

Factors Affecting In-Service Teacher training Programme at Elementary Level

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Abstract:

The main objective of the In-Service Teacher Training programme is to enhance the institutional capacity of the teachers for all levels through conveying required knowledge and teaching skills. For this, different training institutions are established at Elementary Level where teachers trained through teacher meetings, workshops, seminars, refresher, and professional courses. But always there is a question mark on the success of this programme, so, we can say that these programmes don't achieve their objectives properly. That is why the quality of these programmes is always talked about. Therefore, it is necessary to study the view of teachers in different aspects of the In-Service Teacher training programme. In the present study, an attempt has been made to examine the Factors that affecting In-Service Teacher Training Programme at Elementary Level. Sample of the study comprised 50 school teachers of Ajmer city who have received training by District Education and Training Institute, CTE (College of Teacher Education), IASE, etc. The finding of the study shows that Teachers have no interest in the training programme. This does not seem responsible so Teachers bring change in their outlook. And for the purpose of which teachers are trained, it's not full fill properly. Their evaluation is done by Pre-test Post-test which is not so effective; therefore to check this, classroom education of teachers should be supervised after the training programme.

Keywords: Factors; In-service teacher training program; Elementary Level

Introduction

The teachers are the most essential part of Education System. As addressed by NCTE(1998), in terms of Quality of Secondary Education that is “ Teacher are most important and highly responsible in implementation of Educational Process. As stated by Kothari commission Report (1964-66) “ India’s destiny is building in classroom and this work of nation building is done by our Teachers. However, there is always a question mark on the competences of teachers. In term of this some thinkers stated that – “ Teachers are born, not made.” But the researches proves that the trained teachers are more effective than untrained. So it would not be wrong to say, that the teachers training programme, help to enhance competences and efficiencies of teachers. National curriculum Framework 2005 also demands continuing teachers training.

In-Service teachers Education is an integral part of, the overall format of teacher education. It plays a very important role in Continuous Education of teachers. Rabindranath Tagore also stated in terms of continuing education that “ only those can teach , who never stop learning. Kothari Commission also stated In-Service Teacher Training. through the word is “self-explanatory”, it is indicated in directions, where the teacher attain knowledge, while he/she is in his/her profession. Mohd Zulkifli Che Omer (2014) stated about effectiveness of teacher training programme that is “ Effective teachers training is very important, so teachers can apply required knowledge in their classroom teaching. Few factors play a vital role in the effectiveness of In-Service Teachers Training are, the role of administrator, teachers attitude, training strategies in conducting In-Service Teacher training.

Now it's clear from above description that In-Service Teacher Training Education plays a vital role in enhancing the competences of teachers. The knowledge, that is given to the teachers at time of their training, is incomplete, because there is revolutionary changes in education system time to time. That's why these training programme being helpful to enhance and update teachers knowledge according to time.

Need of In-Service Teachers Education

The children is affected by present school system, it poses a burden on children school life. Educationist views about this situation is that the burden is only because of education, Which is not related with real life situations. National curriculum Framework 2005 is also recommended for child centered Education and indicate that the teachers is only a facilitator, who helps in the construction of knowledge. For this manner, the teachers should have the skill, to do develop self-learning capacity in their students. So, these training programme help teachers to do this job properly and keep them updated about new facts, policy changes, teaching methods and theories under Education. In other words, we can say tht“ In-Service teachers trining has been all about to ensure proper instruction for the continuous development of the teachers after entering the teaching profession

Significance of the Study

The main objective of the In-Service Teacher Education is to prepare effective teachers for every level, along with this; it is also effective to imparting the knowledge and development of skills. That's why these training programmes, like a seminar, conference, workshop, organize by different teacher training institutions. Most of the studies show that this programme never achieved their objective properly. The attitude of teachers, the lake of strictness by authority, unqualified trainer, evaluation technique, are the main cause of their failure. Thus, it is necessary to study the view of teachers in different aspects that is Organization, Resource, Dissemination, and Evaluation of the In-Teacher training programme.

Research Questions

1. How do the factors of In-service teachers training programme influence in terms of Organization, Resources, Dissemination and Evaluation?
2. What would be the different views of male and female teachers of Elementary Level in terms of Organization, Resources, Dissemination and Evaluation?

3. How can the In-service Training programme be Effective at Elementary Level?

Research Objectives

1. To Study the factors that affect In-service teachers training programme in terms of Organization, Resources, Dissemination and Evaluation.
2. To study the different views of male and female teachers of Elementary Level in terms of Organization, Resources, Dissemination and Evaluation of In-service teacher training programme.
3. To develop the corrective opinions to make In-service teachers training programme effective at the Elementary Level.

Operational Definition of terms

Factors are things which are important in the planning of any programmes and they play an important role in influence a programme.

The in-service teacher training programme is mainly organized for the professional development of the teachers.

Elementary Level In the present study the term Elementary Level refers to those teachers who taught to Elementary / primary classes that are I -V or– VIII.

Method

Consider the nature of research; the descriptive survey method was used which includes both qualitative and quantitative analysis of data.

Population and Sample

There were most of Elementary Schools in Ajmer city. But the researcher has selected 7 Schools. The population comprised of all teachers who taught 1-8th classes from these seven schools. Table 1 shows the full description of the sample selected from different schools along with male and female teacher's classification.

Table 1 Sample selected from different schools

S.NO.	Name of the School	No. of Teachers	No. of Male Teachers	No. of Female Teachers
1	AdarshPratmikVidhyalaya	7	3	4
2	H.K.H. vidhyalaya	8	-	8
3	Govt, Primary School, Ramnagar	9	4	5
4	Govt. sr.sec. School	8	3	5
5	AdarshVidhyaNiketan	8	4	4
6	Govt, Primary School	5	3	2
7	Govt. primary girls School	5	2	3
8	Total	50	19	31

Tools for Data Collection

The study contains an interview schedule for the data collection. The questions of the interview schedule were prepared related to the different areas chosen by the researcher that are Organization, Resources, Dissemination, and Evaluation. At the time of framing questions, the suggestions given by the teachers, experts, were taken into consideration. The schedule consists of five areas and there were different questions framed related to these areas. Total no. of questions was 26. The detailed description of Tool is as under:

Table 2: Description of the Self-developed Interview Schedule for Teachers

S.No.	Question Area	No. of items	Total
1	Organization	1,2,3,4,5,6,7,8,9,10	10
2	Resources	11,12,13,14,15,16,17	7
3	Dissemination	18,19,20,21	4
4	Evaluation	22,23	2
5	Suggestion	24	1
6	Total no. of Questions		24

Result Analysis Procedure

The data were analyzed both qualitatively and quantitatively. The quantitative information was processed for the computation of averages and percentages. There were also open-ended questions which compiled manually. The data were organized in the form of different responses given by the teacher of the school from the interview's data.

