



IMPACT OF IN-SERVICE TEACHER TRAINING PROGRAMME ON CLASSROOM TRANSACTION AT ELEMENTARY LEVEL

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Abstract

The efficient teachers are the back bone of the nation. Quality Teacher Education Programme can produce the efficient and dedicated teachers. Training is an integral part of the professionals who are in teaching. In service teacher training programmes has been conducted rigorously to improve the transaction of learning materials in the class room for achieving learning outcomes. In service teacher training protects the professional health and often lends a golden touch to their classroom activities. So the present study reflected the impact of in-service teacher training on students' achievement, changes in teaching subjects, teaching methods teacher behavior, use of teaching learning material and organization of various classroom activities.

Key words: In-service Teacher Training Programme, Classroom Transaction, Achievement, Learning Outcomes.

Introduction:

Quality improvement in elementary education is the flagship programme of our country. The in-service teacher training helps the teachers for developing pedagogic skills and to make them up-to-date in their academic and professional field. Continuous Professional Development Programme helps the teachers in enriching their professional competencies and strengthening their commitments to their profession. Right to Education Act, 2009 advocates in-service teacher training for teachers as an instrument to improve the quality of elementary education. Samagra Shiksha Abhiyan is continuously providing training to teachers which are designed according to the various objectives. Focus is given on activity oriented teaching, student friendly classroom and for adopting 21st century skills during class room transaction. The teacher training is going on to eliminate the deficiencies in teacher preparation and to refine accordingly (Sudhesh & Shari, 2011).

In-service teacher training programme has been treated as a vital activity in all educational plans and programmes. Funds and human resources have been invested for organizing in-service teacher training. Millions of elementary teachers are being covered in order to effect change in classroom practices. Considering the above aspects in mind, a study was undertaken to assess the impact of in-service teacher training programme on classroom transaction at elementary level.

Review of Related Literature:

The researchers have gone through the following studies to conduct the present study. **Nzarirwehi, J & Atuhumuze, F (2019)** studied on In-Service Teacher Training and Professional Development of Primary School Teachers in Uganda, IAFOR Journal of Education, Volume- 7, and Issue-1. Findings show that in-service teacher training has a significant effect on teachers, particularly on their academic qualifications, performance, and professionalism. However, these benefits can only be realized when the training is properly planned, implemented and continually evaluated, and in the presence of certain resources and incentives. To this end, the study recommends a review of teacher training approaches and a revamp of school environments to facilitate the teaching-learning process. **Junejo, M. I., Sarwar, S. & Ahmed, R. R (2017)** studied on Impact of In-Service Training on Performance of Teachers A Case of STEVTA Karachi Region. International Journal of Experiential Learning & Case Studies 2:2, Pages 50-60. The study revealed the positive perception of teachers regarding their professional growth. It recommended the in-service training programmes to be introduced in line with the subject rather than general. **Mohanty, S. P (2014)** studied on In-Service Training at Elementary School Level: Impact on Classroom Practices. Learning Community: 5(1): April, 2014 33-42. The results depict that in-service training has significant positive effects, in favour of trained teachers, on the skills of introducing the lesson, skills of teachers for presenting the lesson in the classroom teaching; explain the lesson by giving suitable example, skill of explanation in the classroom with demonstration, asking question and students participation for seeking more elaboration on the lesson taught. **Chauhan (2007)** conducted a study on evaluation of in-service teacher training programme under Sarva Shiksha Abhiyan (SSA) in Sunni educational block of Shimla district of Himachal Pradesh. The main findings of the study were as under: (i) The training component has been judged useful for teachers to a large extent in the areas of; use of teaching learning material (TLM) in classroom situation, activity based teaching and child centered approach followed by subject enrichment; (ii) Training material was made available to 98% trainees/participants as and when the training programmes were organized; (iii) The resource persons stressed mainly on lecture-cum-discussion approach while communicating with the trainees instead of demonstration techniques, which were rarely used during the training programmes; (iv) Usefulness of resource material in the actual classroom situation is not as effective as it should have been. **Sabiha (2010)** evaluated the effectiveness of in-service courses conducted by the Ministry of national education in order to inform teachers about the changes introduced by the new primary and secondary school curricula. **Sarva Shiksha Abhiyan, Tamil Nadu (2011)** conducted a study on in-service Teacher Training and it was found that: (i) of the 56 sample teachers, a higher proportion of 53 teachers (95%) informed that they have gained clarity and confidence in planning and preparing for their classroom transaction. They have become more empowered to handle the classes effectively, (ii) about 86

percent of the teachers (48) opined that the in-service training under Sarva Shiksha Abhiyan has motivated them to do their levels best in teaching. **Jahangir (2012)** focused on in-service training: A contributory factor influencing teachers' performance. Results indicated a significant change in perception of the trainees between pre and post in-service training program. These results can serve as a reference for reform of the teachers, teaching at the post graduate and university level. **Yadav (2012)** assessed the impact of In-service Education for Teachers (INSET) on teachers, classroom transaction and student learning achievement across 61 districts in 15 sampled states through different geographical areas. Overall findings of the study reveal that impact of In-service Education for Teachers (INSET) on classroom transaction depends on the quality of training and its transaction inputs.

