



Effect of Training of in-service English Subject Primary teachers

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1. Introduction

There is a substantial literature on the relationship between teacher characteristics and student learning. Most prior research on this topic has focused on teachers' educational background, years of teaching experience and salaries. The results of this work are mixed. While it is clear that certain teachers are more effective than others at increasing student performance, there is considerably less consensus on whether specific, observable teacher characteristics such as education or experience produce higher performance.

While most research has focused on general skills, school districts and states often rely on in-service staff development as a way to improve student learning. This on-the-job training seeks to instruct teachers in content as well as pedagogy. Professional development is an extremely widespread practice in U.S. Public schools. 72 percent of teacher's report having engaged in training related to the subject area of their main teaching assignment during the previous 12 months (Parsad et al. 2000). A similar fraction reports having received training on how to implement new teaching methods. Despite the widespread nature of these activities, the intensity of training is typically fairly low, with more than half of the teachers engaging in eight hours or less of training in each of these areas per year.

Unfortunately, most of the existing research on in-service training suffers from the fact that the training is endogenously determined by teachers and schools. Recent school reforms in Chicago, however, provide an excellent opportunity to evaluate the causal impact of teacher training on student performance. In 1996, the Chicago Public School system (CPS) placed 71 of its 489 elementary schools on academic probation. These probation schools received special funding for staff development as well as technical assistance and enhanced monitoring. Eligibility for probation was determined on the basis of standardized reading scores—schools in which fewer than 15 percent of students scored at or above national norms in reading were subject to probation; those with 15 percent or more of students at national norms were not subject to probation. The existence of strict cutoffs created a highly non-linear relationship between a school's reading achievement in 1996 and the likelihood that the school was on probation in subsequent years. We exploit this cutoff to identify the impact of teacher training on student achievement.

2. Importance of Study / Significance of the study

1. The importance of present study is as under.
1. This research will be helpful to the researches related the future educational problems of Teachers.
2. By knowing impact of training Govt. Should organised various program for teachers.
3. By this research, the principals, and the government also will get proper direction.

3. Objectives of the study

Objectives are such points that work is done in its directions or objectives is such a perfect change which an be achieved through work.

1. To know the opinions of English Subject primary teachers on in service training.

2. To know the effect of gender on the opinions of in-service English Subject primary teachers training.
3. To know the effect of Area of English Subject primary teachers on the opinions of in-service training.
4. To know the effect of experience of English Subject primary teachers on the opinions of in-service training.

4. Hypothesis

By keeping in mind, the objectives of the present study, the researcher has made null the hypothesis as following.

Ho₁ There will be no significant difference between the mean score of male and female teachers on the opinions of in-service training.

Ho₂ There will be no significant difference between the mean score of Rural and Urban area teachers on the opinions of in-service training.

Ho₃ There will be no significant difference between the mean score of above 5 years experience teachers and below 5 years experience teachers on the opinions of in-service training.

5 Limitations of the study

The limitations of the present study are as under:

1. The present study is limited only for the Primary teachers of Surat District.
2. The present study is limited only for the Gujarati Medium Primary Schools.
3. Due to using the self-made tool, its limitations will be the limitations of the study.

6 Definitions of Key Words

6.1 In service training Definition:

Training program which is organized by G.C.E.R.T or any Government institute for Teacher effectiveness.

6.2 Operational Definition

The teachers get the score of in service opinionnaire which is made by researcher.

7. Variables

The variables of the present study are as under:

7.1 Independent Variable

Independent variables and their class:

Variable Level

- 1 Gender -Male Female
- 2 Area-Rural Urban
- 3 Experience -Below 5 Year Above 5 Year

7.2 Dependent Variable

Score of in-service Training Opinionnaire.

8. Creation of Problem / Origin of Problem

8.1 Necessity is the mother of all inventions

A specific factor is responsible for the origin of the problem. The researcher himself is a citizen of Ahmedabad. Government organizes different kind of in-service training program for primary teachers. So with the help of this training program teachers can improve their teaching ability. That why present problem is selected for research work.

9. Population

In the present study, the population is English Subject Primary teachers of Ahmedabad District.

10. Sampling

A sample is a subject of a population of universe.

In the present study, the researcher has selected stratified random sampling Method. First, he selected 10 Rural Area School and 10 Urban Area primary school. Among them he selected teachers by cluster sampling method. Total 130 Teachers Slected in the final sample. Numbers of Male teacher are 60 and Female teachers are 70.

11. Research Method

In this present study researcher selected survey method.

12. Selection of Tool for Data Collection

In the present study, the researcher himself has made in service Opinionnaire for teachers.

12.1 *Opinion of Teachers*

Teacher's opinions were taken for in service training program and make necessary correction.

1. To make verbal chances for clarify the statement.
2. To remove the other statements from equal meaning and keep only one.
3. To inform to make some statements from short. TO inform to cancel some statements.
4. Some statements were sent written in new form.
5. To inform to change the sequences of some sentences. To try to increase some sentences.

