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The Effectiveness of Teacher Training Initiatives in relation to In-Service Teachers

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Abstract

The present investigation delves into the efficacy of professional development programs (PDPs) in augmenting the competencies, expertise, and output of teachers' effectiveness in their professional settings. The goal of the study is to offer a thorough assessment of the efficacy of professional development programs (PDPs). With the aid of the NCERT tool for evaluating training program effectiveness and the perspectives of in-service teachers regarding the results, the survey instrument is made to evaluate the efficacy of teacher training programs on 49 samples. The research's conclusions advance knowledge of professional development programs. INSETs, according to 66.7% of teachers, help them become more proficient educators. 85.4% of respondents said these training courses were pertinent to their needs. Respondents learn things from the insets that they were previously unaware of. With the aid of training programs, instructional methods have increased and insets assist in improving their subject matter competencies. For the organizers to create and put into action professional development programs that successfully support teachers' professional development, more research and improvement are required, as indicated by the participants in the study's weakness section. The larger sample size might also be taken into account for upcoming research.

Keywords

Effectiveness, Teacher Training Programs, Professional Development Programs, INSETs.

Introduction

Professionals must continuously learn new skills and expand their knowledge base to stay competitive and productive in the quickly evolving workplace of today. Programs for professional development are essential for helping people and organizations succeed in this endeavor. Professional development programs (PDPs) are organized endeavors intended to improve professionals' knowledge, abilities, and competencies in a particular field. The goals of these training programs are to help people advance their careers, enhance their effectiveness at work, and adjust to the changing needs of their respective industries. A variety of activities are included in professional development, such as conferences, workshops, seminars, training sessions, mentorship initiatives, and extracurricular classes. "Beliefs in one's capabilities to organize and execute the courses of action required to attain given attainments is how Bandura (1997) defined self-efficacy". "Effective classroom management techniques are used by highly effective teachers to encourage student autonomy by minimizing custodial control and maintaining student focus." Woodland, Rosoff, and Hoy (1990), pg.3&4 [7] A wide range of subjects are frequently covered in these programs, such as project management, diversity and inclusion, technical skills, leadership development, communication skills, and personal growth. Usually, they are given in a variety of formats, such as live seminars, online classes, self-paced study guides, and on-the-job training. These programs are designed to meet the unique requirements and difficulties faced by participants in a variety of professions. They also give participants the chance to learn new skills, stay current with industry trends, and acquire new knowledge. Student accomplishment is positively correlated with the caliber of the teacher. According to Anglist and Lavy (2001), "there is a correlation between in-service training and student achievement, implying that high-quality teachers improve student performance." pg.2[1]

It is widely acknowledged that teachers play a key role in facilitating all educational activities, whether they occur inside or outside of institutions. A teacher is the central figure in all curriculum activities. In any society, teaching is a very important profession. The explanation for this is that teachers not only assist in organizing educational extracurricular and curricular activities, but they also aid in the education of future national leaders. Content knowledge and pedagogical knowledge are the two categories of knowledge that teachers need. He also needs to possess both professional and personal qualities. A teacher can accomplish their goals and be referred to as a good or effective teacher in the process of delivering education if they possess both kinds of qualities in both the content and functional areas. "The most important factor for student learning is the caliber of the teacher. It is widely acknowledged that among all professions in the world, teaching has the largest membership. It has certain unique characteristics, just like other professions" (Craft, 2000).pg.1[1] Thus, by developing a knowledgeable and driven workforce, these programs support organizational success in addition to helping individuals grow personally and professionally. The education of teachers holds the key to the advancement of the teaching profession.

Objective
To explore the efficacy of training programs with reference to in-service teachers.

