



Evaluation of Attitude of Teachers of Haryana and Delhi towards Inservice Teacher Education Programme on Curriculum Adaptation: A Comparative Study

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ABSTRACT

This paper reports on the results of comparative study conducted on evaluation of attitude of teachers of Haryana and Delhi towards in-service teacher education programme on "Curriculum Adaptation". This in-service teacher education programme was conducted by SCERT under SSA for general teachers working in schools running under Haryana and Delhi Govt. The main results of this study show that there is significant difference in attitude of teachers of Haryana and Delhi towards in-service teacher education programme on "Curriculum Adaptation".

KEYWORDS : Surgical conditions, disease burden

Introduction:

Education is an important instrument for the development of a nation. As the present system of education is changing with the changing needs of society, so teachers who are the central pivot of any education system has to go under transformations. So to keep abreast with new techniques and technologies in the world of education, teachers has to continue his learning process and in-service teacher education programmes provide this opportunities to them. These in-service teacher education programmes make teachers effective. Effective teachers have good strategies for helping student (Bockerts, Pitrich & Zeidner, 2000). These trainings act as a catalyst in the process of reshaping the teachers. Only the trained teachers can set goals for teaching and can organize plans for reaching those goals (Pintrich & Schunk, 2002). If a teacher once entered in teaching profession never goes through in-service training then he seems like a stagnant pool. So in-service teacher education programmes are necessary to train the teachers, to achieve educational goals in present scenario of education.

Objectives:

1. To find out teacher's attitude towards in-service teacher education program in Haryana.
2. To find out teacher's attitude towards in-service teacher education program in Delhi.
3. To compare the attitude of teachers towards in-service teacher education program in Haryana and Delhi.

Hypothesis:

There is no significant difference in attitude of teachers towards in-service teacher education programme in Haryana and Delhi.

KeyTerms:

- **Attitude-** An attitude is a learned orientation or disposition,

towards an object or situation, which provides a tendency to respond favorably or unfavorably to the object or situation.

- **In-Service Teacher Education Programme (INTEP)-** It refers to the education programmes; a teacher receives when he has entered the teaching profession after he has had his education or training in a teaching institute or college.
- **Curriculum Adaptation-** Curriculum adaptations are modifications that relate specifically to instruction and content of a curriculum. There could be adjustment or modifications in teaching and learning environment, teaching and learning strategies, teaching and learning support material that enhances learner's performance, learning programmes, level of support and assessment.

Sample:

Sample of 350 teachers, 50 each from seven educational blocks of four educational divisions of Haryana was selected and a sample of 324 teachers, 14 teachers from New Delhi, 51 from Central, 89 from SW-A, 70 from SW-B, 64 from North and 35 from North West-B Districts was selected as sample by using cluster random sampling, for the collection of data.

Tool Used:

In the light of objectives of the present study, Questionnaire for Attitude Evaluation was used for collecting data from the teachers on their attitude towards in-service teacher education programme on "Curriculum Adaptation".

Analysis:

Teachers of Haryana and Delhi gave their responses on five point Likert type Questionnaire for attitude evaluation. The percentages of the responses of the teachers of Haryana about their attitude towards INTEP are given in Table 1.

Table 1
Percentages of the responses of the teachers of Haryana about their attitude towards In-service teacher education programme

Items	N	S.D (%)	D (%)	U (%)	A (%)	S.A (%)
Teaching CWSN through adaptation of curriculum in regular classroom is a practical approach.	260	9 (3.4)	17 (6.5)	23 (8.8)	117 (45)	92 (35.3)
Teaching CWSN through adaptation of curriculum in regular classroom will work effectively.	260	10 (3.8)	18 (6.9)	25 (9.6)	98 (37.6)	109 (41.9)
CWSN will achieve academic improvement by adapting the curriculum in regular classroom.	260	10 (3.8)	18 (6.9)	22(8.4)	99 (38)	111(42.6)
Teaching through curriculum adaptation will have positive effect on emotional development of CWSN.	260	10 (3.8)	18 (6.9)	30 (11.5)	92 (35.3)	110 (42.3)
Teaching through curriculum adaptation will have positive effect on behavioural development of CWSN.	260	14 (5.3)	18 (6.9)	25 (9.6)	111(42.6)	92 (35.3)

