

# A STUDY OF ATTITUDE OF PRIMARY SCHOOL TEACHERS TOWARDS IN-SERVICE PROGRAMMES

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**ABSTRACT:** The teacher is the key person in any educational reform or advancement. The success of education depends upon teachers. Teachers along with scholarship in their subject also should acquire proper knowledge regarding their profession. One or two years training at a college of education is not an end to the rich experience he has to gain as a teacher but it is more a prelude. The professional training is of little value unless reinforced by further experience and training during his service period. In service education, a recent concept is now acknowledged as the essential requisite of efficient teacher.

**INDEX TERMS** - Primary School, Teachers, In-Service Programmes.

## I. INTRODUCTION

“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. (Margaret Mead)

### IN SERVICE EDUCATION:

“By in service education is meant, all the activities in which teachers might engage in order to improve themselves professionally while they are actually teaching”.

With the dawn of independence in our country an unprecedented expansion in the field of education has taken place. Mere enormous growth in quantity will not help unless a corresponding qualitative improvement is taken care of. The setting up of a number of extension centres in the colleges of education was a good augury for the qualitative improvement of education. A wide variety of programmes have been organised and a number of innovations have been made with a view to make their in service education effective and useful to the teachers. Teachers are helped to feel and locate their needs and to find suitable solution.

### IMPORTANCE OF IN-SERVICE EDUCATION:

In-service teacher education the term is self-explanatory. It refers to the education a teacher received after he has entered the teaching profession and after he has had his education in a teacher's college. It includes all the programmes, education, social or others in which the teacher takes vital part, all the extra education which he receives at different institutions by way of reference and others professional courses, and all the travel and visits which he undertakes. All these things enlarge his experience and vision

### AGENCIES OF IN SERVICE EDUCATION:

It is now recognized that in service education of teachers occupies a crucial place in our efforts to bring about significant improvements in education. The task of promoting in service growth amongst teachers is too significant and vast to be left to anyone single agency. It requires the efforts on the part of a large number of agencies and institutions engaged in the task of improving instruction in schools and providing for professional growth of the teaching personnel. Such agencies include –(1) Extension service Department. (2) State Institutes of Education. (3) Professional Organizations (4) Universities (5) National Council of Educational Research and Training (6) State Council of Educational Research and Training (7) Regional Institute of English

### IN-SERVICE PROGRAMMES CONDUCTED IN ANDHARA PRADESH:

The in-service programmes 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 work 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

Nagendra Babu (2011) revealed that Management has significant influence on the attitude of secondary school teachers towards in - service programmes. Sex has significant influence on the attitude of secondary school teachers towards in - service programmes. Orientation programmes attended has significant influence on the attitude of secondary school teachers towards in - service programmes. Teaching experience has significant influence on the attitude of secondary school teachers towards in - service programmes. Age has significant influence on the attitude of secondary school teachers towards in - service programmes. In - service programmes attended has significant influence on the attitude of secondary school teachers towards in - service programmes. Medium of teaching has significant influence on the attitude of secondary school teachers towards in - service programmes.

Ravi Babu (2009) investigated that there is significant difference in the attitudes of male and female teachers towards in - service programmes. There is significant difference between rural and urban teachers in respect of their attitudes towards in - service programmes. There is significant difference of attitudes between the graduate and postgraduate teachers working in the secondary schools towards in - service programmes. There is significant difference between teachers having more than 10 years of experience and less than 10 years of experience in respect of their attitudes towards in - service programmes. There is no significant influence of 'age' on attitudes of teachers towards in - service programs. There is no significant influence of 'religion' on attitudes of teachers towards in - service programs. There is no significant influence of 'community' on attitudes of teachers towards in - service programs. There is no significant influence of 'marital status' on attitudes of teachers towards in - service programs.

## III. RESEARCH METHODOLOGY

### STATEMENT OF THE PROBLEM

The problem taken by the investigator for investigation is "A Study of Attitude of Primary School Teachers Towards In-Service Programmes".

### OBJECTIVES:

The following are the main objectives of the present study.

1. To study the influence of management on the attitude of primary school teachers towards in - service programmes?
2. To study the influence of gender on the attitude of primary school teachers towards in - service programmes?
3. To study the influence of locality on the attitude of primary school teachers towards in - service programmes.
4. To study the influence of qualification on the attitude of primary 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 management on the attitude of primary school teachers towards in - service programmes.
2. There would be no significant influence of gender on the attitude of primary school teachers towards in - service programmes.

- There would be no significant influence of locality on the attitude of primary school teachers towards in - service programmes.
- There would be no significant influence of qualification on the attitude of primary school teachers towards in - service programmes.

