

Training Status of Teachers at Higher Secondary School Level under Barpeta District in Assam



Education

KEYWORDS : Training Status, Statistical Analysis, Higher Secondary School, and Teachers

Abdus Salam

Assistant Professor in Education, West Goalpara College, Balarbhita-783129, Distt: Goalpara, Assam, India

ABSTRACT

The present investigation was undertaken to study the training status of teachers at higher secondary school level under Barpeta district in Assam. A representative sample of 150 teachers teaching at higher secondary school level of higher secondary schools and junior colleges of Barpeta district in Assam was drawn using simple random sampling technique. Questionnaires and personal interview schedules were used to study the selected variables. The major findings revealed that out of 110 male teachers 30.00% are trained and out of 40 female teachers 32.50% are trained at higher secondary school level. In the study, it was found that for the higher secondary school teachers, the percentages of male trained teachers are 38.89% where as for the junior college teachers, the percentages of male trained teachers are 21.43%. Again, the percentages of female trained teachers for higher secondary schools are 42.86% and for junior colleges, the percentages of female trained teachers are 26.32%. It was also found that in rural areas, percentages of male and female trained teachers are higher than the percentages of trained teachers in urban areas.

Introduction

Education plays an important role in bringing about social change. In order to have the desired social change, a suitable system of education is required but the success of any educational system depends on the teachers. Change in educational system demands for qualified and trained teachers. The success of higher secondary education depends largely upon how well the schools are staffed with qualified and trained teachers. The teachers being the key personnel to innovate new system of education with the changes in teaching methods, evaluation of students and introduction of new subjects or devices, training of teachers is an essential part of a stage of education. The quality of a particular kind of education is largely depended on the quality of the teachers. In a nutshell, it can be stated that professional competence of a teacher is a most important prerequisite without which even the best curriculum, syllabi and teaching learning materials cannot ensure desired learning outcome. Therefore, to be a good teacher and also to ensure the desired learning outcome to the target group professional training is a must for every aspiring teacher. For teaching at higher secondary stage B. Ed or M. Ed degree has yet not been made compulsory in Assam. There is no provision for undergoing compulsory in-service teacher training particularly at this stage of school education. As different universities of the state control these teacher training institutions, therefore, there is lack of uniformity and continuity in the curriculum and syllabi followed by them. Besides, no visible efforts are seen for establishing linkage between various teacher education programmes of higher secondary education level. Lack of adequate numbers of up to date teaching-learning materials especially at higher secondary stage in vernacular medium is also posing as hindrance on the path of quality teacher education in Assam. The present study is completely the urgent need to know most vital facts regarding professional growth of teacher and improvement of educational practice at higher secondary stage. In this study as entitled "Training status of teachers at higher secondary school level under Barpeta district in Assam: a descriptive cum statistical analysis" has been selected to bring out the real picture as regard to the training status of teachers at higher secondary level under Barpeta district in Assam.

Objectives of the Present Study

The present study contains the following basic objectives.

1. To study the training status of teachers at the higher secondary school level under Barpeta district in Assam.
2. To study the training status of male and female teachers at the higher secondary school level under Barpeta district in Assam.
3. To study the training status of teachers working in the rural and urban areas at the higher secondary school level under Barpeta district in Assam.

Materials and Methods

The present study was carried with the help of questionnaire and personal interview schedule for higher secondary school and junior college teachers.

Sample

A sample may be described as a small number or part of a larger number which is called population. The main objective of any sampling is to secure a sample which will be best representing the characteristics of the whole population and with the help of appropriate technique; the researcher is able to draw inferences about the entire population.

In this study, for selecting the sample, multistage cluster random sampling was used. Firstly, 16 higher secondary schools and 10 junior colleges were selected randomly keeping in mind size and location of the schools and colleges. Out of 16 schools and 10 colleges, a sample of 150 teachers teaching at higher secondary classes was selected randomly. To find out the training status of male and female teachers at higher secondary school level, 16 schools were selected from 8 schools in urban areas and 8 schools in rural areas; and as like as 10 colleges were selected from 5 colleges in urban areas and 5 colleges in rural areas.

