

AN ANALYTICAL STUDY OF ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS IN-SERVICE PROGRAMMES

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ABSTRACT: “In-service education will permit the teachers to keep abreast of a changing world”. Glenn said “In service education includes all activities engaged in by the professional personal during their service and designed to contribute to improvement on the job”. In service education keeps the profession abreast of new knowledge gives abundant help to teachers who are taking a new responsibility within the profession and eliminates deficiencies in the background preparation of professional workers in education. A good in service education can improve the quality of education.

INDEX TERMS: Attitude, School Teachers, In-Service Programmes.

I. INTRODUCTION

Education is a lifelong process. The teacher must continue learning all his life. The training received at the training college is only a beginning. It is no way a complete training. It leaves significant gaps in the knowledge, skill and the attitudes of the teachers. The principles learnt in the training college receive new meaning after the training college is left and actual practice done in schools. It is during the course of service that a process of reconstruction or reorganization of experience takes place which adds to the meaning of experience and which increases the ability to direct the course of subsequent experience. In this connection, the secondary education commission observes: However, excellent the programme of teacher training may be it does not by itself produce an excellent teacher. It can only engender the knowledge, skill and attitudes, which enable the teacher to begin his task with reasonable degree of confidence and with minimum amount of experience. Increased efficiency will come through experience critically analyzed and through individual and group efforts in improvement.

IN-SERVICE EDUCATION – NEED AND IMPORTANCE:

The continued education of teachers means such broadened understanding of human development and human living. And now more than at any previous period in school history. It means growth in one's capacity to work with others, with classroom teachers and principals in a variety of activities, with the administration, with parents and community leaders and with children of different age groups.

No college of course can teach a doctor all that he has to learn his practice will go on gradual widening the sphere of his knowledge. What is true of the doctor is also true of the teachers, the lawyer, the painter, and the trader. He must catch the spirit of Thomas Arnold eminent teachers at Rugby who said I prefer that my students should drink from a running stream rather than a stagnant pool. The Ministry of Education in England has stated this as follows.

The hallmark of good teacher is that he is himself always learning and always developing his knowledge and understanding of children and young people. Generally he is better educated today, than he was yesterday and will be better educated tomorrow than he is today.

CURRICULUM DEVELOPMENT PROGRAMMES:

Intended to train teachers to handle new curricula and methods of acquiring skills and pedagogical knowledge required for new teaching roles. Development programmes include not only curriculum projects but also developments in national education policies, which affect the schools and their teachers in a radical way.

By far the most significant developments in the further education of teachers are being not in motion by reform-oriented national education policies and by the movement for the reorganization of curricula. In recent years far reaching changes in their education systems, which affect the structure, the objectives and content are introduced. How effectively these reforms are implemented would depend in a major way on how the teachers already trained.

IN-SERVICE PROGRAMMES CONDUCTED IN ANDHARA PRADESH:

The in-service programmers conducted for the benefit of the teachers in Andhra Pradesh can be broadly categorised into two (1) Teachers meetings, which are held at the centre (2) field services, which are rendered in different schools in the area. Some of usual activities are discussed below.

1. **Workshops:** practical problems of classroom teaching and working conditions are the essential features of these activities. The average duration may be 3 to 10 days and the usual time-table consist of general sessions and several group meetings, individual wok and study lectures and film shows, school visits and excursions and presentation of workshop report.

