

Attitude towards Teaching, Efficacy of In-Service Training Programmes and Performance of Teachers at the Secondary Level

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Abstract

The present study aims to investigate attitude towards teaching, efficacy of in-service training programmes and performance of teachers at the secondary level. Using random sampling technique 416 teachers teaching at the secondary level were chosen from different categories of schools, namely government, government-aided and private schools. Maddux Effective Performance Appraisal Model (Maddux, 2004), Teacher Attitude Inventory (Ahluwalia 1998), Efficacy of In-Service Training Programme Scale (Jayachitra, 2011) were used. The data collected was subjected to statistical analysis, and the results show that the teachers belonging to private schools have a higher level of attitude towards teaching, are exposed to better in-service training programmes and thereby perform better in their teaching compared to teachers in government and government-aided schools at the secondary level. A positive correlation was found to exist between attitude towards teaching, efficacy of in-service training programme and performance of teachers at the secondary level.

Keywords: Attitude towards Teaching, Efficacy of In-Service Training Programmes and Performance of Teachers

1. Introduction

Attitude is a hypothetical construct that represents an individual's like or dislike for an item. It is typically conceptualized as having three related components: cognitive (the idea or assumptions upon which the attitude is based), affective (feelings about the issue), and

behavioral (a predisposition toward an action that corresponds with the assumption or belief). Attitudes are positive, negative or neutral views of an object, i.e. a person, behaviour or event. People can also be ambivalent toward a target, meaning that they simultaneously possess a positive and a negative bias toward the attitude in question. Teachers' attitudes are extremely important because of the relationship between attitude and action. Teacher attitudes are often translated into specific classroom and instructional practices which in turn affect student behavioural and learning outcomes (Cook, 2002).

Teachers' education is a continuous process and the pre-service and in-service components are inseparable. *In-service training* is education for employees to help them develop their skills in a specific discipline or occupation denoting training that is given to employees during the course of employment. The effects of in-service training on the organizational or administrative side of the teachers' performance have been found more positive. Training adds to the confidence of the teachers, helps teachers to maintain better discipline in the class and improve their teaching methods and interaction with students.

2. Need for the Present Study

Education researchers and curriculum developers have always been aware of the most significant contribution of formal education, namely, the teacher. It is the teacher who enables education for the future citizen of a country. The teacher effectively adopts various methods of disseminating knowledge. The effectiveness of teaching was assessed by the effectiveness of learning and then the proactive teaching behaviour was investigated and defined (Bloom, 1956). Research in the area of effective teaching gained momentum when the role of the teachers became important for professional improvement.

Attitude refers to the predispositions which have developed through a long and complex process. It is formed by direct experience as well as by implicit learning and may reflect personality (Zimbardo and Lippé, 1991). Attitudes are functional enough as much as they simplify complex subjects, express fundamental values and beliefs, and mediate or guide behaviour (Brock and Shavitt, 1994).

Effective staff development has been identified by numerous researchers as a necessary prerequisite to the successful integration of educational technology into the schools (Wood and Smellie, 1990; U.S. Congress, 1988, 1995). A wide variety of in-service activities have been initiated by school districts, regional educational centers, private consultants, and commercial vendors. However, little is known about the effectiveness of these programs. Therefore, teachers and administrators have little empirical data with which to judge the merits of a particular in-service approach. Thus a need is felt to study the attitude, efficacy of in-service training programmes and performance of teachers in different categories of schools, especially at the secondary level.

3. Review of Related Literature

The studies reviewed pertaining to performance of teachers have been compiled and presented hereunder.