#### VARIABLES STUDIED:

**Independent Variables:** Management, Gender, Locality, Qualification.

**Dependent Variable:** In-service programmes

#### SAMPLE DESIGN:

The sample for the investigation consisted of 240 primary school teachers in Ananthapuramu 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

##### 1). Management

The relationship of attitude of primary school teachers towards in - service programmes with their management is studied in the present investigation. On the basis of management, the primary school teachers are divided into two groups. The Government school teachers form with the Group – I and Group – II forms with the Private school teachers. The attitude of primary school teachers towards in - service programmes of the two groups were analyzed accordingly. The attitude of primary 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 'management' on the attitude of primary school teachers towards in - service programmes.

**Table-2:** Influence of management on the attitude of primary school teachers towards in-service programmes

S. No.	Management	N	Mean	S.D.	't' - Test
1.	Government	120	203.27	20.97	7.771**
2.	Private	120	226.94	25.97	

\*\* Indicates significant at 0.01 level

It is found from the Table – 2 that the computed value of 't' (7.771) 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 management has significant influence on the attitude of primary school teachers towards in - service programmes.

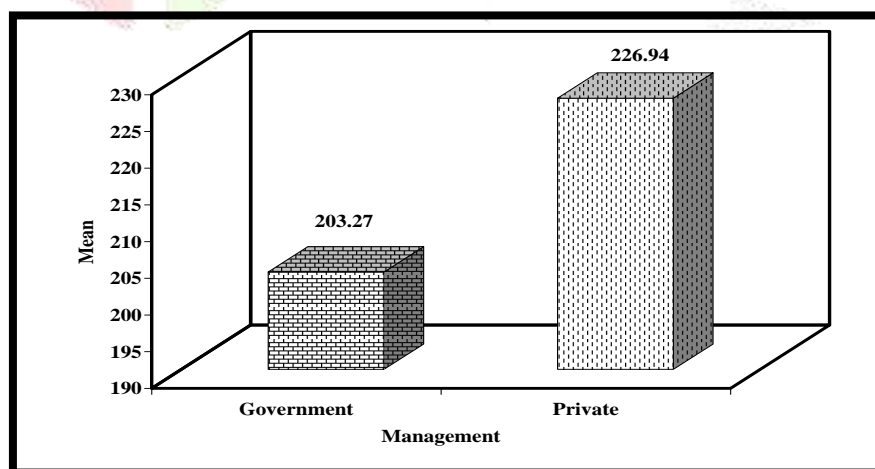


Figure-1: Bar diagram for the means of management of attitude towards in-service programmes

##### 2). Gender

The relationship of attitude of primary 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 primary school teachers towards in -



service programmes of the two groups were analyzed accordingly. The attitude of primary school teachers towards in - service programmes for the two groups were tested for significance by employing 't' - test. The following hypothesis is framed.

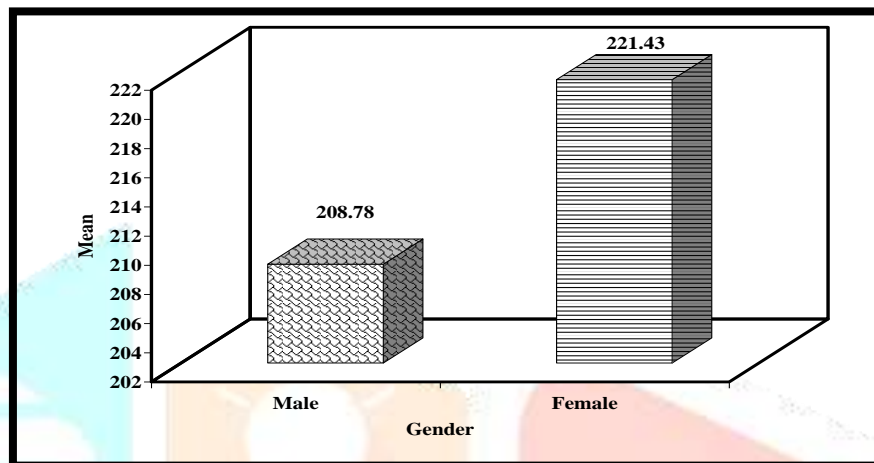
**Hypothesis-2:** There would be no significant impact of 'gender' on the attitude of primary school teachers towards in - service programmes.

**Table-3:** Influence of gender on the attitude of primary 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 – 3 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 – 2 is rejected at 0.01 level. Therefore it is concluded that the gender has significant influence on the attitude of primary school teachers towards in - service programmes.