Data Analysis related to Organization

The meaning of organization related to the implementation of a certain task. At the time of training different components like a type of training, subject of training, no. of participants; availability of material etc. lies in organization area. So the researcher collects the views of teachers.

The first question was asked by the researcher that-

“Have you ever attended any In-service Teachers Training programme?”

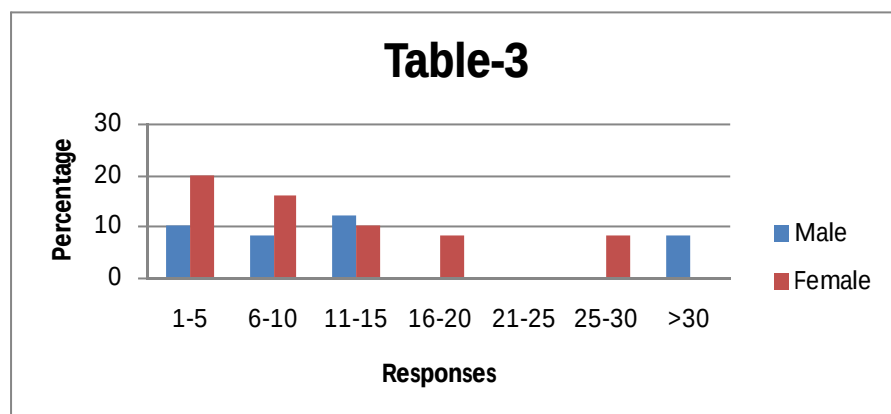
All respondent answered **yes**. So we can conclude that all teachers who are respondent they have attended some training programme.

After that, the next question is about “How many programmes they have attended”?

The different responses were given by the teachers. Which shows in the table below:-

Table 3 Responses from the teachers on the question of participation in the training programme that-How many training programmes you have attended?

Responses	Male		Female	
	Numbers	Percentage	Numbers	Percentage
1-5	5	10	10	20
6-10	4	8	8	16
11-15	6	12	5	10
16-20	-		4	8
21-25	-		-	-
25-30	-		4	8
>30	4	8		-

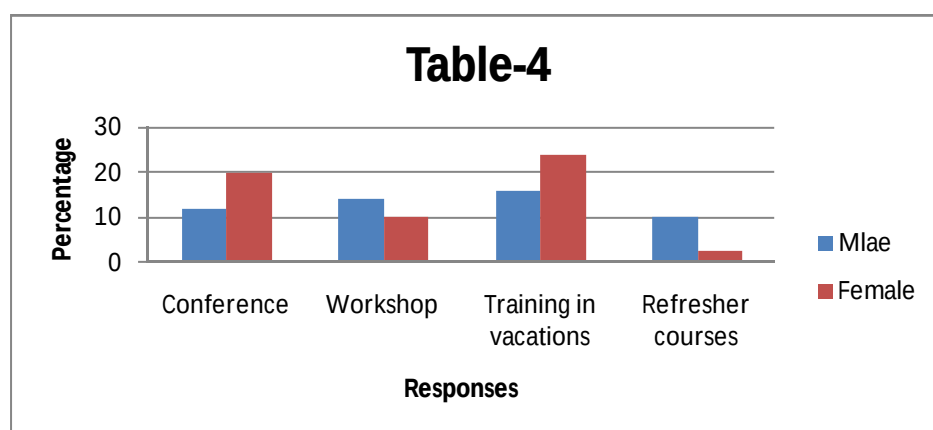


It is found that all respondents have attended the in-service teacher training programme. Figure indicates that male teachers are having higher percentage in first (10%) and third (12%) category of responses and female teachers are having higher percentage in first (20%) and second (16%) category of responses, which is related about the no. of training programme they have attended.

Item4: Responses from the teachers on the question – which type of training programmes you have attended?

Responses	Male		Female	
	Numbers	Percentage	Numbers	Percentage
Conference	6	12	10	20
Workshop	7	14	5	10
Training in vacations	8	16	12	24
Refresher Courses	5	10	8	16

(The total percentage is not 100 because everyone teacher have participated more than one training programme)



We found that all responded have attended more than one training programme. Figure indicates that male teachers are having a higher percentage in second (14%) and third (16%) category of responses and female teachers are having a higher percentage in first (20%) and third (24%) category of responses.

Table 5: Responses from the teachers on the question – what was the content of training programmes you have attended?

Responses	Male		Female	
	Numbers	Percentage	Numbers	Percentage
Subject/Content Knowledge	10	20	12	24
Skill development	5	10	10	20
To solve the content problem	4	8	9	18

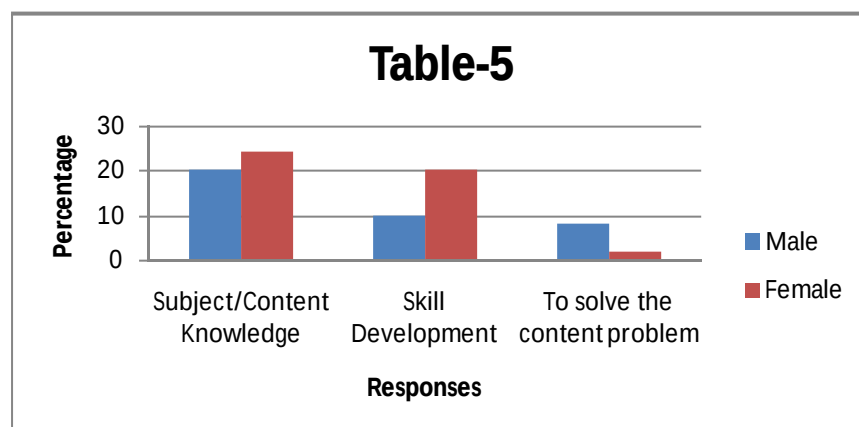
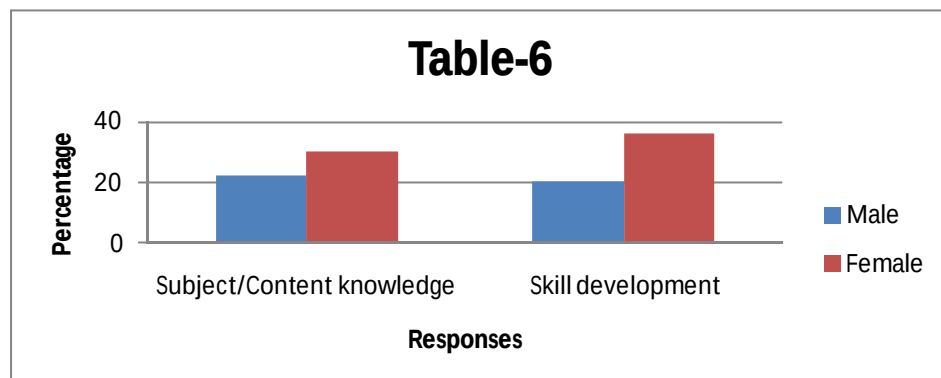


Figure indicates that male teachers are having higher percentage in first (20%) and third (12%) category of responses and female teachers are having higher percentage in first (24%) and second (20%) category of responses, so we found that most of the teachers have attended the training programme which was related about subject knowledge and skill development.