3.2 Review Related Attitude toward Teaching and Performance of Teachers

Njue and others.(2009) explored on constraints of implementing AIDS education in public schools in Kenya. Sixty interviews with teachers and 60 focus group discussions with students were conducted in 21 primary and nine secondary schools. System/school-level constraints included lack of time in the curriculum, limited reach of secondary-school students (because AIDS education is embedded in biology, which is not compulsory), and disapproval of openness about sex and condoms by the Ministry of Education and parents. Alternative strategies to teach about AIDS had their own constraints. Teachers lacked training and support and felt uncomfortable with the topic. They were not used to interactive teaching methods and sometimes breached confidentiality. Teachers' negative attitudes constrained students from seeking information. Attitude towards teaching and their correlates were studies by Zaidi (2015).

3.3 Review Related to Efficacy of In-Service Training Programmes and Performance of Teachers

The purpose of the study conducted by Ha and others (2004) was to evaluate the effectiveness of an in-service training program and understand teachers' receptivity to curriculum change in physical education. A total of 183 primary school teachers were recruited as participants on a voluntary basis. The results showed that the participants felt that in-service training was needed to equip them to implement a physical education program inline with the curriculum reform. The in-service training program was deemed to be practical and effective, bringing about good communication among school teachers, educational experts, and government curriculum officers.

Hennissen and others (2010) conducted a study to investigate the context of developing mentor teacher's use of supervisory skills. Two consecutive studies were conducted, using stimulated recall. Firstly, with eight participants, an instrument was developed to categorize contents of interactive cognitions. Secondly, with 30 participants, the instrument was applied to uncover contents of mentor teacher's interactive cognitions, before and after training in supervisory skills. After-training, mentor teachers demonstrated an increased awareness of their use of supervisory skills.

4. Statement of the Problem

The review done from the available relevant literature, relating to the present research area, led the investigator to conceptualize the problem in an attempt to fill in the lacunae found. Specifically, the study is organized around the following questions:

- What are the explaining variables of performance of teachers?
- Will these manifestations differentially influence the performance of teachers based on the different categories of schools?

Thus the problem is stated as here under:

Attitude towards Teaching, Efficacy of In-service Programmes and Performance of Teachers

at the Secondary Level

5. Objectives of the Present Study

The objectives of the present study are as follows;

- (i) To investigate if there is any significant relationship between the select variables among teachers in government, government-aided and private schools at the secondary level and
- (ii) To investigate if there is any significant difference in attitude towards teaching, efficacy of in-service programmes and performance of teachers in government, government-aided and private schools at the secondary level.

6. Hypothesis Formulated

Based on the objectives and review of literature, the following hypotheses have been formulated:

- (i) There will be a significant relationship between attitude towards teaching, efficacy of in-service programmes and performance of teachers in government, government-aided and private schools at the secondary level.
- (ii) There will be no significant difference among teachers in different categories of schools, namely, government, government-aided and private schools at the secondary level in their attitude towards teaching, efficacy of in-service programmes and teaching performance.

7. Method of Investigation

(i) Sample: From the target population a sample of 416 teachers, were chosen from the secondary level working in different categories of schools, namely, government, government-aided and private schools. The chosen sample comprised of 135 teachers from the government, 150 teachers from government-aided and 131 teachers from the private schools. Random sampling method is employed in the present research to collect, analyze and interpret the data.

Data thus collected was scored and subjected to statistical processing for verification of hypothesis.

(ii) Tools Used: The research tools used for the present study to analyze the attitude towards teaching, efficacy of in-service programmes and performance of teachers at the secondary level are Maddux Effective Performance Appraisal Model (Maddux, 2004), Teacher Attitude Inventory (Ahluwalia, 1998) and Efficacy of In-Service Training Programme Scale (Jayachitra, 2011).

(iii) Pilot Study: A pilot study is conducted to establish the validity and reliability of the questionnaire used for the study. The reliability of the questionnaire is established by using the split-half method. The square root of the reliability is treated as validity of the test.

