



Attitude of Secondary School Teachers Towards In-Service Training Programmes

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ABSTRACT:

'In-service training' for a school teacher refers to the training a teacher receives after his/her entry into the teaching profession duly completing his/her formal education in a Teacher Education Institution. It includes all the programmes in which the teacher takes part at different institutions by way of orientation programmes or refresher courses. In-service training permits the teachers to keep themselves abreast of the new knowledge in the ever changing world. It helps them improve their teaching competencies. In-service training is a periodic reconditioning in the form of short professional discourses wherein the teachers update their theoretical knowledge, refresh their experience, develop a wider outlook, benefit by the experience of others, contemplate upon new problems, acquire new information and thus reorient themselves with the necessary skills in the profession. The researchers felt that these training programmes would improve the academic performance of teachers working in secondary schools. The present study is an attempt to know the attitude of secondary school teachers towards in-service training programmes with reference to certain demographic variables, viz., gender, age, teaching experience and location of the school. The investigators followed the descriptive survey method for the present investigation. A well-developed and standardized questionnaire was used to collect data from a sample of 500 teachers working in the secondary schools of Visakhapatnam district in Andhra Pradesh selected through Stratified Random sampling technique. Mean score values, standard deviations and independent t-tests were used for analysis and interpretation of data. The findings of the study revealed that the demographic variables – gender, age, teaching experience and the location of the institution have no influence on the attitude of secondary school teachers towards in-service training programmes.

KEY WORDS: *In-service training, Refresher courses, Academic performance, Attitude of teachers*

INTRODUCTION:

Education is an effective means of social reconstruction. It is the process of facilitating learning. It helps in the acquisition of knowledge, skills, values, morals, beliefs and habits necessary for the human living. It cultivates social, moral and spiritual values among people.

The teacher plays a very significant role in the process of facilitating learning. Referring to the importance of a teacher in the educational structure, the Indian Education Commission (1964-66) rightly remarked: "Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant" (**Report of the Indian Education Commission, 1964-66, p.84**). The teacher is expected to be a constant learner. It is felt that a systematic programme of professional development of secondary school teachers should go a long way in improving the educational level of students and providing them quality education. There is need to provide continuing in-service education for secondary school teachers in order to: (i) make them reflect on the problems and changing priorities of secondary education, (ii) provide them an opportunity to update and upgrade their content knowledge in their respective subjects of teaching, (iii) fine-tune their professional skills, (iv) make them analyze student performance in difficult areas of curriculum and to devise appropriate strategies to remove the errors; and (vi) help them in making use of modern technologies to enhance the effectiveness of their teaching.

CONCEPT OF 'IN-SERVICE TRAINING FOR SCHOOL TEACHERS':

'In-service training for school teachers' refers to the training the teachers receive after their entry into the teaching profession duly completing their formal education in a Teacher Education Institution.

In-service training for secondary school teachers occupies a prominent place to bring about significant improvement in education. It requires the efforts on the part of a large number of agencies and institutions engaged in the task of improving instruction in schools and providing for professional growth of the teaching personnel. Such agencies include: (i) Extension Services Departments, (ii) State Institutes of Education, (iii) District Institutes of Education and Training (DIETs), (iv) Professional Organizations, (v) University Departments of Education, (vi) Academic Staff Colleges, (vii) Institutes of Advanced Study in Education (IASEs), (viii) Colleges of Teacher Education, (ix) State Councils of Educational Research and Education (SCERTs), (ix) Regional Institutes of Education (RIEs), (x) National Council of Educational Research and Training (NCERT) and (xi) National Council for Teacher Education (NCTE). In-service training can be provided to school teachers through workshops, seminars, orientation programmes, refresher courses, conferences, school complexes, extension lectures and short-term programmes on specific areas.

NEED FOR THE PRESENT INVESTIGATION:

The teachers working in secondary schools should be aware of the importance of in-service training in order to keep themselves abreast of the new developments in the teaching-learning process. They should know that in-service training programmes would help them acquire necessary skills to improve their professional competencies; and promote them towards innovation and action research in order to meet the challenges in education in the 21st century.

The teachers working in secondary schools should have a positive attitude and right perceptions towards in-service education in order to contribute something positive for the noble cause of teaching. The researchers felt it necessary to conduct a study on the attitude of teachers working in secondary schools towards in-service training programmes.

An investigation of this type would certainly motivate the teachers to attend in-service training programmes in order to make them improve their skills in their respective subjects of teaching as well as pedagogy. The investigators, after going through the literature available in the area of in-service training for school teachers, proposes to study the attitude of secondary school teachers towards in-service training programmes. The present investigation is an attempt in this direction.