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

### 3). Locality

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

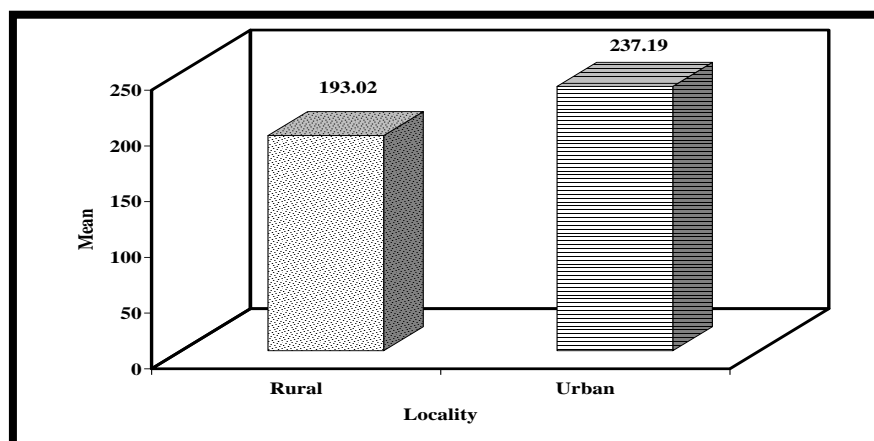
**Hypothesis – 3:** There would be no significant impact of 'locality' on the attitude of primary school teachers towards in - service programmes.

**Table-4:** Influence of locality on the attitude of primary school teachers towards in-service programmes

S. No.	Locality	N	Mean	S.D.	't' - Test
1.	Rural	120	193.02	11.52	23.660**
2.	Urban	120	237.19	16.19	

\*\* Indicates significant at 0.01 level

It is found from the Table – 4 that the computed value of 't' (23.660) is greater than the critical value of 't' (2.59) for 1 and 238 df at 0.01 level of significance. Hence the Hypothesis – 3 is rejected at 0.01 level. Therefore it is concluded that the locality has significant influence on the attitude of primary school teachers towards in - service programmes.



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

#### 4). Qualification

The relationship of attitude of primary school teachers towards in - service programmes with their qualification is studied in the present investigation. On the basis of qualification, the primary school teachers are divided into three groups. The teachers whose qualification is UG form with the Group – I and Group – II forms with whose qualification is PG and Group – III forms with M.Phil. / Ph.D. The attitude of primary school teachers towards in - service programmes of the three groups were analyzed accordingly. The attitude of primary school teachers towards in - service programmes for the three groups were tested for significance by employing one way ANOVA technique. The following hypothesis is framed.

#### Hypothesis – 4

There would be no significant impact of ‘qualification’ on the attitude of primary school teachers towards in - service programmes.

**Table – 5:** Influence of qualification on the attitude of primary school teachers towards in - service programmes

S. No.	Qualification	N	Mean	S.D.	‘F’ - Test
1.	UG	72	219.86	26.55	1.673@
2.	PG	88	213.17	27.16	
3.	M.Phil. / Ph.D.	80	212.95	24.82	

@ Indicates not significant at 0.05 level

It is found from the Table – 5 that the computed value of ‘F’ (1.673) is less than the critical value of ‘F’ (3.040) for 2 and 237 df at 0.05 level of significance. Hence the Hypothesis – 5 is accepted at 0.05 level. Therefore it is concluded that the qualification has not significant influence on the attitude of primary school teachers towards in - service programmes.

### V. RESULTS AND DISCUSSIONS

#### MAJOR FINDINGS OF THE STUDY:

The statistical treatment of the data reveals the following major findings of the study

1. There is significant influence of management at 0.01 level on the attitude of primary school teachers towards in - service programmes.
2. There is significant influence of gender at 0.01 level on the attitude of primary school teachers towards in - service programmes.
3. There is significant influence of locality at 0.01 level on the attitude of primary school teachers towards in - service programmes.
4. There is no significant influence of locality at 0.05 level on the attitude of primary 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. Management is the highly influenced in the attitude of primary school teachers towards in - service programmes. Private teachers have more attitude towards in - service programmes than the Government teachers. The administrators to provide employment facilities for the Private school teachers.
2. Gender is the highly influenced in the attitude of primary 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.
3. Locality is the highly influenced in the attitude of primary school teachers towards in - service programmes. urban teachers have more attitude towards in - service programmes than the rural teachers. The administrators to provide better amenities for the rural teachers.
4. Teaching experience is the highly influenced in the attitude of primary 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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