



A Study of the Effectiveness of In-service teachers Training for Developing Teaching Attitude among Elementary school teachers of Vaishali District.

Shalini Singh*

Dr. Abha Rani Sinha**

*Research Scholar, B.R.A. Bihar University, Muzaffarpur

**Professor, Head of University Department of Psychology
B.R.A. Bihar University, Muzaffarpur

ABSTRACT: The quality assurance in school education is the need of the hour and is mainly determined by the quality teacher training to prospective and in-service teachers is an enduring task. Learning which takes place in a classroom is significantly associated with teachers and their actions taken in the classroom. Therefore, quality of education can be improved by putting more focus on teaching methodologies and the way teachers spend time in classrooms. This study aimed at examining the impact of in-service training in developing teaching attitude among elementary school teachers of Vaishali district. For this study the population is all the elementary school teachers of Vaishali district and sample consists of 400 elementary school teachers of Vaishali district. The investigator collected data using Teacher Attitude Inventory (TAI) developed by S.P. Ahluwalia (2006) Pre-test and Post-test had been taken using Teacher Attitude Inventory to measure effectiveness of In-service training programmes in terms of teacher's attitude. The result reports that there is positive impact of in-service teacher's training in developing teaching attitude among elementary school teachers.

KEY WORDS:

Attitude, In-service Training programmes, DIKSHA, DIET, NISHTHA, Teacher competency, Effectiveness

1. INTRODUCTION

Everyone knows today's youth is tomorrow's leader. And who is responsible for making these future leaders influential? Of course "Teachers"..... So, indirectly the future depends on the teacher. If teachers are skilled, that means 95% of students are also skilled (5% are for exceptions). That concludes teachers are the key factor in educational excellence, whether in the

past or today. The teacher's are required to go through in-service teacher's training for educational excellence, for reform in the education world, the in-service teachers training programmes are very useful.

In-service teacher training develops skills and knowledge within the teachers so that they can need of society. It boosts up the efficiency and perfect behavior in the working strategies of educator. In-service teachers training provides incentive to the teachers to function more efficiently and help the teachers to know their problems and to solve them by pooling their resources and wisdom. It also help teachers to employ more effective methods of teaching. To meet the growing needs of education in a global economy it becomes imperative to provide sound in-service education in a global economy it becomes imperative to provide sound in-service education for teachers to update their skills, knowledge and experience. In-service education can simply be defined as the relevant courses and activities in which a serving professional knowledge, skills and competence in the teaching profession. Therefore, it encompasses all forms of education and training given to a teacher who is already on the job of teaching and learning, According to billing (1976) in service education is staff development which is a deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff for furthering their job satisfaction and career prospects and of the institution for supporting its academic work and plans, and implementation of programmes of staff activities designed for the harmonious satisfaction of there needs.

Generally, the teachers are regarded as the hub of educational development. Therefore in-service teacher's training is concerned with the activities and courses in which a serving teacher may participate for the purpose.

2. NEED FOR THE STUDY

The Primary purpose of in-service training is to increase the knowledge and skills of employees and thereby increase the potential of the school to attain its goal and objectives. The process of assessing teachers needs is essentially the process of determining the discrepancy between the existing and the needed competencies of the teacher. As a research scholar the investigator visited many teacher's training institutes like DIET (District Institute of Educational Training), BRC (Block Resource centre) where in-service teacher's training has been provided to elementary school teachers. The investigator wants to know the impact of in-service teacher's training for developing teaching attitude among teachers and she also wants to know to what extent is teacher's training helpful. This study has also its significance for policy-makers to design more meaningful teacher's training programmes. Actually, a teacher training program is a program that equips teachers with techniques and modern pedagogy strategies that helps them to better connect with students and teach to their students in a manner which ensures that all students are learning and benefitting.

3. OBJECTIVES

- (i) To analyse the changes in elementary school teachers attitude towards teaching after getting in-service teachers training.
- (ii) To study the effectiveness of in-service teachers training.

4. HYPOTHESIS

- (i) There is a significant impact of in-service teacher training programmes in developing teaching attitude among teachers of elementary school.
- (ii) There is a significant effectiveness of in-service teacher's training programme for elementary school teachers.

5. METHODOLOGY

For assessing the training programmes in terms of teachers attitude towards teaching, pre-test and post-test was administered to the elementary school teachers, who were undergoing in-service training at Block Resource Centres of all the sixteen blocks of Vaishali district and DIET at Hajipur. Data were collected from different batches from 2019 to 2022. For the selection of respondents at the training centres, cluster sampling technique was used. Normally each batch comprise 40 to 50 teachers. So, 25 teachers from each BRC was taken as a sample for study. The teachers of each batch belongs to different schools. So selected teachers represents both male and female, different age groups & also of different length of teaching academic and professional qualification. So, there were minimum chances of subjectivity, for the collection of data, investigator personally visited the venues of training programme for twice, once before the training programme for pre-test and other after the training programme for post-test.