OBJECTIVES OF THE STUDY:

The main objective of the present study is to find out the attitude of secondary school teachers towards in-service training programmes.

The study also aims at finding out the influence of certain demographic variables – gender, age, teaching experience and location of the institution on the attitude of secondary school teachers towards in-service training programmes.

HYPOTHESES OF THE STUDY:

The following hypotheses have been formulated for the present investigation:

- (i) There is no significant difference in the attitude of male and female teachers working in secondary schools towards in-service training programmes.
- (ii) There is no significant difference in the attitude of secondary school teachers aged below 40 years and those aged 40 years and above towards in-service training programmes.
- (iii) There is no significant difference in the attitude of secondary school teachers with an experience of less than 10 years and those with 10 years and above towards in-service training programmes.
- (iv) There is no significant difference in the attitude of teachers working in rural and urban secondary schools towards in-service training programmes.

LIMITATIONS OF THE STUDY:

The study is limited to find out the influence of gender, age, teaching experience and location of the school on the attitude of teachers working in secondary schools located in Visakhapatnam district of Andhra Pradesh.

METHODOLOGY:

(a) Sample: The sample of the study consists of 500 teachers (200 Male and 300 Female) selected from 50 secondary schools located in Visakhapatnam district of Andhra Pradesh using Stratified Random Sampling technique.

(b) Research Tool: The researchers used a well prepared questionnaire consisting of 43 items as the tool of research for the present investigation. The tool was initially administered to 50 teachers (20 Male and 30 Female) under Pilot study. The measures of reliability, validity and objectivity of the tool have been calculated. Further, the researchers conducted item analysis for the items included in the tool. Out of 43 items selected for the tool, the discriminating power of 40 items has been found positive and is found negative in respect of 3 items. The items whose discriminating power is negative have been removed; and the final tool consists of 40 items which are pool proof in all respects.

(c) Administration of the Tool: The final tool consisting of 40 items has been administered to 500 teachers (200 Male and 300 Female) working in the Secondary Schools of Visakhapatnam district in Andhra Pradesh. The sample taken for Final study is exclusive; and is not included in the sample for Pilot study.

STATISTICAL INTERPRETATION OF DATA:

The data collected has been analyzed using different statistical techniques such as Mean score values, Standard Deviations and t-ratios; and are presented in the following table.

Table showing t-values of different variables relating to the attitude of secondary school teachers towards in-service training programmes

S. No.	Variable		N	Mean	S.D.	t-ratio	Result
1	Gender	Male	200	119.20	30.83	1.29*	*Not Significant at 0.05 and 0.01 levels
		Female	300	109.44	27.21		
2	Age	Below 40 years	320	107.87	27.39	1.91*	*Not Significant at 0.05 and 0.01 levels
		40 yrs. & above	180	113.17	31.15		
3	Teaching Experience	Less than 10 yrs	360	108.95	29.81	1.15*	*Not Significant at 0.05 and 0.01 levels
		10 yrs. & above	140	112.21	27.92		
4	Location of the school	Rural	310	108.43	27.65	1.70*	*Not Significant at 0.05 and 0.01 levels
		Urban	190	113.03	30.33		

FINDINGS OF THE STUDY:

On the basis of the analysis and interpretation of data, the researchers have arrived at the following findings and drawn the conclusions.

- (i) There is no significant difference in the attitude of male and female teachers working in secondary schools towards in-service training programmes.
- (ii) There is no significant difference in the attitude of secondary school teachers aged below 40 years and those aged 40 years and above towards in-service training programmes.
- (iii) There is no significant difference in the attitude of secondary school teachers with an experience of less than 10 years and those with 10 years and above towards in-service training programmes.
- (iv) There is no significant difference in the attitude of teachers working in rural and urban secondary schools towards in-service training programmes.

CONCLUSIONS:

From the findings of the study, it is concluded that gender, age, teaching experience and location of the institution have no influence on the attitude of secondary schools teachers towards in-service training programmes.

EDUCATIONAL IMPLICATIONS:

- (i) The present study is an eye-open to the teachers in realizing the need for attending in-service training programmes.
- (ii) The study helps different organization to plan and implement in-service training to school teachers in a systematic manner.
- (iii) The study helps the administration to realize the need for conducting in-service training programmes at regular intervals of time.
- (iv) The study helps the teachers improve their teaching competencies by attending to the in-service training programmes.
- (v) The study helps to bring about co-ordination among different agencies in organizing in-service training programmes for school teachers.
- (vi) The study helps all the stakeholders work hand-in-hand to improve skills and competencies of teachers; and thereby provide quality education to the children in schools.

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