



EVALUATION OF BEHAVIOURAL CHANGE OF TEACHERS OF HARYANA AND DELHI AFTER ATTENDING IN-SERVICE TEACHER EDUCATION PROGRAMME ON CURRICULUM ADAPTATION: A COMPARATIVE STUDY

Education

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KEYWORDS

This paper reports on the results of an evaluative and comparative study conducted on behavioural change of teachers of Haryana and Delhi after attending in-service teacher education programme on "Curriculum Adaptation" for general teachers working in schools running under Haryana and Delhi Govt. The main results of this study shows that there is no significant difference in behavioural change of teachers of Haryana and Delhi after attending the INTEP.

Introduction

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. In-service teacher training works as a catalyst which prepare a teacher for the reaction of teaching to prepare finished products in the form of students. So to keep abreast with new 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). Ongoing training is even more important for teachers who enter classrooms with little or no pre-service teacher education, or whose training has not exposed them to reality of the classroom. 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 bring behavioural changes among the teachers.

Objectives

1. To find out behavioural change of teachers after attending the in-service teacher education program in Haryana.
2. To find out behavioural change of teachers after attending in-service teacher education program in Delhi.
3. To compare the behavioural change of teachers after attending in-service teacher education program in Haryana and Delhi.

Hypothesis

There is no significant difference in behavioural change of teachers after attending in-service teacher education programme in Haryana and Delhi.

Key Terms

- **Behavioural Change**-It refers to any transformation or modification in human behaviour through some activities.
- **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.

Tools Used

In the light of objectives of the present study, Questionnaire for Behavioural change Evaluation with 8 items having cronbach-alpha value .72 is used for collecting data from the teachers.

Analysis

Teachers gave their responses on five point Likert type Questionnaire for behavioural change evaluation. The percentages of the responses of the teachers of Haryana are given in Table 1.

Table 1

Aspect-wise percentage of the responses regarding behavioural change of the teachers after attending the INTEP in Haryana

| Aspects of Behavioural change | N | S.D | D | U | A | S.A |
|---|-----|------------|------------|------------|---------------|---------------|
| | | (%) | (%) | (%) | (%) | (%) |
| I feel myself more tolerant towards differently abled children. | 260 | 2 (0.7) | 1 (0.3) | 4 (1.5) | 118 (45.3) | 135 (51.9) |
| I would appreciate more to have differently abled children in my regular class room. | 260 | 2 (0.7) | 1 (0.3) | 5 (1.9) | 143 (55) | 109 (41.9) |
| It would be more comfortable for me to teach differently abled children in my regular class room. | 260 | 2 (0.7) | 2 (0.7) | 5 (1.9) | 111 (42.6) | 140 (53.8) |
| I feel myself more ready to face challenges in teaching of differently abled children in my regular class room. | 260 | 2 (0.7) | 2 (0.7) | 4 (1.5) | 110 (42.3) | 142 (54.6) |
| I feel myself more confident as a teacher, in new scenario of education. | 260 | 2 (0.7) | 2 (0.7) | 5 (1.9) | 136 (52.3) | 115 (44.2) |
| I would be more cordial and cooperative with differently abled children in my regular class room. | 260 | 2 (0.7) | 3 (1.1) | 5 (1.9) | 129 (49.6) | 121 (46.5) |
| I would be more creative as a teacher in my regular class room having differently abled children. | 260 | 2 (0.7) | 3 (1.1) | 4 (1.5) | 143 (55) | 108 (41.5) |
| I would be more optimistic towards positive change in behaviour of differently abled children. | 260 | 2 (0.7) | 3 (1.1) | 5 (1.9) | 130 (50) | 120 (46.1) |

Table 1 reveals, 97.2 percent of teachers agree and strongly agree that they feel themselves more tolerant towards differently abled children after attending the INTEP. It is also evident from the Table 1 that 96.9 percent and 96.4 percent teachers agree and strongly agree that they

would appreciate to have differently abled children in their classroom and would feel more comfortable to teach them, after attending the INTEP. Table 1 also reveals that 96.9 percent teachers feel themselves more ready to face challenges in teaching these children. Table 1 show that 96.5 percent teachers agree and strongly agree that they feel themselves in new scenario of education after attending the INTEP. 96.1 percent and 96.5 percent teachers would be more cordial, cooperative and more creative as a teacher in regular classroom, having differently abled children. It is also evident from Table 1 that 96.1 percent teachers would be more optimistic towards positive behavioural change of differently abled children.