Table 6: Responses from the teachers on the question – what should be the content of training programmes?

Responses	Male		Female	
	Numbers	Percentage	Numbers	Percentage
Subject/Content Knowledge	11	22	15	30
Skill development	10	20	18	36

(The total percentage is not 100 because the teacher gives more than one response.)

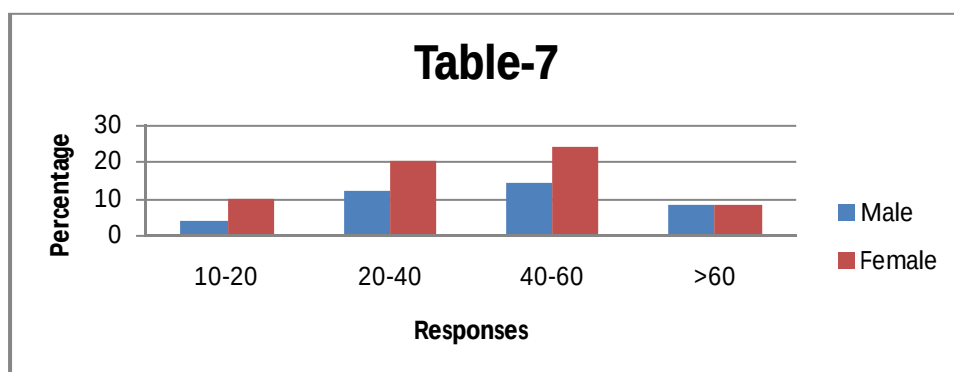


The figure indicates that the 22% male and 30% female teachers want the programme should be related with content knowledge and 20% male 36% female teachers want that programme should be related with skill development. They stated that ***“Programme should be related to content knowledge because we have to teach subjects to students”***

The next question was teachers' opinion about the no. of participants. The response was given by them which shows in the table below:

Table 7: Responses from the teachers on the question – what should be the number of participants in training programmes?

Responses	Male		Female	
	Numbers	Percentage	Numbers	Percentage
10-20	2	4	5	10
20-40	6	12	10	20
40-60	7	14	12	24
>60	4	8	4	8

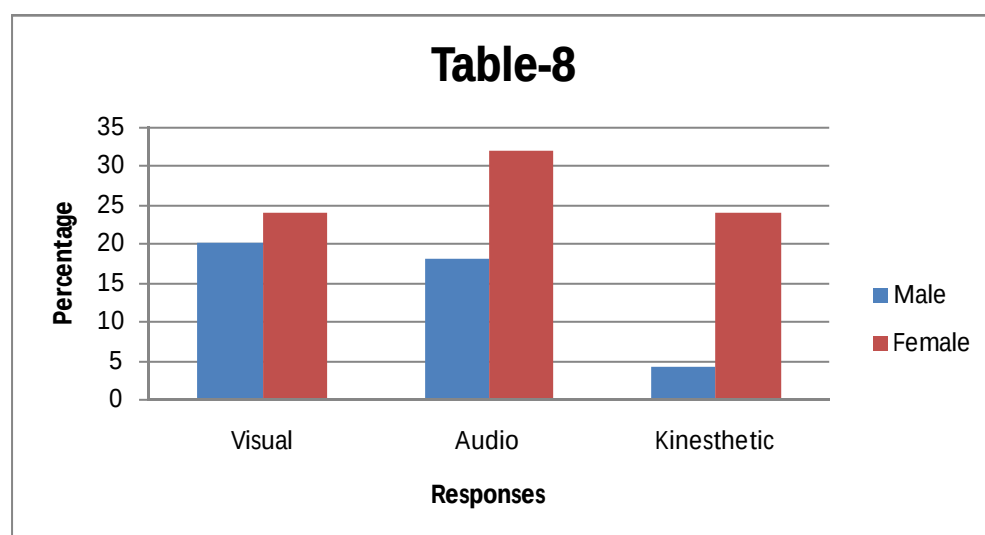


The figure indicates that both male and female teachers were given a higher percentage in favour of a second (male 8, female 24%) and third (Male10, female18%) category of responses. So we can found that a higher number of teachers wants 20-60 participants should be present at the time of training. When the questions rose about less number of participants, the teachers stated that *“only because of the high number of participants, the training programme cannot be done properly and the venue gets crowded.”*

Table 8: Responses from the teachers on the question – what was the type of learning during training programmes you have attended?

Responses	Male		Female	
	Numbers	Percentage	Numbers	Percentage
Visual	10	20	12	24
Audio	9	18	16	32
kinesthetic	2	4	12	24

(The total percentage is not 100 because teachers have given multiple responses)

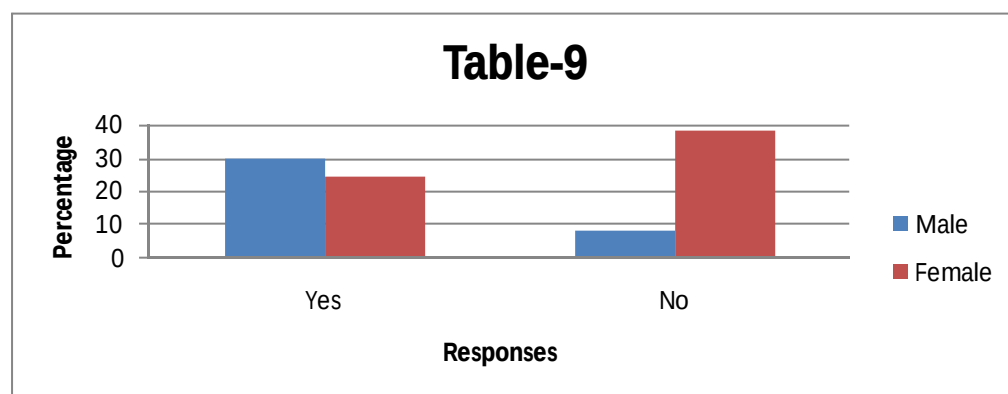


We found that 20% response on visual, 18% response on audio, 4% response on kinesthetic by male teachers. And in case of female teachers, there is 24% response on visual, 32% response on audio, 24% response on kinesthetic. So we conclude that most of

the male teachers have taken training by visual and audio. But female teachers have taken the training by all three types of the learning process.

Table 9: Responses from the teachers on the question – Have you received any written material during the training programme?

