



## A STUDY ON THE ATTITUDE OF TEACHERS TOWARDS IN – SERVICE PROGRAMME

A. Santhamani\* & Dr. V. Srinivasan\*\*

\*M.Phil., Scholar, SRMV College of Education, Coimbatore – 641020.

\*\* Lecturer (SS) in English, SRMV College of Education, Coimbatore – 641020.

Received 20th February 2015, Accepted 22nd April 2015

### Abstract

*“Knowledge is most important for transforming India from a developing nation into a strong and economically developed nation. We are a billion of brilliant people...” says Abdul Kalam (2002). It is well known fact that knowledge is increasing day by day rapidly. In every field, knowledge, new ideas, trends, principles, and theories are emerging every day. Teacher Education Programme is constituted of facts, theories, principles, methods, techniques, and the philosophy regarding teaching profession. It has now been fairly established that Education is a lifelong process. Lifelong learning should be the motto of every teacher.*

**Keywords:** Attitude, Education, Service.

© Copy Right, IJRRAS, 2015. All Rights Reserved.

### Introduction

The progress of a country depends upon the quality of its teachers and for this reason teaching is the noblest among all professions. The irony of fate, however, is that teaching is the most unattractive profession and teacher no longer occupies honourable position in the society. Teaching can regain its earlier noble status in case the quality of Teacher Education in our country is improved. It is probably for this reason that the Education Commission (1964) recommends the introduction of “a sound programme of professional education of teacher”. Training emphasizes on development of specific knowledge, attitude, skills and behaviour patterns which an individual requires to perform a job adequately.

### IN-SERVICE PROGRAMME

In-service Programme may be defined as Continuing Education of teacher and other Education which commences after initial Professional Education is over, and which leads to the improvement of professional competence of education all throughout their careers.

According to M.B Buch (1974), a formerly Director of the Department of Field Services, “In-service Programme is a programme of activities such as seminars, symposium workshops, discussion, brain storming, etc., aiming at the continuing growth of teachers and educational personnel In-Service”.

According to Cane (1969), In-service Programme may be defined as all the activities and courses which aim at enhancing and strengthening the professional knowledge, interest and skills of servicing teachers”.

### NEEDS OF IN-SERVICE PROGRAMME

It is generally agreed that the objectives of in-service programme of teachers are basically to update the knowledge and skills of teachers and to bring about their professional growth, in other words teacher development. The Secondary Education Commission (1968) says, “However excellent the programme of teachers training may be it does not by itself produce an excellent teacher. It can only emerge the knowledge, skills and attitudes which will enable the teacher to begin his task with a reasonable degree of confidence and with the minimum amount of experience.

In order to improve the quality of teachers and educational system, Continuous learning (In-service Programme) is essential because “the strength of an educational system must largely depend upon the quality of its teachers”. Rabindranath Tagore very rightly remarked, “A Teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame”. In the words of H.G. Wells, Teacher is the maker of history. The history of nation is written in its schools and the schools cannot be very different from the quality of their teachers.

Hence, there is a need of some sort of provision which may make the teachers up-to-date with respect to knowledge of his subject of teaching, methods and techniques and innovative ideas in each sphere of teacher’s academic life.

### Correspondence

Dr.V.Srinivasan

SRMV College of Education

### **SARVA SHIKSHA ABIYAN (SSA)**

Sarva Shiksha Abiyan is a fully Central Government supported Scheme. It is managed in state by state project coordinator (SPD). This Scheme Started in 2001 and end with 2010. It is an effort to universalize Elementary Education by community-ownership of the school system. It is response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community owned quality education in a mission mode.

### **ACTIVITY BASED LEARNING (ABL)**

Activity based learning is a child centered approach with learning by doing method. It is implemented from I to IV Std. in Government & Government Aided Schools. This method is launched at RISHIVELI in Andhra Pradesh. For the first time, it reduces the over load of books and students are learning eagerly and independently without classroom restriction and exam fear, they learn according to their own pace. So, the individually of each student can be identified.

