

EFFECT OF TRAINING ON THE PERFORMANCE OF IN-SERVICE TEACHERS

*Bhuvaneshwari**

*Kalplata Pandey***

The educational change rests largely on the quality of the teaching force. Efforts to bring about educational change in the country have mandated new curricula, text books, continuous comprehensive evaluation and management systems. For coping with these, teachers have to gain more substantial knowledge and radically different skills. They have to understand child development, pedagogy and above all the structure of subject areas, different ways to bring enjoyment in learning and variety of alternatives for assessing learning. Vaughan (1996) observed that without competent, creative and caring teachers who expect and demand the best from themselves and from all their students, other changes will have little effect. Teachers must model the content mastery, enquiry skills, responsibility, character and the excitement for learning that they expect from their students.

The present study is an attempt to find out whether training affects the performance of in-service teachers of both sexes residing in rural and urban areas having different teaching experiences.

The objectives of the present study were as follows:

- To find out the difference between the performance of participants before and after the training programme.
- To find out the difference between the performance of participants before and after the training programme on the basis of their:
 - Teaching experience
 - Sex
 - Location

The hypotheses formulated were as follows:

- There will be significant difference between the performance of participants before and after the training programme.
- There will be significant difference between the performance of participants before and after the training programme on the basis of their:
 - Teaching experience
 - Sex
 - Location

* Research Scholar, Faculty of Education, Kamachcha, B.H.U., Varanasi.

** Dean, Faculty of Education, Mahatma Gandhi Kashi Vidyapith, Varanasi.

Methodology-

The population of the research comprised in-service teachers teaching in various educational institutions. The sample comprised of 50 teachers belonging to the colleges and universities of Uttar Pradesh. The research design of the study belonged to quasi experimental type.

The participants of the training programme were selected on the basis of their status of job. Permanent teachers as well as core faculty were included as the sample of the study. It was pre-decided that each group will comprise 50 participants and training programme will continue for six days. The topic of the training programme was Action Research in Higher Education which included the subtopics like Action Research Strategy: Conceptual and operational implications for teachers, Difference between action and traditional research formats, Formulation of action research projects, Planning of implementation processes in action research, Preparation of action research reports and developing broad guidelines for implementation and assessment of impacts, Project writing, deciding various themes of action research projects (In consultation mode through interactive session), Motivational aspects of classroom interactions, Sharing and communicating action research results followed by presentation of finalized project proposals.

In the beginning of the training programme the registration of the participants was completed and then a pre-test was conducted by administering a tool having 40 objective type questions related to the topics which were to be discussed during the six days training programme period. After that the training programme commenced. The same tool was administered on the group after completion of the training programmes along with other assignments. Lastly, the scoring was done and it was found that the data of only 44 participants could be used as they were the ones who had completed both pre-test and the post-test.

In order to achieve the objectives mentioned earlier the statistical analysis was done. The findings thus obtained are presented in tables 1 to 7 respectively.

Table - 1 Showing the difference between the mean scores obtained by the participants in both pre-test & post-test; N=44

Pre test		Post test		t
Mean	S.D	Mean	S.D	
20.84	5.84	27.66	3.16	6.73*

*Significant at .01 level

Observation of table 1 shows that there exists significant difference in the performance of participants as the obtained value of 't' (6.73) is greater than the value required for significance at .01 level. The direction of difference is in favour

of the mean score obtained in post-test. It indicates that training positively affects the performance of in-service teachers.

Table - 2 Showing the difference between the mean scores obtained by the participants having teaching experience up to 5 years in pre-test & post-test. N=28

Pre-test		Post-test		t value
Mean	S.D	Mean	S.D	
20.68	6.3	27.32	3.6	

*Significant difference at .01 level

Observation of the table shows that there exists significant difference between the pre-test & post-test performance of in-service teachers having teaching experience upto five years as the obtained value of 't' (5.11) is greater than the value required for significance at .01 level of confidence. Thus the research hypothesis is accepted. It means that the performance level of these participants has increased after attending the training programme.

