AN ANALYSIS OF INSERVICE TRAINING FOR THE TEACHERS OF KARUR DISTRICT, TAMILNADU, INDIA.

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Abstract

A teacher needs to develop several personal qualities as well as professional skills to do his/her job effectively. These qualities and skills cannot be developed by teachers on their own. They need to be trained. The training of a teacher may be perceived in terms of three phases, namely (i) pre-service (ii) induction and (iii) in-service. The pre-service training is meant to provide a teacher with the license required for taking up a job as a teacher. The present study the investigator selected 85 Teachers drawn from schools in Karur district with simple random sampling technique. The investigator employed descriptive statistics (mean, standard deviation), and parametric statistics (namely "t" test) to process the data collected from the sample. The major findings are 1) There is significant difference between Male & Female Teachers for In-Service training programme. 2) There is significant difference between Rural & Urban for Teachers In-Service training programme.

This study revealed the complexity of training needs of registered teachers in relation to in-service training programmes. The findings also support the importance of continued in-service training programmes. It is the opinion of the researcher that the guidelines developed, based on the results of this study, should be implemented by the inservice service managers as this can be rewarding and lead to presentation of more effective programmes.

Keywords: Inservice Training, Teacher education, Extension centers and Karur District.

INTRODUCTION

Training of teachers is inevitable as the destiny and prosperity of the nation lie in the type of education being imparted to the new generation. The quality of teachers, therefore, is of vital importance. A teacher needs to develop several personal qualities as well as professional skills to do his/her job effectively. These qualities and skills cannot be developed by teachers on their own. They need to be trained. The training of a teacher may be perceived in terms of three phases, namely (i) pre-service (ii) induction and (iii) in-service. The pre-service training is meant to provide a teacher with the license required for taking up a job as a teacher. The induction helps him get acclimatized to the specific teaching-Gaming situation in an institution. The in-service phase, of training helps him acquire expertise and specialization needed for carrying out the new responsibilities. A number of modalities such as seminars, workshops etc. are being used for the purpose of providing teachers with the required knowledge, competencies and attitudes needed for carrying out instruction in accordance with the changing needs of the time.

Cane (1969), In-Service Teacher Education is “ all those activities and courses which aim at enhancing and strengthening the professional knowledge, interest and skills of serving teachers.”

According to this definition in-service education has the following significant components:

The components of in-service for the teachers are i) Professional Knowledge ii) Skill aspect (not only what he is to do but also why) iii) Attitude towards profession. iv) A code of conduct on ethics of profession. v) Professional skills, such as-administrative skills, management skills, organizing skills, leadership skills, etc. vi) Interest towards teaching profession. vii) Courses meaning the provision of such experiences based on sound pedagogical and empirical considerations as are well related to research findings. viii) Activities such as seminars, symposium, workshops, discussion, brain storming etc.

In-service, Teacher Education is primarily meant for regular serving teachers. It includes such new courses whose fruitfulness and validity have been tested. It subjects the serving teachers to such activities which may enhance their professional knowledge, interest and attitude so that they may be able to maximize their pupil’s learning and themselves derive maximum inner satisfaction and sense of achievement.

Different views about objectives of ISET

1) National Education Associate Research Division (USA)
(i) To eliminate deficiencies in teachers preparation.
(ii) To assist those who are new in a school and those who are undertaking a new level on field of work, and
(iii) To promote the continuous improvement of teachers and training.

Jackson” argues that I.S.E.T. Program should not concentrate upon eliminating the deficiencies “but emphasis should be upon professional growth of the teachers.

2) Indian Teacher Education Committee-

(i) To help the teacher educators to upgrade the teacher education programme and to lead in the organization and development of education.

(ii) To create the knowledge of teacher educators continuously so that they may remain aware of the progress of education in India and abroad and the new knowledge of their subject.

(iii) To motivate teacher educators to self-study, independent thinking and creativity.

(iv) To help to initiate new techniques and to analyses the existing
techniques in order to prepare good perspective teachers.

v) To promote teacher educators to leave the useless methods and to accept the new scientific techniques and ideas.

Structure and models of ISET for teachers


Aims, objectives and purpose:

i) To provide incentive to the teachers to function more efficiently

ii) To help the teachers to know their problems and to solve them by pooling their resources and wisdom.

iii) To help the teachers to employ more effective methods of teaching

iv) To help the teachers to get acquainted with modern techniques in education.

v) To Broaden the mental outlook of the teachers.

vi) To upgrade the teachers knowledge and understanding of the contents.

vii) To increase the professional efficiency of the teacher.

Hypotheses

1) “There is no significant difference between Male & Female Teachers for In-Service training programme”

2) “There is no significant difference between Rural & Urban Teachers for In-Service training programme”

PREVIOUS STUDIES RELATED TO THE STUDY.

Sapp, (1996) stated that teachers generally consider that in-service training activities are planned with insufficient relevance to particular classroom practices. In addition, follow-up communication and guidance is inadequate to foster the integration of the new ideas and methods into daily instruction.

Yan, (2005) revealed that many courses fall short of the expectations of course participants and there are significant gaps between expectations and outcomes. Teachers’ practical needs and expectations as a focus of research have not received sufficient attention.

Vukelich & Wrenn (1999) suggest that in-service training should (a) focus on a single subject; (b) concentrate on the teacher participants’ needs; (c) be ongoing and sustained; (d) engage teachers in generating answers to actual, ‘real-life’ problems; (e) provide for participants’ meaningful engagement; (f) help participants to develop collaborative relationships; and (g) encourage participants to reflect on their teaching.

