

**To study the Effect of Secondary Teachers' In-service training on
Teaching, Learning and Students' Achievement**

Dr. Lalita Chandratre

KaviKalidas Sanskrit University,
Nagpur

Jayshri Deshmukh

Matoshri Parvatibai Kote
College of Educaton, Akole

The teacher in 21st century must be aware of speedily changing technology, knowledge and information as per changing scenario of the society. Today students are not only depending on teacher for knowledge and information. In this global and competitive world students can receive necessary knowledge and information sitting at home through sources like radio, television, internet, magazines, newspapers etc. and update themselves. The teacher has to teach such students. He has to update his knowledge continuously. He has to acquire the necessary skills. For such updating he needs training of new skills and knowledge. The needs and requirements of society change with time. As per these needs and requirements curriculum should be changed for giving new and necessary knowledge to students. According to this curriculum changes, teaching methods change, tools and techniques change, syllabus and textbooks change. Teacher has to update himself with these changes. He has to take training of all these new means and methods. Government and educational institutions arrange training sessions, workshops, orientation classes, seminars, group discussions to train teachers. To be a successful teacher and for professional development of teacher he requires training. Such training is given to teachers in two ways

1) Pre-service training 2) In-service training

1) Pre-service training – Pre- service training is given to those who wants to be a teacher in future. It is nothing but pre preparation of teaching profession. In pre service training teacher trainees are given knowledge and information of educational philosophy, educational psychology, educational sociology history of education, educational problems, teaching methods, teaching skills etc. Teacher trainees are given actual teaching experience in schools. Teacher trainees acquire skills which are necessary for teaching profession.

1) In-service training - Teacher begins his actual work of teaching in school after pre-service training. While working as teacher he has to update his knowledge regarding subject matter, teaching methods, new inventions and new trends in his subject. To acquire new skills of teaching, new techniques, new tools, teacher requires training. Such training is called in-service training. In in-service training teachers acquire skills like classroom management, handling educational aids, use apt teaching method as per needs of students, planning and implementation of co-curricular activities, preparing and handling evaluation tools etc. In-service training plays vital role in teachers' professional development and in improving teachers' teaching skills.

Objectives of In service training –

The objectives of in-service training are as follows

1. To introduce new and improved curriculum to the teachers.
2. To introduce new trends, inventions, new techniques, new tools in the field of education.
3. To provide orientation to teachers for new concepts.
4. To assist teachers to acquire necessary skills for effective teaching
5. To give training of various activities to be conducted in the class for for improving quality of students
6. To assist the teachers to prepare teaching aids related to the topic
7. To revise the knowledge received in pre-service training

In-service training is useful for individual and professional development of teacher. Different teaching skills which are taught in in-service training sessions improve the teaching learning process as well as bring out improvement in students achievement and learning. For effective learning of students teacher must possess proper teaching skill, sufficient subject knowledge, apt teaching aid and attractive teaching methods.

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Need of Research - In the present research work researcher studied the effect of secondary teachers' in-service training on teaching, learning and students' achievement. Maharashtra state government gives in-service training to the teachers to introduce new curriculum, to impart the knowledge of new trends, new inventions, new information, to acquire the skill of preparing educational aids, classroom management etc. The in-service training is given with certain objectives. The researcher felt that it is necessary to study whether objectives of in-service training are fulfilled or no. Researcher felt to study the problems like Does in-service training bring about any improvement in teaches' traditional methods of teaching? What is the effect of in-service training on students learning and study habits? Do students are encouraged to do self-study? Do teachers' prepare any type of self-learning tools for students? What is effect of in-service training on students' achievement? Does the students' level of achievement have been improved really? To study these entire problems researcher felt the need to study the effect of in-service training.

Importance of Research – In the present research work researcher studied the effect of secondary teachers' in-service training on teaching, learning and students' achievement. Present research work gives detail report of what changes took place due to in-service training of secondary teachers in their teaching methods, students learning and achievements. It tells us whether in-service training helps teacher to inculcate healthy study habits and self-study habits among students. This research report helps education officers and other officials to understand how to obtain objectives of in-service training. It is useful to the institutes organizing in-service training at national and international level. This important document will be a guideline for arranging in-service training in future. From this research report one will come to know that for good effect of in-service training on teaching, learning and students' achievement what improvement and changes should be made in in-service training.

Statement of problem –

To study the Effect of Secondary Teachers' In-service training from west Maharashtra on Teaching, Learning and Students' Achievement

Functional Definitions -

West Maharashtra – West Maharashtra is the western part of Maharashtra which includes Pune, Solapur, Satara, Sangli, Kolhapur districts.

Secondary Teachers – As per Maharashtra state governments 10+2+3 structure the teachers' teaching to 9th and 10th standards are called secondary teachers.

In-service Training – The training given to teachers who are in service regarding curriculum, evaluation, educational aids, new educational concepts etc. is called in-service training.

Teaching – The process through teacher transmit knowledge, skills, information to students is called teaching.

Learning - The process through students acquire knowledge, skills, information is called teaching.

Students' achievement – The level of knowledge acquired by students is called students' achievement.

The objectives of research were as follows

1. To study the effect of in-service training of secondary teachers on students' learning

Hypothesis-

Research method – In the present research work researcher studied the effect of secondary teachers' in-service training on teaching, learning and students' achievement. The research is concern to present tense. Researcher used descriptive survey method to study this problem.