Teaching through curriculum adaptation will help in successful implementation of inclusive education.	260	14 (5.3)	21 (8)	26 (10)	66 (25.3)	133 (51.1)
By adapting the curriculum in regular classroom will improve teaching efficiency of general teachers	260	15 (5.7)	23 (8.8)	27 (10.3)	72 (27.6)	123 (47.3)
Teaching through curriculum adaptation will decrease social discrimination.	260	36 (13.8)	45 (17.3)	21 (8)	54 (20.7)	104 (40)
Curriculum adaptation will be helpful in decreasing the demand of human resources by replacing the special teachers by general teachers.	260	10 (3.8)	17 (6.5)	22 (8.4)	93 (35.7)	118 (45.3)
Curriculum adaptation will be helpful in mainstreaming of CWSN.	260	13 (5)	21 (8)	24 (9.2)	88 (33.8)	114 (43.8)

Table 1 reveals that 80.3 percent teachers of Haryana agree and strongly agree that teaching CWSN through curriculum adaptation is a practical approach of teaching and 79.5 percent teachers agree and strongly agree that it will work effectively. 80.6 percent teachers agree and strongly agree that teaching CWSN through curriculum adaptation will bring academic improvement and 77.6 percent teachers of Haryana agree and strongly agree that teaching CWSN through curriculum adaptation will have positive effect on emotional development of CWSN. 77.9 percent teachers agree and strongly agree that teaching through curriculum adaptation by general teachers in regular classroom, will also have positive effect on their behavioural development. Table 1 indicates that 76.4 percent teachers agree and strongly agree that teaching CWSN through curriculum adaptation will help in successful

implementation of inclusive education and 74.9 percent teachers agree and strongly agree that teaching CWSN through curriculum adaptation will improve teaching efficiency of general teachers. 60.7 percent teachers agree and strongly agree that teaching CWSN through curriculum adaptation will help to decrease social discrimination. Table 1 also indicates that 81 percent teachers were in agreement and strong agreement that demand of human resources will decrease by teaching CWSN through curriculum adaptation. 77.6 percent teachers agree and strongly agree that teaching CWSN through curriculum adaptation will help in mainstreaming of CWSN.

The percentages of the responses of the teachers of Delhi about their attitude towards INTEP are given in Table 2.

Table 2
Percentages of the responses of the teachers of Delhi about their attitude towards In-service teacher education programme

Items	N	S.D (%)	D (%)	U (%)	A (%)	S.A (%)
Teaching CWSN through adaptation of curriculum in regular classroom is a practical approach.	250	4 (1.6)	24 (9.6)	14 (5.6)	107 (42.8)	101 (40.4)
Teaching CWSN through adaptation of curriculum in regular classroom will work effectively.	250	4 (1.6)	24 (9.6)	13 (5.2)	94 (37.6)	115 (46)
CWSN will achieve academic improvement by adapting the curriculum in regular classroom.	250	3 (1.2)	22 (8.8)	15 (6)	60 (24)	150 (60)
Teaching through curriculum adaptation will have positive effect on emotional development of CWSN.	250	3 (1.2)	22 (8.8)	15 (6)	60 (24)	150 (60)
Teaching through curriculum adaptation will have positive effect on behavioural development of CWSN.	250	4 (1.6)	24 (9.6)	15 (6)	91 (36.4)	116 (46.4)
Teaching through curriculum adaptation will help in successful implementation of inclusive education.	250	3 (1.2)	21 (8.4)	13 (5.2)	43 (17.2)	170 (68)
By adapting the curriculum in regular classroom will improve teaching efficiency of general teachers	250	4 (1.6)	24 (9.6)	15 (6)	91 (36.4)	116 (46.4)
Teaching through curriculum adaptation will decrease social discrimination.	250	16 (6.4)	38 (15.2)	17 (6.8)	63 (25.2)	116 (46.4)
Curriculum adaptation will be helpful in decreasing the demand of human resources by replacing the special teachers by general teachers.	250	4 (1.6)	22 (8.8)	11 (4.4)	89 (35.6)	124 (49.6)
Curriculum adaptation will be helpful in mainstreaming of CWSN.	250	4 (1.6)	23 (9.2)	19 (7.6)	94 (37.6)	110 (44)