Literature Review

Bates, R. (2003) "Professional development will be essential for school reform initiatives to succeed in an era where demands for teacher and student accountability are growing, and administrators are facing challenges in enhancing their current teaching staff. According to research, teacher efficacy is a crucial component of effectiveness that is continuously correlated with both student outcomes and teacher behaviors. This paper argues that to improve teacher competence and, consequently, student outcomes, training designs should theoretically centre on self-efficacy within the framework of professional development for teachers." Beavis, A. (2005) "The effects of professional development programs' structural and procedural elements on teachers' efficacy, knowledge, and practice are examined in this report. A total of 3,250 teachers who participated in eighty different professional development activities as part of these studies comprise the data set for the survey study on current research into the elements of successful professional development to look into the factors that impact." Brown, D. (2004) "A case study that demonstrates the statistically significant effects of a particular professional development program on teachers and their students, as well as how well-designed and delivered professional development is validated by a comprehensive evaluation component, is reviewed. Program providers need to demonstrate with data that funding and implementation will lead to notable gains in knowledge, abilities, and attitudes. Making decisions based on this proof and others will be made possible by using the approach described here." Monseque-Bailey, P. (2009) "In this study, "the efficacy of four professional development (PD) programs designed for teachers of pre-schoolers who are at-risk was contrasted with that of "business as usual." The same year-long, facilitated online course that focused on language and literacy instruction, applying newly learned material in the classroom, and engaging in online message boards with other educators was a part of all four professional development conditions. 158 schools (N 262 classrooms) in 4 states were randomly assigned to either business as usual or one of the 4 PD conditions. The condition that produced the biggest improvements in teaching behavior and kids' preparedness for school was the one that included online coursework along with mentoring and thorough, instructionally linked feedback." Wubbels, T. (2010) "The design of a professional development model to raise student achievement is examined in this article. Nine principles for successful school improvement were looked for in existing models from two essentially independent approaches to teacher professional development. Six elements from the previous models—theory presentation, skill demonstration, practice in a safe setting, pre-conference, observation, and post-conference—were added to the new model based on the results of this analysis. To guarantee adherence to all nine principles of effective school improvement, three more elements were included (setting up the right environment, holding regular conferences for evaluation and monitoring, and putting an emphasis on school, teacher, and student goals)."

Peter, C. A. (2014) "This study set out to assess the efficacy of professional development initiatives designed to improve teachers' abilities to teach Kenyan secondary schools'

integrated English and literature curricula. The study revealed the need for professional development programs even though the majority of respondents were seasoned educators who had not all received pre-service training in both English and literature. It was observed that every teacher in the sample had taken part in professional development courses, and the training's subject matter was pertinent to the requirements of the integrated curriculum. Longer sessions are necessary for these programs, though, and the teachers who participate should be followed up with so that the educators can identify problem areas and challenges the teachers face in the classroom." Yang, D. (2015) "In today's K–12 online learning environment, attending professional development (PD) on teaching online is growing in popularity among educators. Surveys are now the most practical way to assess the efficacy of professional development programs because of the distinctive features of online learning environments. Unfortunately, there isn't a validated, publicly accessible tool to meet the requirements. Construct validity, content validity, concurrent validity, and reliability tests are being carried out on an open-access tool for K–12 professional development for online instruction. The survey is generally a valid and reliable instrument, according to the results, except for a small number of items that have minor content and construct validity issues. The instrument's possible uses and suggestions are also covered." Yoo, J. H. (2016) "In the current study, 148 (Male=22; Female=126) K–12 teachers and school educators participated in an online professional development learning experience to test its impact on teachers' self-efficacy. Teachers' attributions of their change in self-efficacy were analyzed by looking at each participant's descriptive self-analysis of their score change. The data was analyzed using both quantitative and qualitative methods. The results showed that the teachers' online professional development experience raised their teacher efficacy. Some potential explanations for the inconsistent reports regarding the impact of experience on teacher efficacy were offered by the participants' self-analysis of their efficacy change." Pendergast, D. (2017) "This paper presents an assessment of the efficacy of a professional development (PD) program that was implemented in 258 schools located in Queensland, Australia. Using a tool created from Desimone's five essential components of successful professional development, formal evaluations were carried out at two points during the program. Characteristic the results of the thematic content analysis of the open-ended responses and the 10 statistics of the 38 questions show that the PD program was deemed effective in all five domains assessed: coherence, duration, active learning, content focus, and collective participation. The planning and execution of the program led to several recommendations, one of which is that future professional development (PD) be planned and assessed using the framework that takes into account the characteristics of effective PD that are supported by evidence." Evmenova, A. S. (2019) "This study looked at the efficacy of a six- to seven-week professional development course that aimed to enhance faculty members' knowledge, abilities, and attitudes—all necessary for them to effectively teach online in a college of education. During the professional development course, faculty members had the opportunity to demonstrate specific skills and earn up to seven digital badges. Analysis of 18 faculty interviews, surveys, and discussion board comments revealed that faculty member's knowledge and skills were enhanced by course content assignments. As a result, "professional development for online teaching may be most

