ATTITUDE OF SECONDARY LEVEL SCHOOL TEACHERS TOWARDS THEIR IN-SERVICE TRAINING PROGRAMME

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ABSTRACT
Today, we have entered in a new age where aspirations and requirements of people have changed. It has become the need of the hour to be updated with the changes, which is possible through education only. To inculcate it in education, educators need to be updated. So, in-service training programmes are needed. Government of India has introduced such programmes at various levels. Present study attempts to investigate attitude of male and female teachers of urban and rural area towards their in-service training programmes. Data was collected from 100 secondary school teachers of urban and rural area using a questionnaire developed by the investigator. The questionnaire was divided in to four dimensions i.e. Personal and Professional Development; Knowledge and Skills; Economic, Social and National Development; and Administration. Data was analyzed using ‘t’ test. The study concluded that most of the teachers show positive attitude towards all dimensions except administration. Male and female teachers and teachers of urban and rural area were found to be alike in their attitude except the aspects of Personal and Professional Development. and knowledge and skill development in which female teachers of urban area were found to possess a significantly high positive attitude than the female teachers of urban area.

The world continues to experience constant change, there being unprecedented upheavals in the political, social and economic domains. Internationalization, globalization, the revolution in information and communication system and rapid, astonishing technological advances are influencing nearly every aspect of life. So, the developing education system must build upon the gains of past and the present for a better future for our people and indeed, of mankind. keeping this in mind comprehensive approach to education has become the need of the hour in the country.

With the introduction of Rights to education Act (2009), for the first time in the history of education in India the rights framework for education has made it compulsory for the State to “ensure learning of equitable
quality for all children” (MHRD, 2011, p. 56). It has shifted our focus from the age old tradition of giving preference to ‘merit’ and segregation of children in school based on ability. The argument made by National Curriculum Framework 2005 regarding move towards Continuous and Comprehensive Evaluation has further been supported by Right to Education Act 2009. It is all being done to improve standards of quality education but it will prove to be a failure if teachers are not updated. Rabindra Nath Tagore has rightly quoted "A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continuous to burn its own flame". The major reason for in-service education is to promote the continuous improvements of the total professional staff of school system; all teachers must constantly study in order to keep up with advances in subject matter and in theory and practice of teaching. Continuous in service education is needed to keep the profession abreast of new knowledge and to realize creative abilities. It makes the works of educational reconstruction easier. It helps in being in 'living touch' with our subjects. it is based on the learning society.

Review of Related Literature

Surapuramath (2012) in an attempt to study attitude of teachers towards in-service training programme of SSA reported that there is no significant difference between Rural and Urban, Male and Female and Teaching Experience (1-10 and11-20+) teachers attitude towards in-service training programs of SSA. Sim, Ju Youn (2011) through his study to analyse the impact in Korea of an in-service teacher training (INSET) course on teachers’ classroom practice and their perception change found that the teachers faced some difficulties and challenges in implementing knowledge or new ideas gained from the INSET course into their classroom practice. The main constraining factors limiting the implementation were the contextual differences between the INSET and real practice, the content of the INSET, and lack of school support were. The analysis also showed that the teachers’ confidence and motivation resulting from the INSET led to their better career prospects and affected their professional identity. Prashant (2014) in his study on an analysis of attitude of secondary school teachers towards FDP of CCE found no significant difference in the attitude of male and female, rural and urban and experienced and inexperienced teachers towards their in-service training programme.

Objectives of the Study

The present investigation was undertaken with the following objectives:

1. To study the attitude of secondary level school teachers towards Personal & Professional Development; Economic Social and National Development; Knowledge & Skill and Administration dimension of their in-service training programme.
2. To compare the attitude of secondary school teachers of rural area, towards in-service training programme, with respect to their gender.
3. To compare the attitude of secondary school teachers of urban area, towards in-service training programme, with respect to their gender.
4. To compare the attitude of male teachers at secondary school level, towards in-service training programme, with respect to their locality.
5. To compare the attitude of female teachers at secondary school level, towards in-service training programme, with respect to their locality.

Hypotheses of the Study

Before conducting the study the following research hypotheses were formulated:

1. There is no significant difference between the attitudes of secondary school teachers of rural area, towards in-service training programme, with respect to their gender.
2. There is no significant difference between the attitudes of secondary school teachers of urban area, towards in-service training programme, with respect to their gender.
3. There is no significant difference between the attitudes of male teachers at secondary school level, towards in-service training programme, with respect to their locality.
4. There is no significant difference between the attitudes of female teachers at secondary school level, towards in-service training programme, with respect to their locality.

Sample

The sample of the present study consisted of 100 secondary level teachers of both sexes drawn from 3 urban and 8 rural secondary schools of Sonepat district of Haryana. The schools were selected randomly. Investigator selected 8-12 teachers purposively from each of the schools so selected. Teachers belonging to urban area were selected from the schools in urban area whereas teachers belonging to rural area were selected from the schools in rural area.

