Opinion of Secondary School Teachers towards In-Service Programmes

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ABSTRACT

In-service teacher professional development includes a wide variety of programs designed to promote and support the professional learning of teachers who are already employed and working in classrooms. The goal of in-service professional development is to improve the knowledge, skills, and commitments of teachers so that they are more effective in planning lessons, teaching, assessing students' learning, and undertaking other responsibilities in the school community. Achieving this goal is critical because the teacher's role is one of the most important factors contributing to high-quality education and successful student learning.

I. Introduction

Teaching is a highly noble profession. Teachers are always boon to society. Through their intelligence, patience and wisdom, they attempt to not only hone the learner's intellect and aptitude but also, create a well-rounded personality. Teaching has an influence in igniting the mind and refining character also gives the satisfaction of having sparked the light of knowledge and dispelled the clouds of ignorance. In service is a programme that aims at the upgradation of teaching competency and the present study discusses the opinion of selected participant's opinion about the effectiveness of the same.

The teacher is a dynamic force in dispelling ignorance. A school without teacher is just like a body without the soul, a skeleton without flesh and blood, a shadow without substance. There is no greater need for the cause of education today than the need for strong men and motherly women as teachers for the young. The teachers as social engineers can socialize and humanize the young by their man like qualities.

In the present scenario it is increasingly critical to understand and remind ourselves that the social context in which learning takes place is of vital importance to the success of the educational endeavors. subject well etc definitely will give that much amount of satisfaction in his life also. To get success a teacher should be fully committed to all aspects which are related to his profession such as the learner, the society, the values that should be included by teaching his/her own professional growth etc.Teachers play an important role in fostering the intellectual and social development of children during their formative years. The education that students acquire is key to determine the future of those students. Whether in elementary or high schools or in private or public schools, teacher provides the tools and the environment for

I. Definition of Key Terms used in the study

The key terms that require definition are presented below.

- **Opinion**

The term Opinion, according to Webster's dictionary means "View or appraisal formed in the mind about a particular matter."

In the present study opinion can be defined in terms of percentage obtained in response to the questionnaire devised exclusively for measuring opinion of teachers.

- **Secondary School Teacher**

For the present study, Secondary School Teachers are those teachers who teach students of VIII, IX, X of selected schools in Kolar districts.

- **In-service Training**

Planned and organized activities for qualified teachers to provide them opportunities for teacher development through participation in curriculum related material development, focus on classroom process and exposure/visit to sites of educational importance designed to develop competency and caliber among teachers.

- **Variables of the Study**

The present study is concerned with a single variable i.e., In-Service Training Programme.

III. Objectives of the Study

1. To study the percentage of responses of secondary school teachers about the expertise of Resource Persons conducting the In-Service Training Programme.
2. To study the responses of secondary school teachers about the benefits of the In-Service Training Programme.

IV. Hypotheses of the Study

There will be varied responses of secondary school teachers about the benefits of In-Service Training Programme.

V. Methodology

The study was designed to know the opinion of secondary school teachers regarding In-Service Training Programme. The investigator proposed to use survey method for the study. A precise description of sample,tool and statistical technique used are given below.

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i) Sample for the study

The study was conducted on a sample of 300 secondary school teachers from various schools of Kolar districts , Karnataka State selected by stratified sampling techniques giving due representation to characteristics like locality ofthe school and type of school management.

ii) Tool used for the study.

The present study aims at finding the opinion of teaches regarding various aspects of In-Service Training Programme. In order to find the responses the investigator used the following tools for the collection of data.

l. General Data Sheet

2. Questionnaire on In-Service Training Programme

iii) Statistical Techniques used for the study

Percentage analysis

A representative sample was selected from one districts of Karnataka-Kolar . Representation of various selected subsamples was ensured in the total sample. The findings are expected to be valid and generalisable to other similar samples to a considerable extent.

Even though every attempt had been made to make the study as precise and objective as possible, certain limitations the investigator could identify are the following.

1. The study was not conducted on a state wide sample but confined to two Taluqs of Kolar Dist. Limitations of time, effort and considerations of economy were mainly responsible for selecting such a sample.

2. The study had been conducted on teachers who teach at secondary level only.

3. All the secondary school teacher in Kolar district were not includes in the study. The investigator collected data from teachers working in government and aided school only

4. Questionnaire was used as a tool for the present study, which has its own limitations. Hence maximum care has been taken while making it so as to collect valid and reliable data.

VI. Data Collection Procedure

After selecting and fixing the sample, the investigator visited the heads of selected schools and requested for permission to administer the tool. Careful instructions were given to teachers before handing over the tool. There was no separate response sheet and the teachers have to put a tick (J) mark in the respective boxes just after each question.

VII. Analysis and Interpretation of Data

Table. Opinion of Teachers About Various Activities in the Programme.

