

## Perception of In-service Teacher Trainees' Towards Training Programmes in Selected Districts of Himachal Pradesh

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**ABSTRACT** This study focuses on the perception of in-service teachers towards training programmes conducted by District Institutes of Education and Training with the objective to evaluate the in-service teacher training programmes. A sample of 60 head teachers and 480 in-service teachers of upper primary schools was selected from 4 Districts of Himachal Pradesh and the survey method of research was used. It has been found in this study that the training programmes enhance the competence of teachers, develop their professional efficiency and better teaching skills and also update and refresh the knowledge of teachers. Resource persons were satisfying because of their usage of power point presentations through computers and laptops. Training about action research proved to be very helpful for the teachers. But the problems and suggestions must be taken into consideration for the smooth functioning of training programmes. The current study is significant in terms of bringing qualitative improvement in the teaching-learning scenario.

### INTRODUCTION

Professional development programme of in-service teachers is important and needed. The effectiveness of a programme depends upon the various aspects from planning to follow up of the programme. The professional development of teachers through in-service programmes can be enhanced through the successful implication in the field of monitoring, transactional modalities, developing training material, training of teacher educators, school administrators, need of proper educational assessment, follow-up services, training appraisal, strengthening the availability of teachers, creating support material, enhancing quality material for teachers, psychologically boosting the teacher behaviour and enriching classroom process for better teaching-learning processes (Singh et al. 2019).

Teachers should play a vital role in defining the content of in-service teacher education programmes. Resource persons should use transactional strategies like computerized instructions and brainstorming technique. Field trips need to be incorporated during these programmes in order to refresh teachers and to give them practical exposure (Malik and Bhardwaj 2013). In-service training has significant positive effects, in favour of

trained teachers, on dimensions of classroom practices, teachers' responses and treatment or pupil-teacher interaction, student attentiveness, activities during lesson or scope for interaction among pupils and student evaluation and textbook usage (Mohanty 2014). As per DIET guidelines, the essential equipment and instruments for conducting in-service course should be arranged properly before starting the training programme. But the facilities were not sufficient and properly used by all DIETs. The infrastructural facilities available for in-service training at the time of observation were blackboard, furniture, model, overhead projector, transparency and chart. The availability of video-player, cassettes, specimens and flip charts were not adequate. Their level of utilization was also not satisfactory (Gogoi and Khanikor 2016). New concepts were well explained to the teachers in in-service training programmes and the programme had helped them to acquire the necessary knowledge regarding the content and the teachers expressed their views that they had clarity about the objectives achieved through the training. The mode of presentation in in-service training programmes showed that there was a scope for the discussion and fruitful discussion took place and opportunities were given to the teachers to present

their questions. It was also observed in observation of training programmes that mostly lecture method was used for teaching and resource persons presented their ideas very nicely even though they used the lecture method (Shinde and Pandey 2016). The major problem faced was that the training need analysis compiled by DIETs was non-uniform, which made analysis difficult. Uniformity and clarity of themes in training need analysis was helpful in analysing the needs of teachers to great accuracy. Resource persons did not possess thorough content knowledge and preparation before facilitation and objectives of the training were not fulfilled with due sensitivity. Training was not connected with day to day life experiences and there was no excursion to scientific laboratories and institutions to observe and understand various scientific tools and processes (Akhtar 2017).

DIETs are contributing to achieve the objectives of in-service teacher training programmes and their impact on real classroom teaching and learning as desired in National Curriculum Framework and Right to Education Act-2009 (Kumar 2017). In view of the above observations, the present study was conducted to analyse in-service teacher training programmes through the eyes of head teachers and in-service teachers.

### **Significance of the Study**

This study was an attempt to focus on in-service teacher training programmes which are an integral part of the continuing professional development of the teachers. Professional development for teachers is more than training as it functions as an agent for change in their classroom practices. This research brings a clear picture of training programmes as beneficiaries to the head teachers and in-service teachers. Their perceptual aspects towards in-service teacher training programmes were brought to the limelight through this study.

### **Objectives**

The present study focussed to achieve the following objectives:

1. To study the perception of head teachers and in-service teachers towards in-service teacher training programmes.

2. To study the problems of head teachers and in-service teachers in attending in-service teacher training programmes.
3. To suggest for the improvement of in-service teacher training programmes.