Tool	Reliability	Validity
Maddux Effective Performance Appraisal Model (Maddux, 2004),	0.65	0.80
Teacher Attitude Inventory (Ahluwalia 1998)	0.78	0.88
Efficacy of In-service Training Programme Scale (Jayachitra, 2011)	0.83	0.91

8. Discussion on the Analysis of Variance with regard to the Select Variables of Teachers in Different Categories of Schools at the Secondary Level

In the present study, it is found that teachers in private schools have significantly better attitude toward teaching, exposed to better in-service training programmes and thereby perform better in their teaching when compared to their counter parts in government and government-aided schools. The teachers in private schools are exposed to better in-service training programmes, which is more application oriented and helps them to develop better attitude towards teaching. Further, the good infrastructure facilities, like spacious classrooms, adequate library and technology access facilities help teachers to update their knowledge in their subject and upgrade their teaching skills by adopting to latest technologies that are available. This factor

enables the teachers at the secondary level in private schools to develop better attitude towards teaching and perform significantly better than the teachers in the other category of schools.

9. Educational Implications and Recommendations

There is always a need to evaluate the efforts which are being made by the training institutions to achieve the desired goals. It is highly recognized that the teacher performance, the efficacy of in-service programme and a healthy attitude towards world of work contribute a lot in successful teaching. Effective teachers can do wonders in their classrooms. The present study can help all the society members who are responsible for providing teacher education for making the personality of teacher-trainees more effective and successful.

10. Conclusion

To conclude, the present study has shown a significant relationship between attitude toward teaching, efficacy of in-service training programmes and performance of teachers at the secondary schools. Educational competence in the present world is interwoven with the progress of every society. The area of education has become broad and electric, subjecting itself for a continuous modification and evaluation, expecting individuals to use his/ her potentials as a vital resource in the direction of progress to meet the demands of the society.

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APPENDIX

Table-1: Analysis of Correlation between the Select Variables of Teachers at the Secondary Level

	Attitude toward Teaching	Efficacy of In-service Training Programme	Performance of Teachers
Attitude toward Teaching	1	0.81**	0.91**
Efficacy of In-service Training Programmes	X	1	0.90**
Performance of Teachers	X	X	1

**Significant at 0.01 level

Table-2: Analysis of Variance of select variables in different Categories of Schools at the Secondary Level

Variable	Source of Variation	df	Sum of Square	Mean of Sum of Square	F-ratio
Attitude toward Teaching	Between groups	2	2610636.15	1305318.08	1840.37**
	Within groups	413	292928.85	709.27	
	Total	415	290356.99	--	
Efficacy of In-Service Training Programme	Between groups	3	123618.49	61809.24	399.21**
	Within groups	413	63944.27	154.83	
	Total	415	187562.76	--	
Performance Of Teachers	Between groups	2	6357.63	3178.82	897.95**
	Within groups	413	1462.06	3.54	
	Total	415	7819.69	--	

Table 3: Statistical Analysis of Means of select variables of Teachers in different Categories of Schools at the Secondary Level

Variable	Category	Sample Size	Mean	SD	SEM	SED	CR
Attitude towards Teaching	Government	135	153.11	28.38	2.44	3.19	25.06**
	Government-aided	150	233.05	25.47	2.08		
	Government	135	153.11	28.38	2.44	3.34	58.94**
	Private	131	350.20	26.07	2.28		
	Government-aided	150	233.05	25.47	2.08	3.08	38.04**
	Private	131	350.20	26.07	2.28		
Efficacy of In-Service Training Programme	Government	135	50.22	10.38	0.89	1.20	19.43
	Government-aided	150	73.43	9.79	0.80		
	Government	135	50.22	10.38	0.89	1.68	25.59**
	Private	131	93.27	16.47	1.44		
	Government-aided	150	73.43	9.79	0.80	1.59	12.45**
	Private	131	93.27	16.47	1.44		
Performance of Teachers	Government	135	8.09	1.47	0.13	0.20	27.54**
	Government-aided	150	13.51	1.81	0.15		
	Government	135	8.09	1.47	0.13	0.24	41.42**
	Private	131	17.84	2.29	0.20		
	Government-aided	150	13.51	1.81	0.15	0.25	17.67**
	Private	131	17.84	2.29	0.20		