

## **CHAPTER -II**

### **REVIEW OF RELATED LITERATURE**



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#### 2.0.0 INTRODUCTION

This chapter deals the review of those related literature which directly or indirectly related to the study proposed by the researcher. A careful review of the research journals, books, dissertation thesis and other resourceful information on the problem to be investigated is one of the important steps in planning of any research so that the researcher can find the directions for prerequisite to plan of study, avoid duplication, source of problem

of study, finding gaps, clear pictures of the problem, determining meaning and relationship among variables.

#### 2.1.0 STUDIES RELATED TO TEACHERS' PERCEPTION ON NCF- 2005

Several evaluative studies were conducted in the context of PMOST that covered 16.72 primary teachers. **Doraswamy et al. (1989)** evaluated the PMOST in Karnataka. This training was limited to creating awareness about NPE 1986. Teachers did not appreciate the training addressing merely awareness objectives. The PMOST training programme was therefore reviewed and revised to include academic content and rechristened as Special Orientation Programme for Primary Teachers (SOPT).

The survey of teachers' opinion in Nagpur, Panchbhai (1990) reported indifference of 90 per cent of the teachers covered in in-

service training due to their negative attitude and lack of support from the school authorities. Gupta (2000) reported gains in knowledge and classroom performance in SOPT in Uttar Pradesh.

**Rao and Lakshmi narayana (1998)** conducted a study on the impact of SOPT on classroom practices in Andhra Pradesh. The study was a step forward since it addressed the issue of impact of training on classroom practices. Almost all sampled teachers were found to be satisfied with the training. It seemed to have an impact on academic awareness and on classroom performance of teachers, though teachers did have some reservation about the transaction of training which needed improvement to be more effective. Some studies were conducted as small scale projects post-NPE 1986 and 1992.

**SCERT, Andhra Pradesh (1991)** in its evaluative study of APPEP reported a limited impact of training. Only one-third teachers organised group work and display of children's work in the classroom. Inputs from APPEP including INSET were found to be associated with increased student participation, increased enrolment and reduced dropout rates.

**Aba (2001) and Chauhan (2009)** noticed transmission loss in cascade approach that limited the extent of training transfer to classroom practices. The Teacher Empowerment Project (1992) in Madhya Pradesh, Maharashtra, Rajasthan and Uttar Pradesh reported better environment and improved teachers' morale, higher self-esteem and better teaching resulting in the boosting of students' enrolment and attendance. Some small studies addressed the issue of the impact of INSET on classroom practices.

**Sharma (1992)** found that INSET impact was higher for teachers in the age group 45–60 years or those with more than 15 years of

experience. About 58 per cent of the teachers could learn the concepts relating to the content covered in the training. Measurable changes in students' performance were reported in the case of about 75 per cent of the teachers.

Similar results were reported by **Agarwal (1997), Eswaran (2009) and Kumar (2011)** **Yadav (2000)** studied the impact of in-service training of primary teachers in a block in Hissar district in Haryana using pre- and post-test design on achievement of teachers and the observed classroom practices. The teachers showed higher achievement after the training. The transfer of training gains to classroom practice was only marginal.

**Yadav (2002)** conducted another study on the impact of SMART-PT in Maharashtra. The training indicated impact on the teachers during classroom transaction. Similar findings were reported by **Arora (2010) and SCERT (2011)**. **Yadav (2003, 2010)** highlights issues on teacher education in general and in-service education in particular. Besides the national studies referred to above, findings of some international studies are given below.

**Hoque, Kazi Enamul et al. (2011)** conducted a study entitled 'Impact of Teachers' Professional Development on School Improvement in Bangladesh'. The main objective of the study was to examine the relationship between teachers' professional development activities and school improvement. The findings of the study reveal that teachers' professional development activities have a significant impact on school improvement. The study also reflects on the importance of teachers' collaboration in in-service training and classroom observation for school improvement.

A study conducted by **Hardman, Frank et al. (2009)** aimed at investigation into the impact of a national, school-based teacher

development programme on learning and teaching in Kenyan primary schools. The study found that after training, teachers were more interactive with pupils in teaching and made greater use of group work. The study also revealed that the biggest impact on classroom practices was observed in the case of those teachers who had undergone the most systematic in-service training.

The study entitled 'Provision of In-Service Training of Mathematics and Science Teachers in Botswana: Teachers' Perspectives' conducted by **Ramatiapana, Kim Agatha (2009)** investigated the perceptions of mathematics and science teachers in Botswana about in-service programme. The study reported that there was no significant impact on the education system due to the current in-service programme; no follow-up activities to support the workshops and in-service programme was undertaken and the skills acquired during the programme were insufficient to sustain the implementation of the strategies in future.

**Ghani et al. (2009)** conducted a study on The Effects of Teacher Training Programme on Teachers' Productivity in Caprivi Region, Namibia and found that a partial relationship positively existed between training of teachers and their organisational effectiveness. They also highlighted that only a few of the mentioned training programme skills actually contributed to the effectiveness of teachers.

