

A study of problems of teachers in using acquired knowledge of training in the classroom situations

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Abstract

Teacher is always having a role of key to whole education system. So it is globally accepted that a teacher should be updated and ready to prepare the forthcoming generation as per the current need of the society. The role of a teacher is to help students to understand and apply concepts, in various subjects through classroom instruction and presentations, making and effective teaching learning environment. Their role is also to prepare lessons, manage the classroom and schools, meet with parents, and work closely with school management. Being a teacher is much more than just giving lesson to the students, in today's world a teacher's role is a multifaceted profession; they have to play the role of a loving parents, class disciplinarian, mentor, counselor, guide, role model, planner and many more. For this preparation continuous In-service teacher training programs are organized but almost it is the truth that most of the teacher leave the acquired knowledge outside the classroom and it is also revealed that they are facing many problems in using acquired knowledge in original classroom teaching situations. This study aims to know these barriers which are making the in-service training useless for the teachers and students.

According to Kothari commission, a teacher who unlike an ordinary worker, acts as a master, crafts man, an artist, a strategist and a powerful motivator. The environment of a classroom is enlivened by the inspiring, dynamic, enthusiastic, encouraging, skilful and dedicated teacher. It is he who shapes the destiny of students and that of the future citizens who eventually shape the destiny of the country. Such a teacher only can successfully in culture among children values that strengthen the ideals of social justice, equity, secularism and pluralism. This is why the need of teacher education program takes a shape.

Need of In-service Teachers Training

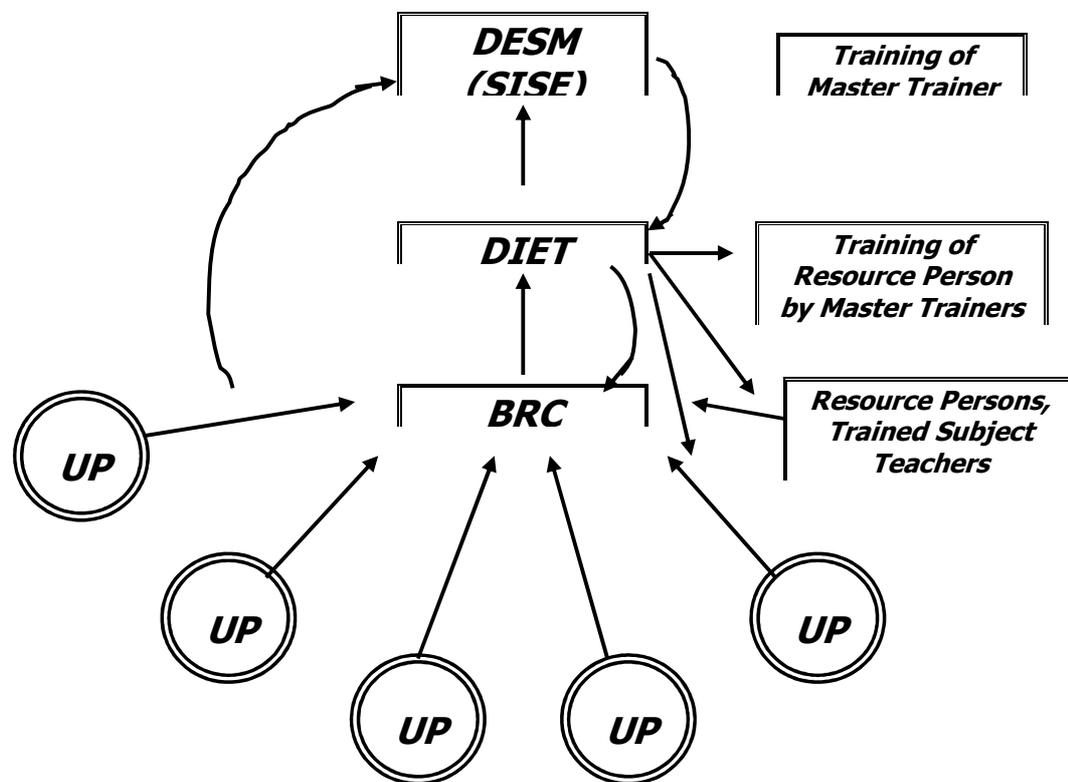
Professional development is the enrichment training provided to teachers over a period of time to promote their development in all aspects of content and pedagogy. It begins with the selection of an aspirant teacher and includes his initial preparation induction into the profession and his continuous development throughout his teaching carrier In the last few years, major in-service professional development programmes have been conceptualized and implemented. District Primary Education Program and subsequently Sarva Shiksha Abhiyaan have brought in the possibility of continuous capacity building exercise for primary school teachers. There are formal an informal programmes of in-service education organized from time to time