effective when it imitates the kinds of online courses that the college wants its faculty members to create and teach. Teachers seemed more driven than they had thought to obtain digital badges, but they were unsure of what to do with them after they were obtained." Dogar, A. A. (2021) "Finding out how primary level teachers felt about a continuous professional development program's efficacy was the aim of this study. The study was descriptive. The investigators utilized a basic random sampling methodology along with a survey to gather information for the investigation. Four elements of the continuous professional development framework served as the foundation for the questionnaire's development. These included mentoring, professional development day, continuous assessment, and continuous professional development (training). The mean, frequency, and percentages were used by the researcher. The gender and area variables (male and female) were analysed using the Z test, and the demographic variables (respondents' age, education, and teaching experience) were analysed using an ANOVA. According to the study's findings, the majority of primary school teachers had a favourable attitude toward programs for on-going professional development. The study's key recommendations were to include continuous assessment to enhance student's learning abilities and to pursue continuous professional development to foster better relationships between teachers and students."

Research Methodology

A non-empirical study was been conducted in which the NCERT questionnaire for evaluating training program effectiveness and the perspectives of in-service teachers regarding the results, the survey instrument was made to evaluate the efficacy of teacher training programs on 49 samples through the survey.
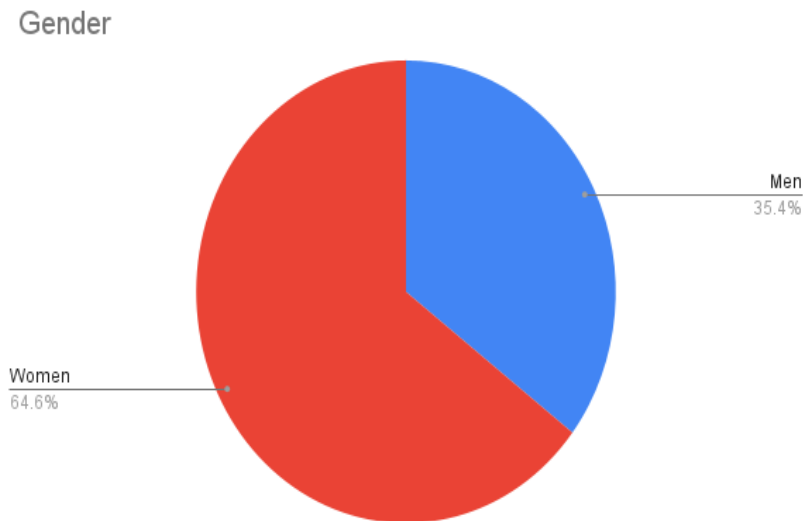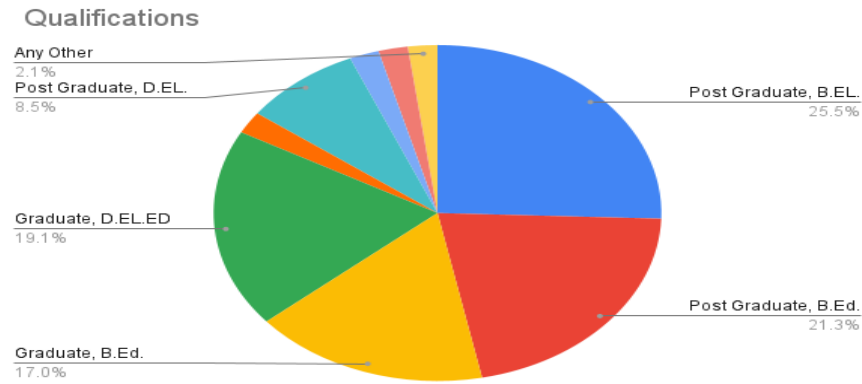
Data Results & Discussion

