



A Study of Attitude of Teachers towards In-services Training Programmes of Sarva Shiksha Abhiyan

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ABSTRACT

A Study of Attitude of Teachers towards In-services Training Programmes of Sarva Shiksha Abhiyan has been dealt with in this paper. The sample included 100 primary school teachers of Bangalore District in Karnataka selected by using random sampling technique. "The attitude of elementary school teachers towards different aspects of in-service training programmes" developed by Dr. Vishal Sood & Mrs. Arti Anand (2011) tool was used for the collection of required data. 't-test' technique was adopted for data analysis. It is concluded that there is no significant difference between Rural and Urban, Male and Female and Teaching Experience (1-10 and 11-20+) teachers attitude towards in-service training programs of SSA.

Keywords : Attitude, In-services Training programme

Introduction

Sarva Shiksha Abhiyan, a flagship programme of Government of India for the promotion of Universalization of Elementary Education, has several features that seek to improve the quality of elementary education. The physical spaces of schools can be transformed into learning spaces only if certain basic provisioning is ensured. This provisioning includes, inter alia, an adequate number of teachers in schools, facilities for training of teachers, structures to provide regular on site academic support, grants to facilitate development of teaching learning material to aid classroom instruction, textbooks for children from special focus groups etc.

The programme places great emphasis on preparing the teachers for teaching, by building their capacity through a series of training programmes. The SSA provides for regular 20-day in service training for every teacher every year, along with facilities for 30 day training for newly recruited teachers and 60 day training for teachers that have not received pre service training. Training covers several pedagogical issues, including content and methodology, to improve teaching learning transactions at classroom level. States have started exploring several innovative means of imparting these trainings, including use of the distance, self learning mode and use of the educational technology. Teacher training under SSA emphasizes child-centered pedagogy and competency based teaching learning. In 2006-07, about 29.5 lakh teachers underwent the annual in service training. NCERT has prepared guidelines for in-service teacher training under SSA, called 'The Reflective Teacher' that advocates an optimum training duration of about 10 days per year. In service training as suggested by NCERT, should be split up into institutional training 'on site' (that is, in the school), implementation of recommended strategies by the teachers in their own classroom settings and finally, meetings at BRC/CRC level to facilitate peer interaction amongst teachers.

Review of related literature

Kappor (2009) had reported that most of the training programmes were confronted with the critical issues of little innovation, poor coordination, absence of objectives, unskilled resource persons, absence of evaluation of acquired skills and knowledge as well as absence of follow-up work of training programmes. Pathania (2007) reported that orientation programmes were more useful in updating knowledge, improving teaching methods, solving classroom problems and developing professional competence among teachers. Sharma (2006) have also indicated many critical points in organiza-

tion, administration and implementation of in-service training programmes that need to be addressed urgently.

Objectives of the study:

The following objectives were framed for the present study

1. To study the attitude of Male and female teachers towards in-service training programs of SSA.
2. To study the attitude of Urban and Rural teachers towards inservice training programs of SSA.
3. To study the attitude of 1-10 years teaching experience and 11-20+ years teaching teachers towards in-service training programs of SSA.

Hypotheses

In pursuance of the objectives 1- 3 following Null Hypotheses were set up.

1. There is no significant difference between male and female teachers attitude towards in-service training programs of SSA.
2. There is no significant difference between Urban and Rural teachers attitude towards in-service training programs of SSA.
3. There is no significant difference between 1-10 years teaching experience and 11-20+ years teaching experience teachers attitude towards in-service training programs of SSA.

Methodology

Normative survey method was used for the present study as it is concerned with the conditions or relationships that exist, practices that prevails and views or attitudes that are held.

Sample Selection

The study was conducted on a total sample of 100 primary school teachers of Bangalore District in Karnataka. For selecting the primary school teachers the random sampling method was used.

Tool

The following tool was used for the collection of required data.

"The attitude of elementary school teachers towards different aspects of in-service training programmes" developed by Dr. Vishal Sood & Mrs. Arti Anand (2011). A three point Likert type scale ranging from agree to neutral to disagree. The reliability was computed through "split- half Method" which was found

to be 0.72 and the reliability coefficient through "Test- Retest Method" was found to be 0.81.

