



## PRIMARY SCHOOL TEACHERS' ATTITUDE TOWARDS IN-SERVICE TRAINING

**Shminder Kaur**

*Assistant Professor, GGS Khalsa College of Education for Women, Kamalpura.*

### **Abstract**

*The wealth of a nation depends on how effectively its young minds are trained and educated to take up the challenges of the future. Teachers influence students' achievements the most. They help them to identify and grow their intellectual capacities and develop interest in diverse areas of learning. Successful teaching involves keeping pace with the latest trends and modern practices in education. The teacher should always be a learner. A study was planned to investigate the attitude of 55 primary teachers selected at random from 30 different primary schools of tehsil Raikot, Ludhiana district of Punjab towards in-service training. It was found that the most of the primary teachers have shown a positive attitude towards in-service training. Both male and female teachers showed a favourable attitude towards in-service training. However, significant difference has been observed in the attitude of male and female teachers towards in-service training indicating that gender of the teachers determines their attitude towards in-service training. Similarly it was found that Upper primary teachers have more favourable attitude towards in-service training.*

**Key Words:** *In-Service Training Programme, Teacher's Attitude, Level of Teaching.*

Education is a key factor determining a nation's progress and teachers play a crucial role in shaping and directing it in the right direction. Teaching profession is a building block for all other professions. The quality of teaching shapes the future of students and prepares them to be responsible citizens. Teachers play a central role in ensuring quality and effectiveness in learning and establishing foundations of a learned and educated society.

A former United States President, Bill Clinton in September 1996 stated that "every child needs - and deserves - dedicated, outstanding teachers, who know their subject matter, are effectively trained in how to teach to high standards and to make learning come alive for students".

The wealth of a nation depends on how effectively its young minds are trained and educated to take up the challenges of the future. With such a great responsibility, it is very important to strengthen the teaching profession. There is a need for greater emphasis on continuing education for teachers to meet the growing demands of teaching profession.

### **Teaching as a Profession**

The world's oldest universities existed in the forests of India. Indian tradition had accorded a very high place of honour to the teacher; pupils were exhorted to treat the teacher as their god; along with mother and father one's respect and reverence were due to his teacher.

Teaching is considered as the noblest of all professions. A profession is an occupation or job that needs special knowledge, e.g., medicine, law, teaching, engineering etc. It implies specialized knowledge and high ethical standards by the practitioners.

Teachers influence students' achievements the most. They help them to identify and grow their intellectual capacities and develop interest in diverse areas of learning. A good teacher can make even a dull and boring topic interesting. Teachers play a vital role in shaping destiny of a great nation. Teacher is a person who provides academic insights to students and enhances the process of learning. The main actor on the educational stage is the teacher. Success or failure of any educational scheme depends upon the quality, commitment and enthusiasm of the teaching profession. Successful teaching involves keeping pace with the latest trends and modern practices in education. The teacher should always be a learner. Only a burning candle could light another candle.

### **Inservice Training Programme**

Inservice training programmes are those training programmes which are meant for inservice teachers. After joining the teaching service, some of the teachers may still be lacking in some necessary skills which were not the part of their pre-service teacher training programme or which were not gained due to lack of resources at that level. Without these skills, they may feel handicapped to cope up with the teaching-learning environment and classroom situation.

Some of the existing content, methodology and practices in teaching may require updation and enrichment. Sometimes, due to inclusion of new concepts in curriculum and textbooks, methods of teaching are needed to be changed. For introducing



changes in policies, curriculum and textbooks, it is essential to equip the teachers with desired understanding of these changes. It is further important to prepare them with the new strategies for implementation of these changes.

All these can be achieved through in-service training programmes for teachers. Inservice programmes can play a significant role in the professional growth of teachers and also function as an agent for change in school related problems. These further can help teacher in gaining the confidence by engaging them professionally. These programmes may be organised through face-to-face mode as well as teleconferencing mode.

