

# **An Investigation into the Factors affecting Teacher’s Efficiency–Role of In-Service Education in Teacher Education at Secondary Level in Guntur district, Andhra Pradesh.**

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## **Abstract**

*Education, as an instrument of change, is really one of the major means available to a civilized society for improving the lot of its members. Modern education is based on the worth of the individual. The education is responsible for shaping the educational process according to the needs of the individual and society by creating a suitable environment. No service can be better than the service rendered to the individual, to enable him to grow to his fullest stature at his optimum speed in all the aspects of his personality to be his best self and the work of rendering such a service can be the highest and the noblest. The functionary who renders this service to enable the individual to be his best self is doing the greatest good and hence the noblest work. It is the teacher who only can and who only does the function in this manner and the work of educating the young to enable him to grow fully in his entire personality. Hence teaching profession is regarded as the highest and noblest. The teacher should always be a learner the term In-Service Education is self explanatory. It enlarges the teachers experience and vision. It includes all the programmes, educational, social or others in which the teacher takes a vital part. In-Service programmes need to be built around “transformational objectives i.e. increasing motivational level, enriching self-concept. The thirst of transformational objectives is to develop such qualities in teachers as would enable them to become receptive, innovative and dynamic.*

**Key Words:** *In-Service Education*

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## **I. INTRODUCTION**

In modern society the doctors, engineers, lawyers, weavers and cobblers as professionals serve the mankind by their profession. Though their professional skills are profound and useful to the society they are limited only to the physical side of human life. It is teaching profession which helps an individual’s all round development i.e. physical, spiritual, emotional and intellectual. Therefore teaching has been accepted as the noblest profession among all the professions in the world. In the light of the new thirsts, the teacher training would have to be totally revamped with a view to equip the teacher with empathy and social perceptions of the needs. Profiles of children from different socio-economic background and capability of imparting education in all aspects of cognitive, conative domain as well as psycho-motor domain. Education, as an instrument of change, is really one of the major means available to a civilized society for improving the lot of its members. Modern education is based on the worth of the individual. The education is responsible for shaping the educational process according to the needs of the individual and society by creating a suitable environment. In education the main agency is the school. The school is only a selected and controlled environment in which teachers are important. Education is certainly concerned with the transforming the knowledge from generation to generation. Education is the key to success in most walks of life. It enables the people to know their rights and duties and helps them to secure employment and commands recognition or respect to the individuals in the society.

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The destiny of India or as a matter of fact that any other country, is being shaped in the class-room. Teachers play a significant role in providing education for pupils. In other word better teaching will result at efficient learning in the process of bringing about development in the pupil. The teacher experts bring about

change in the behavior of the pupils in terms of knowledge, attitudes, skills and values. Thus, it was noticed the efficient and effective teachers will make class-room instruction very effective. It improves and increases the standards of education. The teacher education gives knowledge, skill and ability which is relevant to the life of "Teacher as a Teacher". A course in Teacher Education should seek to reshape the attitudes, remodel the habits and in a way to reconstitute the personality of the teacher.

This will depend on the specific duties of the teachers working at various stages of Education i.e. Nursery, elementary, secondary, senior secondary and higher stage. Teacher educations are not teaching the teacher how to teach. It is to kindle his initiative to keep it alive, to minimise the evils of the "hit and miss" process and to save time, energy, money, and trouble of the teacher and the taught. The necessity of the teacher to perceive that the course in Teacher Education. The necessity of the teacher to perceive that the course in Teacher Education would help him minimise his trouble and to appreciate that it would save the child from much of the painful process through which he has himself passed. Teacher Education is needed for developing a purpose and for formation of a positive attitude for the profession. According To Monroe's Encyclopedia of Educational Research: "Teacher Education refers to the totality of educative experiences which contribute to the preparation of a person for a teaching position in schools, but the term is more commonly employed to designate the programme of courses and other experiences offered by an educational institution for the announced purposes of preparing persons for teaching and other educational service and for contribution to their growth in competency for such service. Such teacher education programmes are offered in teacher's college and normal schools and colleges and universities."

