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ATTITUDE TOWARDS IN-SERVICE TRAINING PROGRAMMES OF PRIMARY SCHOOL TEACHERS IN SHIVAMOGGA DISTRICT

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ABSTRACT:

The present study was aimed to find out the attitude towards in-service training programmes of primary school teachers. Survey method was conducted on a simple random sample of 60 primary school teachers in Shivamogga district. Self-made tool was used for data collection. The data was

analyzed using t-test. The result found that there is no significant difference in their attitude towards in-service training programmes of primary school teachers in respect of gender. The study also indicated that there is a significant difference in their attitude towards in-service training programmes of primary school teachers in terms of locality and teaching experience.

KEYWORDS: Attitude towards In-service Training Programmes, Primary School Teachers.

INTRODUCTION :

In-service training act as a catalyst for teacher's effectiveness. It is a way of updating teachers' skills and knowledge for improving teaching and learning which lead to better job performance. It is significant for teachers to confront new challenges and changes in the education world. The effectiveness of in-service training in school is also related to the attitude of teachers in school. Teachers should have a positive attitude towards in-service training organized by their school. Teacher's attitude

towards teaching philosophy, in-service training and educational reform can influence their response towards training that is conducted. Attitudes are reflections of employee's beliefs and opinions that support or inhibit behaviour.

REVIEW OF RELATED STUDIES

Fazilet Taşdemira (2014) analyzed the attitudes of teachers towards in-service trainings according to various variables. This study was a survey. The sample consisted of 83 teachers who were appointed to the Ankara province during the academic year 2011-12. The data was analyzed using t-test and ANOVA. The study found that the attitudes of teachers

toward in-service training activities showed a significant difference between genders and their amount of experience. Finding also indicated that there was no demonstrated difference according to the number of in-service training activities that were attended.

Hacer Hande Uysal (2012) studied the evaluation of an in-service training program for primary-school language teachers in Turkey. The data were gathered through course materials analysis, interviews with trainers and teachers, and through a questionnaire distributed to 72 teachers 18 months after the course ended. The result revealed that although the teachers' attitudes are

positive towards the course in general, the program has limitations especially in terms of its planning and evaluation phases, and its impact on teachers' practices.

OBJECTIVES OF THE STUDY

- To study the attitude towards in-service training programmes of primary school teachers with regard to gender, locality, and teaching experience.

HYPOTHESES

- There would be no significant difference in the attitude towards in-service training programmes of primary school teachers with respect to gender.
- There would be no significant difference in the attitude towards in-service training programmes of primary school teachers with respect to locality.
- There would be no significant difference in the attitude towards in-service training programmes of primary school teachers with respect to teaching experience.

METHODOLOGY

Normative survey method was used for this study. For this purpose, a simple random sample of 120 primary school teachers was chosen in Shivamogga District, Karnataka State. The data was collected through Attitude Scale towards In-service Training Programmes of Primary School Teachers which is developed by the researchers. The scale consists of 20 items with a 3-point Likert type scale ranging from Agree (A) to Undecided (U) to Disagree (DA). Mean, Standard Deviation, and t-test were used for data analysis with SPSS 20.0 version.

DATA ANALYSIS

Hypothesis 1: There would be no significant difference in the attitude towards in-service training programmes of primary school teachers with respect to gender.

Table 1: Mean, SD, and t-value of Attitude towards In-service Training Programmes of Primary School Teachers based on Gender

Gender	N	Mean	Standard Deviation	t-value
Male	30	41.83	5.147	1.55@
Female	30	43.67	3.933	

@Not Significant

Table-1 depicts that the t-value 1.55 is not significant at 0.05 level. This indicates that there is no significant difference in the attitude towards in-service training programmes of primary school teachers with respect to gender. Hence, the hypothesis-1 is accepted.

Hypothesis 2: There would be no significant difference in the attitude towards in-service training programmes of primary school teachers with respect to locality.

Table 2: Mean, SD, and t-value of Attitude towards In-service Training Programmes of Primary School Teachers based on Locality

Locality	N	Mean	Standard Deviation	t-value
Rural	30	40.60	3.971	4.031**
Urban	30	44.90	4.286	

**Significant at 0.01 level

Table-2 reveals that the t-value 4.031 is significant at 0.01 level. This shows that there is a significant difference in the attitude towards in-service training programmes of primary school teachers with respect to locality. Hence, the hypothesis-2 is rejected. It is observed that mean score of urban teachers have high attitude towards in-service training programmes than their counterparts.

Hypothesis 3: There would be no significant difference in the attitude towards in-service training programmes of primary school teachers with respect to teaching experience.

Table 3: Mean, SD, and t-value of Attitude towards In-service Training Programmes of Primary School Teachers based on Teaching Experience

Teaching Experience	N	Mean	Standard Deviation	t-value
Below 5 years	34	45.38	3.257	6.602**
Above 5 years	26	39.31	3.865	

**Significant at 0.01 level

From Table-3, the t-value 6.602 is significant at 0.01 level. This indicates that there is a significant difference in the attitude towards in-service training programmes of primary school teachers with respect to teaching experience. Hence, the hypothesis-3 is rejected. It is observed that mean score of teachers whose experience have below 5 years have high attitude towards in-service training programmes than teachers whose experience have above 5 years.

FINDINGS OF THE STUDY

1. There is no significant difference between male and female primary school teachers in their attitude towards in-service training programmes.
2. Urban primary school teachers have high attitude towards in-service training programmes than rural primary school teachers.
3. There is a significant difference in the attitude towards in-service training programmes of primary school teachers based on teaching experience.

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