



# A STUDY OF THE IMPACT OF INSERVICE TEACHERS TRAINING ON SCHOOL TEACHERS

SHALINI SINGH # DR ABHA RANI SINHA ##

# Research Scholar Bhim Rao Ambedkar Bihar University, Muzaffarpur

## Professor, Head of Department Psychology Bhim Rao Ambedkar Bihar University,  
Muzaffarpur

## ABSTRACT

The quality assurance in school education is the need of the hour and is mainly determined by the quality of teachers. Consequently, imparting quality teacher training to prospective and in-service teachers is an enduring task. Teacher education makes the teacher professionally competent to meet the need of the society. There is world wide concern about teacher's ability to prepare students for the competitive world. This paper reports the impact of in-service teachers training for developing teaching attitudes among teachers. The sample consists of 400 teachers of vaishali district in Bihar. The researcher collected data through 15 statements of the observation schedule Prepared by the investigator. Percentage analysis method was used analyzing the data. The results showed that these training programmes had Positive impact in Certain areas of teaching / classroom transaction but in certain areas. viz. method of teaching and handling of audio - visual aids are still out of this positive impact.

## KEYWORDS

Training, trained teachers, untrained teachers

## INTRODUCTION

The teacher training is an integral part of education system to make the teacher up to date with respect to knowledge of his subject methods of teaching and techniques of teaching and use new technologies in education. it plays an important role in improving the professional skills of the teacher for their better performances; modify his/her attitude and behaviour towards his profession. It helps to maintain an environment that would facilitate the quality learning in schools and enable teachers to develop their competency which they need to pursue in their Carrer options. It provides opportunities to the teachers to discuss their problems with their fellow teachers and expert on the subjects. It also helps to develop friendship , mutual understanding, a team spirit and a sense of belongingness among teachers. Nationed Education Policy (NEP, 2020) has also given the importance to continuing education of school teachers It says that teacher

education is a Continuum and its pre- service and in-service components are inseparable. The new programme of teacher education

will emphasize Continuing education and the need for teachers to meet the thirst envisaged in the Policy: Since education is the life long process training programmes in teaching professions are essential,

In- service training provides teachers with an opportunity to learn specific skills, innovative techniques and new instructional approaches that they can use in their own teaching,

### **Need for the study**

As a research scholar in education the investigator had seen many training Programmes was undergoing in DIET (District Institute of Educational Training) vaishali for Primary and upper primary school teachers through Sarva Shiksha Abhiyan in Bihar. In year 2020 and - 2021 during Corona pandemic the teachers had got their inservice training on DIKSHA (Digital Infrastructure for knowledge sharing) platform through NISHTHA (National Initiative for school Heads and Teacher Holistic Advancement) developed by NCERT. This in service training was an in online mode, The investigator wants to know the impact of these in service training Programmes on teachers attitude and also its significance for the policy makers Under these circumstances the investigator has decided to undertake a study on the impact of in-service teachers training for developing teaching attitude among teachers.

### **Objectives**

To analyse the changes in classroom situation after implementation of inputs provided to trainees during the training programmes.

- (2) To study the perceptions of the teachers about the usefulness of in service training.

### **Hypotheses**

- (1) The level of teacher's attitude towards teaching is positive after implementation of inputs provided to trainees during the training programmes
- (2) There is positive perception of the teachers about the usefulness of in-service training.

### **Methodology**

Descriptive method of research was adopted for the study. A descriptive method of study describes and interprets What is. It is concerned with determining the current trends, practices opinions, attitudes, relationships and conditions. The descriptive method is commonly used in educational research.

### **Population and sample for the study**

The population of the present study comprised all the primary and upper Primary school teachers of vaishali district in Bihar state. The sample comprised 400 school teachers of 80 schools of 8 blocks in vaishali district out of 400 school teachers 200 teachers had taken in-service teachers training through Sarva Shiksha Abhiyan (SSA) and NISHTHA on DIKSHA platform Created by NCERT of this 200 in service trained teachers 100 were male teachers and other 100 were female teachers. All in-service trained teachers had taken their training between 2018 to 2021,

Remaining 200 teacher had not taken any in-service training within the period of 2018 to 2021. They were also 100 male and 100 female teachers. The purposive sampling technique was used While drawing the teachers for the study.