### **ACTIVE LEARNING METHOD (ALM)**

The proponent of Active Learning Method (ALM) is J. Krishnamoorthy. The ALM is implemented from 6<sup>th</sup> to 8<sup>th</sup> Std. In Government and Government Aided Schools. It is based on self-learning concept. In this method teacher is working as a facilitator. This method is democratic method and promote with proper evaluation. Creativity of the student is improved and individuality of the student is identified.

This study is important on the reason that it will help develop specific plans by involving the teachers and school administrators who are the base for any educational programme for its effective implementations at the grass root level. This is gaining addressing the strength and weakness of In-service programme from the teachers and school administrators' point of view. Among all the pre-project activities such as Social Assessment, Baseline Assessment Studies, the investigation of the attitude of teachers is one the pre-project activities. Having motivated on this line, the investigator has chosen the present investigation on "studying the attitude of teachers towards in-service programme".

### **THE PRESENT STUDY**

The title of the present investigation is, "A Study on the Attitude of Teachers towards In-service Programme.

### **OBJECTIVES OF THE STUDY**

- ❖ To study the attitude towards in-service programme of the teachers teaching the standards from I to X.
- ❖ To investigate the influence of variables such as gender, religion, community and type of

training on the attitude of teachers towards in-service programme.

- ❖ To study the difference among the attitude of the teachers towards in-service programme with reference to the variables selected, if there is anything.

### **HYPOTHESES OF THE STUDY**

- ❖ There is no significant difference between the mean scores of teachers in the organiser related, teacher related, content related, impact related and in total components of attitude towards in service programme with respect to sex.
- ❖ There is no significant difference between the mean scores of teachers in the organiser related, teacher related, content related, impact related and in total components of attitude towards in service programme with respect to religion.
- ❖ There is no significant difference between the mean scores of teachers in the organiser related, teacher related, content related, impact related and in total components of attitude towards in service programme with respect to Type of training.

### **METHODOLOGY**

The investigator adopted survey method of research to study the attitude of teachers towards in-service training programme.

### **SAMPLING**

For the present investigation, the investigator adopted simple random sampling technique. 345 school teacher teaching from first standard to tenth standard in Avinasi, Karamadai and Sulur blocks of Coimbatore Revenue District were selected for the present study.

### **TOOL USED FOR THE STUDY**

For the present investigation, the investigator developed a tool consisting of two parts. The first part of the questionnaire consists of personal data of the selected sample respondents. The second part of 70 statements eliciting information regarding the attitude towards in-service training programmes. Teacher attitude scale was prepared in English and all the items were made free from complicated ideas and embarrassing situations. Among the 70 items, 14 items were organiser related, 13 items were teacher related, 11 items were content related, 16 items were comforts related and 16 items were impact related. The sample respondents were expected to put a tick mark against each statement with five point scale such as strongly agree, agree, neutral, disagree and strongly disagree.

### **SCORING**

There are 43 positive statements and 27 negative statements. For each positive items scoring pattern for strongly agree, agree, neutral, disagree and strongly disagree are 5, 4, 3, 2 and 1 respectively and for

negative items the scoring pattern are 1, 2, 3, 4, and 5 respectively.

**STANDARDIZATION OF THE TOOL**

The investigator initially developed 162 statements eliciting the information regarding the attitude towards in-service training programme. After validation and pilot study, 70 statements covering the attitude towards in-service training programmes were selected for conducting final study.

The study ensures the reliability of a tool by administering the tool for two times with an interval of ten days to 22 teachers of Avinashi block and the reliability of the tool was established. The coefficient of reliability was found to be 0.78.

**ANALYSIS OF THE DATA**

**DATA COLLECTION**

The investigator approached the District Elementary Educational Officer and Assistant Educational Officers for collecting information from the selected sample respondents. The investigator met and handed over self-made tool to all the selected samples at the time of ABL and ALM in-service training which were organised almost throughout the year at periodical intervals. The collected information were computed and analysed using ‘t’ test to find out the significant difference between the mean scores of attitude of teachers towards in-service training.