6. POPULATION AND SAMPLE FOR STUDY

The concept of population refers to any collection of specified group of objects, human beings, educational institutions, time units, geographical areas etc. The purpose of the present study was to analyse the effectiveness of in-service teachers training for developing teaching attitude among elementary school teachers of Vaishali district. Thus, the population of the present study constituted all the elementary school teachers of Vaishali district. The sample comprised 400 elementary school teachers from sixteen blocks of Vaishali district in Bihar. Two hundred teachers are male and the other two hundred teachers are female. All the in-service trained teachers had taken their training 2018 to 2021.

7. TOOLS USED FOR STUDY

For the present study, the investigator used the following tools.

- (i) Personal data sheet prepared by the investigator.
- (ii) Teacher Attitude Inventory (TAI) developed by S.P Ahluwalia (2006) was used.

This inventory consists of 90 items on 6 different scale. Each sub-scale further contains 15 items. Out of 90 items, 56 are in positive form whereas 34 are in negative form. Again, 43 items assess attitude in favourable direction and 47 of them in unfavourable direction. The inventory is prepared on a Likert continuum and five categories are provided for answering each statement. Total number of scores on this inventory ranges from 0 to 360.

8. STATISTICAL TECHNIQUES USED

The frequency count, mean, standard deviation, 't' score were used to analyse the data and derive the conclusions since these strategies suit the objectives and need of the study.

TABLE: 1

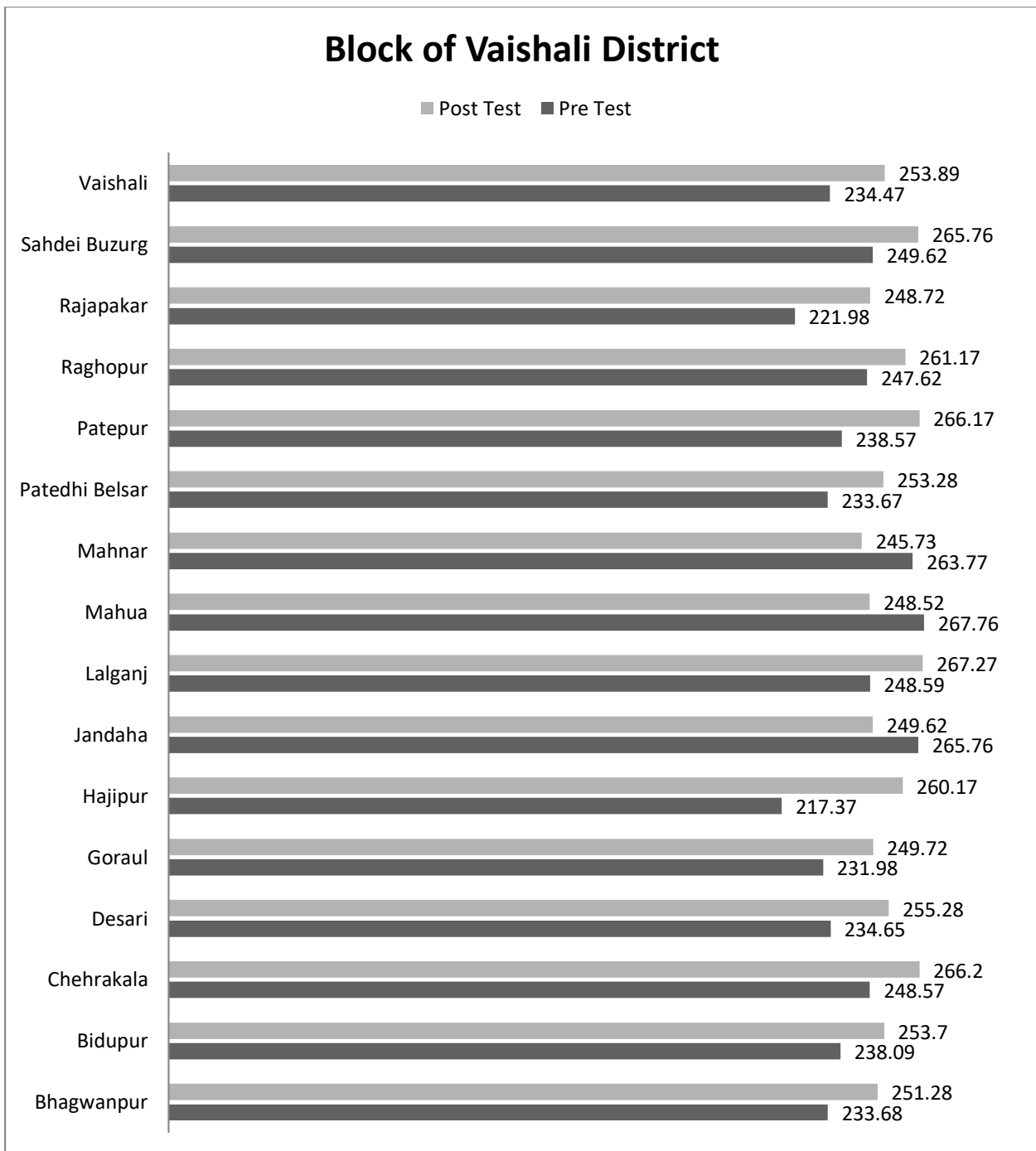
Means, SDs & T-values of Pre-test and Post-test on Teacher Attitude Inventory (TAI)