Knowledge is power. Well versed teachers f a country are its asset. Next generation will play an important role to improve the future of a nation Taking this view in mind subject related In-service training programs are organized under SSA.

Objectives of In-service Teachers Training Programs

- To update teachers knowledge with latest pedagogy of subject teaching.
- To remove difficulties faced by the teachers during teaching subject through discussion and interaction.
- To make aware of change in syllabus to the working teacher and prepare them for new.
- To provoke their knowledge and skill related to child centered Education.
- Develop skill for making Teaching Learning Material and way of effective use related to subject.
- To develop competencies for conduction Project works, exercises, experiment and teaching through environment.
- To give advice and guidelines to the working teacher for making effective class room interaction and school environment to provoke student scientific temperament.
- Continuous assessment of student for all-round development.
- To develop competences among teacher to make subject easy joyful and understandable develop skill to facilitate child to child learning.

Features and management of In- service Teachers training programs at district level:



Training programs are divided into two parts

- **Part-1** : Theoretical knowledge of the subjects. Skill teaching, Making, TLM, and Discussion of Problems related teaching.
- **Part-2** : Actual classroom teaching by the trainees in Teaching Class nearest Government Upper Primary School. Observation by the trainers and providing feed back.

--> DIET provides observers to observe the situation of subject related teaching of Upper Primary schools in allotted areas.

All these efforts are going on but all depends on teacher accountability. We cannot deny that first of all teacher has to generate energy in himself the shape the mind of younger generation in positive lines. Teacher has greater responsibility of preparing children in school will start working and shouldering national responsibilities in the beginning of next century. Many studies revealed like Pandey(2004 & 2006) that in-service teacher education programs are well organized as per norms but the actually its outcome should be measured if it is used in actual classroom situation . To observe the real situation present attempt has been taken.

OBJECTIVES: The study achieved the following objectives –

1. To study the Problems of teachers in using acquired knowledge of training into the original classroom situations.
2. To identify some ways of making Training Programme more effective and useful.

HYPOTHESIS: In the context of above objectives of the selected study this hypothesis was framed:-

- Many problems and barriers are affecting the teachers in using the acquired knowledge into the original classroom situation.

RELEVANCE OF THE STUDY - To provide better and effective school environment teacher are to be prepared through In-service Teacher Training. Teacher's Training Programs are also a part of supportive programs of SSA to enhance and make more effective Teaching Learning Process in Primary School Classrooms. The Training Programs are going on it was very necessary to know this present status importance effectiveness, use and related problems. So that important decision can be taken regarding that so this study. This study will highlight these facts -

- Training programs are actually useful and effective if gained knowledge is applied in classroom interaction this study will highlight the actual situation.
- The study will highlight the effectiveness of gained competencies through training in teaching learning process.

- ➔ The study will also highlight the barriers between use of gained knowledge and training received. So that important efforts can be made.
- ➔ Teacher training are supportive programs for SSA so administration will come to know the progress of SSA programs.
- ➔ The study will give a path to do new efforts to make and use of Training Programme effective.

LIMITATION OF STUDY : This study concerns with the primary education system and Teacher Education programs of Uttar Pradesh.

RESEARCH METHODOLOGY- The present study is primarily aimed on the study of the In- service teacher training programs organized by DIET. To fulfill this objective, it was the need to go to the field and observe the real situations and practices going on. Researcher found **Descriptive Survey Research Design** to be the most suitable for this investigation.

SAMPLE- All the teacher's trainers of D.I.E.T OF Uttar Pradesh and the participants attending the in-service teacher training constitute the population. It was not easy to work on the above given population because of limited resources and duration. So researcher has directly taken over the 5% the total districts Stratified Random Sample, the selected District were from five different commissionaires. Selected Nine districts were from leading, developing and backward areas of U.P. with special reference to Primary Education.