**Table 1.1**

**‘t’ Ratio for the Mean Scores of Attitude of Teachers towards In-service Programme with respect to Sex**

Variable	Sex	Number	Mean	SD	‘t’ Value	Result at 5% level
Organiser Related	Male	96	50.4792	5.6402	0.6326	N.S.
	Female	249	50.9237	6.3599		
Teacher Related	Male	96	44.1146	5.3187	0.4313	N.S.
	Female	249	44.3815	4.6933		
Content Related	Male	96	36.4896	5.8666	0.6702	N.S.
	Female	249	36.9357	4.5904		
Comfort Related	Male	96	50.0729	4.7811	0.6827	N.S.
	Female	249	50.4739	5.1578		
Impact Related	Male	96	61.0938	5.2779	1.3033	N.S.
	Female	249	61.9357	5.6287		
Total Attitude	Male	96	242.2500	19.5523	1.0238	N.S.
	Female	249	244.6506	19.4272		

The above table reveals that the calculated ‘t’ values are less than the table value 1.96 at 0.05 level of significance in the organiser related, teacher related, content related, comfort related, impact related and in total components of the attitude towards in-service programme. Hence the null hypothesis, “There is no

significant difference between the mean scores of teachers in the organiser related, teacher related, content related, impact related and in total components of attitude towards in service programme with respect to Sex” is accepted.

**Table 1.2**

**t’ Ratio for the Mean Scores of Attitude of Teachers towards In-service Programme with respect to Religion**

Variable	Sex	Number	Mean	SD	‘t’ Value	Result at 5% level
Organiser Related	Hindu	293	50.6724	5.7604	0.7248	N.S.
	Non-hindu	52	51.5192	8.0682		
Teacher Related	Hindu	293	44.1672	4.9739	1.4264	N.S.
	Non-hindu	52	45.0962	4.2028		
Content Related	Hindu	293	36.5051	4.7126	2.3184	Sig.
	Non-hindu	52	38.5385	6.0047		
Comfort Related	Hindu	293	50.1980	4.9868	1.3672	N.S.
	Non-hindu	52	51.2885	5.3541		
Impact Related	Hindu	293	61.6177	5.6729	0.7541	N.S.
	Non-hindu	52	62.1731	4.7423		
Total Attitude	Hindu	293	243.1604	19.4199	1.8809	N.S.
	Non-hindu	52	248.6154	19.2465		

The above table reveals that the calculated 't' values are greater than the table value 1.96 at 0.05 level of significance in the organiser related, teacher related, content related, comfort related, impact related and in total components of the attitude towards in-service programme. Hence the null hypothesis, "There is no significant difference between the mean scores of teachers in the content related, component of attitude towards in service programme with respect to Religion" is rejected.

The above table reveals that the calculated 't' values are less than the table value 1.96 at 0.05 level of significance in the organiser related, teacher related, comfort related, impact related and in total components of the attitude towards in-service programme. Hence the null hypothesis, "There is no significant difference between the mean scores of teachers in the organiser related, teacher related, content related, impact related and in total components of attitude towards in service programme with respect to Religion" is accepted.

**Table 1.3**  
**t' Ratio for the Mean Scores of Attitude of Teachers towards In-service Programme with respect to Type of Training**

Variable	Sex	Number	Mean	SD	't' Value	Result at 5% level
Organiser Related	ABL	211	51.0047	6.4994	0.7999	N.S.
	ALM	134	50.4776	5.6008		
Teacher Related	ABL	211	44.3223	5.0823	0.0737	N.S.
	ALM	134	44.2836	4.5345		
Content Related	ABL	211	36.6256	5.4787	0.9294	N.S.
	ALM	134	37.1045	4.0634		
Comfort Related	ABL	211	50.0995	5.1402	1.2263	N.S.
	ALM	134	50.7761	4.9000		
Impact Related	ABL	211	61.6445	5.6284	0.2412	N.S.
	ALM	134	61.7910	5.4121		
Total Attitude	ABL	211	243.6967	20.6990	0.3553	N.S.
	ALM	134	244.6328	17.4127		

The above table reveals that the calculated 't' values are less than the table value 1.96 at 0.05 level of significance in the organiser related, teacher related, content related, comfort related, impact related and in total components of the attitude towards in-service programme. Hence the null hypothesis, "There is no significant difference between the mean scores of teachers in the organiser related, teacher related, content related, impact related and in total components of attitude towards in service programme with respect to Type of Training" is accepted.