Fig.1
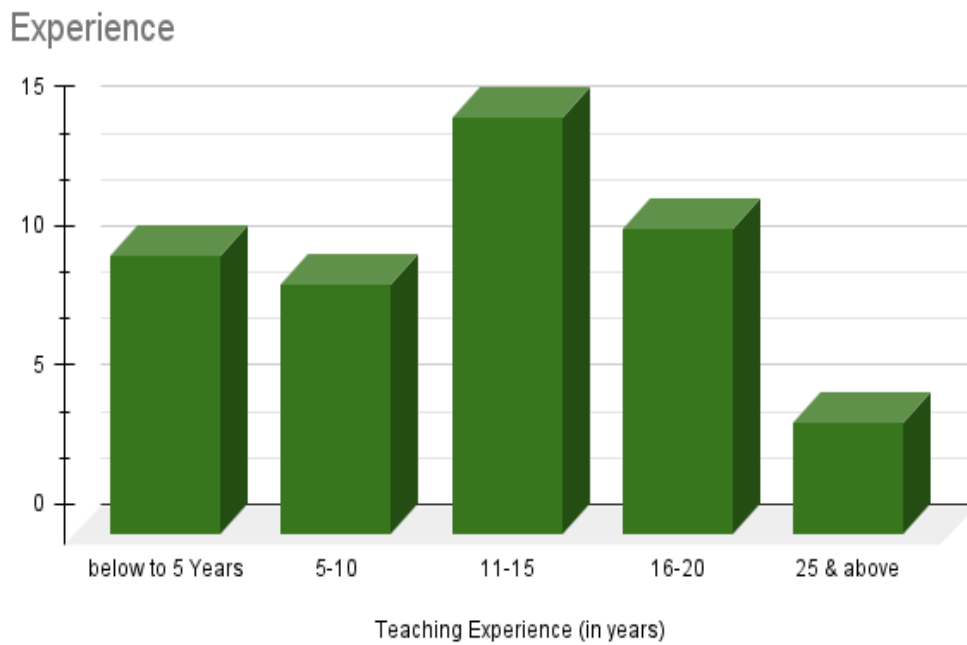
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Fig.2

Fig.3

According to ***fig. 1, 2 & 3,*** 64.65 of the respondents are female and 35.4% are male. With 11–15 years of experience being the highest, followed by 25 and above, which is the least amount of experience, are 25.5% Post Graduate, B.El.Ed., 21.3% Post Graduate, B.Ed., 17.0% Graduate, B.Ed., 19.1% Graduate, D.EL.ED., and 8.5% Post Graduate, D.EL.ED.

Fig.4

66.7% of respondents claimed that INSETs help them teach more effectively in the classroom, compared to 27.1% who agreed to a great extent and 6.3% who said that INSETs have no effect at all. Within the last five years, 68.9% of respondents have attended INSETs; 31.35% disagreed with the statement. 10.4% of respondents felt the notice was given for too little time, 60.4% agreed there was no difficulty, 20.9% attributed the difficulty to the distance, and 8.3% mentioned other issues that arose when the INSETs were questioned. 81.3% of respondents said they attend all of the current training programs, compared to 18.9% who do not; of those, 1–5 sessions are attended at the very least, all sessions are attended by more than 30, and 12 are attended for more than 5 sessions. Over forty responders don't miss a single session. However, when asked why they missed the session, over 38 respondents stated that it was because of family issues, followed by any other reason.
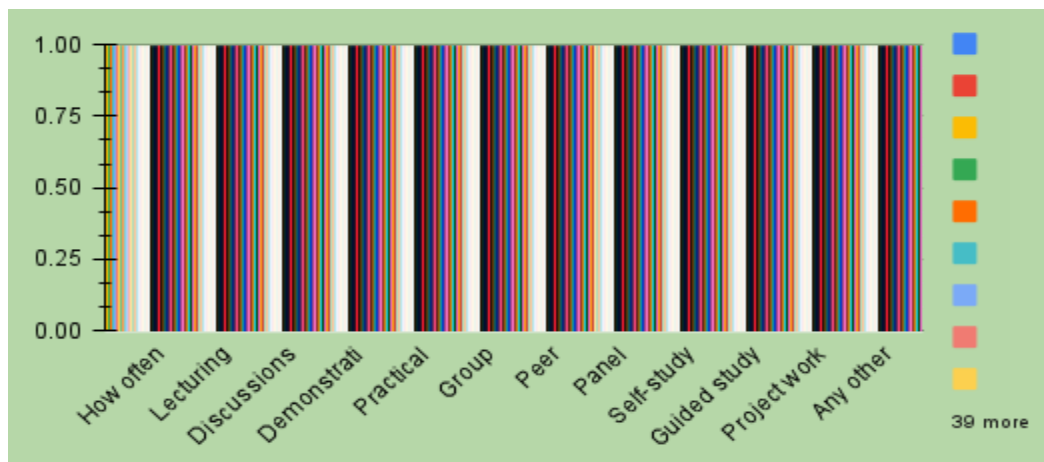