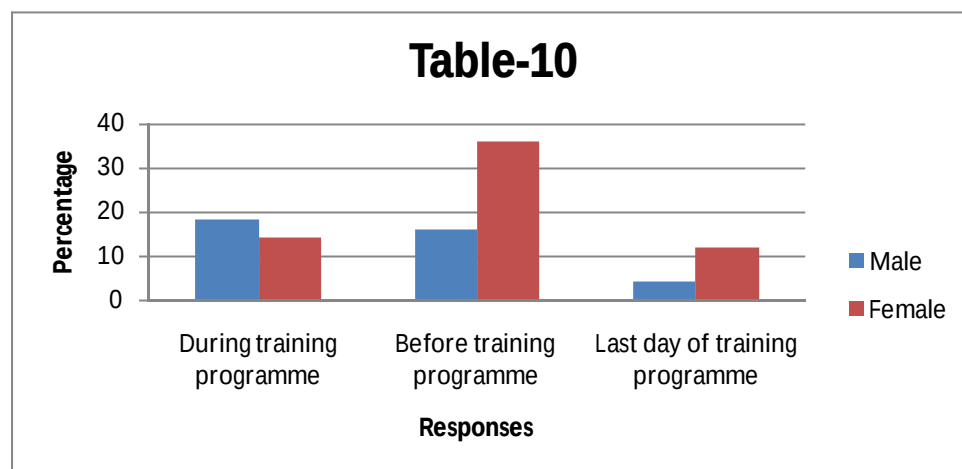
Responses	Male		Female	
	Numbers	Percentage	Numbers	Percentage
yes	15	30	12	24
No	4	8	19	38



The figure indicates that Most of the male teachers received the written material than female teachers.

Table 10: Responses from the teachers on the question – In your opinion when should be written material given to the participants duringthe training programme?

Responses	Male		Female	
	Numbers	Percentage	Numbers	Percentage
During the training programme	9	18	7	14
Before training programme	8	16	18	36
Last day of the training programme	2	4	6	12



The figure indicates that both (Male and Female) teachers are in favour of first (Male 18%, female 14%) and second (Male 16%, female 36%) category of responses. And only, 4% of Male and 12% of female teachers are in favour of the third category of responses. However, when the question rose related to written material teachers stated that ***“If the written material is already provided to us, then it will be more convenient to prepare for the subject”***

- ***“provided earlier, so we can learn about the topic”***
- ***“Written material should be provided, as it can be helpful in classroom teaching”***

Data Analysis related to Resources

A simple definition of the resources is anything using which we can fulfil our needs. But the meaning of resources in terms of In-service training programme, it includes most of the things like the venue of the training programme; facilities provide them during training, boarding and lodging facilities, a checklist of teacher training programme etc. So in present Qualitative study, some questions included by the researcher were related to the resource area. The collected response shows below:

The first question was asked by the researcher about the venue of the training programme. Description of Responses being given below:

Table 11: Responses from the teachers on the question–what was the venue of the training programme you have attended?

Responses	Male		Female	
	Numbers	Percentage	Numbers	Percentage
Own School	5	10	8	16
Other school in State	9	18	12	24
DIET	8	16	10	20
College of Teacher Education	5	10	5	10

(The total percentage is not 100 because everyone teacher give more than one responses about training programme venue)

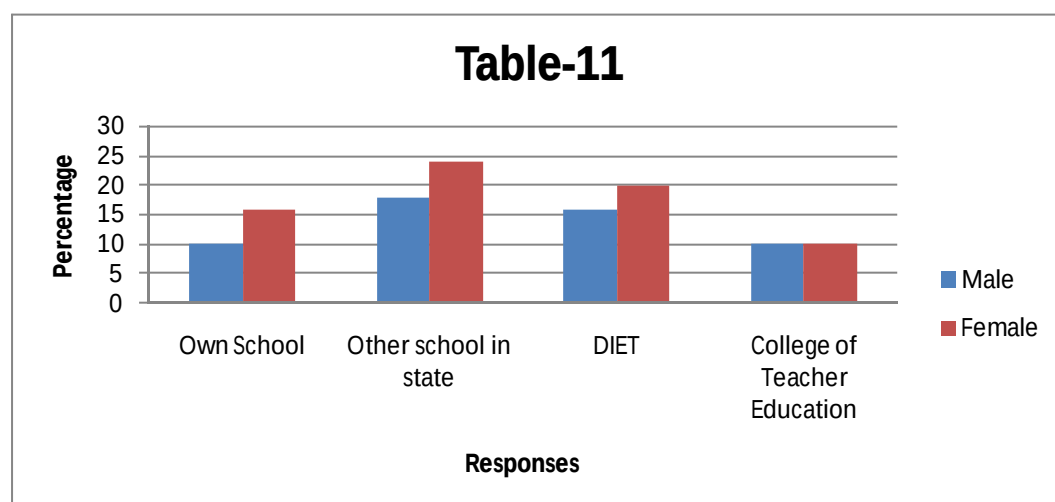
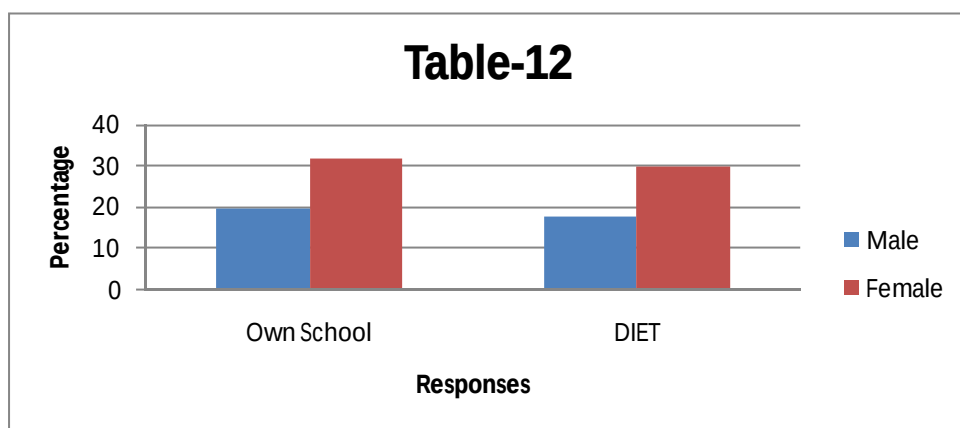


Figure indicates that, the 10% male and 16% female teachers wants the programme venue should be own school, 18% male and 24% female teachers want the programme venue should be another school in-state, 16% male 20% female teachers want that programme venue should be DIET, and same percentage (10%) of male and female teachers wants that programme venue should be College of teachers education.

The next question was opinion about the Venue of the Training Programme. The response was given by them which shows in the table below:

Table 12: Responses from the teachers on the question–what should be the venue of In-service teacher training programme?