Population–Secondary teachers from west Maharashtra who have taken in-service training and the students learning in their classes

Sample – 1000 teachers, 50 head masters, 2000 students, 50 trainers from west Maharashtra are selected as sample

Method of sample selection – Researcher used purposive sampling method

Research Tools – Researcher used five point rating scale for data collection

Scope of research – Present research is limited to secondary teachers taking in-service training, students, trainers and head masters from west Maharashtra.

Limitations – The present research is limited to secondary teachers and studentsfThe present research is limited to teaching, learning and students achievement.

The present research is limited to Marathi medium schools from west Maharashtra

Delimitations- In the present research studied only the in-service training which secondary teachers get after completing 12 years' service.

Analysis of Data-

Table No: 01

Sentence No	Student Response									
	Disagree	%	Partially Disagree	%	Can't Predict	%	Partially Agree	%	Agree	%
1	7	15.56	3	6.667	0	0	3	6.667	32	71.11
2	3	6.667	4	8.889	1	2.2	8	17.78	29	64.44
3	3	6.667	2	4.444	2	4.4	7	15.56	31	68.89
4	2	4.444	10	22.22	5	11	6	13.33	22	48.89
5	6	13.33	8	17.78	9	20	4	8.889	18	40
6	2	4.444	5	11.11	7	16	14	31.11	17	37.78
7	7	15.56	8	17.78	1	2.2	7	15.56	22	48.89
8	7	15.56	4	8.889	5	11	11	24.44	18	40
9	2	4.444	3	6.667	5	11	19	42.22	16	35.56
10	4	8.889	6	13.33	8	18	15	33.33	12	26.67
11	5	11.11	9	20	4	8.9	14	31.11	13	28.89
12	8	17.78	5	11.11	7	16	9	20	16	35.56
13	12	26.67	8	17.78	9	20	8	17.78	8	17.78
14	8	17.78	6	13.33	15	33	13	28.89	3	6.667
15	4	8.889	3	6.667	4	8.9	13	28.89	21	46.67

Conclusions-

1. 75.11 % students agreed that teacher begins new lesson by asking questions or giving known examples and information while 15.56 % students disagreed, 6.66 %students partially disagreed, 0% students can't tell and 6.66% students partially agreed with above opinion.
2. 64.44 % students agreed that they understand easily because teacher uses teaching aids like pictures, charts, maps, models while teaching while 6.66 % students disagreed, 8.88 %students partially disagreed, 2.2% students can't tell and 17.78 % students partially agreed with above opinion.
3. 68.89 % students agreed that teacher teaches difficult concept in very easy language . Due to this we don't feel it hard to learn while 6.66 % students disagreed, 4.44 %students partially disagreed, 4.4 % students can't tell and 15.56% students partially agreed with above opinion.
4. 48.89 % students agreed that teacher teacher teaches us by using very easy and play way method,so we learn easily and we don't feel bore while 4.44 % students disagreed, 22.22 %students partially disagreed, 11% students can't tell and 13.33% students partially agreed with above opinion.

5. 40 % students agreed that teacher encourages us to participate in learning process while 13.33 % students disagreed, 17.78 %students partially disagreed, 20% students can't tell and 8.88 % students partially agreed with above opinion.
6. 37.78 % students agreed that teacher use effective and novel methods of teaching and use attractive teaching aids to make our learning joyful while 4.44 % students disagreed, 11.11 %students partially disagreed, 16% students can't tell and 31.11% students partially agreed with above opinion.
7. 48.89 % students agreed that use L.C.D. projector to teach difficult concept while 15.56 % students disagreed, 17.78 %students partially disagreed, 2.2% students can't tell and 15.56 % students partially agreed with above opinion.
8. 40 % students agreed that teacher use different methods of teaching for those students who don't understand while 15.56 % students disagreed, 8.88 %students partially disagreed,11% students can't tell and 24.44 % students partially agreed with above opinion.
9. 35.56 % students agreed that if I don't understand any concept, I ask my doubts to teacher and teacherclarifies it while 4.44 % students disagreed, 6.67 %students partially disagreed, 11% students can't tell and 42.22% students partially agreed with above opinion.
10. 26.67 % students agreed that teacher gives personal guidance to the students who lag behind in studies while 8.88 % students disagreed, 13.33 %students partially disagreed, 18 % students can't tell and 33.33% students partially agreed with above opinion.
11. 28.89 % students agreed that our all doubts regarding studies are cleared in the school, so we don't get any difficulty while studying at home while 11.11 % students disagreed, 20 %students partially disagreed, 8.9% students can't tell and 31.11% students partially agreed with above opinion.
12. 35.36 % students agreed that teacher arranges field visits related to study concepts for us while 17.78 % students disagreed, 11.11 %students partially disagreed, 16% students can't tell and 20% students partially agreed with above opinion.

13. 17.78 % students agreed that teacher arranges group discussion in the class and we like to participate in it while 26.67 % students disagreed, 17.78 %students partially disagreed, 20 % students can't tell and 17.78 % students partially agreed with above opinion.
14. 6.66 % students agreed that teacher arranges role playing in the class, we participate in it, so we don't have to study that topic at home again while 17.78 % students disagreed, 13.33 %students partially disagreed, 33% students can't tell and 28.89% students partially agreed with above opinion.
15. 46.67 % students agreed that teacher arranges quiz in the class due to which we get information of new things while 8.88 % students disagreed, 6.67 %students partially disagreed, 8.9% students can't tell and 28.89 % students partially agreed with above opinion.

If we study all above conclusions then we come to know that less than 50% teachers teaching methods are not found effective. To bring about improvement in teachers teaching in-service training should be improved.

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