### **MATERIAL AND METHODS**

For fulfilling the objectives as stated earlier the survey method of research was used in the present study.

#### **Sample**

The sample consisted of 60 head teachers of upper primary schools and 480 in-service upper primary teachers from the four districts namely: Shimla, Solan, Bilaspur and Kinnaur of Himachal Pradesh through random sampling technique.

#### **Research Tool**

The questionnaire was self-developed by the researchers themselves to gain a comprehensive and authentic information about the in-service teacher training programmes. The validity and reliability of the questionnaire was assured by the researchers before administering it.

#### **Statistical Technique Used**

The tabulated data was analysed in terms of frequencies and percentages.

### **RESULTS**

The collected data was analysed, tabulated and interpreted as given:

It is evident from Table 1 that 100 percent head teachers and in-service teachers agreed that the objectives of in-service teacher training programmes were to enhance the competence of teachers, develop professional efficiency, develop better teaching skills and help in updating and refreshing the knowledge of teachers. Thereafter, 97.5 percent in-service teachers and 96.67 percent head teachers reported that due attention was given to the in-service teacher training programmes by the DIETs while only 3.33 percent head teachers and only 2.5 percent in-service teachers stated that it was neglected. Thereafter,

**Table 1: Responses regarding objectives, attention given and categories of in-service teacher training programmes by DIETs**

S. No.	General information	Head teachers (N=60)		In-service teachers (N=480)	
		N	%	N	%
1	<i>Objectives of In-service Teacher Training Programmes Updated and Helped in:</i>				
(i)	Enhancing competence of teachers	60	100	480	100
(ii)	Development of professional efficiency	60	100	480	100
(iii)	Development of better teaching skills	60	100	480	100
(iv)	Updating and refreshing the knowledge of teachers	60	100	480	100
2.	<i>Due Attention Given to In-service Teacher Training Programmes by DIETs</i>				
(i)	Yes	58	96.67	468	97.5
(ii)	No	02	3.33	12	2.5
3.	<i>Categories of Programmes Attended</i>				
(i)	Orientation programmes	-	-	06	1.25
(ii)	Refresher courses	02	3.33	20	4.17
(iii)	Workshops	10	16.67	52	10.83
(iv)	Seminars	48	80	402	83.75

it was also stated that 83.75 percent in-service teachers and 80 percent head teachers had attended seminars, 16.67 percent head teachers and 10.83 percent in-service teachers had attended workshops, 4.17 percent in-service teachers and 3.33 percent head teachers had attended refresher courses and only 1.25 percent in-service teacher had attended orientation programmes conducted by DIETs.

Hence, all the head teachers and in-service upper primary teachers agreed on the objectives of the training programmes and the majority of

them agreed that due importance was given to in-service teacher training programmes by DIETs and mostly seminars were attended by them.

Table 2 indicates that 100 percent head teachers and in-service teachers have responded that during training programmes there was the provision of an auditorium with proper sitting arrangement, further canteen and sanitary facilities were available as well but no laboratory facility was given to them. Further 87 percent head teachers and 86 percent in-service teachers specified that photostat facility was available while 13 percent

**Table 2: Responses regarding physical facilities available for the head teachers and in-service teachers during in-service teacher training programmes**

S. No	Physical facilities available	Head teachers(N=60)				In-service teachers (N=480)			
		N		%		N		%	
		Yes	No	Yes	No	Yes	No	Yes	No
1.	Auditorium/ Seminar Hall	60	-	100	-	480	-	100	-
2.	Proper sitting arrangement	60	-	100	-	480	-	100	-
3.	Library facilities	47	13	78	22	408	72	85	15
4.	Laboratories facilities	-	60	-	100	-	480	-	100
5.	Canteen facility	60	-	100	-	480	-	100	-
6.	<i>Hostel facility</i>								
(i)	For male	-	18	-	30	-	144	-	30
(ii)	For female	42	-	70	-	336	-	70	-
7.	Sanitary facilities	60	-	100	-	480	-	100	-
8.	<i>Miscellaneous</i>								
(i)	Photostat	52	8	87	13	415	65	86	14
(ii)	Fax	48	12	80	20	412	68	86	14

head teachers and 14 percent in-service teachers denied about the photostat facility. Further, it was responded that 86 percent in-service teachers and 80 percent head teachers were given fax facility while 14 percent in-service teachers and 20 percent head teachers refused about the fax facility, 85 percent in-service teachers and 78 percent head teachers mentioned that they were provided library facilities while 15 percent in-service teachers and 22 percent head teachers disagreed about the library facility. 70 percent head teachers and in-service teachers who were females got hostel facility during the training while 30 percent head teachers and in-service teachers who were males did not get hostel facility by the DIETs.

