



“HUMAN RESOURCE DEVELOPMENT AMONG IN-SERVICE PRIMARY SCHOOL TEACHERS WITH REFERENCE TO VIJAYAPURA DISTRICT OF KARNATAKA STATE”

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ABSTRACT:

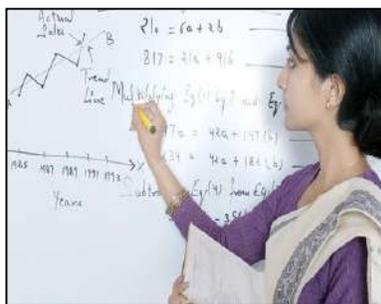
Human Resource Development (HRD) system is primarily to develop enabling capabilities of individuals, dyad, teams and entire organization. HRD help to teachers to improve job performance. In-service teachers got different training from training institutions. Training is essential for all the teachers in a teaching field. Training is a short term process utilizing a systematic and organized procedure by which non-managerial personnel learn technical knowledge and skills for a definite purpose. The main objectives of present research paper are to study the status of in-service primary school teachers in Vijayapura District and analyze the perception of in-service primary school teachers in Vijayapura District. The study comes to know that the in-service primary school teachers every respondent is updating knowledge to improve his/her job prospects. In other words, to earn the respect from the students to have job satisfaction and to be on the track it is inevitable for every teacher to improve knowledge through different in-service trainings.

KEYWORDS: Human Resource Development, In-Service Training, Education, Employment, and Teachers,

1. INTRODUCTION:

Teaching has rich rewards like personal independence, real responsibility, intellectual challenge, variety, humor, companionship and feeling of being valued and of accomplishing worthwhile objectives. The nation expects a lot from the elementary school teachers. A school teacher today has to work as a democratic leader in the class, a guide and counselor for personal-social problems of the pupils. In addition to this, he has to interact with parents and community. Human Resource Development heavily depends upon employee training and management development.

The knowledge is increasing day by day rapidly. It is said that knowledge becomes just doubled after a decade. In every field of knowledge new ideas, trend, principles and theories are emerging every day. The teacher education programme aims at providing knowledge, understanding of theories, principles, law, and facts and other regarding teaching activity to the prospective teachers. These teachers go into the field and apply the given knowledge in their real professional life. But after period of time, their knowledge becomes absolute as the knowledge in the field of teacher education is also increased day-by-day.



2. OBJECTIVES OF THE STUDY:

The research study is taken up with the following specific objectives:

1. To study the status of in-service primary school teachers in Vijayapura District.
2. To analyze the perception of in-service primary school teachers

in Vijayapura District.

3. RESEARCH METHODOLOGY:

For the present paper, the following methodology is adopted. To gather the primary data 423 in-service primary school teachers have selected randomly, from the Govt. primary schools of Vijayapura District of five taluks like that Basavana Bagewadi, Vijayapura, Indi, Muddebihal and Sindagi. A suitable questionnaire prepared and developed to generate primary data. Secondary data collected using books, research papers and website etc.

4. Present Status of In-Service Primary School Teachers in Vijayapura District:

In Vijayapura District has many primary schools are there here so many teachers are working in various institution like that Government, Aided and Unaided primary schools.

Table No. 1: No. of Primary School Teachers

Taluk	No. of Primary School Teachers		
	Male	Female	Total
B. Bagewadi	1182	907	2089
Vijayapura	2008	2544	4552
Indi	1939	803	2742
Muddebihal	1018	709	1727
Sindagi	1532	883	2415
Total	7679	5846	13525

Source: Vijayapura District at a Glance – 2015-2016.

From Table No. 1 it is clear that there are 13525 teachers are working in primary schools. Out of which 7679 male teachers and 5846 female teachers are working in primary schools. Male teachers are more compared to female teachers in Vijayapura District. Maximum male teachers are working in Vijayapura taluk and minimum male teachers are working in B. Bagewadi taluk. Majority of female teachers are working in Vijayapura taluk and loss number of female teachers are working in Muddebihal taluk.

5. ANALYSIS OF DATA:

A total of 432 teachers were selected for the present research study as many as 283 (66.90%) were male teachers and the remaining were female 140 (33.10%). Since the teachers were selected from the schools on the day of visit through randomization, it reflects the general profile of male and female teachers ration across the study area. The details in this regard are presented in Table No.2.