The percentages of the responses of the teachers of Delhi for various items on Questionnaire for behavioural change evaluation are given in Table 2

Table 2
Aspect-wise percentage of the responses regarding behavioural change of the teachers after attending the INTEP in Delhi

| Aspects of Behavioural change | N | S.D (%) | D (%) | U (%) | A (%) | S.A (%) |
|---|-----|---------|---------|---------|------------|------------|
| I feel myself more tolerant towards differently abled children. | 250 | 2 (0.8) | 2 (0.8) | 3 (1.2) | 113 (45.2) | 130 (52) |
| I would appreciate more to have differently abled children in my regular class room. | 250 | 2 (0.8) | 2 (0.8) | 3 (1.2) | 110 (44) | 133 (53.2) |
| It would be more comfortable for me to teach differently abled children in my regular class room. | 250 | 2 (0.8) | 2 (0.8) | 5 (2) | 107 (42.8) | 134 (53.6) |
| I feel myself more ready to face challenges in teaching of differently abled children in my regular class room. | 250 | 2 (0.8) | 2 (0.8) | 3 (1.2) | 113 (45.2) | 130 (52) |
| I feel myself more confident as a teacher, in new scenario of education. | 250 | 2 (0.8) | 2 (0.8) | 5 (2) | 111 (44.4) | 130 (52) |
| I would be more cordial and cooperative with differently abled children in my regular class room. | 250 | 2 (0.8) | 2 (0.8) | 5 (2) | 122 (48.8) | 119 (47.6) |
| I would be more creative as a teacher in my regular class room having differently abled children. | 250 | 2 (0.8) | 3 (1.2) | 4 (1.6) | 121 (48.4) | 120 (48) |
| I would be more optimistic towards positive change in behaviour of differently abled children. | 250 | 2 (0.8) | 3 (1.2) | 4 (1.6) | 121 (48.4) | 120 (48) |

Table 2 reveals, 97.2 percent teachers agree and strongly agree that they feel themselves more tolerant towards differently abled children after attending the INTEP and would appreciate to have differently abled children in their classroom. Table 2 also reveals 96.4 percent teachers agree and strongly agree that they would feel more comfortable to teach differently abled children, after attending the INTEP. Table 2 indicates that 97.2 percent of teachers feel themselves more ready to face challenges in teaching these children. Table 2 shows that 96.4 percent teachers feel themselves more confident. It is also clear from Table 2 that 96.4 percent teachers would be more cordial, cooperative and more creative as a teacher. Table 2 also shows that 96.4 percent teachers show optimistic view towards positive behavioural change of differently abled children, after attending the INTEP.

Comparison between Aspect-Wise Mean of Behavioural Change of Teachers of Haryana and Delhi after attending the INTEP

To know significant difference between behavioural change 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
Aspect-wise Mean, Standard Deviation and 't'-value regarding behavioural change of teachers of Haryana and Delhi after attending the INTEP

| Aspects of behavioural change | Haryana | | Delhi | | Comparison | |
|---|---------|------|-------|------|------------|--------|
| | M | S.D | M | S.D | t-value | result |
| I feel myself more tolerant towards differently abled children. | 4.47 | 0.39 | 4.46 | 0.41 | 0.08 | N.S |

| | | | | | | |
|--|------|------|------|------|--------|---------|
| I would appreciate more to have differently abled children in my regular class room. | 4.36 | 0.38 | 4.48 | 0.41 | 1.96 * | P< 0.05 |
| It would be more comfortable for me to teach differently abled children in my regular class room. | 4.47 | 0.45 | 4.47 | 0.43 | 0.01 | N.S |
| I feel myself more ready to face challenges in teaching of differently abled children in my regular classroom. | 4.48 | 0.44 | 4.46 | 0.41 | 0.35 | N.S |
| I feel myself more confident as a teacher, in new scenario of education. | 4.38 | 0.43 | 4.46 | 0.43 | 1.35 | N.S |
| I would be more cordial and cooperative with differently abled children in my regular | 4.39 | 0.46 | 4.41 | 0.42 | 0.33 | N.S |
| I would be more creative as a teacher in my regular class room having differently abled children. | 4.35 | 0.44 | 4.41 | 0.44 | 1.11 | N.S |
| I would be more optimistic towards positive change in behavior of differently abled children. | 4.4 | 0.46 | 4.41 | 0.44 | 0.26 | N.S |

* Significant at 0.05 level of significance

Table 3 reveals that means of behavioural change of teachers of both regions about tolerance powers of teachers of both regions towards differently abled children are (M=4.47) and (M=4.46). 't'-value for comparison is 0.08 which is not significant at 0.05 level of significance. This indicates that there is no significant difference between tolerance powers of teachers of both regions towards differently abled children in their regular classroom, after attending the INTEP.