Research Methodology:

The method and procedure of the study were as follows:

1. **Sample:** The sample for the study is confined to 2 blocks like Baranga and Banki in Cuttack district of Odisha. Two schools were selected from each block randomly. Five students from 8th class of each school for focus group discussions were selected by systematic sampling.
2. **Tool:** Guidelines for conducting Focus Group Discussion (FGD) with students (INSET Tool Kit, Yadav, 2012). This tool was used to conduct Focus Group Discussion (FGD) with the five students in order to study the impact of teacher training in their classroom. It focused on the changes in teaching after the teacher training related to use of teaching learning material, changes noticed in the teacher behavior, activities organized in the classroom method and procedure.

Method:

In-service teacher training for 4 days was conducted at DIET, Cuttack, Narasinghpur in Math and Social Studies. Subject teacher training was conducted for elementary school teachers who were teaching in upper primary classes. Investigators conducted Focus Group Discussions (FGD) with students of 8th class in small groups (5 or 6 students) in each sampled school in the month of December 2022 and January 2023. Systematic sampling technique was used by the investigators to select students for focus group discussions. An informal discussion was held with the learners prior to the focus group discussions for building rapport. Investigators conducted focus group discussions related to teaching behaviors, preparation and use of TLMs, dealing with students, teachers' abilities on facilitating for comprehension of new content.

Statistical Techniques:

For analysis and interpretation of collected data, statistical techniques like content analysis and rank correlation was used.

Results:

1. Dealing of Teachers and Achievement of Students: The following table ranks the achievement of students and techniques of treatment during the classroom transactions.

Table: 1

Schools	Rank of students'	Rank of Technique of
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	Achievement	Treatment
Belegachhia UPS, Baranga	02	01
Phulapokhari UGHS	03	03
Kalapathar Co-Education	01	02
Kadhamala UPS, Banki	04	04

Table: 1 ranks the schools on achievement of students and the way they are treated by their teachers during the classroom transaction. The finding related to the teachers dealing with students is based on observation of classroom transaction recorded by the investigators. The schools that have close relationship between these variables are Phulapokhari UGHS and Kadhamala UPS, Banki.

2. Group Work and Students' Achievement: The following table provides ranks of the schools on achievement of class 8th students and group work undertaken during classroom transaction.

Table: 2

Schools	Rank of students' Achievement	Rank on Group Work Organized during class room transaction
Belegachhia UPS, Baranga	03	03
Phulapokhari UGHS	02	02
Kalapathar Co-Education	04	04
Kadhamala UPS, Banki	01	01

Table 2 presents schools ranking on the achievement of class 8th students and corresponding ranking in respect of group work organized during class room transaction. There is close association between the two variables in all the schools. This is also supported by the significant group work during the teacher training which influenced classroom transaction.

3. Concluding the class room transaction and Students' Achievement:

Table: 03

Schools	Rank of students' Achievement	Rank on summarization
Belegachhia UPS, Baranga	03	03
Phulapokhari UGHS	02	02
Kalapathar Co-Education	04	04
Kadhamala UPS, Banki	01	01

Table 3 shows the significant rank order correlation indicates close association between the two variables in all the schools. The analysis of data relating to sets of ranking on student achievement from the class 8th focus group discussions in 2022-2023 and selected variables specified above reveals significant association between the paired set in positive direction at the significant level.

Conclusion:

The objectives of the study were to assess the students' observation about any change in teacher behavior and method of teaching after attending in-service teacher training. The analysis of the reports of Focus Group Discussions conducted in 04 schools in 02 blocks of the District of Cuttack revealed that the participating students found increase in the use of teaching learning materials and the teachers' facilitation using proper teaching learning

materials in mathematics and social studies. The students also found noticeable change in the classroom behavior in relation to academic achievement. The teachers' became more cordial, caring and affectionate in their behavior during class room transaction after training.

References:

- **Nzarirwehi, J & Atuhumuze, F (2019)**. In-Service Teacher Training and Professional Development of Primary School Teachers in Uganda, IAFOR Journal of Education, Volume-7, Issue-1.
- **Junejo, M. I., Sarwar, S. & Ahmed, R. R (2017)** studied on Impact of In-Service Training on Performance of Teachers A Case of STEVTA Karachi Region. International Journal of Experiential Learning & Case Studies 2:2, Pages 50-60.
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- **Chauhan (2007)** conducted a study on evaluation of in-service teacher training programme under Sarva Shiksha Abhiyan (SSA) in Sunni educational block of Shimla district of Himachal Pradesh.
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