Thus, it may be inferred from the above data that the auditorium was used for the training with proper sitting arrangement by all the head teachers and in-service teachers, canteen and sanitary facilities were also provided to them but no laboratory facility was given to them. Majority of head teachers and in-service upper primary teachers were provided library facility but hostel facility was only for the female head teachers and in-service teachers and male head teachers and in-service teachers were supposed to make their own arrangements. Furthermore, fax and photostat facilities were also provided but a few head teachers and in-service teachers did not get these physical facilities during in-service teacher training programmes.

Table 3 reveals that 58.33 percent head teachers and 66.67 percent in-service teachers responded that lecture-cum-demonstration method was used, 18.33 percent head teachers and 12.5 percent in-service teachers stated that lecture method was used, 16.67 percent head teachers and 11.46 percent in-service teachers stated that discussion method was used and only 6.67 percent head teachers and 9.38 percent in-service teachers stated that project method was used. In addition, 100 percent head teachers and in-service teachers reported that the medium of instruction used by the resource persons was bilingual that is usage of English and Hindi language both and further stated that relevant topics were covered in the training like methods of teaching, preparation of lesson plan, use of novel techniques in teaching, preparation of teaching-learning material (TLM) and discussion on the current topics of Education. Moreover, 100 percent head teachers and 84.38 percent in-service teachers responded that the resource persons who give training were satisfactory and possessed the qualities such as sound academic profile, full of knowledge, very innovative and experienced while only 15.62 percent in-service teachers stated that the resource persons who give training were unsatisfactory because they were dull and boring, lack mastery in the subject and deliver monotonous lectures. Furthermore, 98.13 percent in-service teachers and

**Table 3: Responses regarding teaching methodologies of the resource persons for in-service teacher training programmes**

S. No.	Statements	Head teachers(N=60)				In-service teachers (N=480)			
		N		%		N		%	
		Yes	No	Yes	No	Yes	No	Yes	No
1.	<i>Methods used by Resource Persons</i>								
	(i) Lecture Method	11	-	18.33	-	60	-	12.5	-
	(ii) Lecture-cum-demonstration Method	35	-	58.33	-	320	-	66.67	-
	(iii) Discussion Method	10	-	16.67	-	55	-	11.46	-
	(iv) Project Method	04	-	6.67	-	45	-	9.38	-
2.	<i>Medium of Instruction</i>								
	(i) Bilingual (English and Hindi Both)	60	-	100	-	480	-	100	-
3.	Coverage of relevant topics	60	-	100	-	480	-	100	-
4.	Satisfactory resource persons	60	-	100	-	405	75	84.38	15.62
5.	Acquaintance about action research by resource persons	57	3	95	5	471	9	98.13	1.87

95 percent head teachers reported that they were acquainted about the action research while only 5 percent head teachers and 1.87 percent in-service teachers refused about the acquaintance of action research during training. In addition to this, 95 percent head teachers and 93.18 percent in-service teachers stated that action research helped them in solving class-room problems, improving learning of students, making teaching-learning process effective and refining instructional practices.

In the nutshell, the table highlights that during in-service teacher training programmes the medium of instruction used by the resource persons was bilingual and coverage of all the relevant topics was done in the training. All the head teachers and majority of in-service upper primary teachers were satisfied with the resource persons who had essential qualities whereas, a few numbers of in-service teachers were not satisfied with the resource persons who gave training. During training programmes resource persons mostly used lecture-cum-demonstration method for imparting training but project method was least used. Lastly, the majority of head teachers and in-service upper primary teachers were acquaint-

ed about the action research in the training programme and proved to be very beneficial for them.

