



Impact Of Sociology in In-Service Teachers' Training Programs

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ABSTRACT

The main objectives of the present research study are to study the need and impact of sociology as a subject for in-service teachers' training programs. In-service training programs play a crucial role in the continuous professional development of teachers. The integration of sociological perspectives into these programs can significantly enhance their effectiveness. Sociology helps in understanding the social dynamics, cultural contexts, and interpersonal relationships that influence teaching and learning processes. 50 teacher educators working in secondary and primary education departments in Uttarakhand State were selected as the sample. The main findings of the study include the impact of peculiar subject sociology on teacher educators working in education departments of the State on account of developing their personalities, understanding of student- teachers' relationships, improving general teaching and pedagogical skills, increasing teacher motivation, establishing insights of better socialization with the needs of contemporary society, promote inclusive education. The discipline of Sociology in in-service teachers' training programs fosters a collaborative learning environment and overall enhancement of educational outcomes. It is found that the infusion of Sociology with the other curricular disciplines in such training programs navigates and positively impacts the social fabric of their academic institutions to evolve a better academic and pedagogical environment.

Introduction

Considering the importance of in-service training, M.B. Budh (1968) acknowledged that "All activities that help teachers enhance their professional competence while being in service can be included under in-service programs." Hence, teacher educators should be made proficient in various skills related to the need for in-service education for teaching skills and subject proficiency, so that they can contribute to achieving their goals. Teacher educators need to possess qualities such as competence, self-reliance, discipline, and character. In line with this, it is appropriate to provide specialized in-service training programs to teacher educators. This training should aim at the holistic development of teacher educators, enabling them to play a decisive role in society, improve the quality of education, and contribute to national development. Among the factors responsible for the quality education and social development, any in-service training programs should be embodied with such disciplinary curriculums which must have components, responsible for the holistic development of society so that the better and planned outcomes of the educational objectives could be achieved. Sociology having developmental humanitarian approaches is the most important discipline of an education system. Sociological pedagogy is required at various levels for the professional advancement and teaching management of in-service teachers. It is important to provide in-service training to assist working teachers in their professional and personal development and make teaching skills interesting through the inculcation of social needs and social norms. There is a relationship established between educational pedagogy and its stakeholders, which depends on their interactions with the social environment. The social forces like self-consciousness, social bonding, social needs, tangents of acculturation and assimilation and association determine and ensure the development of teachers' personalities, understanding of student teachers, general teaching and pedagogy, curriculum, proficiency in theoretical courses, knowledge of school curriculum subjects, proficiency in practical activities, program implementation, innovative pedagogy training, knowledge of internship teaching activities, knowledge of educational technology, assessment and

evaluation, research knowledge, action research knowledge, institutional quality, and future planning skills. All these outcomes are the results of their reactions to social situations.

Integrating sociology into in-service training programs is a vital step toward understanding the intricate social dynamics within educational settings. Sociology provides insights into how societal structures, cultural norms, and interpersonal relationships shape the experiences of both teachers and students. By incorporating sociological perspectives, in-service training programs can be tailored to address the diverse needs of educators and foster a more inclusive and equitable learning environment. The introduction of sociology in in-service training programs involves several key components:

Understanding Social Contexts: Teachers are trained to recognize the influence of social, cultural, and economic factors on students' learning experiences. This understanding helps teachers develop more empathetic and contextually relevant teaching practices.

Promoting Inclusivity: Sociology improves socio-cultural insights and help educators to identify and address issues of inequality and discrimination within the classroom. Training programs emphasize the importance of creating an inclusive environment where all students feel valued and supported.

Enhancing Interpersonal Skills: Sociology highlights the importance of effective communication and relationships. In-service training programs incorporate strategies to improve teachers' interpersonal skills, fostering positive interactions with students, colleagues, and the community.

Encouraging Reflective Practice: Teachers are encouraged to reflect on their own biases and assumptions, and how these may impact their teaching. Sociological training promotes self-awareness and critical thinking, enabling educators to continuously improve their practice.

Building Community Connections: Understanding the broader social context allows teachers to connect with the community and engage parents and stakeholders in the educational process. This strengthens the support network for students and enhances educational outcomes.

Sociological theories: provide valuable insights into the dynamics of teacher training programs. Here are some key sociological theories and their applications in teacher training:

1. **Functionalism:** This theory, pioneered by Emile Durkheim, views education as a means to promote social cohesion and stability. In the context of teacher training, functionalism emphasizes the role of education in transmitting cultural norms and values, preparing teachers to foster a sense of community and shared values among students. Teacher training programs often include components that focus on socialization and the development of moral and ethical standards.