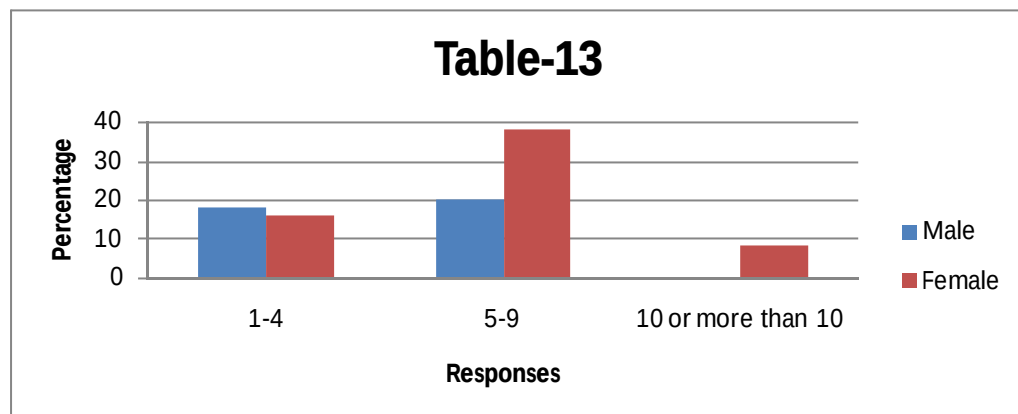
Responses	Male		Female	
	Numbers	Percentage	Numbers	Percentage
Own School	10	20	16	32
DIET	9	18	15	30



After analysis, it was observed that 20% male teacher& 32% female teacher were interested that venue should be own school and 19% male teacher& 30% female teacher were in the opinion that DIET should be the venue for the training programme. It means them teachers generally preferred venue will be their own school. The next question was about the duration of In-service training programme. The response was given by them which shows in the table below:

Table 13: Responses from the teachers on the question–what was the duration of In-service teacher training programme?

Responses	Male		Female	
	Numbers	Percentage	Numbers	Percentage
1-4 Days	9	18	8	16
5-9 Days	10	20	19	38
10 or more than 10	-	-	4	8

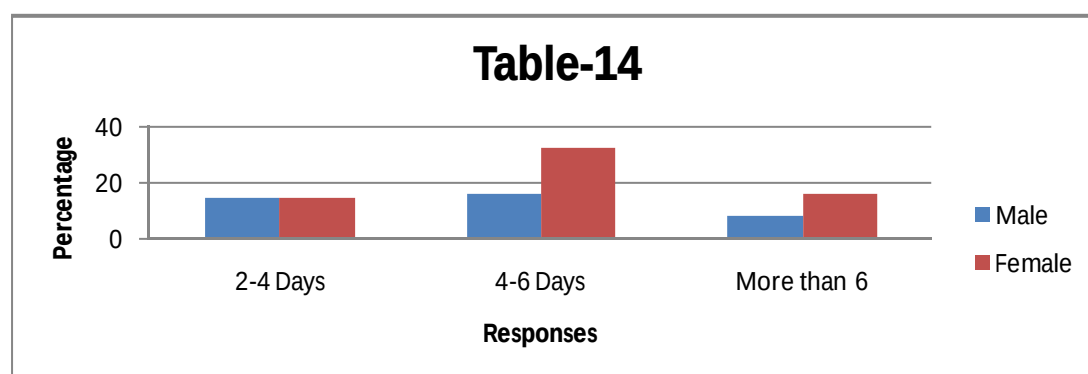


The result indicates that male (20%) and female (38%) teachers were preferred that training period for 5-9 days was adequate for the training period. Teachers are not comforted with a training period of 10 or above 10 days training period.

The next question was opinion about the duration of the Training Programme. The response was given by them which shows in the table below

Table 14: Responses from the teachers on the question–what should be the duration of In-service teacher training programme?

Responses	Male		Female	
	Numbers	Percentage	Numbers	Percentage
2-4 Days	7	14	7	14
4-6 Days	8	16	16	32
more than 6	4	8	8	16

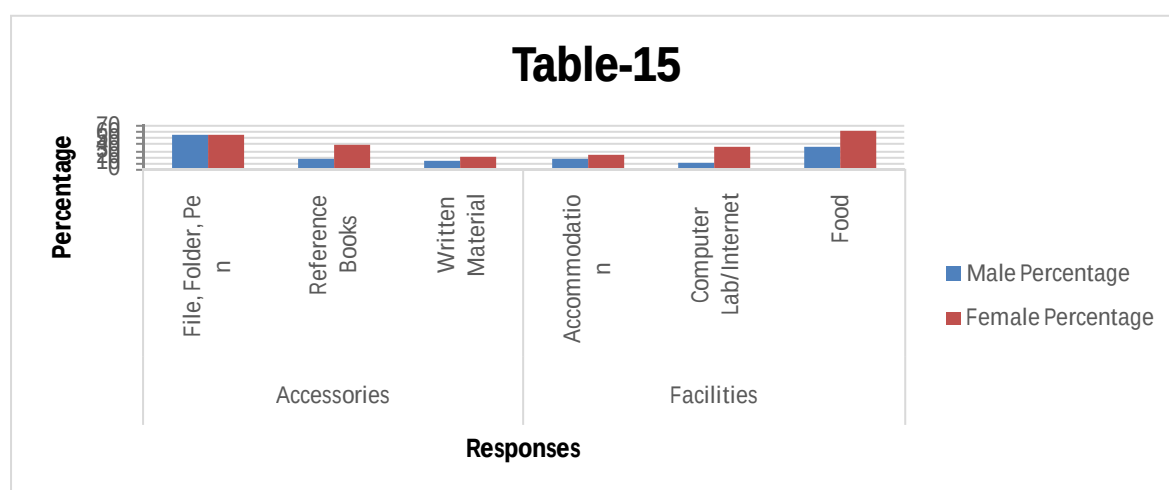


After analysis opinions of male & female teacher, it was observed that teachers were having equal opinion for 2-4 days training programme, Teachers 16% male & 32% female were interested in 4-6 days training programme and 8% male& 16% female teacher were thinking that more than 6 days are required forof In-service teacher training programme.The next question was about the accessories and facilities which provide them at the time of the In-service training programme. The response was given by them which shows in the table below.

Table 15: Responses from the teachers on the question–what type of accessories and facilities provide them at the time ofthe training programme?