Table 4 depicts that 90 percent in-service teachers and 87 percent head teachers reported about the usage of power point presentations with computer/laptop/data projectors while imparting training, 8 percent head teachers and 5 percent in-service teachers reported about the usage of overhead projectors (OHP) with transparency slides and only 5 percent head teachers and in-service teachers reported about the usage of audio-visual aids while imparting in-service teacher training. Further, the table shows that 100 percent the head teachers and in-service teachers stated that the novel techniques used in imparting the training were very helpful for them as they help in better understanding, help in retaining, acts as a motivation, makes training more interesting and more effective and also involves all the senses.

Therefore, the majority of resource persons make use of new innovations while imparting training to the head teachers and in-service upper primary teachers while the least preference was given to the usage of audio-visual aids in imparting training. Further, all the head teachers and in-ser-

**Table 4: Responses regarding the use of new innovations while imparting in-service teacher training**

S. No.	Statements	Head teachers (N=60)		In-service teachers (N=480)	
		N	%	N	%
1.	<i>New Innovations</i>				
(i)	Use of Power Point Presentations with Computer/laptops/Data Projectors	52	87	433	90
(ii)	Use of Over Head Projector (OHP) with transparency slides	5	8	25	5
(iii)	Use of Audio-Visual Aids	3	5	22	5
2	New innovations are very helpful	60	100	480	100

**Table 5: Responses regarding the problems faced in attending in-service teacher training programme**

S. No.	Problems	Head teachers (N=60)		In-service teachers (N=480)	
		N	%	N	%
1	Lack of infrastructural facilities	25	42	278	58
2	Short notice about the training programme	53	88	354	74
3	Syllabus of the students lags behind due to the training	42	70	321	67
4	Boarding and lodging facilities are not proper	28	47	215	45
5	Lack of novel techniques in training	25	42	266	55
6.	Family/ Personal problems	32	53	216	45

vice upper primary teachers agreed that the new innovations used during in-service teacher training programmes were very beneficial for them.

Table 5 highlights that 88 and 70 percent head teachers and 74 and 67 percent in-service teachers responded that there was a short notice about the training programme and the syllabus of the students lags behind due to the training respectively. 53 and 47 percent head teachers and 45 percent in-service teachers stated that they face family/personal problems in order to attend training programmes and the improper boarding and lodging facilities respectively. Further 58 and 55 percent in-service teachers and 42 percent head teachers mentioned about the lack of infrastructural facilities and lack of novel techniques in training respectively.

Hence, it may be inferred that the majority of head teachers and in-service upper primary teachers find difficulty in attending the training programmes due to short notice prior to the training programme and also the syllabus of students lags behind when the training is attended by them.

Table 6 shows that 89 percent of in-service teachers and 85 percent head teachers suggested that importance should be given to all the subjects of upper primary classes. Further, 87 percent, 83 percent, 82 percent, 77 percent and 72 percent head teachers and 84 percent, 80 percent, 76 percent, 72 percent and 69 percent in-service teachers suggested that training must be conducted during holidays, current problems in teaching-learning process must be highlighted in the training programmes, training must focus on e-learning, training should be more practical and

less theoretical and there should be the provision of online training session respectively. Lastly, 70 percent in-service teachers and 68 percent head teachers suggested to intimate about the training a few days prior to the training.

Therefore, majority of head teachers and in-service teachers suggested that during in-service teacher training programmes importance should be given to all the subjects of upper primary classes and if possible, training must be conducted during holidays so that the syllabus of students does not lag behind.

## DISCUSSION

Results of various studies strengthen the results of the present study. In-service teacher training programmes as the process of continuous professional development of the head teachers and in-service teachers were mandatory for the working teachers with major focus on seminars so as to groom the personality of the teachers. Similarly, a research work, clarified that seminar method was mostly emphasised during the training programmes (Tirkey and Narzary 2017). The present study revealed many hidden realities behind the training programmes. The DIETs have the provision of only computer and science laboratory but they lack language, educational technology, mathematics and social sciences laboratory. In spite of being having the provision of computer and science laboratory the head teachers and in-service teachers were not allowed to use them. As mentioned in a research study, the main hurdles in the vision of DIETs were the lack

