

VIEW OF SENIOR SECONDARY SCHOOL PRINCIPALS ABOUT IN - SERVICE TRAINING PROGRAMME IN HIMACHAL PRADESH

Ms. Madhu Bala

Ph.D. Research Scholar, Department of Education, Himachal Pradesh University Shimla
Email – madhub03@gmail.com

Abstract: *In- service teacher education is an organized effort to improve the performance of all personnel already holding assigned positions in a school setting to implement a specified innovation or programme. This study is an attempt to investigate the views of school principals on in- service teacher training programmes. A sample of 50 school principals was selected from five districts namely Shimla, Solan, Sirmaur, Bilaspur and Una of Himachal Pradesh. The questionnaire developed and standardized by the investigator her-self was used for data collection. The study shows that the principals were aware about in- service teacher training programmes and deputed the teachers for attending the in- service training programme. Lecture method was frequently used by teachers whereas group discussion and demonstration method was used sometimes by teachers. Project method was least used method of teaching by the teachers. Majority of school principals found their staff cooperative in the absence of deputed school principals and teachers took extra classes and free periods to make up loss of the students during their absence due to in- service training programme.*

Key Words: *In- service Training Programme, School Principal, Senior Secondary School.*

1. INTRODUCTION:

Throughout history, education has been playing this vital role and has contributed a lot in shaping the destinies of societies in all phases of their development. More importantly, education develops man power for different levels of the economy. A teacher is a lifelong learner. The Kothari Commission viewed that unlike an ordinary worker; a teacher acts as a master, craftsman, a strategist, a motivator and an artist. The vicinity of classroom is enlivened by the dynamic, inspiring, encouraging, enthusiastic, skillful and dedicated teachers. The teachers shape the destiny of students who eventually shapes the destiny of the country as the students are the future citizen of the country. The teachers are associated with the scientific knowledge which keeps growing and so opportunities have to be afforded to ensure that the teachers keep learning throughout his/ her professional life. Teaching is the communication of one's own personal experiences. It is the nature of teachers own understanding of the subject that the teacher teaches and it is the unique combination of subject matter and his experiences that make the students understand the subject matter. Professional training of a teacher implies his mastery in knowledge of the subject, in pedagogy and teaching techniques, in his/her love and dedication to the world of learning and to the society and above all to develop the ability to carry the whole world along with it and march ahead to the future. Training of teachers is an important component of teacher education. Teacher education is a lifelong professional development process beginning with initial teacher preparation and continuing throughout teachers' career. The teacher must continue to build knowledge and skills in all the areas and to inquire into the teaching- learning process throughout his/ her career.

The National Policy on Education (1986) suggested to adopt some programmes viz., teacher enrichment programmes, improvement of curriculum, continuous and comprehensive evaluation, availability of quality text-books and utilisation of teaching aids. The National Policy on Education (1986) also recommended creating the State Council of Educational Research and Training in each state as a measure of decentralization of functions of quality education, research and training. State Council of Educational Research and Training (SCERT) is concerned with the academic aspects of school education including formulation of curriculum; preparation of text- books; teachers' handbooks and teacher training. It advises the government on policy matters relating to school education. State Council of Educational Research and Training plans and coordinates all academic projects and programmes in the state.

2. LITERATURE REVIEW:

Sharma (1992) in the study revealed that teachers in the age range of 45 to 60 years or experience of more than 15 years perceived less and unproductive impact of in-service education. Teachers having a lot of non-instructional jobs were not able to justify themselves fully as teachers so far as their teaching responsibilities were concerned. 85 per cent teachers could get their concept clear through in-service education; 75 per cent teachers got

printed material during in-service education; 89 per cent teachers could get opportunities to discuss the syllabus they taught; 80 per cent teachers could find a measureable change in the performance of the students; 75 per cent teachers felt more confident and competent due to the in-service education courses but only 35 per cent teachers adopted new methods of teaching after in-service education programme. The maximum number of teachers listed common defects such as unsuitability of time, lack of incentives, lack of reference material, lack of expertise and lack of follow up action.

Elahi (1996) found that 44 per cent PGTs and TGTs, 40 per cent Principals and 72 per cent Vice Principals were not satisfied with the weightage given to the general awareness aspects. Further, 41.33 per cent PGTs and 37.33 per cent TGTs considered pedagogical aspects as one of the weaker areas in the programmes. Regarding overall rating of the programme 54.67 per cent PGTs, 52 per cent principals and 60 per cent Vice Principals opined average quality while 43.33 per cent TGTs observed good quality with regard to follow up in-service education programme; 92 per cent PGTs, 96 per cent TGTs, 52 per cent Principals and 64 per cent Vice Principals were using new ideas/ techniques learnt during the programmes.