#### FINDINGS OF THE STUDY

"There is no significant difference between the mean scores of teachers in the organiser related, teacher related, content related, comfort related, impact related and in total components of the attitude towards in-service programme with respect to Sex" is accepted.

"There is no significant difference between the mean scores of teachers in the content related component of the attitude towards in-service programme with respect to Religion" is rejected.

"There is no significant difference between the mean scores of teachers in the organiser related, teacher related, comfort related, impact related and in total components of the attitude towards in-service programme with respect to Religion" is accepted.

"There is no significant difference between the mean scores of teachers in the organiser related, teacher related, content related, comfort related, impact related and in total components of the attitude towards in-service

programme with respect to Type of Training" is accepted.

#### IMPLICATIONS

The Sex of the teachers does not influence the attitude of the teachers towards in-service programme.

The findings of the analysis revealed that Hindu teachers are significantly differed from their counterparts in their attitude in content related component of the attitude. This may be due to the reason that the units training during the training programme may not be preferred by them in terms of difficulty level. The slightly higher attitude of Non-hindu teachers towards in-service programme may be considered due to the fact that Christians prefer to teaching profession than others, and the opportunities to the minority people in education because of their minority status.

The teachers undergone both ABL and ALM training are alike and expressed favourable attitude towards in-service training programme. It is also felt that both training programmes with reference to the selected components of the attitude towards in-service programme do not differ significantly.

#### CONCLUSIONS

The teachers of Avinasi, Karamadai and Sular blocks have favourable attitude towards in-service training programme. The teachers with medium level attitude towards in-service training programme outnumbered both high level and low level attitude of teachers. The attitude of the teachers does not

significantly differ with respect to Sex. Thus teachers treat in-service programmes alike and there are fewer limitations to share about the in-service programme.

The differences are noted in the attitude of the teachers in content related, comfort related, and in total components of the attitude towards in-service programme with reference to Religion. The teachers of Primary level may not find much difficulty in the content as that of the Upper Primary level.

The teachers expressed their concerns over problems such as intimation at short notice, inability to attend classes in case of attending in-service programmes, lack of planning in conducting programmes for teachers of aided schools, conducting programmes on holidays without affecting the regular work of the school, adoption of modern techniques and supply of reference materials are demands of teachers of these blocks despite their positive attitude towards in-service training programmes.

#### **BIBLIOGRAPHY**

1. Aggarwal, V.P. and Kamalesaro, G. (1997). The Quality of In-service Teacher Programme for Primary School Teachers: An Appraisal Study. NCERT.
2. Arora, G.L. and Singh, A. (1997). In-service training of primary teachers: some examples. *The primary teacher*, XXII, 3pp.14-20.
3. Buell, M. J., Hallam, R., Gamel-McCormick, M., & Scheer, S. (1999). A survey of general and special education teachers' perceptions and in-service needs concerning inclusion. *International Journal of Disability, Development & Education*, 46(2), 143-156. doi:10.1080/103491299100597
4. Campbell, J., Gilmore, L., & Cuskelly, M. (2003). Changing student teachers' attitudes towards disability and inclusion. *Journal of Intellectual & Developmental Disability*, 28(4), 369-379. doi:10.1080/13668250310001616407
5. Clotfelter, Charles T., Helen F. Ladd, and Jacob L. Vigdor (2006), "Teacher-Student Matching and the Assessment of Teacher Effectiveness," NBER Working Paper, 11936.
6. MHRD, Strengthening and Restructuring of Teacher Education Centrally Sponsored Scheme under eleventh Five Year Plan, 2007.
7. Srivastava. S. (1966), Growth and Organization of In-Service Programme in India and its Impact on Secondary Schools, New Delhi, Arya Book Depot.
8. Veer Udai, (2004). Modern Teacher Training. Anmol Publication Pvt. Ltd., New Delhi.