**Abuhmaid, Atef (2011)** conducted a study entitled 'ICT Training Courses for Teacher Professional Development in Jordan', which focused on the conduct and effectiveness of ICT training courses within the Jordanian education system. The findings revealed that ICT professional development courses for teachers were of considerable help to them in improving their ICT skills and

knowledge. The report also highlighted the problems regarding the conduct and the nature of these courses, indicating that timing and modes of training follow-up, teachers' beliefs, school culture, workload, etc., appeared to impact the effectiveness of training courses.

**Jamil et al. (2011)** conducted a study to find out the association of in-service training with, and its effect on, the performance of secondary school teachers for the academic betterment of students at the secondary stage. The study focused on some key aspects of training effectiveness like expertise in the subject matter, acquisition of latest knowledge, interaction with students, teaching methods, sources of information, and getting feedback from students. The study revealed that a significant correlation existed between in-service training and the performance of teachers. It was also found that some aspects under the study showed a comparatively better effect of training while some other aspects like expertise in subject matter, improvement in knowledge, sources of information did not show any significant effect of training on the performance of teachers and students.

**Fresko and Chaim (1985)**, found that after the in-service training there was high level of confidence in ability among teachers to teach the curriculum. It was also found that there was corresponding increase in mathematics skills after in-service training.

**Bohan (1997)**, in a study found that majority of the teachers reported improvements in their beliefs, practices and skills after in-service training. Teachers reported that they were more skilled after training. The overall results suggested that the six month training

provided in five sessions had a positive impact on a majority of teachers.

**Khad, Rubina (2002)** conducted a study entitled 'Impact Assessment of an In-Service Teacher Training Programme in Bangladesh'. The purpose of the study was to monitor the impact of in-service teacher training course offered to secondary school teachers in terms of teacher attitudes, beliefs and student attitudes. Data were collected through different techniques like individual interviews, focus group discussions and classroom observations. It was found that training was successful and had a positive impact on teachers as well as on students.

**Thurston et al (2008)** studied the 'Effects of Continuing Professional Development (CPD) on Group Work Practices in Scottish Primary Schools.' They found that the CPD initiative had a significant impact on the attainment of pupils in science. It also revealed that CPD promoted effective discourse and pupil dialogue during science lessons. Moreover, significant correlations were found between teacher evaluations of the impact upon pupil learning and increased attainment in science.

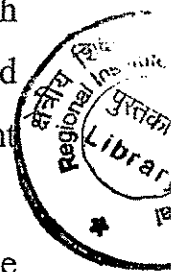
**Viadero, Debra (2010)** reviewed different studies conducted in USA related to the impact of teacher training on student achievement. He reported findings of a study entitled 'The Middle School Mathematics Professional Development-Impact Study', which suggests that even intensive, state-of-the-art efforts to boost teachers' skills on the job may not lead to significant gains in student achievement. A similar conclusion was reached in another study which studied impact of training on improvement of teachers' instructional skills in early reading.

A study conducted in Namibia by **Pomuti (2000)** entitled 'The Impact of Practice-Based Inquiry on In-service Teacher Education Model on Teachers' Understanding and Classroom Practices' revealed a very significant effect of teacher training on students' class achievement.

Two studies entitled 'The Professional Development in Reading Study' and 'The Middle School Mathematics Professional Development Impact Study' were reviewed and reported by **Quint, Janet (2011)**. Both the studies found that the programme had only a limited effect on teachers' knowledge and instruction and did not leave an abiding impact on student test scores.

**Garet et al. (2010)** conducted a study in the USA entitled 'Middle School Mathematics Professional Development Impact Study: Findings after the First Year of Implementation'. The purpose of the study was to test the impact of a professional development programme for a teacher that was designed to address the problem of low student achievement in topics in rational numbers. It was found that the professional development programme did not produce a statistically significant impact on teachers' knowledge of rational numbers, the professional development programme had a statistically significant impact on the frequency with which teachers engaged in activities that promoted student thinking and did not produce a statistically significant impact on student achievement.

A study was conducted by **Karagiogi et al.(2006)** to measure the perceptions of pre-primary and primary school teachers in Cyprus about the impact and efficacy of a particular ICT in-service training initiative. The findings revealed a significant impact of training on teachers' personal attitudes and skills. At the same time,





the findings reflect that the professional practices developed by teachers did not outline significant gains in student learning and achievement. The study also suggested that for ICT professional development to impact school practices, there is a need for contextual factors such as access to resources, curriculum time and a change-oriented environment to be taken into account.

**Sabiha et al. (2010)** in their study, 'Teachers' Views on The Effectiveness of In-Service Courses on the New Curriculum in Turkey' evaluated the effectiveness of in-service courses conducted by the Ministry of National Education in order to inform teachers about the changes introduced by the new primary and secondary school curricula. The study, based on teachers' views of the INSET courses, aimed to probe whether the changes in curricula had entered the classrooms. Semi-structured interviews were conducted with primary and secondary schools during the 2007-2008 academic years and the data were analysed based on the criteria of effective INSET identified in the literature. The INSET courses were found to be ineffective, mainly in terms of the quality of the instructors, teaching methods employed, duration of the courses and support after training.

#### **2.2.0. TO SUM-UP**

Though the idea of old, research on its effectiveness in education is of recent origin. From the above the review it is clear that a lot of studies have been conducted in the other areas of teachers' perception on N.C.F-2005. The present study aims to enhance the teaching aptitude and perception on NCF-2005.