2. **Conflict Theory:** Associated with Karl Marx, conflict theory examines how power and inequality shape educational practices. In teacher training, this theory highlights the need to address social inequalities and promote social justice. Training programs may include modules on diversity, equity, and inclusion, encouraging teachers to recognize and challenge systemic biases and create more equitable learning environments.

3. **Symbolic Interactions:** This theory, developed by George Herbert Mead and Herbert Blumer, focuses on the meanings and interpretations that individuals attach to social interactions. In teacher training, symbolic interactions emphasize the importance of understanding the classroom as a social space where teachers and students co-construct meanings. Training programs may include strategies for effective communication, classroom management, and fostering positive teacher-student relationships.

4. **Social Reproduction Theory:** Pierre Bourdieu's theory of social reproduction examines how education perpetuates social inequalities. In teacher training, this theory underscores the importance of recognizing how cultural capital and social class influence educational outcomes. Training programs may address ways to support students from diverse backgrounds and create inclusive learning environments that challenge existing social hierarchies.

5. **Critical Pedagogy:** Influenced by Paulo Freire, critical pedagogy advocates for education as a tool for social change. In teacher training, this approach encourages teachers to adopt a critical stance towards traditional educational practices and to empower students to question and transform their social realities. Training programs may include components on critical thinking, social justice education, and transformative teaching practices.

6. **Social cognitive theory** Albert Bandura s emphasizes the importance of observational learning, self-efficacy, and social interactions in acquiring new skills and behaviors, making it a vital framework for understanding how in-service teacher training can improve teaching quality and student achievement. The interaction between personal factors (e.g., beliefs, attitudes), environmental influences (e.g., school culture, resources), and behavior (e.g., teaching practices) is critical in shaping teaching quality. In-service training programs that address these factors can create a supportive environment for teachers to enhance their skills and positively impact student achievement. Social Cognitive Theory supports the idea that in-service teacher training programs should provide opportunities for teachers to observe best practices, build confidence in their abilities, and create supportive environments for change.

These sociological theories provide a framework for understanding the complex social dynamics within educational settings and inform the design and implementation of effective teacher training programs. By integrating these perspectives, teacher training programs can better prepare educators to address the diverse needs of their students and contribute to a more just and equitable society. Teachers can create more

inclusive, equitable, and engaging learning environments that support the diverse needs of their students and promote social change.

Review of Related Literature

The Standing Committee of the National Council for Teacher Education (1975-76) recommended that school teachers and teacher trainers should undergo in-service training for at least one month every five years.

Babenevenal and Sahu (1996) conducted a research study on the need for in-service training for college teachers. The objective was to determine the current and future training needs of teachers. The results of the study concluded that in-service training is necessary for:

- Professional advancement
- Proficiency in evaluation methods
- Solving teaching-learning process problems
- Knowledge for future college students
- Interest in the implementation of the national education policy
- Skills to bring openness to teacher-student relationships
- Development of learning experiences that foster creativity in students

Singh and Sahu (2010) found in their research that in-service teachers need training in various skills. Through their survey, they found that university and college teachers need periodic training in aspects like personality development, teaching, research, and other areas.

The Justice Verma Commission's (2012) report on teacher education underscored the comprehensive development of educational stakeholders. The report emphasized several key areas to improve the quality of teacher education. Teachers must be attuned to contemporary social contexts and engage in in-service training that sharpens their teaching skills over time. They should continuously develop new skills, understand and analyze impressions, and stay informed about local educational programs. Keeping their knowledge up-to-date, both logically and contextually, is vital. Furthermore, active participation in seminars, conferences, and workshops is crucial for professional growth. Teachers should be well-versed in current quality teacher training programs and materials, aiming to become competent and "quality teachers." Regular assessments of training programs and institutions like DIETs and BRCs are necessary, and these institutions should be adequately resourced. In-service training must include policy education, data updating, and familiarity with the guidelines of NCTE. Emphasizing educational technology's importance, understanding state, district, and block-level needs, and regularly evaluating teacher training colleges are crucial steps. Additionally, the use of ICT in training colleges and a strong grasp of educational management are necessary. Efforts should be made to minimize bureaucracy, establish standards for recognizing qualifications at national and state levels, and understand the merit-based needs of teachers. Motivation strategies for teachers and arranging their training are also important aspects highlighted by the commission.

