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Attitude of Primary Teachers towards In-service Training

Manuj Kumar Chutia*

ABSTRACT

Training is the most essential aspect of teaching profession which develops specific skills about teaching and learning either through pre-service or in-service mode. Only by mere attending of training sessions, efficiency cannot be attained but it requires positive frame of mind towards training. A positive mind set directs teachers to be more attentive to learn different teaching-learning skills which can make them successful in actual classroom situation. This study highlights the in-service training attitude of teachers and finds that in-service training attitude is mostly favourable among primary teachers irrespective of their gender and level of teaching. It also finds significant difference in training attitude between male and female teachers and teachers of lower and upper primary stage of teaching.

Key Words: Training attitude, in-service training, LP-UP teachers

Introduction

Teachers are usually called as backbone of the nation because they take the most important responsibility to build a strong nation by imparting most valuable education to the upcoming generation of the society. It is the responsibility of teachers to create efficient and capable individuals of the society for different fields which is done inside the classroom. If you are a teacher in whatever capacity, you have a very special role to play

because more than anybody else it is you who are shaping the future generation (Kalam, 2004). Teachers are the most important persons lying behind the screen.

Teaching : a profession

Teaching is one of the highly honoured and dignified professions. It is the occupation which was cured by the enlightened persons of the community in early days, but later on, it has been extended to others but the

*Assistant Professor in Education, Nowgong Girls' College, Assam, manojchutia@gmail.com

spirit intakes. This profession is based on specific theories and skills for systematic teaching. Therefore, training has to be provided to teachers so that they can become accomplished in new skills and theories of teaching profession. The first prime Minister of India, Pandit Jawaharlal Nehru remarked 'if you educate a boy, you educate one individual. If you educate a girl, you educate the whole family and if you educate a teacher, you educate the whole community' (Agarwal, 1993). This quotation has clearly expressed the importance of teacher education to create a good community and a strong nation. Sri Aurobindo was of the opinion that every teacher should bear in his mind that nothing can be taught but everything can be learnt. He has to present the content in a manner of learning the content himself. They should encourage children to develop interest to learn.

Teacher Education and Training Attitude

Teacher education is an inclusive concept. It encompasses teaching skills, sound pedagogical theory and professional skills. Teacher education is not only meant for teaching the teacher, how to teach but also to kindle his/her initiative to keep it alive to minimise the evils of the "Hit and Miss" process and to save time, energy and money of the teachers and the taught. It would help the teacher to minimise his/her trouble and to discharge his/her responsibilities with efficiency

and effectiveness. Teacher education is no longer a training process but an education strategy for enabling teachers to teach and concern for their well-being (Arya, 2012). Teacher education can minimise their troubles and learn to appreciate that it would save the children from much of the painful process. Teacher education is needed for developing purpose and for formation of a positive attitude for the profession. It helps the teacher to maintain a congenial environment inside the classroom.

The former president of India Dr A. P. J. Abdul Kalam provided a very pertinent remark in the field of teacher education. According to him, 'the teacher, the child's window to learning and knowledge, has to play the role model in generating creativity in the child. Education and the teacher-student relationship have to be seen not in business terms but with the nation's growth in mind. A proper education would help nurture a sense of dignity and self-respect among our youth. These are qualities no law can enforce – they have to be nurtured ourselves' (Kalam, 2003).

It is clear that the role of teacher is no longer limited to the narrow sphere of classrooms. On the contrary a teacher plays a multi-dimensional role and in the true sense as the academic leader of the society. Extension services play a vital role in creating a general awareness about various developments in different fields of social and physical sciences that can contribute in developing the social

consciousness as well as in creating an awakened society. Educators and teachers can help different sections of society in understanding what is happening around them and to implement various socially useful productive activities in day-to-day life.