Design of the Study

The investigator adopted survey method for the purpose of the study as it is concerned with the present aims of determining the status of the phenomenon under investigation. This method widely used method in the field of research. It analysis the existing situation and makes generalization on every important aspect of the prevalent phenomenon.

The main purpose of this study was to know the training status of higher secondary school teachers with reference to sex and location under Barpeta district in Assam. For this purpose, 150 samples were selected randomly and according to the sample, the data were collected from teachers of higher secondary schools and junior colleges.

Method adopted in the Present Study

In the present study, method adopted to obtain the necessary data in reference to the objective of the study, which is a piece of descriptive research. In the study, attempt is made to study, interpret and describe the training status through some survey. So, in the present study descriptive and survey method has been adopted. This survey method is particularly normative survey method.

Data Collection

For computing the training status in the sampled schools and colleges, the relevant data were collected by the investigator through personal interview schedule and questionnaire for

teachers of higher secondary schools and colleges. Before the actual administration of questionnaire and personal interview schedule were assured respondents that the data were collected purely for research purpose and would be presented in the form in which no person could be identified. Moreover, the information given by them would be kept confidential. The promise of privacy appeared to have been accepted in good faith by an overwhelming majority of the respondents.

Tools Used for Data Collection

- Questionnaire for Teachers:** As the present study is concerned with the training status of higher secondary level teachers, a set of questions regarding the training status of teachers in relation to sex and location is prepared. It consists of 36 questions.
- Personal Interview Schedule:** Personal interview schedules of teachers are taken as tools for the study. In this study, by the questionnaire prepared for the teachers, an attempt is made to collect data on the aspects: (a) Personal data (b) Professional interest (c) Personal habit of work (d) Physical facilities of school/college (e) Course curriculum (f) School/college management

Analysis of Data

The data were coded; frequencies and percentages were calculated. The data has been analyzed descriptively using table and figure.

Results and Discussions

The raw information collected from the field was first classified and then they were tabulated.

Table 1: Sex-wise distribution of trained and untrained teachers working in H.S. Schools and Junior Colleges under Barpeta district in Assam

Attribute of Teacher	H.S. School Teacher			Junior College Teacher		
	Male	Female	Total	Male	Female	Total
Trained	21	08	29	12	05	17
Untrained	33	13	46	44	14	58
Total	54	21	75	56	19	75

Table 2: Area-wise and sex-wise distribution of trained and untrained teachers working in H.S. Schools under Barpeta district in Assam

Attribute of Teacher	Higher Secondary School Teachers					
	Rural			Urban		
	Male	Female	Total	Male	Female	Total
Trained	08	04	12	04	01	05
Untrained	30	06	36	14	08	22
Total	38	10	48	18	09	27

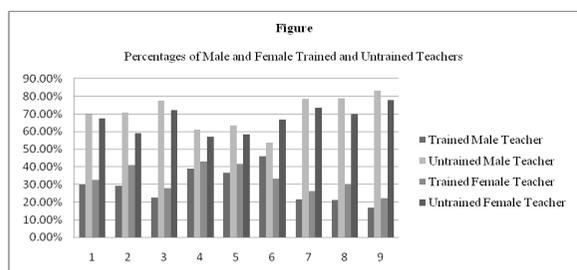
Table 3: Area-wise and sex-wise distribution of trained and untrained teachers working in Junior Colleges under Barpeta district in Assam

Attribute of Teacher	Junior College Teachers					
	Rural			Urban		
	Male	Female	Total	Male	Female	Total
Trained	08	04	12	04	01	05
Untrained	30	06	36	14	08	22
Total	38	10	48	18	09	27

Table 4: Institution-wise, sex-wise, area-wise and attribute-wise numbers of teachers and their percentages