## Tools used for the study

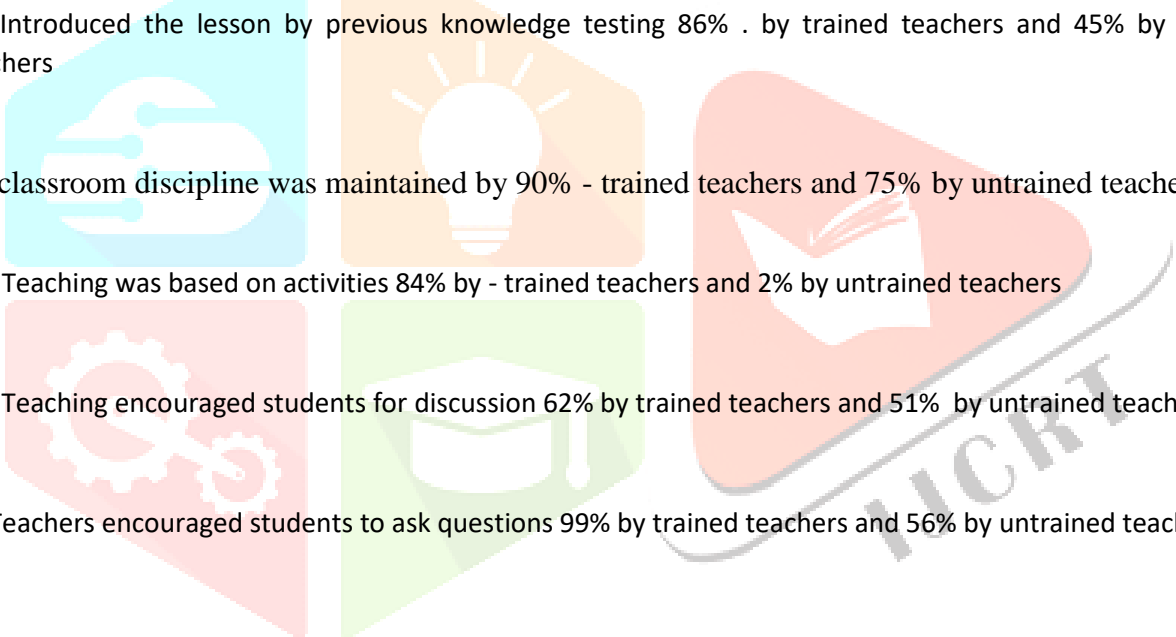
For the present study, the investigator used the following tools.

- Opinionnaire for Assessing the perception of Trainees about In-service training Programmes
- Questionnaire to evaluate the In-service training programme for Elementary school Teachers
- classroom observation schedule with 15 items were developed by the investigator.
- Personal data sheet prepared by the investigator.

## Data Analysis

To interpret the raw data of 400 in-service trained and untrained teachers, analyses were done using percentage analysis. The results of the analyses are presented in Table-1. The table. 1 consists of 15 items for the observation of classroom transactions Column 1 is the serial number of items. Column 2 is the name of items. Columns 3 is for trained or untrained. Column-4 is for yes remark and columns-5 is for No remarks, In Column 4 and 5 data is the number of teacher and within bracket their percentage.

## Findings

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- (i) Introduced the lesson by previous knowledge testing 86% . by trained teachers and 45% by untrained teachers
  - (ii) classroom discipline was maintained by 90% - trained teachers and 75% by untrained teachers.
  - (iii) Teaching was based on activities 84% by - trained teachers and 2% by untrained teachers
  - (iv) Teaching encouraged students for discussion 62% by trained teachers and 51% by untrained teachers.
  - (v) Teachers encouraged students to ask questions 99% by trained teachers and 56% by untrained teachers.
  - (vi) Immediate response was given by the students to the asked questions. 65% by trained and 62.5% by untrained teachers.
  - (vii) Students participated in the discussions 50.5% by trained teachers and 20% by untrained teachers .
  - (viii) Student actively and attentively participated during the lesson 60% by trained teacher and 38% by untrained teachers.
  - (ix) The concepts were explained by the teachers with giving examples 82% trained teachers and 49% by untrained teachers.
  - (x) Teacher ensured classroom learning by asking question by taking written test by assigning home work 100% by trained teachers and about 50% by the untrained teachers.
  - (xi) Most of the trained and untrained teachers used text book to explain the content of the lesson asking student to read individually and gave home assignment.

(xii) Very low percentage of trained teachers used methods like role playig , project team work, conduting experiments and field observation.

(xiii) 100% Trained and untrained teachers used lecture methods.

(xiv) 100% untrained teachers do not use charts, models and flash cards while teaching in the classroom.

(xv) Audio-visual teaching aids were used by 6-7% of trained teachers where as 100% untrained teachers did not use it.

(xvi) 100% trained teachers evaluated the students by asking oral questions, taking written test and checking of their note books and activity book.

