



IMPACT OF IN-SERVICE TRAINING IN CLASSROOM TEACHING IN PRE-PRIMARY SCHOOL

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ABSTRACT

In- service training is important in classroom teaching in pre-primary school as a tool for professional development and to enhance their knowledge and quality of teaching and learning. If the teacher is well-trained then only, he/she will be able to handle the students properly as students at pre-primary level require extra attention, skills, knowledge and patience of teachers.

In- service training programmes are refresher courses, workshops, conferences, study groups, experimental schools. In- service training increase the staff motivation, self-confidence, attitude, knowledge and communication. The effectiveness of the in- service training is influenced by the role of administrator, teacher's attitude, need of analysis and strategies used in the training program.

KEYWORDS : Professional development, knowledge and quality, staff motivation, communication and training program.

INTRODUCTION:

Teacher education includes both pre- service and in-service training to the teachers. Here, in- service training for teachers at pre-primary school has been taken for the research to explore the impact in classroom training of pre-primary school as a result of such training.

In- service training can be defined as the relevant courses and activities in which a serving teacher may participate to upgrade his professional knowledge, skills and competence in the teaching professionals.

BENEFITS OF IN-SERVICE TRAINING:

The benefits of in- service training by Imogie (1992) are:

1. Providing the serving professional teachers ample opportunities of updating their knowledge and skills towards better objective performance and advancement in status, without having to resign their employment.
2. Providing the school system the opportunities of retaining the services of trained and qualified teachers while in in- service training programmes.
3. Providing opportunities for increasing the number of trained and qualified teachers at all levels of education.
4. Reducing the financial burden of employees of teachers, as the money they had to pay as salaries and allowances on full time to their teachers on full pay/time in-service education programme was saved.
5. Providing additional sources of revenue generation for teacher education institutions in which the in-service programme are based.
6. Providing opportunities for teacher education institutions to provide service in an essential area of national development, especially by putting their facilities and staff into use during the long vacations.

In- service training programmes are:

- Refresher courses
- Workshops
- Conferences
- Study groups
- Experimental schools

In- service training can also change the attitude and skills of teachers and further increase the performance of students. It also can help to change the procedures, approaches and practices teacher teach, the way student learn and would also help to create an excellent school culture in schools. During the in-service training, teachers will schools management skills, evaluation techniques and master wider content areas of their subjects.

In-service training for teachers should have a positive effect on teachers in increasing knowledge, communication with their involvement in planning school activities and also it increased the staff motivation. Studies done by Thompson (1992) shows that, after going through in-service training, there are positive change in teachers attitude, increase self confidence and also follow up with teachers readiness in facing any various resistance situation. This shows that, training program that is planned and implemented well will give a positive effect on students, teachers and schools.

In- service training also have negative impact: unrelated to the day-to-day problems of the participants, lack of participant involvement in planning and implementation, inadequate need assessment, unclear objectives and lack of follow-up in the classroom after training.

CONCLUSION:

Teacher is one of the best teaching tools to attain, ensure and sustain the quality of education. For this, teachers have to be trained. The trainings include both pre-service and in-service training for professional development. This study focused on the impact of in-service training (cluster meeting) on English teachers' classroom practice at the English in Action intervention schools. This research was qualitative in nature.

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