2. **Demonstration lessons:** some subject experts give demonstration lessons on certain topic of schools subjects, individual comments and suggestions are invited and were discussed.
3. **Seminars:** teachers and workers in education are requested to write papers on any of the subjects announced by the D.E.P.S.E and submit them to an extension centre. Each centre organises services of seminar readings in which the contributors present their papers and discuss them subject wise. Awards will be given to the best.
4. **Science clubs:** some schools will be encouraged to organize science and other subject clubs and necessary help, advisory and financial assistance will be given to them. These will help to develop science talent among the pupils.
5. **Study circles:** some subject teachers of one school gather together and a study circle for discussing the problems and procedures in the teaching of those subjects.
6. **Publication:** through newsletters and reports the activities of each centre are diffused to the other. A series of pamphlets on specific problems written in simple language help teachers in their daily work.
7. **Audio-visual services:** film shows are shown in different schools both to teachers and students. In addition to films, certain others material such as slide, filmstrips, film projector, maps, charts other useful aids will be lent to schools when required.
8. **Library services:** a good number of books on various topics have been supplied to each centre, which, in turn distributes them to its readers. It is very useful to teachers to acquaint themselves with the latest trends in education.
9. **Science fairs:** the teachers are made known to prepare less costly more instructive teaching aids. The proper handling of new equipment is taught in science fairs. The creativity of teachers and students is encouraged.
10. **Orientation courses:** teachers are oriented to new syllabus and curriculum. Teachers are made to discuss the defects and merits in old syllabus and curriculum under the guidance of eminent educators.
11. **Refresher courses:** teachers are kept abreast with the latest findings in knowledge. These serve to improve professional competence in teachers. Teachers refresh their minds from time to time.
12. **Schools complex:** it is an innovation recommended by Kothari Commission in which each higher Primary schools will be integrally related to the eight to ten lower Primary schools in the neighborhood to form a 'complex' it can also be done with a Secondary school and eight to ten Primary schools. A committee under the chairmanship of the headmaster of the nucleus school will chalk out the programme for the year. It will enable a small group of schools working in a neighborhood to make cooperative efforts to improve standards.

II. REVIEW OF RELATED LITERATURE

Mustaheed (2011) investigated that Management has significant influence on the attitude of primary school teachers towards in - service programmes. Gender has significant influence on the attitude of primary school teachers towards in - service programmes. Orientation programmes attended has significant influence on the attitude of primary school teachers towards in - service programmes. Teaching experience has significant influence on the attitude of primary school teachers towards in - service programmes. Age has significant influence on the attitude of primary school teachers towards in - service programmes. In – service programmes attended has significant influence on the attitude of primary school teachers towards in - service programmes. Medium of teaching has significant influence on the attitude of primary school teachers towards in - service programmes.

Lock, Corey; Lichtenstein, Joseph M. (2006) An instructional problems survey administered to 178 elementary and secondary teachers did not confirm the hypothesized developmental difference between beginning and experienced teachers' concerns and problems. The personal, institutional, and task problems found to be common to all respondents are listed and suggestions made for addressing them through in-service education.

III. METHODS OF INVESTIGATION

STATEMENT OF THE PROBLEM:

The problem taken by the investigator for investigation is “An Analytical Study of Attitude of Secondary School Teachers Towards In – Service Programmes”.

OBJECTIVES:

The following are the main objectives of the present study.

1. To study the influence of gender on the attitude of Secondary school teachers towards in - service programmes?
2. To study the influence of age on the attitude of Secondary school teachers towards in - service programmes
3. To study the influence of teaching experience on the attitude of Secondary school teachers towards in - service programmes.

HYPOTHESES:

Based on the above objectives the following hypotheses are formulated.

1. There would be no significant influence of gender on the attitude of Secondary school teachers towards in - service programmes.
2. There would be no significant influence of age on the attitude of Secondary school teachers towards in - service programmes.
3. There would be no significant influence of teaching experience on the attitude of Secondary school teachers towards in - service programmes.

SAMPLE DESIGN:

The sample for the investigation consisted of 240 primary school teachers in Kurnool district. The stratified random sampling was applied in three stages. The first stage is management i.e. Government and Private the second stage is locality i.e. rural and urban and third stage is gender i.e. male and female. It is a 2X2X2 factorial design with 240 sample subjects. The sample design for the study is presented in Table – 1.

Table – 1 : Sample design

| S. No. | Locality | Rural | | Urban | | Total |
|--------|--------------------------|-------|--------|-------|--------|-------|
| | Gender ⇒ Management ↓ | Male | Female | Male | Female | |
| 1. | Government | 30 | 30 | 30 | 30 | 120 |
| 2. | Private | 30 | 30 | 30 | 30 | 120 |
| 4. | Total | 120 | | 120 | | 240 |

IV. ANALYSIS AND INTERPRETATION OF THE DATA**GENDER:**

The relationship of attitude of Secondary school teachers towards in - service programmes with their gender is studied in the present investigation. On the basis of gender, the primary school teachers are divided into two groups. The male teachers form with the Group – I and Group – II forms with the female teachers. The attitude of Secondary school teachers towards in - service programmes of the two groups were analyzed accordingly. The attitude of Secondary school teachers towards in - service programmes for the two groups were tested for significance by employing 't' - test. The following hypothesis is framed.