Area	Responses	Male		Female	
		Numbers	Percentage	Numbers	Percentage
Accessories	File, Folder, Pen	29	58	28	56
	Reference Books	8	16	20	40
	Written Material	7	14	10	20
Facilities	Accommodation	8	16	12	24
	Computer Lab/Internet	5	10	18	36
	Food	19	38	31	62

(The total percentage is not 100 because every teacher give more than one responses about training programme accessories and facilities)



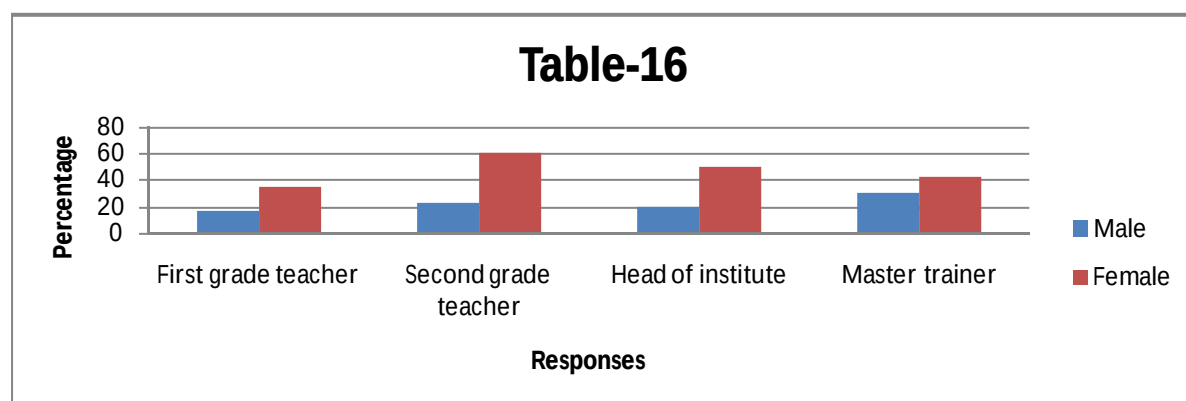
From the results, it shows that teachers were having categorical responses towards accessories and facilities provided in training programme, most of the teachers 58% male & 56% female said that File, Folder, Pen should be given as an accessory in training programme. Teachers (16% male & 40% female) were also preferred that reference books should be provided in accessories. Under Facilities, teachers strongly wanted food must be given in the training programme. Female teachers (36%) also preferred facility like Computer Lab/Internet facility in the training programme. Less preference was given by a male teacher (10%) for the Computer Lab/Internet facility.

The next question was about an expert or teacher who gave training at the programme. The response was given by them which shows in the table below:

Table 16: Responses from the teachers on the question of the trainer of the training programme: Who should be the trainer of the training programme?

Responses	Male		Female	
	Numbers	Percentage	Numbers	Percentage
First grade teacher	8	16	17	34
Second grade teacher	11	22	30	60
Head of Institution	10	20	25	50
Master trainer	15	30	21	42

(The total percentage is not 100 because everyone teacher give more than one responses)

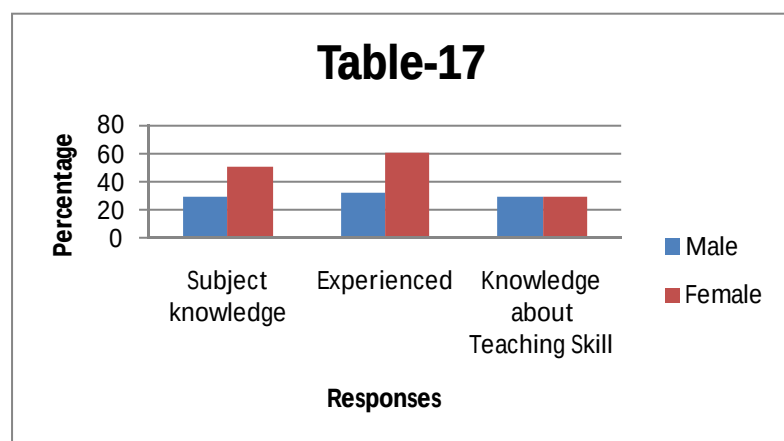


Above results indicated the quality of trainer who should assigned for training, 16% male teacher & 34% female teacher said that first grade teacher should be trainer, 22% male teacher & 60% female teacher said that second grade teacher should be trainer, 20% male & 50% female teacher were ok with the Head of Institutions and 30% male and 42% female were satisfied with the master trainer. It means approx. equal teachers were satisfied with the master trainer.

Table 17: Responses from the teachers on the question of trainer competencies of the training programme: what should be the competencies in a trainer?

Responses	Male		Female	
	Numbers	Percentage	Numbers	Percentage
Subject Knowledge	15	30	25	50
Experienced	16	32	30	60
Knowledge about Teaching Skills	15	30	15	30

(The total percentage is not 100 because everyone teacher give more than one responses)



After analysis responses towards the competency of trainer, it was observed that 30% male & 50% female teachers want that trainer should have good knowledge on the training subject, 32% male & 60% female teacher said that trainer should be experienced, and same percentage (30% male & 30% female) of teachers want that trainer should have good knowledge about teaching skills. So, from the results it is clear that teachers want, the experienced trainer should come for training.

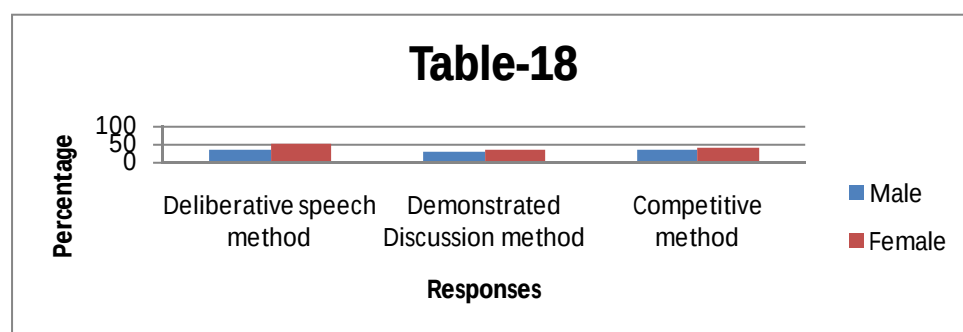
Data Analysis related to Dissemination

Dissemination is mainly related to the development of any program, how the development of a program can be ensured so that it can achieve its set objectives. The method of imparting training, mainly under the type of training program, Use of equipment and teaching aids, are related to dissemination. The first question was asked by the researcher that-

Table 18: Responses from the teachers on opinion about the instruction method in the training programme: What should be the instruction method used by the trainer?