Garcia and Maria (2002) in the study found that deep reforms are necessary in training. The administration strongly influenced the teachers' concerns about training to worry about promotion instead of worrying about quality or effective training. It was also found that attitudes of the teachers seemed to be passive and careless regarding training.

Goetz (2002) revealed that teacher knowledge of terminology increased over the training period. The study also revealed that teacher beliefs about accommodating children with challenging behaviours in the classroom became more positive as a result of participation in a teaching programme.

Kumar (2011) found that majority of the teachers were deputed as per the orders from BRCs/ DIETs. Majority of teachers found in-service teacher training programme helpful for their professional development and few teachers took the programme as compulsion. About half of the teachers found the attitude of the Principals/ Headmaster/ Centre Head Teachers very cooperative in deputing them for in-service teacher training programme. Half of the teachers reported that the resource persons were effective in delivering the content. Majority of resource persons mostly used lecture method and few also used demonstration, group discussion and question answer methods sometimes. During the training, each and every participant had to demonstrate a lesson. After the training programme, no follow up mechanism was followed in any of the selected DIETs. Majority of Principals/ Headmaster/ Centre Head Teachers found teachers cooperative in managing classes during the absence of other teachers who undergo for training. All the Principals/ Headmaster/ Centre Head Teachers reported that majority of the teachers teach their own subject in the class of their fellow teachers on training. All the Principals/ Headmaster/ Centre Head Teachers also reported that majority of teachers used lecture method and small group of teachers also used question- answer method after the training programme.

3. OBJECTIVES OF THE STUDY:

- 1) To study the views of senior secondary school Principals about in-service training programme in Himachal Pradesh in terms of following components:
 - a) Information about in- service training programme
 - b) Improvement in teaching proficiency of teacher
 - c) Teaching methods used by teachers
 - d) Use of multimedia
 - e) Substitution in absence of deputed teachers
 - f) Staff cooperation

4. METHOD AND SAMPLE:

Descriptive Survey Method of research has been used. For this study, 50 school principals were selected purposively from the five districts of Himachal Pradesh.

4.1 Research Tool

The investigator herself developed the questionnaire for school principals. The reliability of the questionnaire was computed with the help of test- retest method.

4.2 Statistical Technique Used

The tabulated data were analyzed in terms of frequencies and percentages.

4.3 Analysis of Data

Perception of Senior Secondary School Principals regarding Information about Training Programme, Authority informed about Training Programme, Teachers' Attitude about Training Programme

The responses of senior secondary school teachers regarding training programme as mandatory condition, duration of the programme, reasons for attending training programmes and authority informed about training programme are presented in table 1:-

Table 1
Responses Regarding Information about Training Programme, Authority informed about Training Programme, Teachers' Attitude about Training Programme

| Sr. No. | Information about training programme | N | % |
|---------|--|----|--------|
| 1. | Awareness of School Principals about Training Programme | | |
| i. | Yes | 50 | 100.00 |
| ii. | No | -- | -- |
| 2. | If yes, deputed teachers for training programme | | |
| i. | Yes | 50 | 100.00 |
| ii. | No | -- | -- |
| 3 | Authority informed about deputation | | |
| i. | Deputy Director of Education | 45 | 90.00 |
| ii. | SCERT | 05 | 10.00 |
| 4 | Information about training programme | | |
| i. | By official letter | 50 | 100.00 |
| ii. | Telephonically | -- | -- |
| 5 | Teachers' Attitude about Training Programme | | |
| i. | Compulsion for attending programme | 04 | 08.00 |
| ii. | Not interested | -- | -- |
| iii. | Eager to attend the programme | 46 | 92.00 |

The table 1 shows that hundred per cent senior secondary school principals were aware about in- service teacher training programme. The above table also shows that hundred per cent school principals deputed teachers for attending in- service training programme. The table also shows that 90.00 per cent senior secondary school principals reported that Deputy Director of Education informed them about deputation of teachers for attending the in- service training programme whereas 10.00 per cent school principals stated that they were informed by SCERT about the in- service training programme. The table also depicts that all senior secondary school principals got information about in- service training programme through official letters from the higher authorities. Furthermore, 92.00 per cent senior secondary school principals reported that teachers were eager to attend in- service training programme whereas 08.00 per cent senior secondary school principals reported that teachers take in- service training programme as compulsion.