Hypothesis – 1

There would be no significant impact of 'gender' on the attitude of Secondary school teachers towards in - service programmes. The above hypothesis is tested by employing 't' - test. The results are presented in Table – 2.

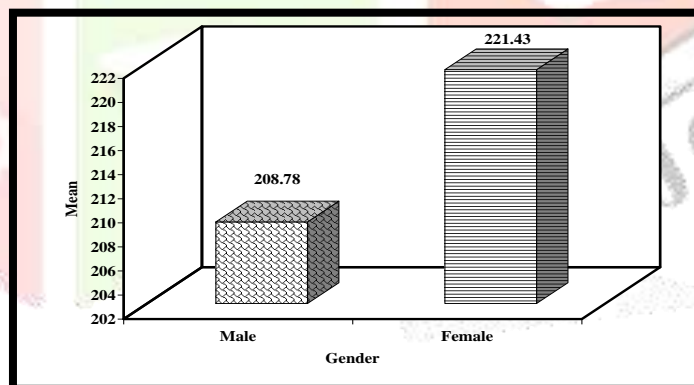
Table–2: Influence of gender on the attitude of Secondary school teachers towards in-service programmes

| S. No. | Gender | N | Mean | S.D. | 't' - Test |
|--------|--------|-----|--------|-------|------------|
| 1. | Male | 120 | 208.78 | 24.64 | 3.820** |
| 2. | Female | 120 | 221.43 | 26.59 | |

** Indicates significant at 0.01 level

It is found from the Table – 2 that the computed value of 't' (3.820) is greater than the critical value of 't' (2.59) for 1 and 238 df at 0.01 level of significance. Hence the Hypothesis – 1 is rejected at 0.01 level. Therefore it is concluded that the gender has significant influence on the attitude of Secondary school teachers towards in - service programmes.

The Bar diagram for the means of gender of attitude towards in - service programmes is given in Figure – 1.

**Figure – 1: Bar diagram for the means of gender of attitude towards in - service programmes****AGE:**

The relationship of attitude of Secondary school teachers towards in - service programmes with their age is studied in the present investigation. On the basis of age, the Secondary school teachers are divided into three groups. The teachers whose age is below 30 years form with the Group-I, Group-II forms with the teachers whose age is 31 years to 40 years and Group – III forms with the teachers whose age is above 40 years. The attitude of Secondary school teachers towards in - service programmes of the three groups were analyzed accordingly. The attitude of Secondary school teachers towards in - service programmes for the three groups were tested for significance by employing 'F' - test. The following hypothesis is framed.

Hypothesis – 2

There would be no significant impact of 'age' on the attitude of Secondary school teachers towards in - service programmes.

The above hypothesis is tested by employing 'F' - test. The results are presented in Table – 3.

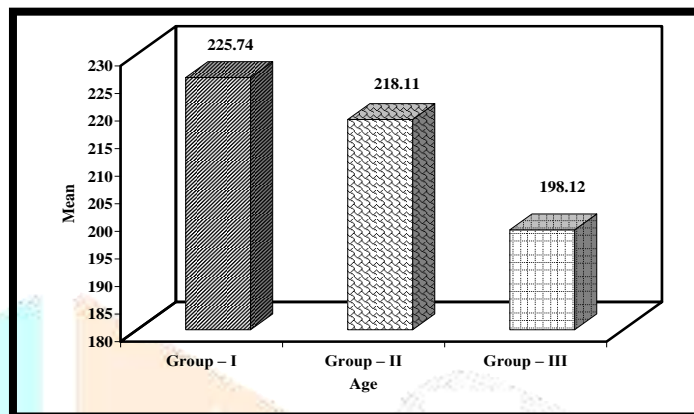
Table-3: Influence of age on the attitude of Secondary school teachers towards in - service programmes

| S. No. | Age | N | Mean | S.D. | 'F' - Test |
|--------|-------------|----|--------|-------|------------|
| 1. | Group – I | 81 | 225.74 | 24.87 | 25.186** |
| 2. | Group – II | 92 | 218.11 | 25.76 | |
| 3. | Group – III | 67 | 198.12 | 20.00 | |

** Indicates significant at 0.01 level

It is found from the Table – 3 that the computed value of 'F' (25.186) is greater than the critical value of 'F' (4.71) for 2 and 237 df at 0.01 level of significance. Hence the Hypothesis – 2 is rejected at 0.01 level. Therefore it is concluded that the age has significant influence on the attitude of Secondary school teachers towards in - service programmes.