#### **Nature of Teacher Education:**

Teacher Education is a continuous process and its Pre-Service and In-Service components are complimentary to each other. According to the International Encyclopedia of Teaching and Teacher Education (1987): Teacher Education can be considered in two phases i.e. Pre-Service and In-Service Education and these phases are considered as parts of continuous processes. Teacher Education is based on theory that 'Teachers are made, not born' in contrary to the assumption, 'Teachers are born, not made.' Teacher Education is broad and comprehensive. It is ever evolving and dynamic. The Crux of the entire process of Teacher Education lies in its curriculum, design, structure, organization and transaction modes, as well as the extent of its appropriateness.

#### **Need and Significance of Teacher Education:**

The contention that teachers are born, not made, can be true in a few rare cases. It is also not contended that training, by itself, is sure to make a good teacher. But it is generally observed that a teacher with training becomes more mature and confident to perform his task more efficiently. Proper training of education enables the teacher to have knowledge of how children grow, develop and learn, how they can be taught the best and how their innate capacities can be brought out and developed.

#### **Objectives of Teacher Education:**

- To provide opportunities for self-learning, reflection, assimilation and articulation of new ideas.
- To provide opportunities to observe and engage with children, communicate with and relate to children.
- To provide opportunities to develop professional skills in pedagogy, observation, documentation, analysis, drama, craft, story-telling and reflective inquiry
- To impart knowledge of evaluation methods, to enable the teachers to assess and evaluate the attainments of the students.

#### **In-Service Education:**

Rabindranath Tagore has very aptly stated, "The teacher can never truly teach, unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame." "In -Service teacher education is provided to teachers already working in the schools and aims at improving their professional efficiency through their professional growth".

The teacher should always be a learner the term In-Service Education is self explanatory. It enlarges the teachers experience and vision. It includes all the programmes, educational, social or others in which the teacher takes a vital part. All the extra education which he receives at different institutions by way of refresher courses, seminars, extension-lectures, study groups, conferences, professional writings and all the travel and visits which he undertakes. In-Service programmes need to be built around "transformational objectives i.e. increasing motivational level, enriching self-concept. The thirst of transformational objectives is to develop such qualities in teachers as would enable them to become receptive, innovative and dynamic. The National Commission on Teachers recommended that promotion (upward mobility) of teachers would also depend upon the completion of certain number of In-Service programmes. This stipulation itself demands regular In-Service

programmes of teachers. The teacher must catch the spirit of Thomas Arnold, an eminent teacher at Rugby, who said "I prefer that my student should drink from a running stream rather than a stagnant pool."

#### **Objectives of the present study**

- To identify the factors responsible for deterioration in Teacher Education.
- To identify the factors affecting Teacher Education.
- To identify the problems regarding In-Service Education at Secondary Level.
- To know the role of In-Service Education at Secondary Level to make the teachers efficient and effective.
- To find out the solutions affecting In-Service Education.

#### **Importance of In-Service Education:**

National Council for Teacher Education (NCTE) has stressed the importance of In-service education of teachers on account of the following considerations:

- The In-service teacher education programmes are essential in view of absence as well as explosion of knowledge and are necessitated on account of changes in educational and social realities.
- The teachers are required to execute new and different roles.
- Advances in the fields of curriculum, evaluation, audio visual aids, telecommunication etc. demand updating orientation of teachers.
- New practices in evaluation like internal assessment, question banks, Continuous Comprehensive Evaluation and grading, introduction of new topics like environmental education, population education, computer education etc, demand continuous In-service training of teachers.