Data Collection

The attitude of elementary school teachers towards different aspects of in-service training programmes questionnaire for primary schools teachers to obtain the required data. The investigator personally visited to each school to collect duly filled tools. Personal data relating to name, sex, teaching experience, and types of school were also collected through a personal data specially prepared for the purpose.

Statistical Analysis

In order to study the difference scores of primary school teachers attitude towards in-service training programmes't-test were computed and tested for significance as shown in Tables

Major findings

Table-01 The difference of primary school teacher's attitude towards in-service training programmes with Location (Rural and Urban)

	Variable	N	Mean	SD	t-value	p-value	sign
Location	Rural	82	40.5610	5.29872	1.195	>0.05	NS
	Urban	18	38.8889	5.73830			

(* - Significant at 0.05 level of significance)

The above table- 01 reveals that the obtained t-value in the primary school teacher's attitude towards in-service training programmes of SSA with Location scores level is less than the tabled values (1.96) at 0.05 levels of significance. Therefore the null hypothesis in this regard is accepted. Therefore it is concluded that there is no significant difference between Rural and urban teachers attitude towards in-service training programs of SSA.

Table-02 The difference of primary school teacher's attitude towards in-service training programmes with Gender (Female and Male).

	Variable	N	Mean	SD	t-value	p-value	sign
Gender	Male	62	40.6129	5.49919	0.835	>0.05	NS
	Female	38	39.6842	5.22523			

(* - Significant at 0.05 level of significance)

The above table- 02 reveals that the obtained t-value in the primary school teacher's attitude towards in-service training programmes of SSA with Gender scores level is less than the tabled values (1.96) at 0.05 levels of significance. Therefore the null hypothesis in this regard is accepted. Therefore it is concluded that there is no significant difference between Male and Female teachers attitude towards in-service training programs of SSA.

Table-03 The difference of primary school teacher's attitude towards in-service training programmes with Teaching Experience (1-10 years and 11-20 years).

	Variable	N	Mean	SD	t-value	p-value	sign
Teaching Experience	1-10 years	79	40.2025	5.35743	0.206	>0.05	NS
	11-20 + years	21	40.4762	5.63577			

(* - Significant at 0.05 level of significance)

The above table- 03 reveals that the obtained t-value in the primary school teacher's attitude towards in-service training programmes of SSA with Teaching Experience scores level is less than the tabled values (1.96) at 0.05 levels of significance. Therefore the null hypothesis in this regard is accepted. Therefore it is concluded that there is no significant difference between 1-10 years and 11-20 years Teaching Experience teachers attitude towards in-service training programs of SSA.

Suggestions:

- The training should normally be in relation to the needs and requirements of teachers and schools, taking into consideration emerging trends and concerns in education. The emerging concerns need to be essentially incorporated both in pre-service and in-service training programmes including short duration of orientation of teachers.
- To make teachers professionally competent they need to be trained in ten vital areas as suggested by NCTE (1998) namely: contextual, conceptual, content, transactional, educational activities, developing teaching learning material, evaluation, management, working with parents, community and other agencies.
- Teachers need to study variety of books for ensuring effective delivery system in the classrooms situation.
- It needs also to be recognized that to develop competency to perform functions effectively at the school level depends significantly on teachers themselves, through assessment of their own deficiencies and by seeking information and resource support from different educational institutions and other sources.
- Training input must reflect in the actual classroom teaching process. It should be activity based and not lecture-cum-discussion based.
- Strong monitoring mechanism need to be developed at the institution level in particular, block and the cluster level in general to identify and resolve the issues on the spot.
- Training to in-service teachers must be imparted with the sole objective of qualitative improvement in the skill, knowledge, communication and handling of real classroom situation.
- Training of teachers is also needed in the areas of Co-scholastics/ Co-curricular activities i.e., drawing/painting, music/dance/ drama, sports /games , cultural activities ,social service activities, beautification/ cleaning of school, scouts and guides, observation of healthy habits (nails, teeth, washing hands before meal), health checkup, so that teachers could explore the hidden talent of the children at the early stage.
- Focused group discussion and practical work should be made the part and parcel of the training programmes so that the doubts in the minds of the trainees could be removed on the spot.
- Effective feedback should be collected for future improvement in training programmes.
- The resource persons at all levels wherever training is imparted should have mastery over the subject of their respective field. The selection criteria for the appointment of these persons should be very rigorous and transparent.

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