The Bar diagram for the means of age of attitude towards in-service programmes is given in Figure -2.

**Figure – 2: Bar diagram for the means of age of attitude towards in - service programmes**

TEACHING EXPERIENCE:

The relationship of attitude of Secondary school teachers towards in - service programmes with their teaching experience is studied in the present investigation. On the basis of teaching experience, the Secondary school teachers are divided into three groups. The teachers whose teaching experience is below 10 years form with the Group – I, Group – II forms with the teachers whose teaching experience is 11 years to 15 years and Group – III forms with the teachers whose teaching experience is above 15 years. The attitude of primary school teachers towards in - service programmes of the three groups were analyzed accordingly. The attitude of Secondary school teachers towards in - service programmes for the three groups were tested for significance by employing 'F' - test. The following hypothesis is framed.

Hypothesis – 3

There would be no significant impact of 'teaching experience' on the attitude of Secondary school teachers towards in - service programmes.

The above hypothesis is tested by employing 'F' - test. The results are presented in Table – 4.

Table – 4: Influence of teaching experience on the attitude of Secondary school teachers towards in - service programmes

| S. No. | Teaching experience | N | Mean | S.D. | 'F' - Test |
|--------|---------------------|-----|--------|-------|------------|
| 1. | Group – I | 73 | 215.66 | 24.98 | 3.276* |
| 2. | Group – II | 104 | 210.84 | 26.12 | |
| 3. | Group – III | 63 | 221.51 | 27.11 | |

* Indicates significant at 0.05 level

It is found from the Table – 4 that the computed value of 'F' (3.276) is greater than the critical value of 'F' (3.040) for 2 and 237 df at 0.05 level of significance. Hence the Hypothesis – 8 is rejected at 0.05 level. Therefore it is concluded that the teaching experience has significant influence on the attitude of Secondary school teachers towards in - service programmes.

The Bar diagram for the means of teaching experience of attitude towards in - service programmes is given in Figure – 3.

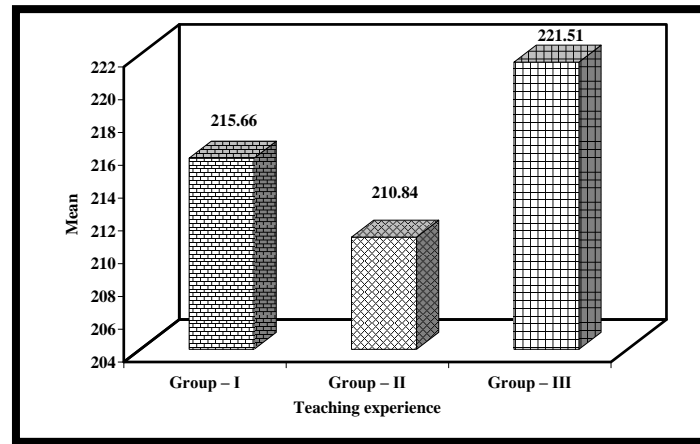


Figure – 3: Bar diagram for the means of teaching experience of attitude towards in - service programmes

V. CONCLUSIONS

In the light of the findings presented in preceding pages, the following conclusions are drawn.

1. Gender has significant influence on the attitude of Secondary school teachers towards in - service programmes.
2. Age has significant influence on the attitude of Secondary school teachers towards in - service programmes.
3. Teaching experience has significant influence on the attitude of Secondary school teachers towards in - service programmes.

EDUCATIONAL IMPLICATIONS

The findings of the present research have raised some important questions related to the educational needs of the students with special reference to their in – service programmes attended.

1. Gender is the highly influenced in the attitude of Secondary school teachers towards in - service programmes. Female teachers have more attitude towards in - service programmes than the male teachers. The administrators to provide facilities for the male school teachers.
2. Age is the highly influenced in the attitude of Secondary school teachers towards in - service programmes. Low age teachers have more attitude towards in - service programmes than the high age teachers. The administrators to provide better amenities for the high age teachers.
3. Teaching experience is the highly influenced in the attitude of Secondary school teachers towards in - service programmes. High experienced teachers have more attitude towards in - service programmes than the low experienced. The administrators to provide better amenities for the low experienced teachers.

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