National Curriculum Framework for Teacher Education (NCFTE-2009) brought out by National Council for Teacher Education (NCTE), gives the broad aims of continuing professional development programmes for teachers as follows:

- To explore, reflect on and develop one's own practice.
- To deepen one's knowledge and update oneself about one's academic discipline or other areas of school curriculum.
- To research and reflect on learners and their education.
- To understand and update oneself on educational and social issues.
- To prepare for other roles professionally linked to education/teaching, such as teacher education, curriculum development or counselling.
- To break out of intellectual isolation and share experiences and insights with others in the field, both teachers and academicians working in the area of specific disciplines as well as intellectuals in the immediate and wider society.

Many agencies organise teacher training programmes of different durations for teachers of various levels with pre-service and in-service mode. The attitude of teachers towards training programmes is not always positive. But, to be successful in teaching one must have favourable attitude towards teaching profession as well as training programmes. Studying on attitude towards training programmes no significant difference has been observed towards inservice training programmes among teachers irrespective of their gender, locality and duration of experiences (Surapuramath, 2012). In another attitudinal study of the teachers towards orientation scheme of UGC found that such programmes are very useful in developing teaching and research capabilities among teachers (Pathania, 2007). Teacher training institutions have to perform such kind of activities which can help teachers to develop professional attitude towards teaching. In a study related to this it was found that teacher training institutions were not successful in developing professional attitude among prospective secondary school teachers and girls professional attitude is slightly better than boys (Hussain, 2004). Apart from the attitude of teachers towards teaching profession and training the impact of such training programmes in real classroom teaching is also equally important. While studying about the impact of the teacher education programme of Lucknow University on pupil teachers' attitude and teaching efficiency Srivastava (1989), reported that most of the trainee groups changed their attitude positively and significantly after training, and male trainees did not show any change in their teacher attitude as shown by female trainees. In spite of having severe criticism on imparting teacher training through distance mode, some institutions have been continuing such kind of training programmes. In a study related to teacher training through correspondence mode it was found that teachers were possessing favourable attitude towards B.Ed. through correspondence course irrespective of their gender (Reddy and Jyothi, 2002): Comparing the attitude towards teaching profession and job satisfaction of college teachers of Assam and Orissa, it was found that majority of college teachers from both states had highly favourable and favourable attitude irrespective of their sex, status, experience and location (Panda, 2001).

### **Need and Importance of the Study**

The teacher is an indispensable component of the education system. There are many activities that the teacher has to perform in the classroom and outside the classroom in order to provide the required learning experiences to the students. For the development of teaching effectiveness of the teachers, a professional training in education has always been considered desirable to the level of being obligatory for all. Many agencies organise teacher training programmes of different durations for teachers of various levels with pre-service and in-service mode. The attitude of teachers towards training programmes is not always positive. So, training programmes should be arranged in such a way that it can help the teachers in their teaching, research and extension activities. So, that they create a favourable attitude towards these training programmes.

### **Objectives of the Study**

1. To study the in-service training attitude of primary teachers.
2. To study the effect of gender on in-service training attitude of primary teachers.
3. To study the difference of attitude towards in-service training of upper and lower primary teachers.

### **Hypotheses of the Study**

1. Primary teachers have favourable attitude towards in-service training.



2. There is no significant difference among the attitude of male and female primary teachers towards in-service training.
3. There is no significant difference in in-service training attitude of upper and lower primary teachers.

### Methodology of the Study

1. Sampling Procedure: To investigate the problem a total of 55 primary teachers selected at random from 30 different primary schools of tehsil Raikot, Ludhiana district of Punjab. Out of these 55 primary teachers, there were 25 male and 30 female teachers. Similarly 24 teachers were selected from lower primary and 31 from upper primary schools.
2. Research Tool Used: A self designed five point scale consisting 25 items was administered to teachers for collection of data. The questionnaire have 25 affirmative statements with five alternatives each i.e. strongly agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD) with the quantitative value of 5, 4, 3, 2, and 1 respectively. The scores of any individual would be between 25 to 125. A score above 75 indicates favourable training attitude and below 75 indicates unfavourable training attitude.
3. Data Collection: Descriptive survey method was applied to collect the data.
4. Statistical Techniques Used: Statistical techniques like percentage, mean, standard deviation and “t” test were applied to test the hypotheses.

