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ATTITUDE OF THE ELEMENTARY SCHOOL TEACHERS TOWARDS IN-SERVICE TRAINING PROGRAMME



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Abstract: Education is the development of all those capacities in the individual which will enable him to control his environment and fulfil his possibilities says John Dewey. In-service teacher education within the overall framework of teacher development has a crucial role to play. It is very essential to explosion of knowledge and is necessitated on account of changes in educational and social realities. Whenever teacher are required to execute new and different roles or get promoted to a position that requires new set of competencies, participation in appropriately designed in service programme is called for. The objectives are i. To investigate the attitude of the elementary school teachers towards in-service training programmes. ii To construct an attitude scale towards in-service training programmes for elementary school teachers. iii To analyse the attitude of elementary teachers towards in-services training programmes. The present study falls in the domain of descriptive study. Survey method was used in this study. The researcher has selected 100 elementary school teachers of government school in Davangere Urban and Rural as sample. The researcher constructed an attitude scale towards in-service training programme for elementary school teachers. The attitude scale consists of 40 items among those 20 items are positive and 20 items are negative. The major results of the study were that there is significant difference between rural and urban, rural pre-primary and rural higher primary elementary school teachers attitude towards in-service training programme. There is no significant difference between urban pre-primary and urban higher primary, rural pre-primary and urban rural pre-primary, rural higher primary and urban higher primary teachers attitude towards in-service training programme.

Keywords: Attitude, Elementary School, Elementary Training Programme

INTRODUCTION:

Man is a social animal and Education moulds his personality in a systematic manner. Education is a dynamic concept. It's meaning changes from time to time. The broad based meaning of education implies an educational process which is "Man gains educational experience from cradle to grave". Swami Vivekananda, a modern philosopher and educationist perceived, "Education as a manifestation of divine perfection already existing in man". By man making he implies the formation of character increase in the power of mind and expansion of the intellectual capabilities.

The aim of education is to modify the behaviour of the child according to the needs and expectancy of the society. Behaviour is composed of so many attributes is attitude. According to Travers "An attitude is a readiness to respond in such a way that behaviour is given a certain direction". While primary education provides the fundamentals of all formal learning. Pre-primary learning may be called the foundation for both education and personal development. Elementary education consists of the first 5-7yrs of formal structured education.

NEED AND IMPORTANCE OF THE STUDY

Government conducts various in-service programmes to the elementary school teacher through

DSERT & DIET. These programmes are forcible on teachers. These programmes may effect on the regular classes or adjustment of the teachers to the class so, researcher have chosen this study to see the attitude of the elementary school teachers towards in-service towards programme. In-service education is thus a programme of activities aiming at the continuing growth of the teacher's educational personal in-service. It is the sponsoring and perceiving of activities which brings the new insight, growth, understanding and cooperative practice to the members of teaching profession. In service training programme are very essential to the elementary teachers to develop knowledge of the students and to make teaching attractive.

Scope of the Study

The present study is confined to the study on an attitude of the elementary teachers towards in-service training in Davangere city. It consists of randomly selected 100 teachers.

Statement of the problem

"A Study on the attitude of the elementary school teachers towards in service training programmes".

OBJECTIVES

- 1.To investigate the attitude of the elementary school teachers towards in-service training programmes.
- 2.To construct an attitude scale towards in-service training programmes for elementary school teachers.
- 3.To analyse the attitude of elementary teachers towards in-services training programmes.
- 4.To find out the difference between the attitude of rural and urban elementary teachers towards in-service training programme.
- 5.To find out the difference between pre-primary rural and urban teachers towards in-service training programmes.
- 6.To find out the significant difference between the attitude of higher primary rural and urban teachers towards in-service training programmes.
- 7.To find out the significant difference between the attitude of the pre-primary urban and higher primary rural teachers towards in-service training programmes.
- 8.To find out the significant difference between the attitude of pre-primary rural and higher primary urban teachers towards in-service training programmes.

HYPOTHESES

- 1.There is no significant difference between the attitude of rural and urban elementary teachers towards in-service training programmes.
- 2.There is no significant difference between the attitude of pre-primary rural and urban teachers towards in-service training programmes.
- 3.There is no significant difference between the attitude of higher primary rural and urban teachers towards in-service training programmes.
- 4.There is no significant difference between the attitude of pre-primary rural and higher primary urban teachers towards in-service training programmes.
- 5.There is no significant difference between the attitude of pre-primary urban and higher primary rural teachers towards in-service training programmes.