Table 2 reveals that 83.2 percent of teachers of Delhi agree and strongly agree that teaching CWSN through curriculum adaptation is a practical approach of teaching. Further it is clear from the table 2 that 83.6 percent teachers agree and strongly agree that teaching CWSN through curriculum adaptation will work effectively. 84 percent teachers are in agreement and strong agreement that teaching CWSN through curriculum adaptation will bring academic improvement and will have positive effect on their emotional development. 82.8 percent teachers agree and strongly agree that it will also have positive effect on their behavioural development in regular classroom. Table 2 also indicates that 85.2 percent teachers of Delhi agree and strongly agree that teaching CWSN through curriculum adaptation will help in successful implementation of inclusive education and 82.8 percent teachers agree and strongly agree that teaching CWSN through curriculum adaptation will improve teaching efficiency of general teachers respectively.

From table 2 it is clear that 71.6 teachers agree and strongly agree that teaching CWSN through curriculum adaptation will help in decreasing the social discrimination and 85.2 percent teachers agree and strongly agree about decrease in demand of human resources by teaching CWSN through curriculum adaptation. It is also evident from the table 2 that 81.6 percent teachers agree and strongly agree that teaching CWSN through curriculum adaptation will help in mainstreaming of CWSN.

Comparison between Mean of Attitude of Teachers of Haryana and Delhi towards various aspects of In-service teacher education programme

To locate significant difference between attitude of teachers of Haryana and Delhi, Mean, Standard Deviation and "t- value" is calculated, the details of which are given below in Table 3.

Table 3
Mean difference between attitude of teachers of Haryana and Delhi after attending the INTEP

Items	Haryana		Delhi		Comparison	
	M	S.D	M	S.D	t-value	result
Teaching CWSN through adaptation of curriculum in regular classroom is a practical approach.	4.0	1.06	4.10	0.97	1.07	N.S

Teaching CWSN through adaptation of curriculum in regular classroom will work effectively.	4.06	1.13	4.16	1.0	1.07	N.S
CWSN will achieve academic improvement by adapting the curriculum in regular classroom.	4.08	1.14	4.32	1.01	2.63*	Significant
Teaching through curriculum adaptation will have positive effect on emotional development of CWSN.	4.05	1.16	4.32	1.01	2.92*	Significant
Teaching through curriculum adaptation will have positive effect on behavioural development of CWSN.	3.95	1.19	4.16	0.99	2.34*	Significant
Teaching through curriculum adaptation will help in successful implementation of inclusive education.	4.08	1.41	4.42	0.99	3.39*	Significant
By adapting the curriculum in regular classroom will improve teaching efficiency of general teachers	4.01	1.45	4.15	1.02	1.38	N.S
Teaching through curriculum adaptation will decrease social discrimination.	3.55	2.22	3.9	1.71	2.78**	Significant
Curriculum adaptation will be helpful in decreasing the demand of human resources by replacing the special teachers by general teachers.	4.12	1.13	4.22	0.98	1.10	N.S
Curriculum adaptation will be helpful in mainstreaming of CWSN.	4.03	1.30	4.12	1.01	0.97	N.S

*Significant at 0.05 level of significance

Table 3 reveals that the means of attitude of teachers of Haryana and Delhi towards “teaching of CWSN through curriculum adaptation is a practical approach” are (M=4.0) and (M=4.10). “t”- value for comparison is 1.07 which is not significant at 0.05 level of significance. This indicates that there is no significant difference between attitude of teachers of both regions towards “teaching of CWSN through curriculum adaptation is a practical approach”.

Table 3 also reveals that means of attitude of teachers towards “future effectiveness of teaching CWSN through adaptation” is (M=4.06) and (M=4.16) “t”- value for comparison is 1.07 which is not significant at 0.05 level of significance. This indicates that there is no significant difference between attitude of teachers of both regions towards “future effectiveness of teaching CWSN through adaptation”.

Table 3 indicates that the means of attitude of teachers of Haryana and Delhi towards “academic achievement of CWSN, while teaching through curriculum adaptation, in their regular classroom” are (M=4.08) and (M=4.32). “t”- value for comparison is 2.63 which is significant at 0.05 level of significance. This indicates that there is significant difference between attitude of teachers of both regions towards “academic achievement of CWSN, while teaching through curriculum adaptation, in their regular classroom”.