Responses	Male		Female	
	Numbers	Percentage	Numbers	Percentage
Deliberative speech Method	16	32	25	50
Demonstrated Discussion Method	14	28	16	32
Competitive Method	16	32	20	40

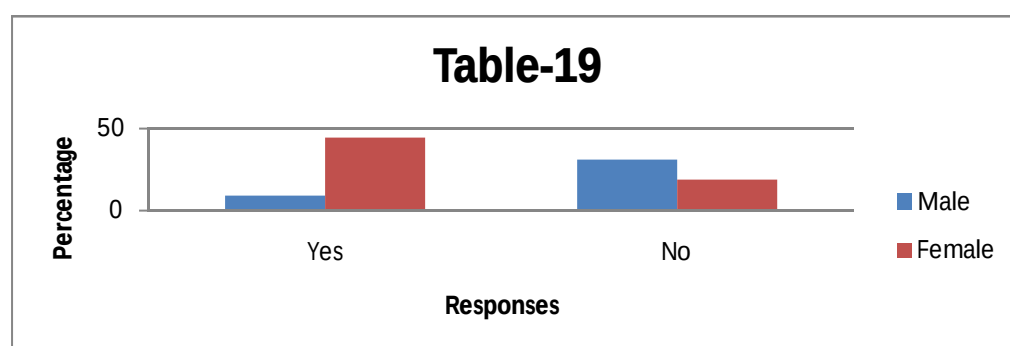
(The total percentage is not 100 because everyone teacher give more than one responses)



From the above results, it observed that Male (32%) & Female (50%) teachers both were mostly preferred that Deliberative speech Method should be used in training programme and least preference was given to Demonstrated Discussion Method by all teachers.

Table 19: Responses from the teachers on Question about the use of teaching aid in the training programme: Was there use of any teaching aid during the training programme?

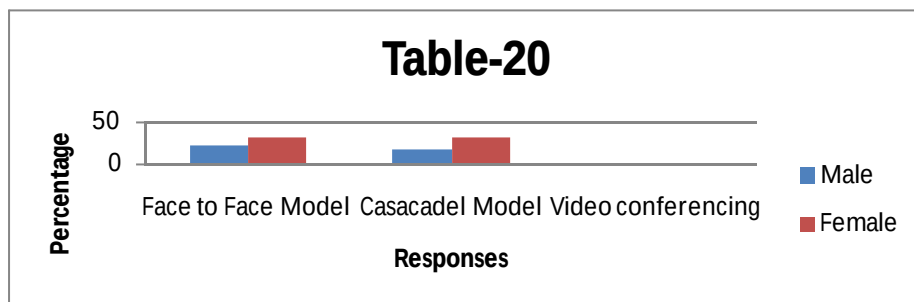
Responses	Male		Female	
	Numbers	Percentage	Numbers	Percentage
Yes	4	8	22	44
No	15	30	9	18



From above observations, it cleared that most of the Female teachers (44%) were preferred use of teaching aid in a training programme but most of the Male teachers (30%) were not preferred to use of teaching aid in the training programme.

Table 20: Responses from the teachers on Question about the use of the teaching model at the time of the training programme: What was the paradigm of the training programme, during received training?

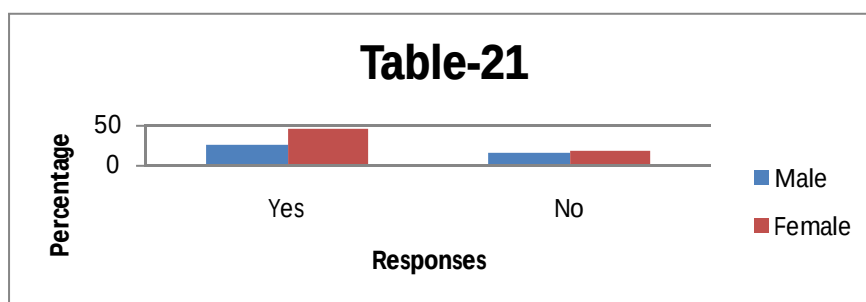
Responses	Male		Female	
	Numbers	Percentage	Numbers	Percentage
Face to Face Model	11	22	15	30
Casacadel Model	8	16	16	32
Video conferencing	-	-	-	-



Based on the result analysis about the teaching model used in training programme time, Cascade model (32%) was mostly used and least used of Face to Face Model (30%) in training as per female teacher but male teachers were informed that Face to Face Model (22%) was used frequently and Cascade model (16%) was used rarely. Teachers informed that Video conferencing method was not used in training time.

Table 21: Response on Question –Are In-service teacher training programme effective?

Responses	Male		Female	
	Numbers	Percentage	Numbers	Percentage
Yes	12	24	22	44
No	7	14	9	18



From the result it shows that 24% male and 44% female teachers were satisfied with the training programme. In favour they said that “it help in increasing the knowledge and we

acquire knowledge about new things”. However some teachers were not satisfied with the programme. “They stated that it s formality and time waste”.

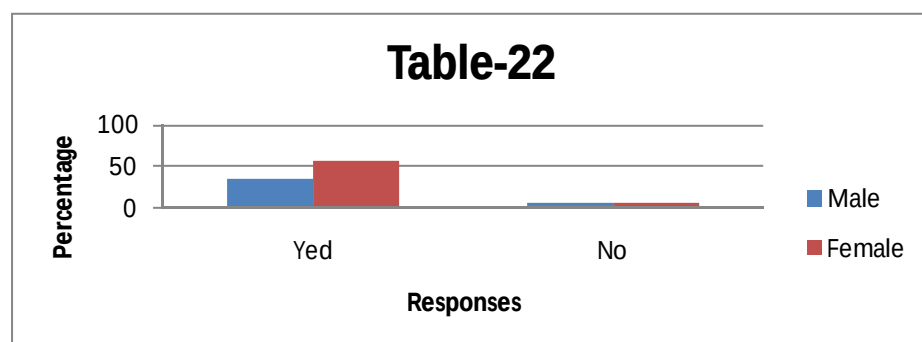
Data Analysis related to Evaluation

Assessment is the last part of the teaching-learning process. It is the process of compiling and interpreting information in relation to the changes brought into practice after learning. Evaluation of competitive teachers during the training program is a necessary process because it gives knowledge of accomplishing the objectives of the program. Various questions were asked in the evaluation of teachers training program. On which various teachers' responses came. It is as follows.

The first question was asked by the researcher that-

Table 22: Responses from the teachers on Question about the evaluation of teachers at the time of the training programme the question_was the teachers be evaluated or not?

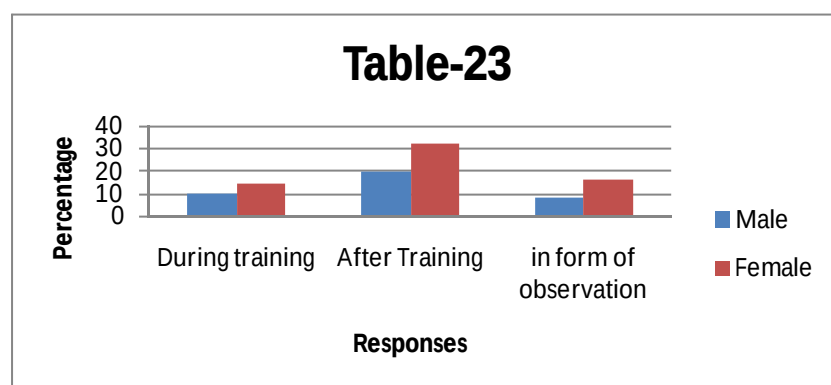
Responses	Male		Female	
	Numbers	Percentage	Numbers	Percentage
Yes	17	34	28	56
No	2	4	3	6



From the data analysis, it was observed that teachers were evaluated during the training programme.