American Federation of Teachers, (1995) stress that the needs assessment leads to the development of in-service teaching programs that are feasible and relate to teachers’ classroom realities. On the other hand, when teachers are denied input in their professional development, they tend to be cynical and become detached from school improvement efforts.

Ozdemir, (1997) revealed that in most education systems, traditional in-service training activities are considered to be general rather than specific: they focus on listening rather than doing; they lack effective models; and they generally do not have any provision for feedback. Therefore, these activities are perceived as a fixed training program transferred to trainees by lecturers.

Sandholtz, (2002) study states that frequently, all teachers in a school are required to attend occasional, full-day in-service sessions on topics selected by administrators and presented by outside experts who rely primarily on direct instruction and draw upon their own experiences. Although the motives are good, the traditional and still prevalent practice of hiring an ‘expert’ to speak to a captive audience results in satisfying almost no-one.

Theunissen & Veenman, (1998) argued that in modern education systems, in-service training is no longer seen as a remedy for deficiencies in initial training, but is already beginning to be considered as a long-term process and a part of continuing education. In many countries it is considered as a part of lifelong learning as well. As a result of rapid social and technological changes, it is important that teachers maintain or improve the competence they have acquired through a process of lifelong learning.

Perron,(1991) in his study reveals that the Education Information Network in the European Union (EURYDICE) defines in-service training as a variety of activities and practices in which teachers become involved in order to broaden their knowledge, improve their skills and assess and develop their professional approach.

Fraser et.al (2007), in a working paper commissioned by the OECD, identifies certain desirable characteristics associated with successful in-service provision: 1) it should incorporate both on and off-site school dimensions; 2)teachers should have a greater role in setting the agenda and being actively engaged in an experiential process; 3) in some countries, through training of trainers courses, teachers have been assisted to work with their peers as facilitators and team leaders. This gives rise to a sense of empowerment and confidence building; and collaborative, interactive techniques are very much in favour, rather than lectures to large groups. The concept of professional development is moving away from the practice of attending courses and training days to the concept of lifelong learning and continuing learning today.

RESEARCH DESIGN

The investigator selected 85 Teachers drawn from schools in Karur district with simple random sampling technique. The investigator employed descriptive statistics (mean, standard deviation), and parametric statistics (namely “t”-test) to process the data collected from the sample.

The distribution of the sample for the present study is presented in the following table.

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Category</th>
<th>Variables</th>
<th>No.of samples</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gender</td>
<td>Male</td>
<td>45</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Locality</td>
<td>Rural</td>
<td>47</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Urban</td>
<td>38</td>
<td></td>
</tr>
</tbody>
</table>

ANALYSIS OF THE STUDY.

Null Hypotheses-1

H0: “There is no significant difference between Male & Female Teachers for In-Service training programme”.
Table (2)Mean, standard deviation and ‘t’ value of In-Service training programme based on Male and Female teachers.

<table>
<thead>
<tr>
<th>Group of teachers</th>
<th>Sample Size</th>
<th>Mean</th>
<th>S.D</th>
<th>t- Value</th>
<th>Significance at 0.05 Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>45</td>
<td>106.25</td>
<td>13.82</td>
<td>2.92</td>
<td>Significant</td>
</tr>
<tr>
<td>Female</td>
<td>40</td>
<td>114.72</td>
<td>12.21</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The mean score of male teachers is 106.25 and a female teachers is 114.72. The standard deviation male teachers is 13.82 and a female teachers is 12.21. The calculated ‘t’ value 2.92 greater than the table value(1.96) at 0.05 level. Therefore the null hypothesis is rejected.

There is significant difference between Male & Female Teachers for In-Service training programme.

Null Hypotheses-2
H₀: “There is no significant difference between Rural & Urban Teachers for In-Service training programme”.

Table (3)Mean, standard deviation and ‘t’ value of In-Service training programme based on Rural and Urban teachers.

<table>
<thead>
<tr>
<th>Group of teachers</th>
<th>Sample Size</th>
<th>Mean</th>
<th>S.D</th>
<th>‘t’ Value</th>
<th>Significance at 0.05 Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>47</td>
<td>108.32</td>
<td>13.14</td>
<td>2.308</td>
<td>Significant</td>
</tr>
<tr>
<td>Urban</td>
<td>36</td>
<td>112.14</td>
<td>11.82</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The mean score of Rural teachers is 108.32 and a Urban teachers is 112.14. The standard deviation Rural teachers is 13.14 and a Urban teachers is 11.82. The calculated ‘t’ value 2.308 greater than the table value (1.96) at 0.05 level. Therefore the null hypothesis is rejected.

There is significant difference between Rural & Urban for Teachers In-Service training programme.

MAJOR FINDINGS AND CONCLUSION.

1) There is significant difference between Male & Female Teachers for In-Service training programme.
2) There is significant difference between Rural & Urban for Teachers In-Service training programme.

Suggestion for further study

1) This study can be extended with other variables such as educational qualifications of teachers etc.
2) The present study was confined to the school Teachers. In further, the study may be extended to college levels.
3) The present study carried out only the In-service Programme for teachers in Karur district. A study may be conducted to extend this study all over the Tamil Nadu State and India.

Conclusion

This study revealed the complexity of training needs of registered teachers in relation to in-service training programmes. The findings also support the importance of continued in-service training programmes. It is the opinion of the researcher that the guidelines developed, based on the results of this study, should be implemented by the inservice service managers as this can be rewarding and lead to presentation of more effective programmes.

References