After selection of districts, researcher made a list of their blocks and selected 50 percent of block in our sample. In this way 9 DIETs and 50 percent of Block Resource Centers were selected for survey. During Survey the teacher found in these selected schools were chosen. Selected sample description is given below –

Sl. No.	Selected District	DIETs	Teachers	Trainers
1.	Gorakhpur	09	2008	85 were selected
2.	Kaushambi			
3.	Meerat			
4.	Gaziabad			
5.	Mathura			
6.	Varanasi			
7.	Chitrkoot			
8.	Kanpur			
9.	Moradabad			

PREPARATION OF MEASURING TOOLS: - In the absence of suitable tools researcher herself developed these tools for the investigation and gathering data. So an institutional questionnaire “**Teachers attitude scale towards use of teacher’s training in school**” was prepared and duly validated by experts in the field of Education After validation, some items were revised as per the suggestions of the experts, some were ignored and some new one’s got included.

COLLECTION OF DATA -The researchers team visited each of the selected schools and the questionnaire was personally administered to the concerned teachers.

MAJOR FINDINGS-The analysis, discussion and interpretation of the data collected from School records, Facilitators, direct from students with their parents and teachers of UPS of selected districts of Uttar Pradesh, leads to major findings-

- **Hypothesis-** *Many problems and barriers are affecting the teachers in using the acquired knowledge into the original classroom situation.*

To test this hypothesis of the study, researcher interviewed 2008 teachers with self made **Questionnaire Teachers attitude scale towards use of teacher’s training in school**. Responses drawn on this tool were analyzed and results drawn are shown below.

Table-2

Results related to barrier in using gained knowledge in teaching

Sl. No	Problem related items	Agree	Disagree	Uncertain
1.	Difficult to create suitable environment in school. Having less time for using gained knowledge.	75	12.5	12.5
2.	Creates problems in completing the course in time. Less number of teacher according to the class.	90	5	5
3.	Lack of Teaching learning material in school. Improper management of TLM in school.	100	0	0
4.	Irregularity of student’s attendance. Student curiosity more in TLM less in subject.	95	0	5
5.	Difficulties in demonstration without proper sitting arrangements of student.	65	25	10
6.	Less awareness of students towards education.	87.5	12.5	0
7.	Lack of reading Material among students.	100	0	0
8.	Extra duties for the teacher Student less co-operation.	72.5	2.5	25
9.	Student low interest Unsuitable school timing of summer.	68.75	6.25	25
10.	Parent’s unawareness and less interest towards education.	77.5	20	2.5
11.		50.25	47.5	2.25
12.		100	0	0
13.		65	10	25
14.		70	2.5	27.5
15.		81.25	6.2	12.5

16.		95	5	0
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DISCUSSION : *Above table is presenting the thoughts related to the barriers realized by according to the teacher working in school.*

- About 75% of teachers informed that they are working in that environment in which there is no awareness to education exists among student and parents so it becomes a challenge for a teacher to build appropriate environment for teaching and learning in subject.
- 90% of teachers explained that periods divided are not very suitable for using gained knowledge. Most of the schools are not having proper no of teacher who teaches all the subjects so it was difficult to manage all the classes per day.
- At this spot about cent percent teachers reacted that if they use the technique of training received with other school works it will difficult to complete the courses in time.
- 95% of teacher reacted that of teachers of most of the school are not having separate subject teachers. Single teacher has to manage five classes per day with the management of Mid Day Meal so it becomes impossible to use gained knowledge in classroom situation.
- 65% of teachers informed that schools are not having proper teaching learning materials.
- 87.5% of the examine reacted that mostly limited room are there in schools so it is very difficult to manage TLM in schools but 12.5% of examinee disagreed.
- Cent percent teachers revealed that many efforts have been made to increase student's attendance but the results are not satisfactory. Students are irregular so this makes teachers efforts false and mostly teacher were demoralized.
- 72.5% of teacher accepted the when any matter is taught with the help of TLM mostly student do not pay attention toward content for which TLM is used mostly they became curious toward TLM but 25% of the teachers disagreed.
- 68.75% of the teachers accepted that in about 90% of the schools student sit on the floor they are not having proper sitting arrangement. So it becomes too problematic for the teacher for presenting demonstration that every student sees it properly on the table but 26.25 % of the teachers were against this reason.