Table 23: Responses from the teachers on the question was –when should the teachers be an evaluation at the time of training?

Responses	Male		Female	
	Numbers	Percentage	Numbers	Percentage
During training	5	10	7	14
After training	10	20	16	32
in form of observation	4	8	8	16

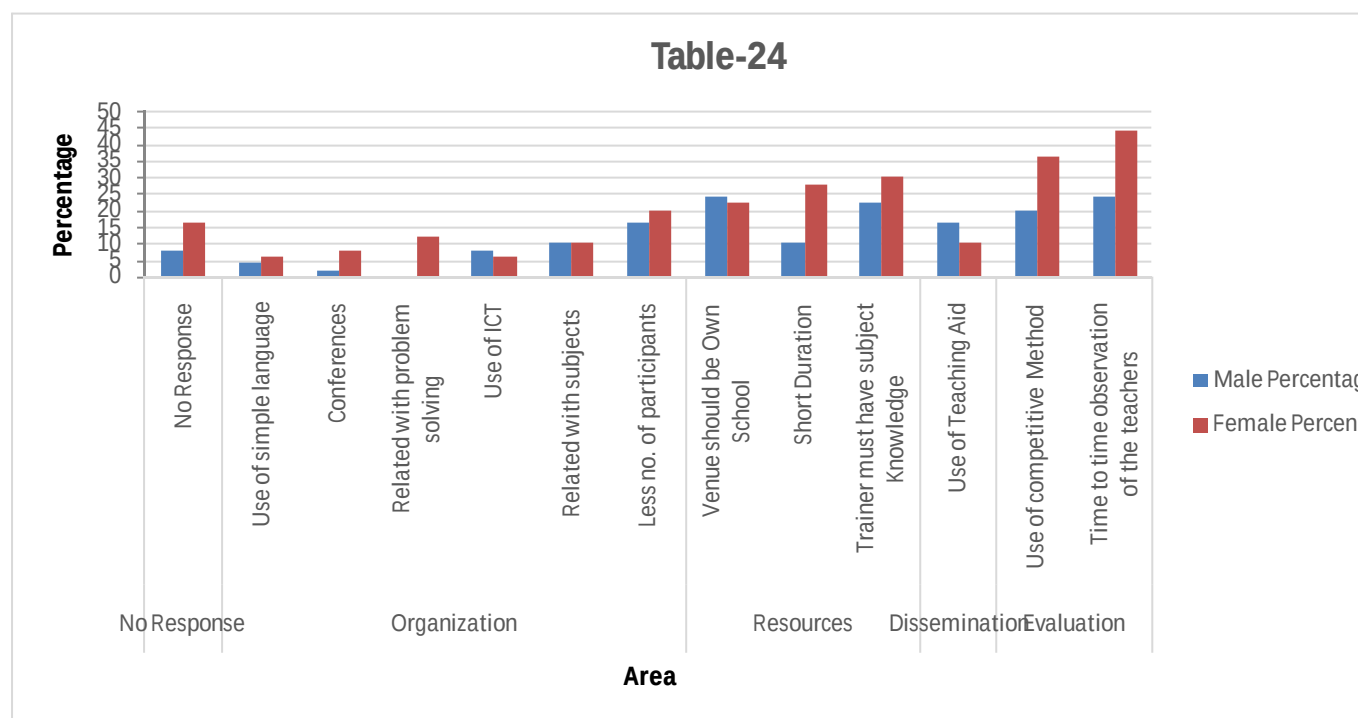


The figure indicates that most of the teachers want the evaluation should be done on during training and after training. However, some want the evaluation should be made in the form of classroom observation of the teachers.

Table 24: Responses from the teachers on suggestions regarding make In-service teacher training more effective?

	Responses	Male		Female	
		Numbers	Percentage	Numbers	Percentage
No Response		4	8	8	16
Organization	Use of simple language	2	4	3	6
	Conferences	1	2	4	8
	Related with problem solving	-	-	6	12
	Use of ICT	4	8	3	6
	Related with subjects	5	10	5	10

	Less no. of participants	8	16	10	20
Resources	the venue should be Own School	12	24	11	22
	Short Duration	5	10	14	28
	The trainer must have subject Knowledge	11	22	15	30
Dissemination	Use of Teaching Aid	8	16	5	10
	Use of competitive Method	10	20	18	36
Evaluation	Time to time observation of the teachers	12	24	22	44



From the results, it shows that teachers were having categorical responses towards suggestions to make training programme more effective, some teachers don't give any response about this, but most of the teachers want something change should be made during the training programme.

Under organization, teachers strongly wanted, use of simple language, use of ICT, Conference, and Programme related with problem-solving, programme related with subjects, whom they taught, less no. of participants must be in training programme. Under

resource area, teachers' also preferred, short duration of the training programme, the venue should be their own school; trainer must have subject knowledge. Under Dissemination area, teachers' also preferred, the trainer must be used teaching aid and competitive method, during training. Under Evaluation area, teachers' strongly preferred that time to time observation of the trained teacher should be done by trainer or authority.

Suggestions

After analysis of above the findings and the recommendations given by teachers, are as follow:

❖ Suggestion regarding Organization:

- ❖ Teachers are not satisfied with the subjects or content of teacher training programme, so they want training programme content should be related to subjects, which they taught and to enhance their teaching skills
- ❖ The seminar should be organized from time to time.
- ❖ The programme should organize, during the vacation period.
- ❖ The language used by the Trainer should be simple and understandable.
- ❖ Use of ICT
- ❖ The problem-solving method should be used.

❖ Suggestion regarding Resources

- ❖ Programme venue should be their own school, it will become more convenient to teachers
- ❖ The duration of the training programme should be less.
- ❖ The trainer must be qualified and also have content knowledge.

❖ . Suggestion regarding Dissemination

- ❖ The trainer should be Use of teaching aid, during training.
- ❖ The competitive method should be used.

❖ Suggestion regarding Evaluation

- ❖ Most of the teachers agree that pre-test and post-test, which is mostly used for evaluation during the training programme, it is not appropriate. So the evaluation should be in terms of classroom observation or time to time inspection of the teachers.

Conclusion

The above study reveals that the In-Service Teacher Training program is to enhance the institutional capacity of the teachers for all levels through conveying knowledge and skills. This program informs teachers about the new facts and principles in education. But these programmes are not very effective and cannot achieve their objective completely. Overall study reveals that these are compulsory to participate to all teachers and teachers also know about their importance, but they not feel satisfied by these programmes. Teachers also want, there have to be some changes (which is indicated in the study) in a training programme and then it will be more effective. Thus while organizing teachers training programme, should keep these suggestions in mind, because these programmes are organized only for teachers and the success of teacher training programme is only depend upon teachers.

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