| Sr.No. | Block | N | Mean | | S.D. | | T-Value |
|--------|-------------------|------------|---------------|----------------|---------------|----------------|-----------------|
| | | | Pre-test | Post-test | Pre-test | Post-test | |
| 1. | BHAGWANPUR | 25 | 233.68 | 251.28 | 29.857 | 23.952 | 5.365** |
| 2. | BIDUPUR | 25 | 238.09 | 253.70 | 19.452 | 19.668 | 2.821** |
| 3. | CHEHRAKALA | 25 | 248.57 | 266.20 | 27.198 | 26.760 | 2.310* |
| 4. | DESARI | 25 | 234.65 | 255.28 | 27.747 | 25.209 | 2.751* |
| 5. | GORAUL | 25 | 231.98 | 249.72 | 23.751 | 23.447 | 2.657* |
| 6. | HAJIPUR | 25 | 217.37 | 260.17 | 24.143 | 30.468 | 5.505** |
| 7. | JANDAHA | 25 | 249.62 | 265.76 | 29.158 | 28.176 | 1.99 |
| 8. | LALGANG | 25 | 248.59 | 267.27 | 24.454 | 25.532 | 2.64* |
| 9. | MAHNAR | 25 | 245.73 | 263.77 | 30.315 | 36.263 | 2.487* |
| 10. | MAHUA | 25 | 248.52 | 267.76 | 24.143 | 30.468 | 2.474* |
| 11. | PATEDHI BELSAR | 25 | 233.67 | 253.28 | 37.198 | 31.760 | 2.004* |
| 12. | PATEPUR | 25 | 238.57 | 266.17 | 29.452 | 30.263 | 3.2679** |
| 13. | RAGHOPUR | 25 | 247.62 | 261.17 | 23.252 | 25.232 | 1.9745 |
| 14. | RAJAPAKAR | 25 | 221.98 | 248.72 | 37.158 | 31.668 | 2.74159* |
| 15. | SAHDEI BUZURG | 25 | 249.62 | 265.76 | 29.154 | 28.321 | 1.9854 |
| 16. | VAISHALI | 25 | 234.47 | 253.89 | 29.158 | 22.956 | 2.616* |
| | TOTAL | 400 | 238.92 | 259.368 | 27.849 | 27.5089 | 10.447** |

*Significant at 0.05 level

**Significant at 0.01 level

FIG: 1



9. Data Analysis

To interpret the row data of 400 elementary school teachers pre-test and post-test using Teacher Attitude Inventory (2006) developed by S.P. Ahluwalia. The investigator used different statistical techniques like mean, standard deviation and 't' score for analyzing the data, for all the sixteen blocks value of post-test is greater than the value of pre-test.

10. FINDINGS

The findings of the present study have been presented below:

