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### RESEARCH ARTICLE

## CHANGE IN THE PROFESSIONAL ENVIRONMENT OF IN-SERVICE TEACHERS AFTER ATTENDING TRAINING PROGRAMMES

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#### Abstract

This study focuses on the changes taking place in the professional environment of the in-service teachers after attending in-service teacher training programmes. A sample of 60 in-service teachers of upper primary schools was selected from four districts of Himachal Pradesh viz. Shimla, Solan, Bilaspur and Kinnaur and survey method of research was used. It has been found in this study that after attending in-service teacher training programmes the in-service teachers have made changes in their professional environment and they apply their knowledge gained in the training programmes in the real class room situations. The current study is of utmost significance in terms of implementation of training in the real professional environment of in-service teachers.

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#### Introduction:-

In-service teacher education programmes are designed for regular service teachers which enhances professional knowledge, attitude and satisfaction among in-service teachers. In-service teacher education makes the teachers up-to-date about their subject knowledge and methods and techniques of teaching. Teacher Training Institutes (TTI) provide in-service teacher trainings to the teachers at various levels. National Council of Educational Research and Training (NCERT) along with Regional Institutes of Education (RIE) design the training programmes and training modules at national level. State Councils of Educational Research and Training (SCERTs) are responsible for the preparation of various teaching learning packages and providing training to the resource persons and teacher trainees. District Institutes of Education and Training (DIETs) play a vital role in imparting training to the in-service teachers at all district levels so as to refresh and rejuvenate the knowledge of teachers. Hence, training programmes are the means to make the teachers up-to-date with respect to the knowledge of the subject of teaching, methods and techniques, innovative ideas in each sphere of their academic life. Thus, in-service education is the need of the present hour so as to enhance the teaching-learning practices.

#### Review of Related Literature

Khan and Jahan (2018) in their study on teacher educators' need of e-training in India found that: (i) e-learning was essential for integration of technology and e-learning environment could be a continuous process of teacher development; (ii) a general teacher training and e-training can go hand in hand for an optimum teaching-learning environment and achievement of the objectives and; (iii) e-training was urgent and essential for all modern instructors, teachers, teacher educators, researchers and managers, as education without technology is certainly not effective in the present era.

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Kumar (2018) in his study on professional preparation of in-service school teachers for 'Prayas' programme in 'Science' and impact in classrooms in Kandaghat block of district Solan of Himachal Pradesh found that: (i) Science is the subject which should be taught by activity-based methods. The activities helped the students to understand the concept easily and rote memory was discouraged. The students made the models and activities with eco-friendly material and waste material was also utilized. In this way, students learnt the usage of waste material of their routine life. The models and activities were very low cost and easy to handle and care. This was the outcome of the professional preparation of in-service teacher training program "PRAYAS"; (ii) the SMC members and community members appreciated the program and demanded to implement it in all the remaining schools of the block; (iii) the PRAYAS program for Science was successful in all the selected schools as the basic concepts of the syllabus were very easily understood by the students and; (iv) Science subject should be taught with the active participation of the students to increase the interest of the students towards the subject.

Bangan (2019) in a study on the effectiveness of in-service training to the professional growth of teachers found that in-service trainings were indeed of great advantage to teachers for the improvement of their teaching career. The development of professionalism does not happen overnight but rather a long and continuous process to achieve success. The activities and topics which were to be included during in-service teacher training programs should be appropriate and useful so that these will contribute positive outcomes in the teaching and learning process. Such programs must be planned with utmost care to be able to achieve the target of becoming relevant in aiming for advancement and breakthrough when participants most especially the members of the teaching force go back and proceed to their respective work destinations and transfer to the learners what they have gained in trainings they have attended.

Bordia (2019) conducted a comparative study on measuring the effectiveness of in-service teacher training of government and private elementary school teachers and found that: (i) the government school teachers had a lot of experience of teaching but they exhibit a rigid attitude towards learning new teaching methods and methodologies; (ii) government school teachers complained that the matter taught in the trainings had remained the same over the years and was being taught by teachers chosen from them only. Hence, they did not find any novelty in the training programs and; (iii) teachers of government schools had a negative attitude towards the trainers as the trainers generally are their colleagues only. Training content was also not found novel and hence, they found trainings as mere a formality.