Many agencies organise teacher training programmes of different durations for teachers of various levels with pre-service and in-service mode. The attitude of teachers towards training programmes is not always positive. But, to be successful in teaching one must have favourable attitude towards teaching profession as well as training programmes. Studying on attitude towards training programmes no significant difference has been observed towards in-service training programmes among teachers irrespective of their gender, locality and duration of experiences (Surapuramath, 2012). In another attitudinal study of the teachers towards orientation scheme of UGC found that such programmes are very useful in developing teaching and research capabilities among teachers (Pathania, 2007). Teacher training institutions have to perform such kind of activities which can help teachers to develop professional attitude towards teaching. In a study related to this it was found that teacher training institutions were not successful in developing professional attitude among prospective secondary school teachers and girls professional attitude is slightly better than boys (Hussain, 2004). Apart from the

attitude of teachers towards teaching profession and training the impact of such training programmes in real classroom teaching is also equally important. In a study about the impact of the teacher education programme of Lucknow University on pupil teachers' attitude and teaching efficiency found that most of the trainee groups changed their attitude positively and significantly after training, and male trainees did not show any change in their teacher attitude as shown by female trainees (Srivastava, 1989). In spite of having severe criticism on imparting teacher training through distance mode, some institutions have been continuing such kind of training programmes. In a study related to teacher training through correspondence mode it was found that teachers were possessing favourable attitude towards B.Ed. through correspondence course irrespective of their gender (Reddy and Jyothi, 2002). Comparing the attitude towards teaching profession and job satisfaction of college teachers of Assam and Orissa, it was found that majority of college teachers from both states had highly favourable and favourable attitude irrespective of their sex, status, experience and location (Panda, 2001).

Rationale of the Study

Training programmes have been organised for teachers of all levels and of various durations by different agencies and large number of teachers attended those training programmes.

Some of them have attended training programmes with positive frame of mind to learn some techniques and skills of teaching which will help them in real classroom teaching-learning situation. But all don't have such kind of positive frame of mind about training. Some teachers don't hesitate to consider it as impractical and nothing more than mere passing of time and they participate just because of direction of the higher authority. Keeping this view in mind the present study has been undertaken to learn the attitude of primary teachers about in-service training.

Problem Statement

The present study is stated as '**In-service Training attitude of primary teachers – A study**'. In this problem training attitude implies mind-set of teachers towards training programmes of any duration and primary teachers imply those engaged in teaching profession particularly in lower primary and upper primary level of education. This study is confined to primary teachers of Rupahi Education Block of Nagaon district, Assam.

Objectives of the Study

The objectives of the study were as follows:

- (i) To study the dimension of in-service training attitude of primary teachers.
- (ii) To study the dimension of in-service training attitude of primary teachers irrespective of their gender and level of teaching (LP, UP).

- (iii) To study the difference in in-service training attitude of male and female primary teachers.
- (iv) To study the difference in in-service training attitude of Upper Primary (UP) and Lower Primary (LP) teachers.

Hypotheses of the Study

- (i) In-service training attitude of primary teachers is favourable.
- (ii) In-service training attitude of primary teachers is favourable irrespective of their gender and level of teaching.
- (iii) There is no significant difference in in-service training attitude of male and female primary teachers.
- (iv) There is no significant difference in in-service training attitude of Upper Primary (UP) and Lower Primary (LP) teachers.

Methodology of the Study

The following methodology were adopted in this study.

Sampling Procedure

To investigate this problem a total of 51 primary teachers selected randomly from 34 different primary schools of Rupahi Education Block of Nagaon district, Assam. Out of these 51 primary teachers, 31 males and remaining 20 were females. Similarly 22 teachers were selected from Lower Primary (LP) and 29 from Upper Primary (UP) schools.

Research Tool Used

A five-point Likert type selfdesigned research tool ‘Training attitude of primary teachers’ was administered to the sampled teachers to collect relevant primary data about in-service training attitude. The questionnaire had 22 affirmative statements with five alternatives each i.e., strongly agree (SA), agree (A), undecided (U), disagree (D) and strongly disagree (SD) with the quantitative value of 5, 4, 3, 2, and 1 respectively. The scores for any individual would be between 22 to 110. A score above 66 indicates favourable training attitude and below 66 indicates unfavourable training attitude. The split half reliability coefficient of correlation was found .76 which indicates satisfactory level of reliability.

Data Collection

Descriptive survey method was applied to collect data for this study. The investigator personally approached sampled teachers to fill up the scale as per the guidelines given with.

Statistical Techniques Used

Collected data were analyzed by applying descriptive as well as inferential statistics. Statistical techniques like percentage, Mean (M), Standard deviation (σ) and ‘t’ tests were applied to test the hypotheses.

