

Perspectives of Secondary School Teachers Towards in-Service Teacher Education

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ABSTRACT

Education is a dynamic resource of change for a better tomorrow. Teachers should be selected for in-service education on the basis of some sort of homogeneity in terms of their academic qualification, professional qualification, teaching experience etc.

The present study aims to evaluate the In-Service Teacher Education at the secondary school teachers with reference to Belgaum-division. The study intends to evaluate In-Service Teacher Education (ISTE) with regard to locality and length of teaching experience of secondary school teachers of Belgaum division. A sample of secondary school teachers were randomly selected from Belgaum division. The findings of the study reveal that, above 40 years aged teachers expressed that there is a need for refinement, use of advanced technology in ISTE.

Full Length

Introduction

Education is a dynamic resource of change for a better of educational tomorrow. It too recommended improving the quality of teacher education is through the establishment of District Institutes of Education and Training (DIETs) to organize pre and in-service courses and the creation of National Council of Teacher Education to accredit institutions of teacher education. There lies a gene of the need of the In-Service teacher education. In-Service Teacher Education (ISTE) is a kind of continual expert guidance to a teacher that encourages the teacher to seek greater competence. The ISTE programmes are concerned with updating the teacher's knowledge and competence to handle local problems effectively and applying it to the larger community problems. In this direction, In-Service Teacher Education is of key importance to the maintenance of standards in the schools, teacher should not be expected to implement new methods of teaching or tackle new curriculum without in-service education programmes. Therefore, the programmes of In-Service Teacher Education should be planned within the context of Teacher Education as a whole.

Teachers should be selected for in-service education on the basis of some sort of homogeneity in terms of their academic qualification, professional qualification, teaching experience etc. The In-Service Teacher Education-ISTE among secondary schools is evaluated on the opinions of teachers in relation to the variables such as geographical area, length of experience, discipline and age etc.

Objectives of the Study:

To compare the attitudes of government and aided secondary school teachers, among the teachers working in urban, rural secondary schools, among 10 years and ?10 years' experienced secondary school

teachers who have attended In-Service Teacher Education.

Hypotheses of the Study:

There is no significant difference between the attitudes of teachers working in urban and rural localities, 10 years and ?10 years experienced teachers in government and aided secondary schools in regard to In-Service Teacher Education.

Limitations of the Study:

- The present study focuses only on the in-service teacher education of secondary school teachers.
- This study is confined only to the secondary school teachers that have attended in-service teacher education.
- Only those teachers who were working in government and aided secondary schools were included.

Design of the Study:

Population: The secondary school teachers, those who have attended In-Service Teacher Education. Sampling technique was stratified random sampling. Belgaum and Bijapur districts were randomly selected from Belgaum division from Karnataka. Size of the sample was 200.

Tool used: The investigator developed a questionnaire. Content validity was established by the experts and reliability by split-half method found to be $r=0.96$. Thus the tool was standardized.

Statistical Techniques used: Test of significance t-test.

Analysis of Data:

See Table 1

The above table reveals that the urban and rural teachers serving in government schools do not differ significantly at 0.05 level and the teachers serving in aided schools, both government and aided school teachers having 10 years experience and ?10 years' experience, differ significantly at 0.05 level towards the attitudes of

Table1: Comparison of Rural, Urban; 10 years, ?10 years experienced teachers of secondary schools.

| Variables | Government secondary schools | | | | Aided secondary schools | | | |
|------------------------------|------------------------------|-------|------|----------------|-------------------------|-------|-------|---------------|
| | Mean | SD | t | S/NS | Mean | SD | t | S/NS |
| Rural | 96.25 | 35.93 | 1.01 | NS @0.05 level | 94.60 | 26.68 | 2.33 | S@ 0.05 level |
| Urban | 94.33 | 26.83 | | | 85.75 | 27.04 | | |
| 10years teaching experience | 84.2 | 30.27 | 2.6 | S@ 0.05 level | 95.83 | 26.62 | | S@ 0.05 level |
| ≥10years teaching experience | 90.38 | 36.07 | | | 85.55 | 20.17 | 13.58 | |

S/ NS -Significant, Not Significant

In-Service Teacher Education.

Findings of Table1:

Rural and urban area teachers serving in government schools do not differ significantly and aided school teachers serving in rural and urban area, 10 years experience and ?10 years experience differ significantly in the attitudes of In-Service Teacher Education.

Discussion and Major Findings:

The present study is supported by the important similar studies conducted by Courtney(2007), M.Mathekga(2008), S.Sabu(2010) have found that different programmes of ISTE are relevant to the teachers' own subject area.

- The participants expressed that-the higher authorities were reluctant to send them to ISTE; there was a lot of study work which had to be completed for attending the training programmes.

- The participants with ≥10 years experience felt negative attitude towards ISTE as they need still improved and advanced technologies in ISTE.
- New teaching methods and techniques like pupil centred education, teachings with low-cost teaching aids etc were dealt within only few sessions.

Conclusion:

There is a need to change the present training programmes and it should become 'a catalyst for change in school practice'. Age is a variable which inversely affects the teaching interest. The ISTE has to be still refined and has to be technically advanced then the ISTE will improve teachers' teaching interests which will in turn help them to become better and effective teachers in the classroom.

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