of different subjects and skills in using pedagogical practices. In addition, teachers attitude towards children, their level of motivation, interest and ability to interact with parents

and community members also contributes to and influences the quality of teaching learning process.

The National Council of Teacher Education (1998) has identified ten teachers competencies for making the teachers professionally competent. These are contextual competencies, conceptual competencies, content competencies, transactional competencies, Educational Activities Competencies, Competencies to develop teaching-learning materials, Evaluation Competencies, Management Competencies, and Competencies related to working with community and other agencies.

Teachers have undergone training on content-cum methodology in which they have been trained to develop competency on teaching different subjects. They have also been trained to follow activity method in the classroom. These training programme were named Uday, Unmesh where a training module had been developed to provide training. The training module contained different topics of a subject and activities designed for classroom transaction.

The term classroom transaction denotes what is going on or happening in or around classrooms. There are different factors that affect classroom transaction i.e. classroom climate, classroom organisation and management, teaching-learning methodologies, teacher pupil interaction, pupil assessment and evaluation.

## **IMPACT OF IN-SERVICE TEACHER EDUCATION ON COMPETENCY OF TEACHER AND CLASSROOM TRANSACTION – A FIELD STUDY**

### **Studies conducted in National Level**

Sharma, Subash, Chandra(1992) investigated the impact of in-service education on the professional efficiency of teachers of PGT scale working in Kendriya Vidyalayas of Lucknow region. Venkataiah(1997) conducted study on impact of inputs provided on District Institute of Education and Training (DIETs) on teaching competency. Yadav, S.K (2012) conducted a study on Impact of In-service teacher training on classroom transaction. Yadav, Bhupendra and Bhardwaj, Pooja (2013) conducted a study of the impact of in-service teacher education



programmes on classroom transactions. Premakumar, K.V and Dr. Sasidharan, P. (2011) conducted study on effectiveness of Teacher empowerment programme on the classroom process. Subrahmanian (2001) conducted a study on the impact of DIETs on the work of efficiency of primary school teachers of Kerala state. Jamil, Amer, Ali Baloch and Ayaz (2011) found from their study a significant correlation among the in-service training and performance of teachers for the academic betterment of secondary class students. Malav, L.G. (2006) conducted a study of the impact of training of teachers for multi-grade teaching. Mohanty, S.P. (2014) conducted a study of in-service training spells, its impact on classroom practices, and observation of some significant variables of Elementary School level. Khader, M.A.(1996) conducted a study on empowering primary teachers for effective classroom transaction in DPEP schools. Agarwal, V.P. and Kamles, Rao.G. (1997) conducted a study on the quality of in-service teacher training programme for primary school teachers an appraisal study. Raina (2005) found in-service programmes were effective in developing professional competencies of teachers. Yadav, R.A (2012) conducted “A study of the effect of training for classroom questioning behaviour on teaching competency and pupil achievement.”

## **STUDIES CONDUCTED IN INTERNATIONAL LEVEL**

Jamil et al (2011) conducted a study to find out the association on in-service training with, and its effect on the performance of secondary school teacher for the academics betterment of students at the secondary stage.

Bushra Naoreen and Saima Aslam and Muhammad Ashad and Rabbia Nausheen conducted a study on impact of in-service training on students learning achievement in mathematics.

Hoque, Kazi Enamul et al (2011) conducted a study entitled “Impact of teachers professional development on school improvement in Bangladesh”

Andrew and Schwab (1995) noted that inexperienced teacher from lengthy training programme can be as effective as experienced teachers.

In France, Bressoux (1996) studies the effect of teachers training on third grade pupils achievement, comparing certified and uncertified teachers.

Angnist and Lavy (2001) evaluating the effect of in-service teacher training in Jerusalem schools, find a significantly positive casual effect of this programme on pupils test scores.

Khad, Rubina (2002) conducted a study entitled “Impact assessment of an in-service teacher training programme in Bangladesh”

A study was conducted by Karagiogi et al (2006) to measure the perceptions of pre-primary school teachers in Cyprus about the impact and efficacy of particular ICT in-service training initiative.

Thurston et al (2008) studied the effects of Continuing Professional Development (CPD) on group work practices in Scottish primary schools.

Ramatiapara, Kim Agatha (2009) investigated the perceptions of Mathematics and Science teachers in Bostwana about in-service programme.

Ghani et al (2009) conducted a study on the effects of teacher training programme on teachers productivity in Caprivi region.

Michael Graves, Gregory C Sale, Frances Lawreng, Beth Robella, Jayson W. Richardson study on effect of Technology-Based teacher training and Teacher –Led classroom implementation on learning reading strategies.

Abuhmaid, Atef (2011) conducted a study entitled ICT training courses for teachers professional development in Jordan.

## CRITICAL ANALYSIS

- From the above study it is clear that no such study is conducted on impact of in-service training programme on development of teachers competencies and classroom transaction on English and Science.

- Effectiveness of in-service teacher training programme needs to be analysed deeply.
- The studies on impact of training in India are too few. Others are mostly small project related evaluation studies.
- The previous studies judged effectiveness of in-service teacher education in form of perception from trainees and educators. But rigorous studies should be given more attention by the researcher. In order to know the developing competency, the researcher should observe the competency of teacher. The impact areas wherever covered are patchy and fragmented.
- The researcher should provide the fundamental grounds based on the research for effective changes in teacher education programme.
- There is very little information on design and analysis. Also intensive qualitative research is required to analyse different aspects of competency of teachers which are developed by in-service training. Reflection, a prior thinking, theory building and ethnographic approach can be developed.
- It is observed that majority of research study adopted survey/descriptive methods, very few adopted experimental research. So it is required to undertake experimental research in teacher education programmes assessing effectiveness of different training strategy, method, modules, text books etc. for trainees.
- Majority of the Researches are undertaken to obtain a degree and hence the focus on its possible utility are relevance gets misplaced.

From the analysis it is concluded additional research should be conducted on the impact of teacher training programme. A comprehensive study encompassing training design as well as training programme should be conducted. The following studies can be undertaken as further studies.

- ❖ A study of teaching effectiveness of secondary school teachers in relation to their “Samarthya” training programme.
- ❖ Teacher education programme of Elementary School teachers in relation to their students performance.

- ❖ Impact of teacher training programme on achievement of schools at secondary level.
- ❖ Teaching effectiveness of secondary school teachers in relation to teacher training programme for children with special needs.
- ❖ Effect of teacher training programme on students Mathematics achievement at secondary level.

## CONCLUSION

Our research on education is mainly intended for getting degree. It is also true for in-service teacher education. Of course many researchers have been working on in-service teacher education but its effectiveness and utility are less. It can be said that there is also need for more comprehensive and sophisticated research and better dissemination of result in in-service teacher education. These can be used later for the improvement of in-service teacher education programme within the frameworks of the total education system in the country. Research should provide necessary ground for any changes to take place in in-service teacher education programme. Because changes based on research are sound and effective. Research can increase the quality of in-service teacher education programme.

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