Sl. N0.	Areas	Yes %	No %
1.	Intelligent doubts of children	92	8
2.	Question paper analysis after examination	88	12
3.	Suggestions after analysis	88	12
4.	Consideration of such suggestions	71	29
5.	Planning of forthcoming chapters	97	3
6.	Teaching on the basis of unit plan	91	9
7.	Discussion of student's responses	89	19
8.	Asking doubts to Resource Person	66	34
9	Clarification of doubts by Resource Persons	75	25
10	Classes in multimedia usage	83	17
11	Boredom in In-Service Training Programme	64	36
12	Raising arguments against functioning	57	43
13	Monitoring during In-Service Training Programme	43	57

The investigator paid repeated visits to the schools so as to ensure full co-operation of teachers and for the collection of tools. The investigator calculated the percentage of teachers, in Kolar ,District, Karnataka who were put their responses as "Yes" for each question. For the last two open ended questions the various responses were considered and the repetition is marked by the tally mark.

A very high percent of secondary school teachers, 92 percent were discussed the intelligent doubts of their students in the In-Service Training Programme. 88 percent of secondary school teachers were of the opinion that the analysis of question papers just after the examination is beneficial. 88 percent of the secondary school teachers raise suggestions after such analysis. But the suggestions of only 71 percent of teachers were considered 97 percent teaches were discussing of the forthcoming chapters in the text book. 91 percent of teachers were conducted their teaching according to such unit plan. 89 percent teachers discussed the responses of students for previously planned lessons. 81 percent of teachers were observed and analysed the tryout classes. 66 percent of teachers were asked doubts to Resource Persons The doubts of only 75 percent of teachers among them were got clarified their doubts. 83 percent teachers were taken part in the classes regarding multimedia usage. 64 percent of teachers were getting bored during the In-Service Training Programme. 57 percent of teachers raised their arguments against the functioning of In-Service Training Programme. Only 43 percent of teachers were of the opinion that there exists an enough monitoring during the programme.

VIII. Findings of the study

92 percent were discussed the intelligent doubts of their students in the In-Service Training Programme. 88 percent of secondary school teachers were of the opinion that the analysis of question papers just after the examination is beneficial. 88 percent of the secondary school teachers raise suggestions after such analysis. But the suggestions of only 71 percent of teachers were considered. 97 percent teaches were discussing the forthcoming chapters in the text book. 91 percent of teachers were conducted their teaching according to such unit plan. 89 percent teachers discussed the responses of students for previously planned lessons. 81 percent of teachers were observed and analyzed the tryout classes.

66 percent of teachers were asked doubts to Resource Persons The doubts of only 75 percent of teachers among them were got clarified their doubts. 83 percent teachers were taken part in the classes regarding multimedia usage. 64 percent of teachers were getting bored during the In-Service Training Programme. 57 percent of teachers raised their arguments against the functioning of In-Service Training Programme. Only 43 percent of teachers were of the opinion that there exists an enough monitoring during the programme.

90 percent of secondary school teachers were of the opinion that students, underrevised curriculum when compared with the previous students with typical curriculum found to have a tendency to ask doubts freely. 82 percent of teachers support that shy children were motivated by constructivism. Revised curricula enabled the teachers to identify the classroom problems of 89 percent teachers. In-Service Training Programme develops the communication skill of 91 percent of secondary school teachers.

73 percent of secondary school teachers were experienced ambiguity in question papers. 56 percent of secondary school

teachers were ofthe opinion that they have a permanent subject trainer in their In-Service Training Programme.53 percent of teachers suggested that Resource Persons were given necessary training to manage the In-Service Training Programme.

51percent of teachers were of the opinion that there is a lack of sufficient number of Resource Persons. 90 percent of teachers felt that Resource Persons were considering their suggestions and opinions. Resource Person's could clarify the doubts of 73 percent of teachers. 54 percent of teachers have participated in the discussion of the preparation of question papers for public exam during workshop. Only 49 percent of teachers were participated in the orientation class or seminars. Among them 75 percent of teachers said that such seminars met the expected outcomes.

IX. Conclusion

After the analysis of the data obtained for the present study, the results indicate that majority of secondary school teachers had a favourable opinion about Teachers Empowerment Programme. The percentage of responses showed that the secondary school teachers are regular and punctual in attending the programme. They also have important suggestions towards it. But according to them suitable trainers are not available in their resource centers. Most of the teachers felt that they can able to face the problems in classroom more efficiently. The high percentage of responses indicates that their communication skill is developed a lot. Majority of teachers responded sincerely for the last two open ended questions. Variety of responses and suggestions were given by the teachers. Only half of the teachers felt that resource persons are getting necessary training to manage the In-Service Training Programme. For the second open ended question, which was about the benefits obtained from the Teachers Empowerment Programme, secondary school teachers responded in vivid manner. A number of benefits are listed by them.

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