

An Analysis of In-Service Training Effectiveness for Elementary Teachers in CBSE Schools of Karnataka

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Citation: Gowri Prabha S, and Ramashray Chauhan (2025). An Analysis of In-Service Training Effectiveness for Elementary Teachers in CBSE Schools of Karnataka. *Acta Social Science & Humanities: An International Journal*. DOI: <https://doi.org/10.51470/SSH.2025.4.1.19>

Received 17 January 2025 | Revised 13 February 2025 | Accepted 16 March 2025 | Available Online 20 April 2025

Abstract

The efficacy of in-service training programs for primary teachers is crucial in influencing the quality of teaching and professional growth within the complex realm of education. This study assesses the efficiency of elementary teachers' in-service instruction courses in CBSE schools in Karnataka, focusing on the impact on teaching methods, professional development, and overall effectiveness of elementary teachers. The research provided insights that can guide the improvement and enhancement of these programs. The literature review explored previous studies, frameworks, and approaches for in-service training for primary teachers, emphasizing significant discoveries, obstacles, and effective approaches. It also examined material about educational changes in Karnataka, the framework of CBSE schools, and the distinctive attributes of in-service training programs for primary teachers. Moreover, this study provided a crucial examination of the efficacy of in-service training initiatives for primary educators in CBSE schools in Karnataka, examining the relationship between in-service training and teacher performance. It provided valuable information to educational policymakers, school administrators, and training facilitators. The goal is to promote a continuous cycle of improvement in in-service training initiatives, enhancing the educational experience for both teachers and students.

Keywords: In-Service Training, Elementary Teachers, Educational Effectiveness, Professional Development, Teacher Performance.

Introduction

The Indian government has implemented several initiatives to achieve Universalization of Elementary Education (UEE), including programs like "Sarva Shiksha Abhiyan (SSA)", Mid-Day-Meal, amending the constitution to make elementary education a fundamental right, and introducing the "RTE Act 2009". "The National Curriculum Framework-2005" was created by the NCERT to establish a standardized curriculum across the nation. Teachers play a crucial role in involving and motivating learners to engage in classroom discussions and address issues faced by students, creating an inclusive learning environment. Elementary education is a critical phase of schooling that establishes the fundamental basis for a person's personality, attitudes, social confidence, habits, and interest in learning. Teachers must prioritize the implementation of a culturally appropriate pedagogy and ensure the holistic development of students. In-service training programs are essential for enhancing teachers' capacity growth throughout their professional tenure and increasing student standards. The School and Mass Education Department of the Government of Karnataka periodically arranges in-service training programs, organized through a decentralized structure.

'Samarthya' was a state-level integrated in-service training program for elementary school teachers, targeting in-service teachers, newly recruited teachers, underqualified teachers, head teachers, and teachers working at CRC and BRC levels. Recently hired educators underwent a 30-day training program, followed by 10 days of practical experience and 5 days of consolidation. Teachers who were not previously trained received a 60-day training program over a year through a Distance Education program administered by CBSE. The purpose of the research was to find out how a course of in-service training affected Karnataka's elementary school educators. The purpose of the research is to assess how a course of action affects classroom instruction & to learn how teachers in elementary schools see the value of ongoing training programs in improving their teaching abilities, instructional techniques, use of materials, student-teacher interaction, and student assessment.

Literature review

The study conducted a comprehensive analysis of various research studies to understand the impact of in-service training on teachers' performance. [1] investigated the impact of the "Higher Education Commission's" supported in-service teacher training

on trainees' perception of effective teachers, using a before and post-test design. [2] examined the effects of training for newly hired teachers on the mathematical learning objectives of pupils, finding that male and female teachers who received training performed better than those who did not. Rural schools also showed significantly higher performance compared to urban schools.

The impact of young children's teachers' initial instruction on classroom interactions was the subject of investigation [3]. Things include insufficient training places of confinement, improper curricula, and an abundance of academic assistance transaction methods, which contributed to the inefficiency and ineffectiveness of these programs. [4] evaluative research on the "In-Service Teacher Training Programme under the Sarva Shiksha Abhiyan (SSA)" found that the training component was beneficial for teachers in areas such as teaching skills, subject teaching, use of teaching and learning materials (TLMs), improvement in teacher behaviors, and curricular activities.

[5] investigated the present situation of professional development for teachers who are already employed. Their findings revealed that in-service teachers do not have adequate opportunities to get training in inclusive education and gender equality training in the classroom. The implementation of in-service training had a positive impact on classroom teaching in the states of "Bihar, Karnataka, Rajasthan, Uttar Pradesh, Maharashtra, and West Bengal"; however, Meghalaya, Nagaland, and Haryana did not see any discernible improvements as a result of the implementation. The training that a teacher receives to improve their expertise is a critical factor in determining their level of competence. Individuals need to participate in an in-service training program in order to enhance their professional growth throughout their careers. This program should be focused on the needs and desires of students. Because they play such an important part in ensuring that pupils achieve the necessary level of competence, teachers bear the major responsibility for the accomplishments of students who are in the elementary school stage.

Research Methodology

The research was conducted in a Karnataka elementary school, focusing on teaching skills, transaction techniques, use of teaching and learning materials (TLM), pupil-teacher contact, peer interaction, and student assessment. The school was chosen using the purposive sampling approach, and all teachers served as informants. Student participants were recruited from Classes IV and V in groups of 8 to 10 students using the incidental sampling approach. The study used methods such as teacher interview schedules, classroom observation schedules, and recommendations for conducting focus group discussions. The data was qualitatively examined using the method of description, ensuring a comprehensive understanding of the subject matter.

Discussion and Conclusion

The study reveals that in-service training significantly impacts teachers' ability to provide accurate responses and clear explanations to students' inquiries in the classroom. Skilled educators delay responding to challenging questions until the next day, if necessary. Students' active participation in requesting more elaboration on lessons has a notable positive impact on trained teachers. Trained teachers also show a higher level of respect for students and have a more amicable demeanour compared to unskilled ones. They facilitate collaborative activities in the classroom, allowing students to exchange their experiences. Educated teachers provide a greater number of spoken inquiries to assess classroom instruction and learning. The proportion of qualified teachers giving homework is higher compared to untrained teachers. Students' perception of the results of the Focus Group Discussion (FGD) focuses on aspects such as teaching skills, instructional methods, usage of teaching and learning materials, teacher-student connection, peer interaction, and student assessment. Teachers often begin lessons by narrating a story, asking questions, and using visual aids. Students value the teachers' gestures and postures while presenting the lesson as a means of capturing their attention. The children disclosed that their teachers sometimes become exasperated when they display inattentiveness in the classroom. It was said that the teachers pause during the consideration of the issue [6]. The students mentioned that their teachers used to inquire about the subject and the general knowledge of the students. The teachers seek clarification on their other topic matter. The teacher administers multiple-choice questions and problem-based questions to assess the students' understanding. Additionally, the teacher inquires about the students' past knowledge. The majority of students said that their teachers provide clues to help them answer questions when they are unable to solve the issue. Teachers often provide feedback to students by evaluating their responses, offering positive remarks such as "good" or "very well," providing constructive recommendations, and addressing any doubts or concerns that arise. The teachers use the lecture approach in the classroom, posing questions that pertain to the students' prior understanding of the subject matter. The teachers do not facilitate any peer learning sessions for the students. The teachers inspire the children to engage in independent study. The teachers abstain from carrying out any project-based assignments for the students.

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