Sattar and Awan (2019) in their study on the impact of teachers' training on the academic achievements of students found that the teacher training had strong impact on the academic achievement of the students and the pedagogical skills were improved with the help of training programmes. In this way teaching-learning process was made more convenient and both teachers and students took interest in this process. It was noted during the research that a trained teacher used variety of teaching techniques in the classroom and frequently used audio video aids in the class. It was also noted during the research process that teacher training institutions faced many problems like shortage of funds and shortage of time.

Sedega et al. (2019) in a study on perception of teachers on the effectiveness of in-service education and training at the basic schools in Akatsi district of Ghana found that: (i) the teachers in the Akatsi district had been attending in-service education and training programmes on a regular basis and they were constantly being refreshed and updated their knowledge and skills; (ii) teachers had indicated that in-service teacher training programmes were beneficial to their professional development and; (iii) head-teachers were of the view that teachers who attended in-service teacher training programmes were largely unable to put the knowledge and skills acquired into effective practice in the classroom.

Singh et al. (2019) in their study on professional development of in-service teachers in India found that: (i) professional development programme of in-service teachers was important and needed; (ii) most importantly, there was need to have a well-planned in-service education programme with clearly defined objectives of growth and improvement of instruction and leadership skills; (iii) in-service education should be recognized as a part of institutional or organizational activities designed by government for staff development and motivation; (iv) organizers of in-service education should focus on job related tasks that were real, practical oriented and relevant to the participants; (v) deliberate efforts should be made by the various institutions to provide adequate tables and chairs, classrooms, laboratories and boarding facilities for participants to facilitate effective instruction and; (vi)

efforts should be directed to assist the participants to work in small groups and learn from each other rather than focusing on information dissemination that was not applicable in practical classroom setting or environment.

Mohan (2021) in a study on the status of in-service training for India's teachers found that: (i) the cascade model should be refined; (ii) training should be made relevant to teachers' needs and; (iii) training sessions for the teachers should be designed purposefully.

### Significance of the Study

This study was an attempt to focus on the implementation of in-service teacher training programmes by the in-service teachers in their professional environment. Professional development for teachers is more than a training as it functions as an agent for change in their class room practices. Attending training programmes just for the sake of personal professional development should not be the intention of any in-service teacher. Rather, application of the knowledge gained in the training programmes should be of utmost priority for every teacher. Hence, knowledge gained by the in-service teachers must be transferred to the learners for the success of the entire teaching-learning process.

### Objectives:-

#### The present study focussed to achieve the following objective:

To study the expected changes taking place in the professional environment of upper primary in-service teachers after attending in-service teacher training programmes.

### Methodology:-

To fulfil the objective of the present study the survey method of research was used.

### Sample

The sample consisted of 60 in-service teachers of upper primary classes from four districts of Himachal Pradesh namely: Shimla, Solan, Bilaspur and Kinnaur through random sampling technique.

### Research Tool

The interview schedule was self-developed by the researcher herself to gain a comprehensive and authentic information about the implementation of in-service teacher training programmes in the real class room practices. The validity and reliability of the interview schedule was assured by the researcher before administrating it.

### Statistical Technique Used

The tabulated data was analysed in terms of frequencies and percentages.

### Analysis of Data

The tabulated data was analysed in terms of frequencies and percentages.

**Table 1:-** Changes in Professional Environment After Attending In-service Teacher Training Programmes.

Sr. No.	Statements	In-service Teachers (N=60)			
		YES		NO	
		F	%	F	%
1.	Changes in the Professional Environment	60	100		
2.	Specify the change				
(i)	Class room discipline improved	60	100	-	-
(ii)	Professionally more competent	60	100	-	-
(iii)	Awareness about Teaching Learning Material (TLM)	60	100	-	-
(iv)	Improvement in teaching skills/teaching style	60	100	-	-
(v)	Any other:	-	-	-	-

Table 1 exhibits that all the in-service teachers stated that they had found positive changes in their professional environment after attending in-service teacher training programmes like improved class room discipline,

professionally more competent, awareness about Teaching Learning Material (TLM) and improvement in teaching skills/styles to make teaching effective and interesting.

**Table 2:-** Teaching Methods used by In-service Teachers.

Sr. No.	Methods of Teaching	In-service teachers (N=60)	
		F	%
1.	Activity	35	58.33
2.	Learner centred	38	63.33
3.	Project	15	25
4.	Explaining through examples	28	46.67
5.	Demonstration	30	50
6.	Corelating the subject with real life situations	29	48.3
7.	Any other:	-	-

Table 2 indicates that 63.33 per cent, 58.33 per cent, 50 per cent, 48.33 per cent, 46.67 per cent and 25 per cent in-service teacher used learner centred, activity, demonstration, corelating the subject with real life situations, explaining through examples and project method respectively, after attending in-service teacher training programmes.