Table No.2: Gender wise Details of Teachers

Sl. No	Sex	No. of Respondents	Percentage
1	Male	283	66.90%
2	Female	140	33.10%
	Total	423	100%

Source: Field Study, 2017.

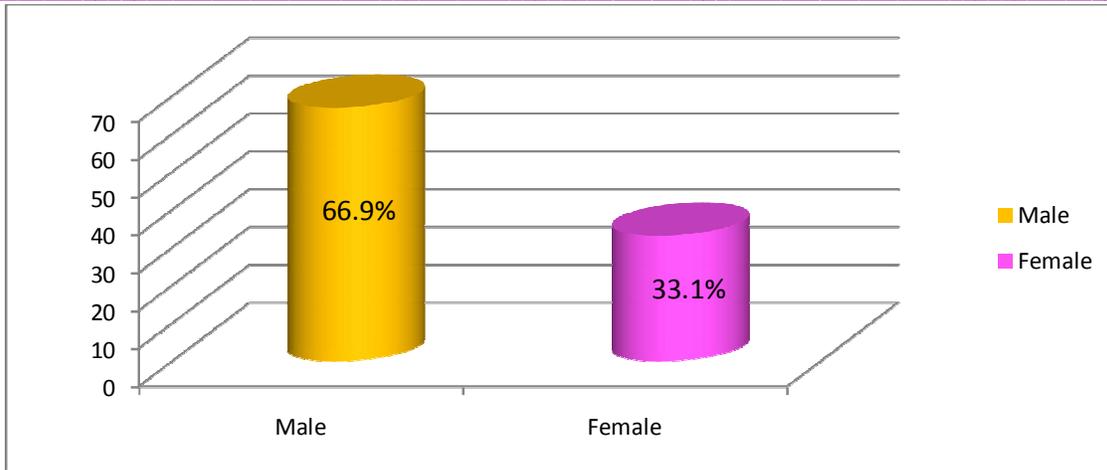
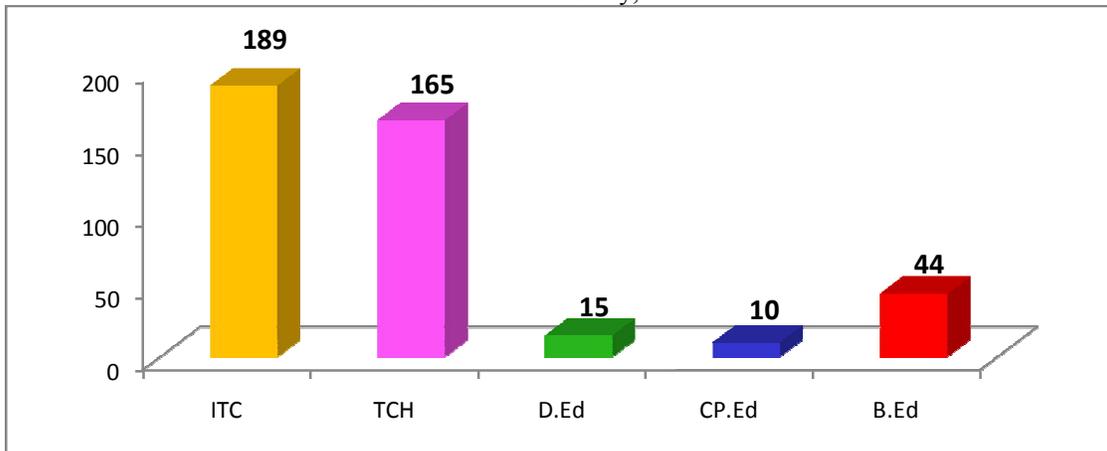


Table No.2 it is shows that majority of respondent primary school teachers were males 66.90% and the left over were female 33.10% teachers. Male teachers are more compared to female teachers in present study.

Table No.3: Status of Professional Qualification of Teachers

Sl. No	Particulars	No. of Respondents	Percentage
1.	ITC	189	44.60%
2.	TCH	165	39.01%
3.	D.Ed	15	3.55%
4.	CP.Ed	10	2.36%
5.	B.Ed	44	10.40%
	Total	423	100%

Source: Field Study, 2017.



As educating school children required certain technical skill, an enquiry in reference to professional qualification is made and the analyzed data is presented in Table No. 3. As evident, majority of them were having ITC qualification 189 (44.68%) and then followed by TCH 165 (39.01%), B.Ed 44 (10.40%), D.Ed 15 (3.55%) and CP. Ed 10 (2.36%). Through majority of the teachers were possessing better education qualifications.