Tools Used

Data was collected using attitude scale constructed by the investigator. The scale consists of forty items which were divided in four dimensions viz. Personal and Professional Development; Knowledge and Skills; Economic, Social and National Development; and Administration.

Statistical Technique Used:

For analysis of data means, S.D’s of groups and percentages were used. ‘t’ test was used to test the significance of difference between means of the groups.

Analysis and Interpretation of the Results:

Table 1

Table showing % of opinion of Secondary school teachers towards in service training programmes regarding its different dimensions
An analysis of Table 1 indicates that the overall score of secondary school teachers on attitude scale is 76%, which shows that most of the teachers have positive attitude towards In-service training programmes. 85% of the teachers accept that in-service training programmes are helpful in their Personal and Professional growth. These programmes are necessary for all the secondary school teachers. It increases the competence and self-confidence of teachers which is helpful in their personality development. Nearly 85% of the teachers are of the view that these programmes help secondary level teachers in their knowledge and skill development. These programmes, not only increase subject knowledge but also increases their general knowledge. They accept that In-service training is needed due to the explosion of knowledge. 77% of the teachers are of the view that these programmes are helpful in their social and national growth.

Among them most of the teachers are not satisfied with the economic aspects of the programmes i.e. they are not satisfied with the allowance given to them for attending these programmes. Only 62% of the teachers are satisfied with the administrative aspect of these programmes. Most of them are of the view that these programmes are administered in such a way that they provide less knowledge but waste much time, they lack novelty but excess of revision. Most of them accept that the suggestions of the teachers are given due importance during these programmes. But they feel that their personal problems are not considered while organizing these programmes. According to them time of organizing these programmes and time allotted to each programme is not proper.

**Table 2**

**Significance of difference between mean attitude scores of rural male and rural female secondary school teachers towards in-service training programmes:**

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Variable</th>
<th>Mean</th>
<th>S.D.</th>
<th>Variance</th>
<th>t-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal &amp; Professional Development (I)</td>
<td>Male</td>
<td>9.16</td>
<td>.787</td>
<td>.619</td>
<td>2.168*</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>8.23</td>
<td>2.178</td>
<td>4.74</td>
<td></td>
</tr>
<tr>
<td>Social, Economic &amp; National Development</td>
<td>Male</td>
<td>9.32</td>
<td>.968</td>
<td>.937</td>
<td>1.988</td>
</tr>
</tbody>
</table>
A perusal of Table 2 indicates that at .05 level of significance null hypothesis stating that there is no significant difference between the attitudes of secondary school teachers of rural area, towards in-service training programme, with respect to their gender stands accepted regarding II, III, IV dimensions which means there is no significant difference in the attitude of rural male and female secondary school teachers regarding II, III & IV dimensions of in-service training programmes. But hypothesis will be rejected regarding it’s I dimension which means rural male teachers possess significantly high positive attitude than the female teachers, regarding its I dimension i.e. Personal and Professional Development.

Table 3

Significance of difference between mean attitude scores of urban male and urban female secondary school teachers towards in-service training programmes:

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Variable</th>
<th>Mean</th>
<th>S.D.</th>
<th>Variance</th>
<th>t-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal &amp; Professional Development (I)</td>
<td>Male</td>
<td>8.61</td>
<td>1.70</td>
<td>2.90</td>
<td>.8523</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>8.07</td>
<td>2.52</td>
<td>6.36</td>
<td></td>
</tr>
<tr>
<td>Social, Economic &amp; National Development (II)</td>
<td>Male</td>
<td>8.78</td>
<td>1.55</td>
<td>2.40</td>
<td>1.796</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>7.70</td>
<td>2.46</td>
<td>6.06</td>
<td></td>
</tr>
<tr>
<td>Knowledge &amp; Skill (III)</td>
<td>Male</td>
<td>4.72</td>
<td>.913</td>
<td>.833</td>
<td>1.127</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>4.22</td>
<td>2.03</td>
<td>4.10</td>
<td></td>
</tr>
<tr>
<td>Administration (IV)</td>
<td>Male</td>
<td>9.05</td>
<td>1.99</td>
<td>3.95</td>
<td>1.168</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>8.07</td>
<td>3.62</td>
<td>13.10</td>
<td></td>
</tr>
</tbody>
</table>

An analysis of Table 3 clearly indicates that at .05 level of significance null hypothesis stating that there is no significant difference between the attitudes of secondary school teachers of urban area, towards in-
service training programme, with respect to their gender stands accepted regarding all the four dimensions which means there is no significant difference in the attitude of urban male and female secondary school teachers regarding all the four dimensions of in-service training programmes.