**Table 6: Suggestions to enhance the quality of in-service teacher training programme**

S. No.	Suggestions to enhance quality in training	Head teachers (N=60)		In-service teachers (N=480)	
		N	%	N	%
(i)	Current problems in teaching-learning process must be highlighted in the training programmes	50	83	382	80
(ii)	Training must be conducted during holidays	52	87	404	84
(iii)	Intimation about the training should be few days prior to the training	41	68	334	70
(iv)	Training must focus on e-learning	49	82	365	76
(v)	Importance should be given to all the subjects of upper primary classes	51	85	426	89
(vi)	Training should be more practical and less theoretical	46	77	344	72
(vii)	Provision of online training session for in-service teachers	43	72	329	69

of full-fledged research wing, innovative practices and lack of information technology-enabled facilities (Babukuttan 2011). Further, the hostel facility was only being provided to the female head teachers and in-service teachers while the male head teachers and in-service teachers were being deprived of the hostel facility and they had to make their own arrangements during the training in the 'Dharamshalas' or elsewhere. Similar finding was also depicted by a study where it was found that in few States hostel facilities were not available and as such 39 percent of the DIETs do not have hostels (Govinda and Sood 2000).

The resource persons were either teacher educators of DIETs, trained graduate teachers or the post graduate teachers only, the in-service teachers desired to be trained through the experts from national agencies, even though the teaching methodologies adopted by the resource persons were satisfactory. New innovations while imparting training were appreciable by all the head teachers and the in-service teachers. Similar view was discovered in another study, that there were various factors which contributed in imparting good quality of in-service training such as adequacy of infrastructure, availability of competent master trainer, convenient training schedule, appropriateness of the content matter, the inclusion of modern methods of training especially use of multimedia like television, computers, overhead projector (OHP) and other audio-visual aids (Saini 2017).

Action research proved to be very beneficial for both the head teachers and in-service teachers. Similarly, it was found in a study that teachers need to do action research to find out suitable methods of teaching-learning and teacher education should be according to the problems and concerns of school education (Singh 2017). Major constraint faced by the head teachers and the in-service teachers was the short notice prior to the training whereby, it became difficult for them to join the training instantly. Another major obstruction was the difficulty faced in coping up with the missed teaching hours due to the training. Further, it was suggested by the head teachers and the in-service teachers that the training must be conducted during holidays. Online training sessions for the head teachers and the in-service teachers was also proposed by them. Equal importance to all the subjects should be given in the training especially, the languages like English, Hindi and Sanskrit which are being neglected.

### Educational Implications

It was revealed through the present study that in-service teacher training programmes have a great significance in the educational scenario. For maintaining the quality of education, it is essential to have qualitative teacher education programmes which in turn will bring positive results for the nation as a whole. New innovations in the field of teacher training like e-learning, online training sessions will bring forth a revolution in the field of in-service teacher education. In-service teacher training programmes must be a teacher as well as student-centred so that both the beneficiaries can, in turn, bring the best educational results. Hence, teacher training programmes must be upgraded keeping in view the needs and demands of the present prevailing conditions, requirements and the changing scenario of the today's world.

### CONCLUSION

In the nutshell, we can say that in-service teacher training programmes play a pivot role in enhancing quality teacher education. In the absence of in-service education, it is very much sure that the teaching-learning process will become monotonous; teachers will lack up-to-date knowledge of the different content areas which will hamper their professionalism and deteriorate the quality of education. In-service education in turn is a blessing which helps in bringing quality education by training in-service teachers. Teachers are the creators of the future of tomorrow and their in-service education cannot be neglected. In-service training is most essential for the professional growth of the teachers. It renovates the experiences of the teachers, refreshes their knowledge, develops their wider outlook and keeps them up-to-date with the new problems, new methods and new techniques in education.

### RECOMMENDATIONS

This study recommends to organise quality in-service teacher training programmes so as to enhance quality teachers in the society. These training programmes must be practical oriented rather than to be just theoretical in nature. Con-

sidering just science and mathematics to be important subjects and conducting training only for these subjects is not at all viable rather, the training programmes must focus on all the subjects of the curriculum. Resource persons specialised in their different subjects must be called upon to conduct training programmes.

The present world demands information technology enabled services therefore, online in-service teacher training programmes should be organised. Each DIET should possess the laboratories of computer, language, information technology and the in-service teachers and head teachers should have access to them during training sessions so as to cope up with the changing needs and demands of the present scenario.

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