In this way, some improper and unclear sentences were cancelled and the remain sentences were included in the list which was send by the scholars.

12.2 *Acquisition of the statements*

After discussion with the scholars and guides it was decided to remove unnecessary words from the statement. A view point was kept in mind to make the statement shorter but to make its meaning clear by removing extra words an acquisition the statements.

12.3 *Primary formation*

The statements were finally formatted by doing some necessary amendment suggested by the experts.

12.4 *Pre checking of primary Opinionnaire*

The researcher has got responses of total 20 English subject Primary Teachers for Primary check out of Opinionnaire and Final version is ready for use. Final version of Opinionnaire has 30 statements regarding English subject primary teacher in service training.

13. Technique of Data Collection

For the present study, researcher has collected data by the following way:

1. First of all, the research has collected a list of school from district education committee, Ahmedabad. A separate list was made of Ru r a l and Urban Area areas granted.
2. With the help of principal's interview, it was decided which day what time the researcher had to come for data collection from the students.

14. Methods of Data Analysis

Data is analysed according to the decided objectives during research design. Data analysis means, a complete study of the tables included natural facts and meanings. In which pre-selling present complex factors are divided into whole part and collecting data for interpretation and arranged them. For this arithmetical counting, SPSS computer programme was used.

15. Analysis and Interpretation of Data

Ho₁ There will be no significant difference between the mean score of male and female teachers on the opinions of in-service training. Once the research data have been collected and the analysis has been made, the researcher can proceed to the stage of interpreting the results. The process of interpretation is essentially one of stating what the result show.

Table 4: Opinions of in-service training of Male and Female teachers

Group	Mean	S.D.	T value	significant
Male	38.53	2.90	0.14	Not significant
Female	39.04	2.91		

$$t \text{ Val} = 0.14 < t_{0.05} = 1.96$$

Interpretation

From table 4.2 it is significant that 't' value is 0.14 which is not significant at 0.05 level. It reflects that mean scores of the perception of male and female high school students of Ahmedabad district do not differ significantly. So, the Null hypothesis that there is no significant difference between the mean scores of male and female teachers.

Ho₂ There will be no significant difference between the mean score of Rural and Urban area teachers on the opinions of in service training.

Table 4 :Opinions of In service training of Rural and Urban teachers

Group	Mean	S.D.	T value	significant
Rural	38.54	2.89	0.15	Not significant
Urban	39.03	2.92		

$$t \text{ Val} = 0.15 < t_{0.05} = 1.96$$

Interpretation

From table 4.3 it is significant that 't' values is 0.15 which is not significant at 0.05 level. It reflects that means scores of opinions of primary teachers of in-service training program. So, the Null hypothesis that there is no significant difference between the mean scores Rural and Urban area teachers on the opinions of in service training.

Ho₃ There will be no significant difference between the mean score of above 5 years experience teachers and below 5 years experience teachers on the opinions of in-service training.

Table-4: Opinions of in-service training of below 5 year and above 5 year experience teachers

Group	Mean	S.D.	T value	significant
Below 5 years	42.46	2.26	2.52	Significant at 0.05 level
Above 5 years	38.17	2.70		

$$t \text{ Val} = 2.52 > t_{0.05} = 1.96$$

Interpretation

From table 4.4 it is significant that 't' values is 2.52 which is significant at 0.05 level. It reflects that means scores of opinions of primary teachers of in-service training program. So, the Null hypothesis that there is significant difference between the mean scores below 5 year and above 5-year experience teachers on the opinions of in-service training.

16. Findings

In the present study, the researchers have tried to get findings after checking the objectives and hypothesis. Which are as under,

1. There is no significant difference between the mean scores of male and female teachers.
2. There is no significant difference between the mean scores Rural and Urban area teachers on the opinions of in-service training.
3. That there is significant difference between the mean scores below 5 year and above 5-year experience teachers on the opinions of in service training.

17. Educational Implements

The result can be achieved after every study. With this other out-puts also can be got. In the present study, the out-puts of educational implementation are as under:

- Teaching – Learning process can be made higher qualitative. It can be helpful to arrange in service training program for teachers.
- To know the in-service program is useful for teachers or not.

18. Suggestions

18.1 General Suggestions

The researcher has got the finding, got by the stream selection's analysis and interpretation, these suggestions are as under:

18.2 Suggestions to the Governments

Government should organizes different kind of in service programme. Government also came to what kind of different type of program is needed for primary teachers.

18.3 Suggestions for future research

The researcher has tried to make this study strong as much as possible. But by keep in mind the cost and time limitations the researcher has tried to clarify as much as possible.

- A study of In service program of Secondary teachers in relation to certain variables.
- A study of "Karmyaogi" Program of Gujarat Government.
- An evolution of G.C.E.R.T in service program.

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