Table 3 also indicates that the means of attitude of teachers of Haryana and Delhi towards “emotional development of CWSN, while teaching through curriculum adaptation, in their regular classroom” are (M=4.05) and (M=4.32). “t”- value for comparison is 2.92 which is significant at 0.05 level of significance. This shows that there is significant difference between attitude of teachers of both regions towards “emotional development of CWSN, while teaching through curriculum adaptation, in their regular classroom”.

Further Table 3 reveals that means of attitude of teachers of Haryana and Delhi towards “behavioural development of CWSN, while teaching through curriculum adaptation, in their regular classroom” are (M=3.95) and (M=4.16). Value of “t” is 2.34 which is significant at 0.05 level of significance. From this it may be inferred that there exists a significant difference between attitude of teachers of both regions towards “behavioural development of CWSN, while teaching through curriculum adaptation, in their regular classroom”.

Table 3 shows that means of attitude of teachers of Haryana and Delhi towards “successful implementation of inclusive education, while teaching through curriculum adaptation, in their regular classroom, after attending the INTEP” are (M=4.08) and (M=4.42). “t”- value for comparison is 3.39 which is significant at 0.05 level of significance. This indicates that there is significant difference between attitude of teachers of both regions towards “successful implementation of inclusive education, while teaching through

curriculum adaptation, in their regular classroom, after attending the INTEP”.

Table 3 also shows that the means of attitude of teachers of Haryana and Delhi towards “their teaching efficiency while teaching through curriculum adaptation” are (M=4.01) and (M=4.15). “t”- value for comparison is 1.38 which is not significant at 0.05 level of significance. This indicates that there is no significant difference between attitude of teachers of both regions towards “their teaching efficiency while teaching through curriculum adaptation, in their regular classroom, after attending the INTEP”.

Further Table 3 reveals that means of attitude of teachers of Haryana and Delhi towards “decrease in social discrimination, while teaching through curriculum adaptation” are (M=3.55) and (M=3.9) respectively, “t”- value for comparison is 2.78 which is significant at 0.05 level of significance. This indicates that there is significant difference between attitude of teachers of both regions towards “decrease in social discrimination, while teaching through curriculum adaptation, in their regular classroom”.

Table 3 also shows that the means of attitude of teachers of Haryana and Delhi towards “mainstreaming of CWSN, while teaching through curriculum adaptation” are (M=4.12) and (M=4.22). “t”- value for comparison is 1.10 which is not significant at 0.05 level of significance. This indicates that there is no significant difference between attitude of teachers of both regions towards “mainstreaming of CWSN, while teaching through curriculum adaptation”.

Table 3 shows that means of attitude of teachers of Haryana and Delhi towards “mainstreaming of CWSN, while teaching through curriculum adaptation” are (M=4.03) and (M=4.12). “t”- value for comparison is 0.97 which is not significant at 0.05 level of significance. This indicates that there is no significant difference between attitude of teachers of both regions towards “mainstreaming of CWSN, while teaching through curriculum adaptation”.

Table-3 Comparison between overall Mean of Attitude of Teachers of Haryana and Delhi towards In-service Teacher Education Programme

Region	N	MEAN	S.D	t-VALUE	RESULT
Haryana	260	39.9	100.5	2.24*	Significant at 0.05 level
Delhi	250	41.9	88.2		

*Significant at 0.05 level of significance

Table 3 reveals that overall mean of attitude of teachers of Haryana towards INTEP is 39.9±100.5 and overall mean of attitude of teachers of Delhi towards INTEP is 41.9±88.2. t-value is 2.44, which is significant at 0.05 level of significance. From this it is inferred that

there is significant difference in attitude of teachers of Haryana and Delhi towards INTEP.**Conclusion:**

From above analysis, it is concluded that teachers of Haryana and Delhi respond favorably towards in-service teacher education programme on "Curriculum Adaptation" as they have to serve the children with special needs in their classroom. Further it is concluded that there is significant difference in this favorable response of teachers of both regions and teachers of Delhi show more favorable attitude towards in-service teacher education programme on "Curriculum Adaptation".

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