Table 3 also reveals that means of behavioural change of teachers of Haryana and Delhi about their appreciation to have differently abled children in their classroom are (M=4.36) and (M=4.48) and 't'-value for comparison is 1.96. which is significant at 0.05 level of significance. This indicates that there is significant difference between behavioural changes of teachers of both regions towards having differently abled children in their regular classroom.

Table 3 indicates that means of behavioural change of teachers of Haryana and Delhi about comfort in teaching to differently abled children, after attending the INTEP is (M=4.47) and 't'-value for the comparison is 0.01 which is not significant at 0.05 level of significance. This reveals that there is no significant difference between behavioural changes of teachers of both regions about the comfort in teaching to differently abled children after attending the INTEP i.e. teachers of both regions would be more comfortable in teaching to differently abled children after attending the INTEP.

Table 3 indicates that means of behavioural change of teachers of Haryana and Delhi about readiness to face challenges in teaching to differently abled children, after attending the INTEP are (M=4.48) and (M=4.46). 't'-value for the comparison between two regions is 0.35 which is not significant at 0.05 level of significance. This reveals that there is no significant difference between behavioural change of teachers of both regions about readiness to face challenges in teaching to differently abled children after attending the INTEP i.e. teachers of both regions would be more ready to face challenges in teaching to differently abled children after attending the INTEP.

Table 3 also indicates that means of behavioural change of teachers of Haryana and Delhi about confidence in teaching to differently abled children, after attending the INTEP are (M=4.38) and (M=4.46) and 't'-value is 1.35 which is not significant at 0.05 level of significance. This reveals that there is no significant difference between behavioural change of teachers of both regions about the confidence in teaching to differently abled children after attending the INTEP i.e. teachers of both regions would be more confident in teaching to differently abled children after attending the INTEP.

Table 3 shows that means of behavioural change of teachers of Haryana and Delhi about cordial and cooperative behaviour with differently abled children, after attending the INTEP are ($M=4.39$) and ($M=4.41$) and 't'-value for the comparison is 0.33 which is not significant at 0.05 level of significance. This reveals that there is no significant difference between behavioural change of teachers of both regions about cordial and cooperative behaviour with differently abled children, after attending the INTEP i.e. teachers of both regions would be more cordial and cooperative with differently abled children, after attending the INTEP.

Table 3 shows that means of behavioural change of teachers of Haryana and Delhi about their creativity as a teacher are ($M=4.35$) and ($M=4.41$). Further 't'- value for comparison is 1.11 which is not significant at 0.05 level of significance. This indicate that there is no significant difference between behavioural change of teachers of both regions about creativity i.e. teachers would be more creative as a teacher in regular classroom having differently abled children, after attending the INTEP.

Table 3 reveals that means of behavioural change of teachers about their optimistic view towards positive behavioural change of differently abled children of both regions are ($M=4.4$) and ($M=4.41$) and 't'-value for comparison is 0.26 which is not significant at 0.05 level of significance. This indicates that there is no significant difference between optimistic view of teachers of both regions towards positive behavioural change of differently abled children, after attending the INTEP.

Comparison between Overall Mean of Behavioural Change of Teachers of Haryana and Delhi after attending the INTEP

Table 4

Significance of difference between means of overall behavioural change of teachers of Haryana and Delhi after attending the INTEP

| Region | N | Mean | S.D | t-value | Result |
|---------|-----|-------|------|---------|-------------------------------|
| Haryana | 260 | 35.33 | 24.1 | 0.59 | Not Significant at 0.01 level |
| Delhi | 250 | 35.6 | 26.2 | | |

Table 4 reveals that overall mean of behavioural change of teachers of Haryana towards INTEP is 35.33 ± 24.1 and overall mean of behavioural change of teachers of Delhi after attending the INTEP is 35.6 ± 26.2 . 't'-value is 0.59, which is not significant at 0.01 level of significance. From this it is inferred that there is no difference in behavioural change of teachers after attending the INTEP in Haryana and Delhi. In the light of this, hypothesis stated as there is no difference in behavioural change of teachers after attending the INTEP in Haryana and Delhi is accepted.

Conclusion

It is concluded, that INTEP on curriculum adaptation brings behavioural changes among the teachers of both regions i.e Haryana and Delhi and there is no difference between overall behavioural changes among the teachers of both regions. It is also inferred from above analysis that teachers of both regions differ in their behavioural change regarding their appreciation to have differently abled children in their regular classroom and it is clear from the above discussion that teachers of Delhi appreciate more to have differently abled children in their regular classroom than teachers of Haryana. The INTEP on curriculum adaptation brings change in behaviour of teachers and prepare them for inclusive education.

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