Anna Maria Petrascu(2011) in "Sociology of Education in the context of Teacher Training Curriculum" found that Changes and specific complex problems of contemporary society require new demands on education, according to new paradigms that shape educational activities and diversification and multiplication of teacher roles. All this requires a process of redefining the skills necessary for practicing teachers and curriculum used to identify resources to support training of these skills Strike,(1990);debates about professionalization of teaching are also about deeper questions surrounding the purpose of education and the role of learning in society. Thomas and Schweinfurt (2021) in a research study found that Teachers socialize students whether they realize it or not. Even simple actions and inactions influence students' understandings of content, themselves, and the wider world. Willson, (1977), Bolam (1978) in their research studies argue that there is a growing number of specialized administrative roles that teachers have to take up with passing years in teaching and effective performance of the tasks requires specialized training Yazdani (2016) in a critical study on professionalism among teacher educators of District Institute of Education and Training (DIETs) in Delhi found that most of the teacher educators and principals agreed that the teacher educators attended the training programs related to their subjects organized by different organizations which helped in the up gradation and development of teaching methodology of different subjects.

Study Objectives:

- 1.Examine the need of studying Sociology for in-service teachers.
2. Study the correlation between the need and effect of discipline of sociology in In-service teachers training programs.

Hypothesis:

- The In-service teachers training program is correlated with the need of sociology as a discipline of training programs

Methodology:

- Survey method applied. And An open ended questionnaire was developed and distributed among the participants through conducting focus group discussion.
- Participants: In-service secondary education and primary education teacher educators from Nainital District Uttarakhand State India
- Sample: purposefully selected 50 teacher educators, from training programs conducted in district education and training institute located in the district
- One of the topic from the questionnaire the impact of sociology is dealt with this paper

Analysis and Interpretation of Data.

The correlation between the need of discipline of sociology and personality development of in-service teachers (Table.01)

Institutional background	Very important	Important	Un important	Total	Chi square on df=2
Secondary education teachers educators	10	6	4	20	0.72
Primary education teacher educators	18	6	6	30	
Total	28	12	10	50	TabV>ObsV

It is clear from table 1 that observed value of chi-square is 0.72, which is less than the level of significance at 0.05 on degree of freedom (df-2) therefore at this level the value of chi square is not significant. Thus the null hypothesis (Ho) that “there is no relation between need of sociology and personality development of In-service Teacher Educators”, is rejected. So we can say that maximum numbers of in-service teachers accepted, there was a need of sociology for personal development and to be studied during IN-service Teachers Training Programs.

The correlation between discipline of sociology and students– teachers’ relationships (Table 2)

Institutional background	Very important	Important	Un important	Total	Chi-square on df=2
Secondary education teachers educators	10	8	2	20	1.78
Primary education teacher educators	20	9	1	30	
Total	30	17	3	50	TabV>ObsV

It is cleared from table 2 that observed value of chi square is 1.78, which is less than the level of significance at 0.05 on degree of freedom (df-2) therefore at this level the value of chi square is not significant. Thus the null hypothesis (Ho) that “there is no significant relation between need of sociology discipline and teacher-student relationship in In-service Teacher training programs”, is rejected. So we can say that maximum numbers of in-service teachers accepted, there was a need of sociology to understand teacher- student relationship for better pedagogical development during IN-service Teachers Training Programs.

The correlation between discipline of sociology and pedagogy of in-service teacher training programs (Table 3)

Institutional background	Very important	Important	Un important	Total	Chi-square on df=2
Secondary education teachers educators	7	7	6	20	0.017
Primary education teacher educators	11	10	9	30	
Total	18	17	15	50	TabV>ObsV

It is cleared from table that observed value of chi- square is 0.017, which is less than the level of significance at 0.05 on degree of freedom (df-2) therefore at this level the value of chi square is not significant. Thus the null hypothesis (Ho) that “there is no significant relation between discipline of sociology and pedagogy of In-service Teacher training programs”, is rejected. So we can say that maximum numbers of in-service teachers accepted, there was a relation between sociology and pedagogy of IN-service Teachers Training Programs. And without applying Sociology in the module of learning training programs will not fulfill its objectives.

Findings and Conclusion:

By incorporating and educating sociology into in-service training programs, teachers and educators are better equipped to navigate the complexities of the classroom and contribute to a more just and equitable education system. This approach not only benefits teacher professional development but also has a profound impact on student achievement and well-being. When sociology is inculcated in the basic module of teachers' training programs, the insight development about the complexities of social structure and social functions helps to improve professional skills in the educational system. The In-service teachers were more oriented to perceive the changes in contemporary society and able to cope with loopholes in a better way. The results presented here prove on an empirical basis that the link between the sociology and teacher training programs is indispensable and necessary for interdisciplinary - reform of in-service teacher training.

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