### Results

The perusal of data given in Table No.1 indicates that 69.1 per cent teachers' have shown favourable attitude towards in-service training programmes whereas 21.8 per cent and 9.1 percent have shown unfavorable and neutral attitude towards the in-service teacher training, respectively. Therefore, we can say that majority of the primary teachers have favourable attitude towards the in-service training.

Table No.2 shows the attitude of different categories of teachers towards in-service training. The analysis of data shows that 76 per cent males have favourable attitude towards in-service training, however, 60 per cent females have favorable attitude towards the in-service training. The perusal of data further shows that 12 per cent males and 33.3 per cent females have unfavorable attitude towards in-service teacher training whereas 12 and 6.7 percent males and female teachers respectively have neutral attitude towards in-service training. Similarly, if we compare upper and lower primary teachers, 83.8 percent upper primary teachers have favourable attitude towards in-service training however, only 50 percent lower primary teachers have favourable attitude towards in-service training. About 37.5 percent of the lower primary teachers have unfavorable attitude towards in-service training but only 9.7 per cent upper primary teachers have unfavorable attitude. Similarly, 6.5 and 12 percent of upper and lower primary teachers respectively have the neutral attitude towards the in-service training.

If we compare the 't' value in in-service training attitude of upper and lower primary teachers, it was found to be significant at 0.05% level of significance ( $t=4.2^*$ ). Therefore, it indicates that there is a significant difference among the attitude of upper and lower primary teachers towards in-service training (Table No. 3).

If we compare the 't' value in in-service training attitude of male and female teachers, it was found to be significant at 0.05% level of significance ( $t=2.2^*$ ). Therefore it indicates that the gender of the teachers have a significant effect on their attitude towards in-service training (Table No. 4).

### Major Findings

The major findings of the present study are following:

- The most of the primary teachers have shown a positive attitude towards in-service training.
- Both male and female teachers showed a favourable attitude towards in-service training. However, significant difference has been observed in the attitude of male and female teachers towards in-service training indicating that gender of the teachers determines their attitude towards in-service training.
- Significant difference has been observed in the attitude of upper and lower primary teachers towards in-service training. Upper primary teachers have more favourable attitude towards in-service training.

### Conclusion

Training programmes are essential to explore, reflect on and develops teacher's own practice. These programmes deepen the knowledge of teachers and update their academic discipline and other areas of school curriculum. Therefore, awareness should be made to create interest among teachers to attend training programmes. The content of programmes must be such that teachers can relate to it from their own experience and also find opportunities to reflect on these experiences. Keeping in mind the aims of in-service training programmes for professional development, there is need to create a positive mindset



among teachers towards in-service training that can contribute towards sustainable professional development. The training programmes should be arranged in such a way that it can help teachers to build confidence among them. Teachers should be motivated to attend the training programmes. Trainings should not impose extra burden on the teachers rather teachers' should feel that these trainings will improve their teaching skills.

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**Table No.1: Attitude of Primary Teachers towards In-Service Training**

	Total	In-Service Training Attitude		
		Favourable	Unfavorable	Neutral
N	55	38	12	5
%	100	69.1	21.8	9.1

**Table No. 2: In Service Training Attitude of Primary Teachers with Respect to Their Gender and Level of Teaching**

Variable	Category	In-Service Training Attitude (%)		
		Favourable	Unfavorable	Neutral
Gender	Male	76.0	12.0	12.0
	Female	60.0	33.3	6.7
Level of Teaching	Upper Primary	83.8	9.7	6.5
	Lower Primary	50.0	37.5	12.0

**Table No. 3: Effect of Level of Teaching on In-Service Training Attitude of Primary Teachers**

Level of Teaching	N	Mean	S.D.	t
Lower Primary	24	76.4	14.9	4.2*
Upper Primary	31	94.2	16.7	

\* t-value significant at 0.05.

**Table No. 4. Effect of Gender on In-Service Training Attitude of Primary Teachers**

Gender	N	Mean	S.D.	t
Male	25	92.0	18.6	2.2*
Female	30	81.8	16.4	

\* t-value significant at 0.05.