Fig.5

Transaction usage- 29.2% often, 54.2% occasionally, 14.6% infrequently Speaking often (35.4%), infrequently (14.6%), and occasionally (50.0%), 6.3%, occasionally 33.3%, often 58.3%; 10.4%, occasionally 45.8%, often 41.7%; Practical work 41.7%, often 43.3%; seldom or never used 12.5%; Discussion methods Group discussion is used rarely or never, at 56.3%, occasionally 35.4%, and frequently. 6.3%, Using peer learning ratings or not 4.2%, occasionally 33.3%, and often 50.0%, Panel discussions are rarely employed (18.8%, 52.1%, and 25.0%), while self-study is rarely or never used (12.5%, 47.9%, and 39.6%, respectively). Frequently (31.3%), occasionally (52.1%), infrequently or never (14.6%), guided study Project work is used 14.6%, frequently 29.2%, occasionally 52.15, and any other combination of occasionally 45.8%, frequently 18.8%, and rarely or never used 18.8%.

Fig.6

14.6% do not find these training programs useful, whereas 85.4% find them relevant to their needs. 82.3% of respondents said the content was overly theoretical, 18.4% said there were insufficient examples or illustrations, and 11.4% said the content was not presented in a clear, chronological manner. While 12.5% do not think the dates of INSETs are appropriate for them, 87.5% agreed that they are. They proposed 77.1% as directed by higher authorities; 8.3% discovered it between January and June, and 14.6% stated between July and December. 64.6% of respondents do not believe that the training center has a library, whereas 35.4% do. 10.4% of users used the library frequently, 70.8% did not use it, and 19.9% occasionally visited the training center. While 54.2% of respondents did not receive training materials before the start of their programs, 45.8% of respondents agreed that they did, of those who read it, 12.5% did so before the training programs, 54.2% did so during the training, and 33.3% did not find the time to do so. Not read by 85.4% of people. 52.1% of respondents said there were no shortcomings in the training materials, 45.8% said

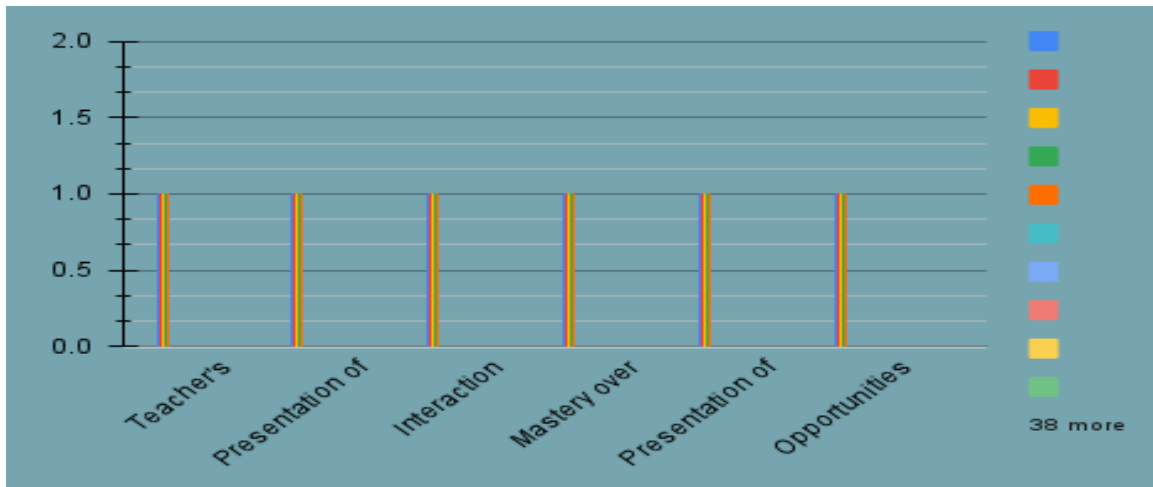there were in some of the modules, and 2.1% said there were in the majority of the modules.

