

RESEARCH PAPER

A Study of the effect of in Service Training on the Teachers of the Higher
Secondary School

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Key words: *In Service Training, educational background etc.*

Abstract

There is a substantial literature on the relationship between teacher characteristics and student learning. Most prior research on this topic has focused on teacher's educational background, years of teaching experience and salaries. The result of this work are mixed while it is clear that certain teachers are more effective than others at increasing student performance, there is considerably less consensus on whether specific observable teachers characteristics such as education or experience produce higher performance.

The present study aims at findings out the study of effect of inservice training on the teachers of the higher secondary school of Ahmedabad City. Self developed tool was administered on a cluster sample of 130 higher secondary school teacher's in Ahmedabad city. This clearly indicates about the inservice training of male and female are common urban and rural area are common and below 5 years and above 6 years experience are all so common.

Introduction :

There is a substantial literature on the relationship between teachers characteristics and student learning. Most prior research on this topic has focused on teachers educational background, years of teachers experience and salaries. The results of this work are mixed. While it is clear that certain teachers are more effective than others at increasing students performance, there is considerably less consensus on whether specific, observable teacher characteristics such as education or experience produce higher performance.

While most research has focused on general skill, school district and states often rely on in-service staff development as a way to improve student learning. This on-the-job training seeks to instruct teachers in content as well as pedagogy. Professional development is an extremely widespread practice in U.S. Public Schools. 72 percent of teachers report having engaged in training related to the subject area of their main teaching assignment during the previous 12 months (Parsad et al. 2000). A similar fraction reports having received training on how to implement new teaching methods. Despite the widespread nature of these activities, the intensity of training is typically fairly low, with more than half of the teachers engaging in eight hours or less of training in each of these areas per year. Unfortunately, most of the existing research on in-service training suffers from the fact the training is endogenously determined by teachers and schools.

Statement of the Problem

A Study of the Effect of In Service Training on the Teachers on the Teachers of the Higher Secondary School

Objectives of the Study

Main objectives of the study are as follows:

- (1) To know the opinions of teachers on in service training.
- (2) To know the effect of gender about in service training.
- (3) To know the effect of area about in service training.
- (4) To know the effect of experience about in service training.

Hypothesis of the Study:

Main hypothesis of the study as follows:

- Ho₁ There will be no significant difference between the mean score of male and female teachers on the opinions of in service training.
- Ho₂ There will be no significant difference between the mean score of rural and urban area teachers on the opinions of in service training.
- Ho₃ There will be no significant difference between the mean score of above 5 years of experience teachers and below 5 years experience teachers on the opinions of in service training.

Limitation of the study:

- 1) The present study is limited only for the higher secondary teachers of Ahmedabad District.
- 2) The present study is limited only for the Gujarati Medium.

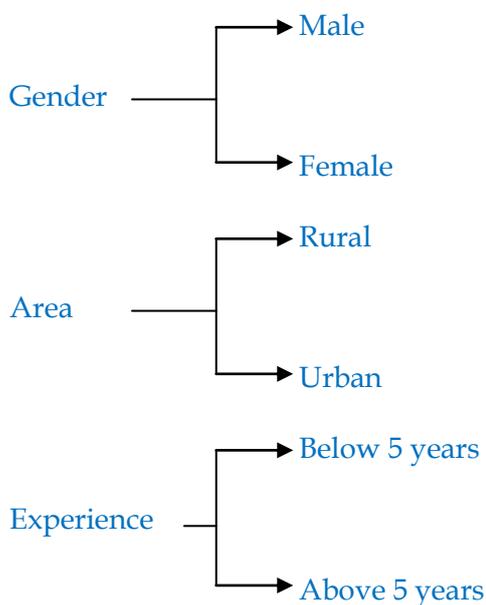
Method of Research:

In the present study, survey method was used because it is proper and feasible too.

Variables of the Study:

Variables of the study are as follows:

Independent Variables:



Dependent Variables :

In-Service Training Opinionnaire

Control Variable:

- Gujarati Medium
- Ahmedabad City

Sample :

In the present study, the researcher has selected stratified random sampling method. First she selected 10 rural area school and 10 urban area higher secondary school. Among them she selected teachers by cluster sampling method. Total 130 teachers selected in the final sample. Numbers of male teachers are 60 and female teachers are 70.

Tool :

In the study, the researcher made a self made In service opinionnaire for teachers.

Data Analysis and Interpretation:

Table-1

Analysis of In Service Training of Male and Female Teachers

Group	Mean	S.D.	t value	Significance
Male	38.53	2.90	0.14	Not significant
Female	39.04	2.91		

From table 1 it is significant that 't' value is 0.14 which is not significant at 0.05 level. It reflects that mean scores of the perception of male and female higher school teachers of Ahmedabad district do not differ significantly. So, the null hypothesis that there is no significant difference between the mean scores of male and female teacher

Table-2

Analysis of In Service Training of Rural and Urban Teachers

Group	Mean	S.D.	t value	Significance
Rural	38.54	2.89	0.15	Not significant
Urban	39.03	2.92		

From table 2 it is significant that 't' value is 0.15 which is not significant at 0.05 level. It reflects that mean scores of opinions of higher secondary teachers of in-service training program. So, the null hypothesis that there is no significant difference between the mean scores of rural and urban area teachers on the opinions of in-service training.

Table-3

Analysis of In Service Training of below 5 years and above 5 years experience teachers

Group	Mean	S.D.	t value	Significance
below 5 year	42.46	2.26	2.52	significant at 0.05 level
above 5 year	38.17	2.70		

From table 3 it is significant that 't' value is 2.52 which is significant at 0.05 level. It reflects that mean scores of opinions of higher secondary teachers of in-service training program. So, the null hypothesis that there is no significant difference between the mean scores of below 5 years and above 5 years experience teachers on the opinion of in-service training.

Findings:

In the present study the researcher have tried to get findings after checking the objectives and hypothesis. Which are as under :

- 1) There is no significant difference between the mean scores of male and female teachers.
- 2) There is no significant difference between the mean scores rural and urban area teachers on the opinion of in service training.
- 3) That there is significant difference between the mean scores below 5 years and above 5 year experience teachers on the opinion of in service training.

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