**Table 3:-** Improvement in Teaching Skills.

Sr. No.	Teaching Skills	In-service Teachers N=60			
		Yes		No	
		F	%	F	%
<b>1.</b>	<b>Improvement in Teaching Skills</b>	60	100	-	-
<b>2.</b>	<b>Specification of the skills:</b>				
(i)	Reinforcement	42	70	-	-
(ii)	Stimulus variation	38	63.33	-	-
(iii)	Probing questions	44	73.33	-	-
(iv)	Explanation	43	71.67	-	-
(v)	Illustrating through examples	48	80	-	-
(vi)	Black board writing	37	61.67	-	-
(vii)	Any other:	-	-	-	-

Table 3 indicates that all the in-service teachers responded that their teaching skills had been improved. Further, 80 per cent, 73.33 per cent, 71.67 per cent, 70 per cent, 63.33 per cent and 70 per cent in-service teachers improved their skill of illustrating through examples, probing questions, explanation, reinforcement, stimulus variation and black board writing, respectively, after attending in-service teacher training programmes.

**Table 4:-** Usability of Novel Techniques by the In-service Teachers.

Sr. No.	Novel Techniques	In-service Teachers N=60			
		Usability		Non-Usability	
		F	%	F	%
1.	Computer	22	36.67	38	63.33
2.	Over Head Projectors (OHP)	26	43.33	34	56.67
3.	Podium	-	-	-	-
4.	CDs	56	93.33	04	6.67
5.	Audio Visual Aids	60	100	-	-
6.	Any other:	-	-	-	-

Table 4 shows that after attending the in-service teacher training programmes there was 100 per cent usability of audio-visual aids by the in-service teachers. Further, there was 93.33 per cent, 43.33 per cent and 36.67 per cent

usability of CDs, OHPs and computer respectively, and 63.33 per cent, 56.67 per cent and 6.67 per cent mentioned the non-usability of computer, OHPs and CDs respectively, by the in-service teachers after attending the training programmes.

**Table 5:-** Usability of Teaching Learning Material (TLM).

Sr. No.	Teaching Learning Material (TLM)	In-service Teachers (N=60)			
		Usability		Non-Usability	
		F	%	F	%
1.	Charts	60	100	-	-
2.	Models	42	70	18	30
3.	Science Kits	60	100	-	-
4.	Mathematics Kits	60	100	-	-
5.	Flash Cards	40	66.67	20	33.33
6.	Any other:	-	-	-	-

Table 5 shows that all the in-service teachers used charts, Mathematics and Science kits. Further, there was 70 per cent usability and 30 per cent non-usability of the models, 66.67 per cent usability and 33.33 per cent non-usability of flashcards by the in-service teachers after attending the training programmes.

**Table 6:-** Demonstration of the Activities.

Sr. No.	Statements	In-service Teachers (N=60)			
		YES		No	
		F	%	F	%
1.	Demonstration of the activities	43	71.67	17	28.33
2.	If no, then the reasons are:				
(i)	Lack of time	10	58.82	-	-
(ii)	Lack of interest among students	5	29.41	-	-
(iii)	Lack of subject knowledge	2	11.76	-	-
(iv)	Any other:	-	-	-	-

The table 6 indicates that 71.67 per cent in-service teachers demonstrated the activities mentioned in between the chapters of the course to make teaching interesting and effective after attending in-service teacher training programmes while 28.33 per cent in-service teachers do not demonstrate any activity to the students. Further, 58.82 per cent, 29.41 per cent and 11.76 per cent in-service teachers mentioned that lack of time and interest among students and lack of subject knowledge respectively, as the reasons for not demonstrating the activities.

**Table 7:-** Change in Curriculum Transaction.

Sr. No.	Statements	In-service Teachers (N=60)			
		YES		NO	
		F	%	F	%
1.	Change in curriculum transaction	60	-	100	-
2.	If yes, then type of change:				
(i)	Teaching methods	-	-	-	-
(ii)	Improvement in evaluation procedures	-	-	-	-
(iii)	Use of innovative techniques	-	-	-	-
(iv)	Instructional strategies	-	-	-	-
(v)	All above	60	100	-	-
(vi)	Any other:	-	-	-	-

Table 7 reveals that all the in-service teachers responded that they found change in the curriculum transaction such as change in teaching methods, improvement in evaluation procedures, use of innovative techniques and change in instructional strategies after attending in-service teacher training programmes.