- (i) The means of teachers' attitude score in Bhagwanpur block is 233.68 on pre-test and 251.28 on post-test SD is 29.857 on pre-test and 23.952 on post-test. The value of 't' is 5.365 which is significant at 0.01 level. The result reports that teachers' In-service training have a positive impact on teachers' attitude in Bhagwanpur block.
- (ii) The means of teachers' attitude score in Bidupur block is 238.09 on pre-test and 253.70 on post-test. SD is 19.452 on pre-test and 19.668 on post-test. The value of 't' is 2.82 which is significant at 0.01 level. The result reports that a positive impact of INSET in Bidupur block.
- (iii) The means of teachers' attitude score of Chehrakala block is 248.57 on pre-test and 266.20 on post-test. SD is 27.198 on pre-test and 26.760 on post-test. The value of 't' is 2.310 which is significant at 0.05 level. The result shows that positive impact of INSET in Chehrakala block.
- (iv) The means of teachers' attitude score of Desari block is 234.65 on pre-test and 255.28 on post-test. SD is 27.747 on pre-test and 25.209 on post test. The value of 't' is 2.751 which is significant at 0.05 level. The result reports that INSET has improved teachers attitude towards teaching in Desari block.
- (v) The means of teachers' attitude score of Goraul block is 231.98 on pre-test and 249.72 on post-test. SD is 23.751 on pre-test and 23.447 on post test. The value of 't' is 2.657 at 0.05 significant level. The result shows that there is a positive impact of INSET in improving teachers teaching attitude in Goraul block.
- (vi) The means of teachers' attitude score of Hajipur block is 217.37 on pre-test and 260.17 on post-test. SD is 24.143 on pre-test and 30.468 on post-test. The value of 't' is 5.505 which is significant at 0.01 level. The result shows that positive impact of In-service teachers training in developing teaching attitude in Hajipur block.
- (vii) The means of teachers' attitude score of Jandaha block is 249.62 on pre-test and 265.76 on post-test. SD is 29.158 on pre-test and 28.176 on post-test. The value of 't' is 1.99 which is not significant. The result shows that there is no any impact of INSET programs on teaching attitude of elementary school teachers of Jandaha block.
- (viii) The means of teachers' attitude score of Lalganj block is 248.59 on pre-test and 267.27 on post-test. SD is 24.454 on pre-test and 25.532 on post-test. The value of 't' is 2.64 which is significant at 0.05 level. The result shows that there is a positive impact of INSET in Lalganj block

- (ix) The means of teachers' attitude score of Mahnar block is 245.73 on pre-test and 263.77 on post test. SD is 30.315 on pre-test and 36.263 on post-test. The value of 't' is 2.487 which is significant at 0.05 level. The result shows that there is good impact of INSET programs in Mahnar block.
- (x) The means of teachers' attitude score of Mahua block is 248.52 on pre-test and 267.76 on post-test. SD is 24.143 on pre-test and 30.468 on post-test. The value of 't' is 2.474 which is significant at 0.05 level. The result shows that there is a positive impact of INSET programs on elementary school teachers of Mahua block.
- (xi) The means of teachers' attitude score of Patedhi Belsar block is 233.67 on pre-test and 253.28 on post-test. SD is 37.198 on pre-test and 31.760 on post-test. The value of 't' is 2.004 which is significant at 0.05 level. The result shows that there is a positive impact of INSET programs in improving teaching attitude of teachers of Patedhi Belsar block.
- (xii) The means of teachers' attitude score of Patepur block is 238.57 on pre-test and 266.17 on post-test. SD is 29.452 on pre-test and 30.263 on post-test. The value of 't' is 3.2679 which is significant at 0.01 level. The result shows that there is a very positive impact of INSET programs in developing teaching attitude among teachers of patepur block.
- (xiii) The means of teachers' attitude score of Raghapur block is 247.62 on pre-test and 261.17 on post-test. SD is 23.252 on pre-test and 25.232 on post-test. The value of 't' is 1.9745 which is not significant. The result shows that there is no any impact of INSET programmes on teaching attitude of elementary school teachers of Raghapur block.
- (xiv) The means of teachers' attitude score of Rajapakar block is 221.98 on pre-test and 248.72 on post-test. SD is 37.158 on pre-test and 31.668 on post-test. The value of 't' is 2.74159 which is significant at 0.05 level. The result shows that there is a positive impact of INSET programs in developing teaching attitude among teachers of Rajapakar block.
- (xv) The means of teachers' attitude score of Sahdei Buzurg block is 249.62 on pre-test and 265.76 on post-test. SD is 29.154 on pre-test and 28.321 on post-test. The value of 't' is 1.9854 which is not significant.
- (xvi) The means of teachers' attitude score of Vaishali block is 234.47 on pre-test and 253.89 on post-test. SD is 29.158 on pre-test and 22.956 on post-test. The value of 't' is 2.616 which is significant at 0.05 level. The result shows that there is a positive impact of In-service training programs on elementary school teachers of Vaishali district.

11. CONCLUSION

It can be concluded from the study that there were various factors which contributed in imparting good quality of in-service teachers training for elementary school teachers the most important

factors are adequacy of infrastructure availability of competent master trainer, convenient training schedule, appropriateness of the content matter, inclusion of modern methods of training especially use of multimedia such as television, computers, OHP and other audio-visual aids. There factors hel in developing positive impact of developing teaching attitude among elementary school teachers after in-service teachers training.

12. EDUCATIONAL IMPLICATIONS

The present study has the following educational implications.

- (i) The findings are useful for policy makers and administrators to plan future training programmes in most appropriate way. The infrastructure, availability of equipments, methodology and use of appropriateness of content may be improved for future training.
- (ii) The resource persons at the training centre may be engaged in accordance with the finding of the study.
- (iii) Removing attitudinal and administrative barriers regarding planning and conduct of the training programmes.
- (iv) Improving transactional approaches used during the training.
- (v) Conducting studies to identify training needs of in-service teachers.

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