Table - 3 Showing the difference between the mean scores obtained by the participants having teaching experience more than 5 years in pre-test & post-test. N=16

Pre-test	Post-test	Variance	t value
Mean	Mean	4.5	3.39*
22.75	27.63		

*Significant difference at .01 level

Observation of the table shows that the obtained value of 't' (3.39) is significant at .01 level. It indicates that the in-service teachers having more than five years teaching experience feel that training positively affects their performance as far as action research related topics are concerned.

Table - 4 Showing the difference between the mean scores obtained by the female participants in pre-test & post-test. N=12

Pre-test	Post-test	Variance	t
Mean	Mean	5.4	2.95*
21.83	28.33		

*Significant difference at .01 level

Observation of the table shows that there exists significant difference between the pre-test & post-test mean scores of female participants as the obtained value of 't' (2.95) is more than the value required for significance at .01 level of confidence. It indicates that the female participants were benefitted by the training programme and their efficiency to carry action research was enhanced considerably.

Emerging trends in Education

26

Table 8 Showing the difference between the mean scores obtained by the male participants in pre-test & post test. $N=60$

	Pre-test		Post-test		T-value
Mean	21.38	SD	2.9	Mean	25.67
				SD	2.8

* Significant difference at 0.05 level

Interpretation of the table shows that the observed value of 4.29 is more than the value required for significance at 0.05 level of significance. The observed difference is in favour of post test mean score of 25.67 as against 21.38 of pre-test mean score. This indicates that male participants have positive effect in learning on their performance.

Table 9 Showing the difference between the mean scores obtained by the urban participants in pre-test & post test. $N=30$

	Pre-test		Post-test		T-value
Mean	21.38	SD	2.9	Mean	25.67
				SD	2.8

* Significant difference at 0.05 level

Interpretation of the table shows that the observed value of 4.29 is more than the value required for significance at 0.05 level of significance. The observed difference is in favour of post test mean score of 25.67 as against 21.38 of pre-test mean score. This indicates that urban participants have positive effect in learning on their post test performance.

Table 10 Showing the difference between the mean scores obtained by the rural participants in pre-test & post test. $N=30$

	Pre-test (Mean)		Post-test (Mean)		T-value
	21.38		25.67		4.29

Interpretation of the table shows that the observed value of 4.29 is more than the value required for significance at 0.05 level of significance. The observed difference is in favour of post test mean score of 25.67 as against 21.38 of pre-test mean score. This indicates that rural participants have positive effect in learning on their post test performance.

Conclusion

The study has shown that the observed value of 4.29 is more than the value required for significance at 0.05 level of significance. The observed difference is in favour of post test mean score of 25.67 as against 21.38 of pre-test mean score. This indicates that participants have positive effect in learning on their post test performance.

experience upto five years and more than five years. Most of the participants except those residing in rural areas felt that they were highly benefitted by the six days training programme. The cooperative and experiential learning strategies followed by the instructors, along with practical work and well designed assignments had a far reaching influence in enhancing their skills related to action research.

Around 66% of the participants were confident of conducting action research independently. Only 34% of the participants (residing in rural areas) were apprehensive about using action research strategies even after attending the training programme. The probable reason for this may lie in the fact that the teachers belonging to rural areas might have been hesitant, less interactive and would have had certain inhibitions in asking questions from the other participants as well as from the experts. Due to this they were unable to conduct themselves freely during the training and thus could not solve their problems and queries. They might have been suffering from inferiority complex which prohibited them from taking complete advantage of the situation. Contrary to this all the other six groups felt that training helped them a lot to gain expertise in the area of action research. Along with this, they felt more confident in making various projects by selecting topics related to their day to day problems.

Therefore it can be said that this type of training programmes should be organized by the teacher training institutions specially department of education as it helps in making the in-service teachers more efficient as far as their knowledge of subject and classroom teaching is concerned.

References:

- Campbell, D.T. & Stanley, J.C. (1966). Experimental and quasi-experimental designs for research. Chicago: Rand McNally.
- Kerlinger, F.N. (1986). Foundations of behavioral research. (3rd ed.). New York: Holt, Rinehart and Winston.
- Vaughan, J.C. (1996). Teachers for the New Millennium Aligning Teacher Development, National Goal and High Standards for all students, California: Corwin Press.
- Winer, B.J. (1971). Statistical principles in experimental design. New York: McGraw Hill.