Fig.7

According to the teachers' evaluation of the trainers, they thought the instructors had a firm grasp of the material, interacted amicably with every participant, and made a presentation. Nearly all of the respondents—100%—finished the reading and writing assignments that were given out during the training.
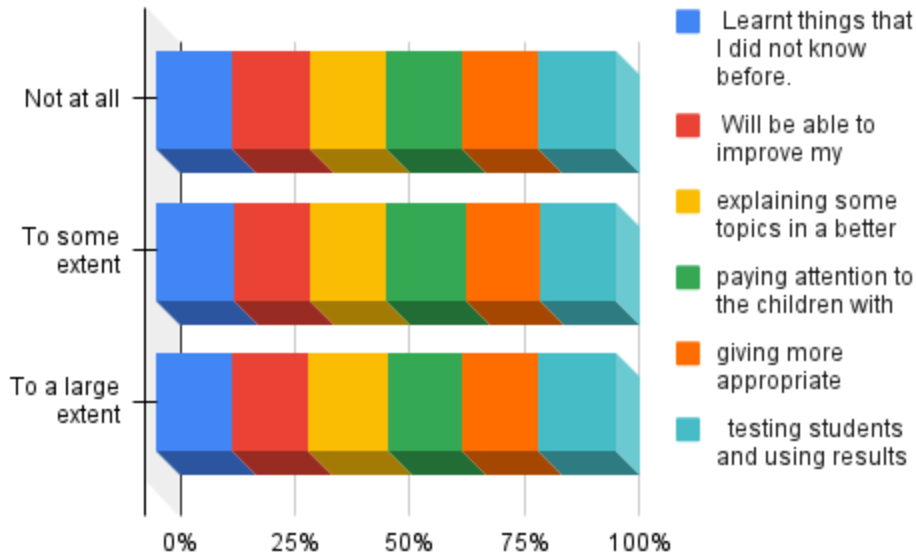

Fig.8

Fig.8, demonstrates how respondents can learn new information thanks to the insets. Insets support the development of their subject-matter and instructional method competencies as

well as their ability to teach CWSN in an approachable manner. Difficult subjects are helped more effectively by inserts.

Conclusion

64.6% of the respondents are female, and 25.5% have postgraduate degrees, a B.El.Ed., and 11–15 years of experience. INSETs, according to 66.7% of teachers, help them become more proficient educators. 85.4% of respondents said these training courses were pertinent to their needs. According to the teacher's evaluation of the trainers, they thought the instructors had a firm grasp of the material, interacted amicably with every participant, and made a presentation. All of the respondents finished the reading and writing assignments that were provided during the training. Respondents can learn things from the insets that they were previously unaware of. With the aid of training programs, instructional methods have increased and insets assist in improving their subject matter competencies. The following are a few advantages and weaknesses that the participants mentioned:

Benefits- The locations should be top-notch. A training course should be interesting and well-informed. Fascinating, teachers should generally update their knowledge as it is a good idea. Logical thinking, practical experience, interactive instruction, and friendly, informed resource providers. Mentor teachers speak the trainees' native tongue and have excellent communication skills. They also share creative and dynamic teaching methods and improve the trainees' teaching abilities.

Weaknesses/Deficiencies- The seats are uncomfortable, and the training sessions last an entire day. The offline training method is far superior to the online training method with its inadequate infrastructure.

Suggestions & Recommendations

Professional development programs are as good as the alignment of their content with organizational goals, participation and engagement, feedback and evaluation, quality of instruction, application of learning, long-term impact, and return on investment. Organizations can create and implement professional development programs that successfully support employees' growth and development by carefully taking these factors into account. The larger sample size might also be taken into account for upcoming research. According to the suggestions made by the participants in the study's weakness section, further investigation and improvement are required.

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