Table No. 4: Teaching Experience of Teachers

Sl. No	Experience in Year	No. of Respondents	Percentage
1.	Up to 5 Years	89	21.04%
2.	6 to 10 Years	198	46.81%
3.	11 to 15 Years	80	18.91%
4.	16 to 20 Years	44	10.40%
5.	Above 20 Years	12	2.84%
	Total	423	100%

Source: Field Study, 2017.

From Table No. 4 makes it is clear that the experience or the service rendered by the teachers in their respective category of schools in presented in this table. Majority of them 46.81% are having 6 to 10 years of teaching experience. Teachers having experience of more than 20 years 2.84% is reported least.

Table No. 5: Teachers Opinion on In-Service Training to Enhance Teaching Efficiency

Sl. No	Particular	No. of Respondents	Percentage
1.	Completely Agree	285	67.38%
2.	Agree	90	21.28%
3.	Agree to a Large Extent	12	2.84%
4.	Agree to a Some Extent	14	3.30%
5.	Completely Disagree	22	5.20%
	Total	423	100%

Source: Field Study, 2017.

Table No 5 reveals that more number of teachers expressed positive opinion in this regard and the observation recorded in this regard is more polarized. In other words, the teaching community selected for the study is so firm in their opinion about the need for more in-service training. Less significant observations were observed in reference to negative opinion.

Table No. 6: Number of Days Attended Training in a Year by Respondents

Sl. No	Particular	No. of Respondents	Percentage
1.	1 to 5 Days	139	32.9%
2.	6 to 10 Days	202	47.8%
3.	11 to 15 Days	73	17.3%
4.	Above 15 Days	09	2.1%
	Total	423	100%

Source: Field Study, 2017.

It is observed from Table No.6 that in total all respondents are attended trainings in a year the details are as under. Out of which 32.9% respondents 1 to 5 days attended trainings; majority 47.8% respondents attended 6 to 10 days trainings; 17.3% respondents 11 to 15 days trainings are attended and 2.1% respondents attended 'above 15 days trainings in a year.

Table No. 7: Opinion on Content of the Training

Sl. No	Response	No. of Respondents	Percentage
1.	Adequate	405	95.74%
2.	Inadequate	18	4.26%
	Total	423	100%

Source: Field Study, 2017.

Table No.7 illustrates that out of a total 423 respondents maximum 95.74% respondents said that content was adequate and remaining 4.26% respondents said that content of the training was inadequate.

Table No. 8: Impact of Comprehension after Training

Sl. No	Impact	No. of Respondents	Percentage
1.	Excellent	47	11.1%
2.	Better	317	74.9%
3.	Very Good	07	1.7%
4.	Good	52	12.3%
	Total	423	100%

Source: Field Study, 2017.

It is clear from Table No.8 that 47 (11.1%) respondents maintained that the impact of comprehension after the training was ‘Excellent’, 317 (74.9%) respondents said that the comprehension after the training was ‘Better’, 07 (1.7%) respondents said that comprehension after the training was ‘V. Good’ and 52 (12.3%) respondents said comprehension after the training was ‘Good’.

Table No. 9: Communication after the Training with Students

Sl. No	Communication	No. of Respondents	Percentage
1.	Excellent	97	22.93%
2.	Better	326	77.07%
3.	Good	00	0.00%
4.	Bad	00	0.00%
	Total	423	100%

Source: Field Study, 2017.

From Table No.9 it is evident that 22.93% respondents admitted that their interaction with students was excellent, 77.07% respondents maintained it as better impact of training programmes on their interaction with students.

Table No. 10: Opinion of Training

Sl. No	Response	No. of Respondents	Percentage
1.	Excellent	70	16.55%
2.	Better	300	70.92%
3.	Good	53	12.53%
4.	Bad	00	0.00%
	Total	423	100%

Source: Field Study, 2017.

Above Table No. 10 shows that majority of respondent expressed training was better impact on teaching. And Only 12.53 respondent expressed training module was good impact on teaching.

6. CONCLUSION:

On the basis of above study it can conclude that the in-service teacher’s are attended various training for improved the different skills. Trainings are good impact on the primary school teachers. Majority of the respondents from our area of study are males. A large number of respondent teachers had professional qualification ITC (189). On an average the respondents attended above five training in the year. Training programmes were comprehensive.

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