Variables

In the present study, the researcher has considered two variable that Age independent and dependent variables.

Independent Variable - Attitude

Methodology

Method of Research

The present study falls in the domain of descriptive study. Survey method was used in this study.

Sample

In the present study the researcher has followed Stratified random sampling method. The researcher has selected 100 elementary school teachers of government school in Davangere Urban and Rural.

Data Gathering tool

In order to fulfil the object no.2 the researcher constructed an attitude scale towards in-service training programme for elementary school teachers. The attitude

scale consists of 40 items among those 20 items are positive and 20 items are negative. The marks allotted for the positive items as strongly agree 5marks, agree 4marks, uncertain 3marks, disagree 2marks, and strongly disagree 1marks and marks allotted for negative items as strongly agree 1marks, agree 2marks, uncertain 3marks, disagree 4marks, strongly disagree 5marks.

Collection of data

To meet the objective no.3, the researcher sought the permission to administered the tool from the head of the institution and distributed attitude scale. Instruction was given and ask to mark only one option which suits their their feeling without bias. The tool was administered to all the 100 elementary teachers and collected the data.

Analysis of the data

The scores were categorised into categories. The maximum score a teacher can gain 200 and minimum 40. Hence, 160 scores were divided as 40-71score was considered as high negative attitude, 72-103 as negative attitude, 104-135 as neutral, 136-167 as positive attitude, 168-200 as high positive.

Table.1 showing category, range and percentage of teachers coming under each category on attitude scale

Sl. No	Description of Categories	Range of scores	Percentage of the teachers
01	High Positive Attitude	168-200	13
02	Positive Attitude	136-167	72
03	Neutral	104-135	15
04	Negative Attitude	72-103	00
05	High Negative Attitude	40-71	00

Above table reveals that 13% of teachers come under high positive attitude category, 72% of teachers come under positive attitude category, 15% of the teachers come under average attitude category, No percentage of teachers come under negative and high negative attitude category. It is evident from the above table that more numbers of elementary teachers i.e., 72% out of total sample have positive attitude towards in-service training programmes.

RESULTS

- 1.There is significant difference between rural and urban elementary school teachers attitude towards in-service training programme.
- 2.There is significant difference between rural pre-primary and rural higher primary teachers attitude towards in-service training programme.
- 3.There is no significant difference between urban pre-primary and urban rural higher primary teachers attitude towards in-service training programme.
- 4.There is no significant difference between rural rural pre-primary and urban rural pre-primary teachers attitude towards in-service training programme.
- 5.There is no significant difference between rural higher primary and urban higher primary teachers attitude towards

'Attitude Of The Elementary School Teachers Towards.....

in-service training programme.

EDUCATIONAL IMPLICATION

- 1.The present study enables teachers to impart knowledge and develop necessary competencies.
- 2.It helps to make teachers able to develop the spirit of self reliance and self confidence among the teacher.
- 3.It helps to introduce innovative teaching methods and new technology to teachers.
- 4.It helps to overcome gaps and deficiencies of pre-service education.
- 5.It helps for self development and continuous professional growth.
- 6.It helps to development of cooperative attitude towards school environment.
- 7.It helps to teachers to handle the classrooms in a proper way.
- 8.It helps to maintain effective teaching of the teachers.

LIMITATIONS

- 1.The present study was limited only to the elementary teachers.
- 2.The study was limited to only 100 elementary teachers of Davangere rural and urban.
- 3.The present study did not differentiate as experienced and non experienced government elementary teachers.

SUGGESTIONS

- 1.A similar study can be conducted on the secondary and higher school teachers.
- 2.A similar study can be conducted comparing pre service and inservice teachers competency.
- 3.A similar study can be conducted by comparing experienced and non experienced government school teachers.

CONCLUSION

The education of teachers has to be considered as an integral part of the system of education. It has to focus its attention on the new role of teacher educators. Hence, education is a important instrument for bridging about the desired changes in the society and teachers are to play curial role in this noble venture. In service training makes the teachers confident and competent to maintain the class in a dignified manner.

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