



## A STUDY ON INITIATION OF PRE-UNIVERSITY TEACHERS OF KARNATAKA BY ATTENDING INSERVICE COURSE FOR PROFESSIONAL IMPROVEMENT

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### ABSTRACT

**P**rofessional improvement of teachers is considered to be of utmost importance in determining the quality of education. Professional improvement can be realized only if teachers show the initiative to update their knowledge and skill by participating in service training programmes. If the teachers do not possess such a motivation to update their expertise, the quality of education is found to be affected adversely. So every teacher has to keep himself/herself abreast with the changing environment and acquire innovation techniques and technology of the institutional process.

**KEYWORDS-** Professional improvement , quality of education , service training programmes.

### 1.INTRODUCTION :

The National Policy on Education (1986) has stressed the need and importance of in-service courses of teachers for professional improvement. But when we examine the existing condition in this respect in India,



especially in Kerala, we have to admit that it is far from satisfactory.

Many teachers are found to be quite satisfied with the inadequate knowledge that helped them to earn a degree and are motivated to update themselves by participating in continuing education programmes. Otherwise they cannot contribute to the development of the nation at large. It is in the light of these circumstances that the investigator thought of making a study of the initiation of secondary school teachers of Kerala for professional improvement. It is hoped that the results of the study would help in taking more effective steps towards the goal of enhancing professional competency among our working teachers.

### 2.OBJECTIVES:

**The study was attempted with the following objectives:**

- 1.To study the extent of initiative of pre-university teachers for professional improvement by attending in-service programmes.
- 2.To compare the extent of this initiative with respect to sex, locale, age, marital status, area of specialization and length of services of the pre-university teachers.
- 3.To identify the deficiencies in each area with a view to suggest compensatory programmes for the professional growth of pre-university teachers.

### 3.METHODOLOGY:

#### 3.1.Sample:

The sample for the study was drawn from the teachers of fifty pre-university colleges in Karnataka using stratified random sampling method giving due representation to locality and the type of management. Altogether 240 pre-university teachers (130 male and 110 female) were included in the final sample.

**3.2. Tool:**

1. The main tool used for the collection of data was a descriptive questionnaire which was developed by the investigator. This was meant to gather all details which included the following major components: (1) sex, (2) age, (3) area of specialization, (4) teaching experience, (5) marital status and (6) locality of the school.
2. Check List prepared by the investigator to collect information REIs students attendance and other activity done by the selected pre-university Data were collected personally by the investigator.

**3.3. Statistical techniques:**

Frequency of participation in in-service training programmes was noted and converted into percentages for the purpose of comparison. Chi-square test was applied to determine the influence of six factors on initiative, these being, sex, area of specialization, age, teaching experience marital status and locale of institution.

**4. ANALYSIS:**

**Objective-1:** To study the extent of initiative of pre-university teachers for professional improvement by attending in-service programmes.

The sample of teachers who have attended in-service courses were classified under various categories on the basis of age, sex, area of specialization, experience, marital status and locale. The details are as shown below.

**TABLE -1**  
**Number of teachers who have undergone in-service-courses**

Category	Number in the sample	Number attended in-service course	Percentage
Male	130	92	70.77
Female	110	48	43.64
Total	240	140	58.33

The table-1, reveals that 58 per cent of teachers have had some sort of an exposure to new trends in education by attending at least one in-service courses of any kind. The very fact that 41.67 per cent have not yet been subjected to any such exposure shows how static about half the teaching population remains. This again is an indication of lack of initiation.

**Objective-2:** To compare the extent of this initiative with respect to sex, locale, age, marital status, area of specialization and length of services of the pre-university teachers.

TABLE -2

The Chi-square value for different sub-groups of pre-university teachers in attending in-service programme

Factor taken for determining sub-groups In-service courses	No. of teachers who have attended In-service course	No. of teachers who have not attended	$\chi^2$ - value	df	Level of significance	Significant or not
<b>Area of Specialization</b>						
Science	36	35	54.67	2	0.01	Significant
Arts	58	43				
Languages	40	28				
<b>Sex</b>						
Male	93	37	13.06	1	0.05	Significant
Female	55	55				
<b>Age</b>						
30	6	24	43.2	2	0.01	significant
30-45	102	82				
45	20	6				
<b>Teaching Experience</b>						
Below 12 years	34	55	46.88	2	0.01	significant
12-22 years	74	53				
Above 22	22	2				
<b>Marital status</b>						
Married	12	16	39.68	1	0.05	Significant
Unmarried	114	98				
<b>Area</b>						
Urban	23	6	39.68	1	0.01	Significant
Rural	101	110				

In the case of women, they are found to be less exposed to modern trends through in-service education: their percentage being only 34 as opposed to 70 per cent of their male counterparts. This again is a deplorable situation.

The area of specialization factor of pre-university teachers has influence ( Chi square value 54.67 significant at both 0.05 and 0.01 level at df 2) on the teachers in attending in-service programmes for professional improvement.

The Sex factor of pre-university teachers has influence ( Chi square value 13.06 significant at both 0.05 and 0.01 level at df 1) on the teachers in attending in-service programmes for professional improvement.

The Age factor of pre-university teachers has influence ( Chi square value 43.2 significant at both 0.05 and level at df 2) on the teachers in attending in-service programmes for professional improvement.

The Teaching Experience factor of pre-university teachers has influence (Chi square value 46.88 significant at both 0.05 and 0.01 level at df 2) on the teachers in attending in-service programmes for

professional improvement.

The Marital status factor of pre-university teachers has influence (Chi square value 39.68 significant at both 0.05 and 0.01 level at df 1) on the teachers in attending in-service programmes for professional improvement.

The Area factor of pre-university teachers has influence (Chi square value 39.68 significant at both 0.05 and 0.01 level at df 1) on the teachers in attending in-service programmes for professional improvement.

Of the six factors under study, all factors viz., area of specialization, Sex, age, teaching experience, marital status and teaching experience, have some influence on the teachers in attending in-service programmes for professional improvement.

#### **FINDINGS:**

1. Fifty eight per cent of the teachers have undergone some type of in-service courses for professional improvement. Out of this only 42 per cent are women.

2. Of the six factors under study, all factors viz., area of specialization, Sex, age, teaching experience, marital status and teaching experience, have some influence on the teachers in attending in-service programmes for professional improvement.



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