Sl. No.	Institutions	Area	Total No. of Teachers		No. of Trained Teachers and their percentages		No. of Untrained Teachers and their percentages	
			Male	Female	Male	Female	Male	Female
1	H.S Schools and Junior Colleges	Rural and Urban	110	40	33 30.00%	13 32.50%	77 70.00%	27 67.50%
2	H.S Schools and Junior Colleges	Rural	79	22	23 29.11%	09 40.91%	56 70.89%	13 59.09%
3	H.S Schools and Junior Colleges	Urban	31	18	07 22.58%	05 27.78%	24 77.42%	13 72.22%
4	H.S Schools	Rural and Urban	54	21	21 38.89%	09 42.86%	33 61.11%	12 57.14%
5	H.S Schools	Rural	41	12	15 36.59%	05 41.67%	26 63.41%	07 58.33%
6	H.S Schools	Urban	13	09	06 46.15%	03 33.33%	07 53.85%	06 66.67%
7	Junior Colleges	Rural and Urban	56	19	12 21.43%	05 26.32%	44 78.57%	14 73.68%
8	Junior Colleges	Rural	38	10	08 21.05%	03 30.00%	30 78.95%	07 70.00%
9	Junior Colleges	Urban	18	09	03 16.67%	02 22.22%	15 83.33%	07 77.78%

Figure: Percentages of male-female wise trained and untrained teachers from Sl. No. 1 to 9



After analyzing the data, the researcher has observed the following findings:

- In the present study, the researcher takes sample of 150 teachers who are working in Higher Secondary Schools and Junior Colleges. Out of 150 teachers, 110 are male teachers of which only 30.00% is trained and 40 are female teachers

of which only 32.50% is trained.

- In case of institutions situated in rural areas, 29.11% male teachers are trained and 40.91% female teachers are trained.
- In case of institutions situated in urban areas, percentage of male trained teachers is 22.58% and female trained teachers are 27.78%.
- In higher secondary level, the percentage of female trained teachers is higher than the percentage of male trained teachers in rural areas as like as urban areas. It is also found that in rural areas, percentages of male and female trained teachers are higher than percentages of urban areas.
- Percentage of female trained teachers is higher (42.86%) than the percentage of male trained teachers (38.89%) who are working in the higher secondary schools.
- In case of rural higher secondary schools, percentage of female trained teachers is higher (41.67%) than the percentage of male trained teachers (36.59%) but in case of urban higher secondary schools, it is found that the percentage of male trained teachers is higher (46.15%) than the percentage of female trained teachers (33.33%).

7. In junior college teachers, percentage of female trained teachers is higher (26.32%) than the percentage of male trained teachers (21.43%).
8. In case of junior colleges in rural areas, the percentage of female trained teachers is higher (30.00%) than the percentage of male trained teachers (21.05%).
9. In case of junior colleges in urban areas, the percentage of female trained teachers is 22.22% and the percentage of male trained teachers is 16.67%.
10. For higher secondary school teachers, the percentage of male trained teachers is 38.89% where as for junior college teachers; the percentage of male trained teachers is 21.43%. Again, the percentage of female trained teachers for higher secondary schools is 42.86% and for junior colleges, the percentage of female trained teachers is 26.32%.

Conclusion

From results and discussions, it can be concluded that the training status of teachers at higher secondary level is far from satisfaction under Barpeta district of Assam. Assam Higher Secondary Education Council (AHSEC) provides summer insti-

tutes/short-term training courses in various +2 level subjects for higher secondary school teachers. Besides, there are number of NGOs which organize time to time subject based short term in-service teacher training courses often by themselves or in collaboration with different teacher training institutes of the state. Dibrugarh University and Gauhati University also conduct regular B. Ed and M. Ed course for secondary/higher secondary level teachers. Training facilities for teachers at higher secondary level are available but training status of teachers is not sufficient because at secondary/higher secondary level B. Ed and M. Ed degree has yet not been made compulsory in the state. There is no provision for undergoing compulsory in-service teacher training particularly at this stage of school education. In this regard, training of teacher can be made compulsory for better result.

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