A Study of Impact of Training of in-service 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. [i]

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. Statement of the problem
The first step of the study is to create a proper question on which the research is going to be done. Statement of problem is an important matter because of it, the field of research is clarifying. So, the problem must be presented clearly. The problem statement must be in clear language, and without any prejudice. The problem statement is as under:
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3. Importance of Study/Significance of the study
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.

4. Objectives of the study
1.To know the opinions of teachers on in service training.
2.To know the effect of gender on the opinions of in service training.

5. Hypothesis
The 'null' (zero) hypothesis is described as "HO" in sign.

Ho_1There will be no significant difference between the mean score of male and female teachers on the opinions of in-service training.

6. Limitations of the study
This research is limited only for the factors affecting in stream selection to the higher secondary students. Limitations are naturally coming in the way because research is costly tough and require time and clarify. The limitations of the present study are as under:
1.The present study is limited only for the Primary teachers of Ahmedabad District.
2.The present study is limited only for the Gujarati Medium Primary Schools.
3.Due to using the self- m a d e tool, its limitations will be the limitations of the study.

7. Definitions of Key Words
In service training Definition:
Training program which is organized by G.C.E.R.T or any Government institute for Teacher effectiveness.

8. Operational Definition:
The teachers get the score of in service opinionnaire which is made by researcher.

9. Variables used under study
The researcher has checked varied factors, their relations or their effect. In it, under experimental or caused effect is important factor to join them. Factor are known as variable in the research language. The variables of the present study are as under:
1. Independent Variable:
Independent variables and their class:
Gender is an independent variable
2. Dependent Variable:
Score of in-service Training Opinionnaire.

10. Origin of Problem
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.

11. Population
In the present study, the population is Primary teachers of Ahmedabad District.

12. Sampling
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 Sleeted in the final sample. Numbers of Male teacher

are 60 and Female teachers are 70.

13. Research Method
In this present study researcher selected survey method.

14. Selection of Tool for Data Collection
In the present study, the researcher herself has made In service Opinionnaire for teachers.

15. 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 Rural 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.

16. 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.

17. Testing of Hypothesis
Ho_1There 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 1- Opinions of In service training of Male and Female teachers

Group	Mean	S.D.	't' value	Significance
Male	38.53	2.90	0.14	Not Significant
Female	39.04	2.91		

$$t_{val} = 0.14 < t_{0.05} = 1.96$$

Interpretation
From table 1 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. In the present study, the researchers have tried to get findings after checking the objectives and hypothesis. Which are as under,
- There is no significant difference between the mean scores of male and female teachers.

18. 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.

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

19.2 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.

19.3 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.

20. Conclusion

No research is the ultimate research. The researchers are done regularly. By the present study can be known the factors affecting the present study can also be known. With this the researcher has come to know many things by this research, as well as the researcher has also got the chance to remove the error done while doing research, as well as the research view also developed.

The researcher also feed the happy feelings by ending the research. The present chapters are also described in short and the findings are derived according to the hypothesis. With this the suggestions for the future researches are also done though it's possible to have some error and the researcher feels sorry for this.

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