#### Observation of Classroom Transactions (N=400)

Sr. No.	Items		Yes	No
1	Teacher introduced the lesson by previous know ledge testing	Trained	172(86)	28 (14)
		Untrained	90(45)	110 (55)
2	Class room discipline was manitained	Trained	180(90)	20 (10)
		Untrained	150(75)	50 (25)
3	Teaching was based on activities	Trained	84(42)	116 (58)
		Untrained	2(1)	198 (99)
4	Teacher encouraged students for disussions	Trained	124(62)	76 (38)
		Untrained	102(51)	98 (39)
5	Teacher encouraged student to ask questions	Trained	198(99)	02 (4)
		Untrained	112(56)	88 (44)
6	Immediate response was given by the student to the asked questions	Trained	130(65)	70 (35)
		Untrained	125(62.5)	75 (37.5)
7	Student participated in the disussions	Trained	101(50.5)	99 (49.5)
		Untrained	40 (20)	160 (80)
8	Student actively and attentively participated during the lesson	Trained	120 (60)	80 (40)
		Untrained	76 (38)	124 (62)
9	The concepts were explained by the teacher with giving examples	Trained	164 (82)	36 (18)
		Untrained	98 (49)	102 (51)
10	Teacher ensured class room learning			
(i)	By asking oral questions	Trained	200 (100)	0 (0)
		Untrained	96 (48)	104 (52)
(ii)	By taking written tests.	Trained	200 (100)	0 (0)
		Untrained	101 (50.5)	99 (49.5)
(iii)	By assigning home-work	Trained	200 (100)	0 (0)
		Untrained	180 (90)	20 (10)
11	Text book was used by the teacher to			
(i)	Explain the content of the lesson	Trained	190 (180)	10 (20)
		Untrained	108 (54)	92 (46)
(ii)	Asking students to read individual in group to increase understing	Trained	184 (92)	16 (8)
		Untrained	120 (60)	80 (40)
(iii)	Giving home assgnment to conolidate learning	Trained	200 (100)	0 (0)
		Untrained	160 (80)	40 (20)
12	Method of teaching used by the teacher were			
(i)	Lecture	Trained	200 (100)	0 (0)
		Untrained	190 (95)	10 (5)
(ii)	Role playing	Trained	40 (20)	160 (80)
		Untrained	0 (0)	200 (100)

(iii)	Project method	Trained	80 (40)	120 (160)
		Untrained	0 (0)	200 (100)
(iv)	Team work	Trained	136 (68)	64 (32)
		Untrained	12 (6)	188 (94)
(v)	Conducing experiments	Trained	40 (20)	160 (80)
		Untrained	0 (0)	200 (100)
(vi)	Field sutdy observation	Trained	72 (36)	128 (64)
		Untrained	0 (0)	200 (100)
13	Teaching aids used by the teacher in the class room			
(i)	Chalk board	Trained	200 (100)	0 (0)
		Untrained	200 (100)	0 (0)
(ii)	Charts	Trained	88 (44)	112 (56)
		Untrained	0 (0)	200 (100)
(iii)	Models	Trained	120 (60)	80 (40)
		Untrained	0 (0)	200 (100)
(iv)	Flash cards	Trained	101(50.5)	99 (49.5)
		Untrained	0 (0)	200 (100)
14	Audion-visual teaching aids used by the teacher in the class room			
(i)	Over head projector (OHP)	Trained	6 (3)	194 (97)
		Untrained	0 (0)	200 (100)
(ii)	LDC Projector	Trained	3 (1.5)	197 (98.5)
		Untrained	0 (0)	200 (100)
(iii)	Television	Trained	10 (5)	190 (95)
		Untrained	0 (0)	200 (100)

(v)	Films video	Trained	12 (6)	188 (94)
		Untrained	0 (0)	200 (100)
15	Student were evaluated by the teacher			
(i)	By asking oral questions	Trained	200 (100)	0 (0)
		Untrained	0 (0)	80 (40)
(ii)	By taking written tests	Trained	200 (100)	0 (0)
		Untrained	136 (68)	64 (32)
(iii)	Checking of their note books and activity books	Trained	200 (100)	0 (0)
		Untrained	96 (48)	104 (52)

(Valuse given in the brackets indicate the percentage)

Table 01

## Discussion

From the present investigation it is found that all the trained teachers used chalkboard and lecture method during the teaching, evaluated students asking oral questions and through written tests. Similarly, text books were by all the sample teachers i.e, 100% for giving home assignment.

The Innovative methods of teaching like role playing project method experimentation and field study observations were not used by the majority of the trained teachers which shows that Training was failed to bring substantial changes in methods of classroom transactions.

The training was found effective as regard to management of the classroom environment since majority of trained teachess maintained the classroom discipline with respect to untrained teachers. Maximum numbers of teachers were not able to use the knowledge gained during the training for applying the audio visual aids in the classroom.

## CONCLUSION

The author concluded that these is a positive impact of in service teachers training is developing knowledge understanding and skills of teachers for managing classroom enviornment, maintaining discipline, interacting students by asking question and getting prompt replies and evaluating students through class tests it was found that teachers were using text book for giving assignments. It can be concluded that these training programmes had positive impact in certain areas of teaching / classroom transaction but in certin as viz. method of teaching and handling of audio visual aids are still out of this positive impact .

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### ABOUT THE AUTHORS

# Research Scholar Bhim Rao Ambedkar Bihar University, Muzaffarpur  
UGC NET Qualified in education [E-shaliniapeksha64@gmail.com](mailto:E-shaliniapeksha64@gmail.com)



## Professor, Head of Department Psychology Bhim Rao Ambedkar Bihar University, Muzaffarpur

