

EFFECT OF IN-SERVICE TRAINING ON ATTITUDE OF PRIMARY SCHOOL TEACHERS TOWARDS TEACHING PROFESSION

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Abstract

Teaching is a noble profession. The teachers are the heart of the matter and core of whole educational process. The strength of education system largely depends upon the quality of teachers who sustain it. They are the experts of arouse enthusiasm and be a source of inspiration for the students. No doubt, the teacher is the real architecture of nation and the maker of the humanity. The knowledge, the competencies, skills, and attitude that teacher possesses plays a very important role in bringing about around development of the child. There is a need to equip the teachers in terms of the above so as to enable them to become better and effective classroom teachers. Pre service and In service training programmes would help in this regard. In the present study an attempt has been made to find out the effect of in-service training on attitude of primary school teachers towards teaching profession. The objectives of the study are to find out the effectiveness of in-service training on the attitude of 1. male primary school language, mathematics, general science and social science teachers towards teaching profession and 2. female primary school language, mathematics, general science and social science teachers towards teaching profession. The hypothesis of the study were 1. There is no significant difference in the attitude of male primary school language, mathematics, general science and social science teachers towards teaching profession from pretest to posttest and 2. female primary school language, mathematics, general science and social science teachers towards teaching profession from pretest to posttest. The sample of the present study consisted of 200 primary school teachers (70 male and 130 female) from government schools of Bangalore Rural District. Attitude Scale towards Teaching Profession (2001) was the tool used. This tool selected for the study was administered to the sample before and after the execution of in-service programme. and 't'-test was the statistical technique used for the analysis of the data. Results revealed that in-service training programme had its positive effect on attitude of language, mathematics, and general science and social science male and female teachers towards teaching profession.

Introduction

The teacher is the harbinger of the social change. He/she has to work a in accordance to the pulse of the society. Imparting knowledge or inspiring the pupils needs better preparation on the part of the teacher. There is always a great need to equip the teacher to harvest better outcome from his objective effort of teaching. In order to prepare an individual for any profession, training is the most important concept. The teacher is undoubtedly a person who necessarily has to undergo the professional training before entering in to the field of teaching. This training would give an exposition to the field of teaching in advance. The training attained by the teacher before entering into the field of teaching is termed as pre-service training. It is to enable the person to satisfy the prerequisites of the teaching profession. The institutions and organizations give pre-service training for teachers with prime objective to prepare qualified and qualitative teachers to discourse knowledge and skills related to various aspects of life. It is availed during the stipulated duration of time, almost continuously and is a formal exposition into the field of teaching. It is an intensive training given to develop the professional skills and knowledge which lays more importance on practical skills and competencies. In spite of all these, it has certain inadequacies. It develop certain basic skills and competencies that are thought to be significant at a particular point of time. These skills and competencies may not of greater use in the changed circumstances and challenges. It does not guarantee the ability to face all existing challenges of day to today teaching. There is no scope for complete update of knowledge skills and competencies to equip the teacher to suit the changing needs, and meet the objectives of education and society. It cannot foresee all the changes that might occur at various points of time in education. There many not be complete exposition to modern development without which the teacher goes unsuccessful in modern situations.

It can be inferred that mere pre-service training may not enable the teacher to face everyday challenges in the classroom confidently and successfully. The advancement in the field of science and technology, it application in the field of educational research always brings new developments, dimensions, and perspective to education in general and teaching in particular. Certainly there is a need for the teachers to undergo some training programmes in order to make use of such innovations of science and technology to teach successfully in classrooms. The inadequacies of pre-service training necessitate in-service training to the teachers. So, in-service training is an effort to overcome the inadequacies of pre-service training, and a continuous process of training the individuals to suit to the expectations of their profession.

Central Institute for Research and Training in Employment Services (CIRTES) defines in-service as the training as a common practice if imparting training to the working professionals to specialize them to discharge their duties and responsibilities in the more effective way. In educational context, it refers to the training imparted to the teachers serving in the process of educating the society at large and students community in particular. It is also referred as a planned process of development which enhances the quality of pupil learning by intensifying, clarifying and meeting the individual need of the teaching staff within the context of the school as a whole. All the above reveals that in-service training is paramount to the development of individual skills for the purpose of improving teaching and learning.

In-service training programme strengthen the academic knowledge of teachers, improvise teaching competency in terms of content and methodology of teaching, professional skills, refresh the concepts of hard spots, prepare teachers for new educational polities and programmes, inculcate academic habits to retain academic interest, increase job involvement and work culture, ultimately develop and promote positive attitude towards their own profession. Review of related literature indicates that studies have been taken up by researchers (Abhilwalia, 1974; Govindraj, 1998; Shrinivas, 2001; Asharani, 2002) in the area of inservice training of teachers to know its effect on professional attitude and availability and utilization of inservice training programme in schools. Keeping in mind the advantages of in-service training on professional growth of teachers and the dearth of research in this area to see its effectiveness on development of attitude calls for taking up the present research. Hence the problem is stated as follows.

Objectives

1. To find out the effectiveness of in-service training on the attitude of male primary school Language, Mathematics, Science and Social Science teachers towards teaching profession.
2. To find out the effectiveness of in-service training on the attitude of female primary school Language, Mathematics, Science and Social Science teachers towards teaching profession.