**Table 8:-** Development in linguistic skills.

Sr. No.	Statements	In-service Teachers (N=60)			
		YES		NO	
		F	%	F	%
1.	Development of Linguistic Skills	60	100	-	-
2.	<b>If yes, then the developed linguistic skills are:</b>				
(i)	Listening	60	100	-	-
(ii)	Speaking	60	100	-	-
(iii)	Reading	-	-	-	-
(iv)	Writing	-	-	-	-
(v)	All above	-	-	-	-

Table 8 reveals that all the in-service teachers reported that they found change in the development of linguistic skills like listening and speaking after attending in-service teacher training programmes.

**Table 9:-** Change in Evaluation System.

Sr. No.	Statements	In-service Teachers (N=60)			
		YES		No	
		F	%	F	%
1.	Change in evaluation system	60	100	-	-
2.	<b>If yes, then type of evaluation followed:</b>				
(i)	Continuous Comprehensive Evaluation (CCE)	-	-	-	-
(ii)	Summative Evaluation	-	-	-	-
(iii)	Formative Evaluation	-	-	-	-
(iv)	Diagnostic Evaluation	-	-	-	-
(v)	All above	60	100	-	-
(vi)	Any other:	-	-	-	-

The table 9 reveals that all the in-service teachers had found change in the evaluation system after attending in-service teacher training programmes and all had started using Continuous Comprehensive Evaluation (CCE), summative evaluation, formative evaluation and diagnostic evaluation to evaluate the progress of students.

**Table 10:-** Development of Qualities.

Sr. No.	Statements	In-service Teachers (N=60)			
		F		%	
		Yes	No	Yes	No
1.	Development of Qualities	60	100	-	-
2.	<b>Qualities developed are:</b>				
(i)	Leadership qualities	46	76.67	-	-
(ii)	Become confident	48	80	-	-
(iii)	Improved communication skills	52	86.67	-	-
(iv)	Better teacher-student relationship	40	66.67	-	-
(v)	All Above	-	-	-	-
(vi)	Any other:	-	-	-	-

Table 10 reveals that all the in-service teachers responded that they had developed qualities after attending in-

service teacher training programmes. Further, 86.67 per cent, 80 per cent, 76.67 per cent and 66.67 per cent in-service teachers stated that they had improved communication skills, become confident, developed leadership qualities and better teacher-student relationship respectively, after attending in-service teacher training programmes.

### **Conclusion:-**

In a summarized way, we can say that all the in-service teachers had found positive changes in their professional environment after attending in-service teacher training programmes like improved class room discipline, professionally more competent, awareness about Teaching Learning Material (TLM) and improvement in the teaching skills to make teaching effective. After attending in-service teacher training programmes, majority of teachers used learner centred and activity methods while teaching. All the in-service teachers had improved their teaching skills especially, skill of illustrating through examples and have used audio- visual aids and CDs to make their teaching interesting after attending in-service teacher training programmes. All the in-service teachers used charts, Mathematics kits and Science kits while teaching and majority of them demonstrated the activities mentioned in between the chapters of the course to make teaching interesting and effective after attending in-service teacher training programmes. All the in-service teachers had found change in the curriculum transaction after attending in-service teacher training programmes like change in teaching methods, improvement in evaluation procedures, use of innovative techniques and change in instructional strategies. And also found change in the development of linguistic skills especially, listening and speaking after attending in-service teacher training programmes. The in-service teachers also found change in the evaluation system and all had started using Continuous Comprehensive Evaluation (CCE), summative evaluation, formative evaluation and diagnostic evaluation to evaluate the progress of students after attending the training programmes. All the in-service teachers had developed qualities after attending in-service teacher training programmes and majority of them had improved communication skills and became confident in their teaching.

### **Educational Implications**

It was revealed in the present study that the in-service teachers after attending the training programmes feel refreshed and energised and hereby, apply the knowledge gained in the training in their real class room situations. This is evident that there is implementation of the training in the professional environment of the in-service teachers. Training programmes should not be mere theoretical in nature rather they should be practical oriented as well as novel in nature which will help in building up the career of the students in a more comprehensive and authentic way.

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