Table 4

Significance of difference between mean attitude scores of Male teachers of urban and rural area towards in-service training programmes:

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Variable</th>
<th>Mean</th>
<th>S.D.</th>
<th>Variance</th>
<th>t-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal &amp; Professional Development (I)</td>
<td>Rural</td>
<td>9.16</td>
<td>7.87</td>
<td>.619</td>
<td>1.274</td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>8.61</td>
<td>1.704</td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>Social, Economic &amp; National Development (II)</td>
<td>Rural</td>
<td>9.32</td>
<td>0.968</td>
<td>.937</td>
<td>1.314</td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>8.77</td>
<td>1.55</td>
<td>2.4</td>
<td></td>
</tr>
<tr>
<td>Knowledge &amp; Skill (III)</td>
<td>Rural</td>
<td>5.12</td>
<td>0.515</td>
<td>.266</td>
<td>1.49</td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>4.72</td>
<td>0.913</td>
<td>.833</td>
<td></td>
</tr>
<tr>
<td>Administration (IV)</td>
<td>Rural</td>
<td>9.6</td>
<td>1.96</td>
<td>3.84</td>
<td>.892</td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>9.06</td>
<td>1.99</td>
<td>3.95</td>
<td></td>
</tr>
</tbody>
</table>

An analysis of Table 4 shows that at .05 level of significance null hypothesis stating that there is no significant difference between the attitudes of male teachers at secondary school level, towards in-service training programme, with respect to their locality stands accepted regarding all the four dimensions which means there is no significant difference in the attitude of male teachers of urban and rural area regarding all the four dimensions of in-service training programmes.

Table 5

Significance of difference between mean attitude scores of Female teachers of urban and rural area towards in-service training programmes:

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Variable</th>
<th>Mean</th>
<th>S.D.</th>
<th>Variance</th>
<th>t-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal &amp; Professional Development (I)</td>
<td>Rural</td>
<td>8.23</td>
<td>2.18</td>
<td>4.74</td>
<td>.253</td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>8.07</td>
<td>2.52</td>
<td>6.36</td>
<td></td>
</tr>
<tr>
<td>Social, Economic &amp; National Development (II)</td>
<td>Rural</td>
<td>8.5</td>
<td>2.00</td>
<td>3.98</td>
<td>2.387</td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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A perusal of Table 5 indicates that at .05 level of significance null hypothesis stating that there is no significant difference between the attitudes of female teachers at secondary school level, towards in-service training programme, with respect to their locality stands accepted regarding I, III & IV dimension of in-service training programme which means there is no significant difference in the attitude of female secondary school teachers of urban and rural area, towards in-service training programme regarding its I, III & IV dimension. But hypothesis will be rejected regarding II dimension indicating that rural female teachers possess significantly high positive attitude than the urban female teachers regarding its II dimension i.e. Knowledge and Skill development.

Findings of the Study

- Most of the teachers accept that in-service training help in their Personal and Professional Development, Knowledge and Skill Development, their Social and National Development as a whole.
- Most of the teachers are unsatisfied with the administrative and economic aspect of in-service training programmes i.e. the administration of these programmes regarding appointment of master instructor, time of organization of the programmes and time allotted to each programme is not proper.
- The male and female teachers of rural area were found to be alike in their attitude towards in-service training programmes regarding all the aspects except the aspects of Personal and Professional Development.
- The male and female teachers of urban area were found to be alike in their attitude towards in-service training programmes.
- The male teachers of urban and rural area were found to be alike in their attitude towards in-service training programmes.
The female teachers of rural and urban area were found to be alike in their attitude towards in-service training programmes regarding all the aspects except knowledge and skill development aspect in which teachers of urban area shows significantly high positive attitude.

**Educational Implications of the Study**

The findings of the present study suggest that the training imparted in these programmes is not in confirmation with the present day needs of the students and teachers so, the training programmes need to be updated according to the latest trends and requirements of the teachers, students and the teaching learning environment in the schools. Expert resource persons should be appointed for these programmes to make them actual success. There are some problems which need immediate solution while the training is being imparted so, a mechanism need to be developed at institutional level as well as block level, to monitor and identify the issues and their immediate solution. It needs also to be recognized that to develop competency to perform functions effectively at the school level depends significantly on teachers themselves, through assessment of their own deficiencies and by seeking information and resource support from different educational institutions and other sources. The resource persons at all levels wherever training is imparted should have mastery over the subject of their respective field. The selection criteria for the appointment of these persons should be very rigorous and transparent.

**Epilogue**

As per the results of the study it is revealed that teachers of both areas show a positive attitude towards these programmes. Their dissatisfaction lies only on administration and economic aspect. So, in-service training programmes should be made based on the needs of the students, teachers and probable future developments. These programmes should have realistic approach. Similarly, success of these programmes is dependent largely on the ability and competence of the experts working in this field. These programmes should provide sufficient incentives and opportunities to continue their professional growth; they must also be given economic incentives so that the teachers can be motivated to attend these programmes. Periodic in-service education must be provided to the teachers with updated programmes as they keep the teachers updated which not only helps in the professional development of the teachers but also beneficial to the students and society at large.

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