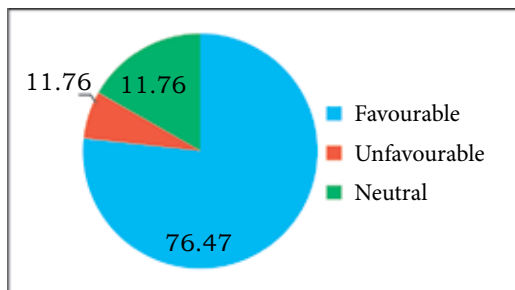
Result and Discussion

The result of the present study were analysed and expressed in the following tables.

Table 1: Percentage of teachers showing in-service training attitude

	Total	In-service training attitude		
		Favourable	Unfavourable	Neutral
N	51	39	6	6
%	100	76.47	11.76	11.76

Figure 1: Graphical depiction of in-service training attitude of teachers



From the above table and figure it is seen that 76.47% teachers’ have shown favourable attitude towards in-service training programmes whereas 11.76% each have shown unfavourable and neutral attitude respectively towards the same. Therefore, it has been revealed from the above data that most of the primary teachers have exposed favourable training attitude towards in-service training.

Table 2: Dimension of in-service training attitude of primary teachers irrespective of their gender and level of teaching

Variable	Category	In-service training attitude		
		Favourable	Unfavourable	Neutral
Gender	Male	83.87	6.45	9.67
	Female	65	20	15
Level of teaching	UP	82.76	6.90	10.34
	LP	72.73	18.18	9.09

From the above table mostly favourable in-service training attitude from teachers of different categories has been observed. In this study 83.87% male and 65% female teachers have exposed favourable attitude towards in-service training whereas 6.45% male and 20% female teachers have shown unfavourable attitude. While

favourable in-service training attitude where as it was 6.90% and 18.18% in case of unfavourable attitude towards training respectively.

While comparing the 't' value in in-service training attitude of male and female primary teachers at 0.05% level of significance was found significant ($t = 2.22, 0 > .05$). So, the

Table 3: Significance of difference in in-service training attitude of male and female primary teachers

Gender	N	M	'σ'	df	't'	Sig. (2-tailed)	Remark
Male	31	83.77	6.16	49	2.22*	2.01	S
Female	20	80	5.79				

Significant level is at $p > 0.05$

observing the in-service training attitude of primary teachers on the basis of their level of teaching, 82.76% upper primary and 72.73% lower primary teachers have shown

null hypothesis can be rejected at this level and therefore, it can be revealed that differences exist in in-service training attitude between male and female primary teachers.

Table 4: Significance of difference in in-service training attitude of LP and UP teachers

Level of teaching	N	M	'σ'	df	't'	Sig. (2-tailed)	Remark
Lower Primary	22	80.18	5.12	49	2.27*	2.01	S
Upper Primary	29	83.90	6.62				

Significant level is at $p > 0.05$

The 't' value while testing the significance of difference of in-service training attitude between LP and UP teachers is found 2.27, which is higher than the table value at 5% level of significance and reject the null hypothesis. It indicates that there is significant difference in in-service training attitude among lower primary and upper primary teachers. Therefore, it can be said that teachers of lower primary and upper primary are significantly different in their attitude towards in-service training.

Major Findings

The main findings of the present study are as follows:

- The majority of primary teachers have shown a favourable attitude towards in-service training.
- Favourable in-service training attitude has been observed among both men and women primary teachers.
- Irrespective of the level of teaching (LP and UP) primary teachers have shown favourable attitude towards in-service training.
- Significant mean difference has been observed in in-service training attitude between male and female primary teachers.
- Significant mean difference in training attitude towards in-service training has been observed among lower primary and upper primary teachers.

Suggestions

From the study the following suggestions can be made:

- Training programmes should be arranged in such a way that it can help teachers to build confidence among them.
- Practical classroom problems should become part of discussion in training programmes.
- Recent innovations in teaching should be demonstrated by experts during in-service training programmes.
- Awareness should be made to create interest among teachers to attend training programmes voluntarily, not because of direction of higher authority.
- Competent resource persons should be invited to the training programmes.
- Training programmes should not be arranged just as a routine work, but a real profit for participants.
- Training should not impose extra burden on the teachers and hamper regular classes of schools.

Conclusion

Training programmes are very essential for effective teaching for all teachers teaching at different levels. In spite of having practical value many teachers are reluctant to participate in such kind of training programmes because of their negative feelings and some of them participate only at the direction of the higher authority. Without developing a positive frame of mind towards training, no programmes will make teaching effective. So, a positive mindset should be created among teachers towards training programmes before entrusting them in training programmes.

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