Hypotheses

1. There is no significant difference in the attitude of male primary school Language, Mathematics, Science and Social Science teachers towards teaching profession
2. There is no significant difference in the attitude of female primary school Language, Mathematics, Science and Social Science teachers towards teaching profession from pre-test to post-test.

Sample

The sample of the present study consisted of 150 primary school teachers (70 male and 130 female) from government schools of Bangalore Rural District. The distribution of the sample with respect to gender and subject the teachers teach is represented in the table 1.

Table - 1
Table Showing the Distribution of Sample

Variable	Gender		Total
	Male	Female	
Language Teachers	14	36	50
Mathematics Teachers	21	29	50
General Science Teachers	21	29	50
Social Science Teachers	14	36	50
Total	70	130	200

Tools

Attitude Scale Towards Teaching Profession (ASTTP) was the tool used. This tool was administered to the sample before and after the execution of in-service programme to find out the effectiveness of training programme on attitude of teachers towards teaching profession.\

Analysis

≈ *Comparison of the pre-test and post-test scores of attitude of male primary school language, mathematics, science, and social science teachers towards teaching profession from pre-test to post-test.*

Table-2
Differences among Male Primary School Language, Mathematics, General Science and Social Science Teachers towards Teaching Profession from Pre-test to Post-test

Subject		N	Mean	SD	t-value	Level Significance
Language Teachers	Pre-test	14	119.86	11.26	9.60	*Significant
	Post-test	14	186.86	25.17		
Mathematics Teachers	Pre-test	21	120.86	16.49	15.19	*Significant
	Post-test	21	173.67	26.06		
General Science Teachers	Pre-test	21	134.10	14.55	9.78	*Significant
	Post-test	21	168.29	24.28		
Social Science Teachers	Pre-test	14	134.25	11.03	5.42	*Significant
	Post-test	14	165.50	14.57		

*Significant at 0.01 level

The table revealed that the obtained t-values are 9.60, 15.19, 9.78 and 5.42 for the scores of attitude of language, mathematics, general science and social science male teachers respectively, towards teaching profession in pretest and posttest. The obtained t-values 9.60 and 5.42 are more than the table t-value 2.78 i.e., for 28 degrees of freedom at 0.01 level of significance. The obtained t-values 15.19 and 9.78 are more than the table t-value 2.71 i.e., for 40 degrees of freedom at 0.01 level of significance. Hence the null hypotheses are rejected and alternative hypotheses that there is a significant difference in the attitude of male primary school language, mathematics, general science and social science teachers towards teaching profession from pre-test to post-test have been formulated.

From the table it also becomes clear that the mean of post test (M= 186.86, M=173.67, M= 168.29 and M= 165.50) for the scores of language, mathematics, general science and social science male teachers towards teaching profession is more than that of pre test (M= 119.86, M= 120.86, M=134.10 and M=134.25 respectively). This indicates the positive effectiveness of in-service training on attitude of language, mathematics, general science and social science male teachers towards teaching profession.

≈ *Comparison of the pre-test and post-test scores of attitude of female primary school language, mathematics, science, and social science teachers towards teaching profession from pre-test to post-test.*

Table-3
Differences among Female Primary School Language, Mathematics, General Science and Social Science Teachers towards Teaching Profession from Pre-test to Post-test

Subject		N	Mean	SD	t-value	Level Significance
Language Teachers	Pre-test	36	116.58	16.49	22.29	*Significant
	Post-test	36	190.86	21.29		
Mathematics	Pre-test	29	120.14	15.52	25.18	*Significant
	Post-test	29	174.48	17.46		
General Science	Pre-test	29	136.52	15.98	16.89	*Significant
	Post-test	29	175.03	21.74		
Social Science	Pre-test	36	129.07	16.56	23.90	*Significant
	Post-test	36	170.33	21.77		

*Significant at 0.01 level

The table revealed that the obtained t-values are 22.29, 25.18, 16.89 and 23.90 for the scores of attitude of language, mathematics, general science and social science female teachers respectively, towards teaching profession in pre-test and post-test. The obtained t-values 22.29 and 23.90 are more than the table t-value 2.65 i.e., for 70 degrees of freedom at 0.01 level of significance. The obtained t-values 25.18 and 16.89 are more than the table t-value 2.68 i.e., for 56 degrees of freedom at 0.01 level of significance. Hence the null hypotheses are rejected and alternative hypotheses that there is a significant difference in the attitude of female primary school language, mathematics, general science and social science teachers towards teaching profession from pre-test to post-test have been formulated.

From the table it also becomes clear that the mean of post test (M= 190.86, M=174.48, M= 175.03 and M= 170.33) for the scores of language, mathematics, general science and social science female teachers towards teaching profession is more than that of pre test (M=116.58, M= 120.14, M=136.52 and M=129.07 respectively). This indicates the positive effectiveness of in-service training on attitude of language, mathematics, general science and social science female teachers towards teaching profession.

Conclusion

Based on the above results it can be concluded that a positive attitudinal change can be brought in by organization of several in-service programme at different levels of education among both male and female teachers teaching different subject areas.

Educational Implications

Keeping in mind the above results it is implied that several pre-service and in-service training can be organized in educational institutions so as to enable the teachers develop competency in teaching on one hand and positive attitude towards teaching profession on the other, which in turn both contribute for the professional growth of the teachers, and make them to become effective classroom teachers.

References

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