- 77.5% of the teachers accepted that mainly children of rural area do not have much awareness towards importance of education than it becomes a hard task to create interest and curiosity.
- 50.25% of teachers accepted that although student were provided book but most of the students don't bring it daily or do not manage the reading materials properly so it becomes a tough task to give any exercise or class work with proper books or copies.
- All the teachers accepted that teachers are having extra work load. Pandey (2004) explained in the study that the extra duties like Pulse-Polio, Mangan Garana Jansankhaya Garana, election duty and MDM preparation are over loads work on primary school working teachers .all these duties effect school teaching learning environment. Teacher can not pay full attention towards teaching with these extra duties.
- 65% of teacher explained that mostly student do not pay more interest and attention towards education. They are more interested in facilities provided to them so they do not give good response mostly during teaching. 70% of the teachers also accepted that student show less interest in study and more interest in facilities provided to them by government.
- 95% of the teachers informed that parent are having less awareness towards education so they do not motivate their student, students are not taken care in their homes so this creates a problem for teacher teaching.
- 95% of the teachers informed that education administration shows no interest in giving direction and forcing teachers for qualitative teaching.

At last we can conclude that mostly all the problem related responses got above 65% of positive responses hence our research hypothesis has been selected that there are many barriers in using acquired knowledge of training in class room teaching.

Suggestions by the researcher for making In service Teacher training more impressive and useful

-  A Training Programme officer should be appointed if possible at District level having some administrative power, Training officers should attached to Department of In-Service and Pre-Service Training Programme in DIETs and all teacher working in DIETs should be a part of his supervision team. *This Training Programme officer should be made fully responsible for the better organization of every Training Programme organized by DIETs.*
-  *Facilities provided to the trainers are not up to the mark and no body cares about it administration should be aware of how much and in which way funds are utilized. If the facilities are provided to the trainees are not good it creates unrest among trainees.*

- 👤 One experiment which might *help to bridge appropriate environment and some positive pressure* if possible the Trainers should be detailed to other nearest District and others to this. This transfer might some time make free the training environment from local pressure.
- 👤 One main Problem affects the whole training Programme is suffering with teachers *irregularity and disinterest*. Some strict rule can be made if teacher is absent during training without any unavoidable reason it should be questioned to them and forced to present show cause notice. This solution might effect.
- 👤 Training Programmes should be *something different from traditional classroom teaching*. Trainer should be trained in such a way that they might able to make the whole training Programme *Task Oriented*. Projectors, Film, Videos and Computer Presentation should be added to make Training Programme more interesting and fruitful.
- 👤 *Actual classroom teaching Presentation* by the trainer should be added to programmes so that related subject teacher can easily observe the whole classroom interaction system as whole and solve his/ her problem themselves related to use of TLM, Communication skill, Teaching skill method and principles.
- 👤 To check out the status of use of Training Programme a *evaluation checklist should administered on* examinees last day to know the real position of use of training. Training should be organized in vacations so this will be fruitful for the school having one or two teachers.
- 👤 Education administration should develop a active monitoring system for checking the actual use of training experiences of the teachers.
- 👤 A continuous and comprehensive survey should be made by the responsible authorities to ensure the proper use training experience in the schools.
- 👤 Well Trained and effective teachers of the Parishadiya schools should be awarded at district and state level to motivate teachers to do for better work and teaching.
- 👤 To build up importance and curiosity towards training Programmes among teacher *if it is possible the Training Experience should be added to the Promotion and increment in job*. No doubt this will activate the teachers.
- 👤 *A combined team from SCERT SIEMAT, SIET and SISE can also visits once or twice in a year* accidentally to some school so to assess the real situation and teacher attitude of taking the training forcibly but not using in classroom might change.
- 👤 If administration wants to produce competent teacher with new glowing mind our *Training Programmes should be more effective*. Administration should find out the way that how teachers learning and teaching go side by side effectively.

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