#### **Aims of In-Service Teacher Education and Training of Teachers (INSET):**

- To maintain the knowledge and skills of teachers.
- To give teachers the opportunity to enlarge and improve their knowledge and educational capacities in all fields of their work.
- To make teachers ready and able to understand and face in their new situations coming up in society and to prepare their students for new economic, social and cultural challenges.
- To enable teachers to gain additional qualifications and to develop their special talents and dispositions.
- To raise the cultural and professional standards of the teaching force as a whole and strengthen its innovative vigour and creativity through NCERT, NCTE, UGC, NIEPA and IGNOU.

#### **Programmes for In-Service teacher education are:**

1. Seminars
2. Extension lectures
3. Refresher courses
4. Workshops
5. Study groups
6. Conferences
7. Experimenting
8. Professional writings
9. Discussions and debates

In-Service Teacher Education and Training of Teachers (INSET) not only helps to update the teacher continuously but also remedies inadequacies of the existing Pre-Service education. In the process of providing In-Service education Teacher Educators share experiences relevant to Pre-Service Education of teachers. Lack of advance planning and communication regarding content and objectives affect the duplication of suitable participants from various institutions. It can also affect the quality of resource input. In effective follow –up, institutions and groups do not follow up the functioning of their trainees.

Limited opportunities for training of In-Service education personal opportunities for renewal and interaction with colleges are equally important for these who are responsible for planning and implementing In-Service education. Absence of research base for making In-Service education more effective and in adequacy of research in INSET has already been mentioned as in adequate infrastructure for INSET at the state and national level.

#### **Variables:**

The researcher has chosen the following variables to study the factors affecting teaches efficiency and the role of In-Service education.

1. Gender.
2. Age.
3. Locality (Urban-Rural).
4. Type of institutions.
5. Experience of the teachers and Teacher Educators.
6. Educational qualifications.

### **Basic Assumptions:**

Before stepping into deep investigation the actual research statistically and analytically the researcher or investigator felt the need of listing out basic assumptions of the study. They are:-

- In-Service Education is also helpful for continuous learning of teaching skills according to the changing trends and to the needs of new generations.
- All the teachers of different age groups have the same opinions in identifying the factors affecting Teacher Education.
- The teacher is always a learner and learning is continuous process. It starts from mother's womb to tomb.
- Differences do exist among the opinions of teachers working in Government, Aided, Un-aided institutions.
- Differences of opinions do exist among the rural and urban teachers regarding In-Service Education.
- Differences do exist among teachers who work with different designations like Trained Graduate Teachers (TGT'S), Post Graduate Teachers (PGT'S) and Teacher Educators possessing In-Service training.
- Differences do exist among high and low component teachers in making use of novel strategies and effective classroom practices with the help of In-Service education.
- There is a relationship of In-Service education which helps the teachers to equip themselves in accordance with the changing circumstances of Teacher Education for innovative practices.

In-Service training programme helps the teachers in the use of ICT (Information and Communication Technology) instead of traditional curriculum and teaching methods in Teacher Education Programme. After finalizing the variables of the present study, Consideration was given to stratified random sample consisting of 200 teachers i.e. Trained Graduate Teachers, Post Graduate Teachers and Teacher Educators.

## **II. Conclusion**

“Every community should have a talented and dedicated teacher in every classroom. We have enormous opportunity for ensuring teacher quality well into the 21st century if we recruit promising people into teaching and give them the highest quality preparation and training”. Teacher plays a vital and key role. About classroom teaching, as Kothari commission has aptly stated that, “The destiny of the nation is shaped in the classroom”. Teachers play a vital role in the improvement of the quality of education. The professional development of teachers has received a great deal of attention in all countries including India. It is true that Nation's destiny is shaped in the classroom. The present pupils are future citizens of the nation and builders of the nation tomorrow. It is the teacher that can make the child or mar the child's life. Ultimately the teacher prepares the child's for life. Teaching is an interesting and challenging vocation. Teaching is more interesting and stimulating than many people believe it to be. Teacher Educators should be trained in the use of Information and Communication Technology (ICT). If proper qualitative Teacher Education is given through In-Service education, teaching –learning process will be more interesting and effective.

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