4.4 Improvement in Teaching Proficiency of Teachers after Attending Training Programme

The responses of senior secondary school principals regarding improvement in teaching proficiency of teachers after attending in- service training programmes conducted by SCERT are presented in table 2:-

Table 2
Responses Regarding Improvement in Teaching of Teachers after Attending Training Programme

| Sr. No. | Improvement in teaching | N | % |
|---------|---|----|--------|
| 1 | Improvement in teaching of school principals | | |
| i. | Yes | 50 | 100.00 |
| ii. | No | - | - |
| 2 | If yes, the changes observed | | |
| i. | Enhancement of knowledge | 05 | 10.00 |
| ii. | Improvement in teaching skills | 03 | 06.00 |
| iii. | New innovations | 02 | 04.00 |
| iv. | All above | 40 | 80.00 |

The table 2 shows that all school principals reported that there was improvement in teaching of teachers who have attended the training programme. The above table also shows that 80.00 per cent senior secondary school principals reported that there were enhancement of knowledge, improvement in teaching skills and increase in use of new innovations whereas 10.00 per cent school principals reported that there was enhancement in knowledge, 6.00 per cent school principals reported that there was improvement in teaching skills and 4.00 per cent school principals reported that these programmes increases use of new innovations of teaching.

4.5 Teaching Methods Used By Teachers

The responses of senior secondary school principals regarding use of different teaching methods used by teachers who have attended in- service training programme are presented in table 3:-

Table 3
Responses Regarding Teaching Methods used by Teachers

| Teaching methods | Frequently | | Sometimes | | Rarely | |
|------------------|------------|--------|-----------|-------|--------|-------|
| | N | % | N | % | N | % |
| Lecture method | 50 | 100.00 | -- | -- | -- | -- |
| Demonstration | 05 | 10.00 | 35 | 70.00 | 10 | 20.00 |
| Group Discussion | 10 | 20.00 | 40 | 80.00 | -- | -- |
| Project method | -- | -- | 05 | 10.00 | 45 | 90.00 |

The table 3 exhibits that hundred per cent senior secondary school principals reported that lecture method was used frequently by the teachers. The table also exhibits that 70.00 per cent school principals reported that demonstration method was used sometimes by the teachers whereas 20.00 per cent school principals reported that teachers used demonstration method rarely and 10.00 per cent senior secondary school principals reported that teachers used demonstration method frequently. Likewise, 80.00 per cent school principals reported that teachers used group discussion method sometimes whereas 20.00 per cent school principals reported that teachers used group discussion method frequently. Furthermore, 90.00 per cent senior secondary school principals reported that project method was used rarely by the teachers whereas 10.00 per cent senior secondary school principals reported that teachers used project method sometimes.

4.6 Use of Teaching Aids

The responses of senior secondary school principals regarding use of teaching aids are presented in table 4:-

Table 4
Responses Regarding Use of Teaching Aids

| Items | How often used | | | | | | | |
|------------|----------------|--------|-----------|-------|--------|-------|------------|-------|
| | Frequently | | Sometimes | | Rarely | | Not at all | |
| | N | % | N | % | N | % | N | % |
| Blackboard | 50 | 100.00 | -- | -- | -- | -- | -- | -- |
| Internet | 06 | 12.00 | -- | -- | 34 | 68.00 | 10 | 20.00 |
| PPT | 40 | 80.00 | 10 | 20.00 | -- | -- | -- | -- |
| OHP | -- | -- | 10 | 20.00 | 25 | 50.00 | 15 | 30.00 |

The above table 4 revealed that hundred per cent senior secondary school principals reported that blackboard was used frequently used by teachers. 68.00 per cent school principals reported that internet was used rarely whereas 20.00 per cent school principals reported that internet was not used by teachers and only 12.00 per cent school principals reported that internet was used frequently by teachers.

The table further shows that 80.00 per cent school principals reported that PPT was used frequently by the teachers whereas 20.00 per cent school principals reported that PPT was used sometimes by teachers. Furthermore, 50.00 per cent school principals reported that OHP was used rarely by the teachers whereas 30.00 per cent school principals reported that OHP was not used by teachers and only 20.00 per cent school principals reported that teachers used OHP sometimes.

4.7 Substitution in Absence of Deputed Teachers and Problems Faced In School

The responses of senior secondary school principals regarding substitution in absence of deputed teachers and problems faced in school when teachers were attending in- service training programme are presented in table 5:-

Table 5
Responses Regarding Substitution in Absence of Deputed Teachers and Problems Faced In School

| Sr. No. | Statements | N | % |
|---------|---|----|-------|
| 1 | Substitution in absence of deputed teachers for Training | | |
| i. | Yes | 43 | 86.00 |
| ii. | No | 07 | 14.00 |
| 2 | Problems faced in schools when teachers was attending training programme | | |
| i. | Yes | 37 | 74.00 |
| ii. | No | 13 | 26.00 |
| 3 | If yes, the problems are | | |
| i. | Adjustment of classes | 29 | 78.38 |
| ii. | Indiscipline | 08 | 21.62 |
| iv. | No problem | -- | -- |

The table 5 reveals that 86.00 per cent senior secondary school principals reported that substitutions was available in absence of the deputed teachers whereas 14.00 per cent school principals reported that there was no substitution in the absence of deputed teachers. Furthermore, 74.00 per cent senior secondary school principals faced problems in school when teachers were attending training programme whereas 26.00 per cent school principals faced no problem in schools when teachers were attending training programme. The above table also shows that out of 37, 29 (78.38 per cent) school principals reported that they faced problem in adjusting the vacant classes whereas 08 (21.62 per cent) school principals reported that they faced problem of indiscipline in the school.

4.8 Staff Cooperation

The responses of senior secondary school principals regarding the cooperation of staff presented in school in the absence of deputed teachers for in- service training programme are presented in table 6:-

Table 6
Responses Regarding Staff Cooperation

| Sr. No. | Statements | N | % |
|---------|--|----|--------|
| 1 | Staff cooperation in absence of deputed teachers | | |
| i. | Yes | 50 | 100.00 |
| ii. | No | -- | -- |
| 2 | If yes, teachers | | |
| i. | Teaches their own subject | 41 | 82.00 |
| ii. | Teaches subject of deputed teacher | 03 | 6.00 |
| iii. | Discussion | 06 | 12.00 |
| 3. | Methods used for make-up loss by Deputed Teachers | | |
| i. | By taking extra classes | 37 | 74.00 |
| ii. | By taking free periods | 08 | 16.00 |
| iii. | Through discussion | 05 | 10.00 |

The table 6 indicates that hundred per cent senior secondary school principals reported that staff presented in school cooperates them in the absence of deputed teachers for in-service training programme. The table also indicates that 82.00 per cent senior secondary school principals were reported that the teachers teaches their own subject in absence of deputed teachers whereas 12.00 per cent school principals were reported that teachers organized discussion and 06.00 per cent senior secondary school principals were reported that teachers teaches the subject of deputed teacher. Furthermore, 74.00 per cent senior secondary school principals reported that teachers took extra classes to make up loss of the students during their absence due to in- service training programme whereas 16.00 per cent school principals reported that teachers took free periods to make up loss of the students and remaining 10.00 per cent school principals reported that teacher discussed the topics with student to make up loss of the students during their absence due to in- service training programme.

4.9 SUGGESTIONS FOR STRENGTHENING TRAINING PROGRAMME:

The responses of senior secondary school principals regarding strengthening of in- service training programmes conducted by SCERT are presented in table 7:-

Table 7
Responses about Suggestions for Strengthening Training Programme

| Sr. No. | Suggestions | N | % |
|---------|--|----|-------|
| 1. | Availability of effective, well trained and efficient resource persons | 20 | 40.00 |
| 2. | Emphasis on practical work | 10 | 20.00 |
| 3. | Training should be conduct during holidays | 06 | 12.00 |
| 4. | More emphasis on classroom problems | 09 | 18.00 |
| 5. | More emphasis on teaching skills | 05 | 10.00 |

The table 7 exhibits that 40.00 per cent senior secondary school principals reported that there should be availability of effective, well trained and efficient resource persons whereas 20.00 per cent school principals reported that there should be emphasis on practical work. The table also exhibits that 18.00 per cent and 12.00 per cent senior secondary school principals reported that there should be more emphasis on classroom problems, training programmes should be conducted during holidays respectively. Remaining 10.00 per cent school principals reported that there should be more emphasis on teaching skills.

5. CONCLUSIONS:

The findings of the study suggested that all senior secondary school principals were aware about teacher training programme and deputed the teachers for attending the in- service training programme. Majority of school principals were informed by Deputy Director of Education about the deputation of teachers through official letter for attending in- service training programme. Majority of school principals found that teachers were eager to attend the in-service training programme conducted by SCERT. Only few respondents found that teachers attended the training programme under compulsion. All the school principals found improvement in teaching of teachers who have attended the in- service training programme and majority of the school principals reported that there were enhancement of knowledge, improvement in teaching skills and increases use of new innovations. Lecture method was frequently used by teachers whereas group discussion and demonstration method was used sometimes by teachers. Project method was least used method of teaching by the teachers. Blackboard and Power Point presentation was frequently used by the teachers. Over Head Projector and internet was rarely used by teachers for teaching in the classroom. Majority of senior secondary school principals reported that there was substitution in absence of deputed teachers undergone for attending in- service training programme. Large number of school principals faced problem in adjustment of classes and less than half of the school principals faced problem of indiscipline in school. Majority of school principals found their staff cooperative in the absence of deputed school principals. Majority of school principals expressed that the staff presented in school teaches their own subject in absence of deputed school principals and organized discussion. Majority of school principals reported that teachers took extra classes and free periods to make up loss of the students during their absence due to in- service training programme. For strengthening the in –service training programme, school principals suggested that there should be availability of effective, well trained and efficient resource persons. They also suggested that there should be emphasis on practical work, classroom problems, teaching skills and the programmes should be conducted during holidays.

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