

Evaluation of Training and Development of Secondary School Teachers: With Reference To Haryana State

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Abstract

The field of education is developing immensely through technological, social, institutional changes in recent years. Teachers are important and make a difference in various, because the same cannot be replaced with any other component or material. In the present scenario, all the fields require professionals and the same is applied in area of education as well, today merely imparting knowledge is not sufficient but in order to measure the steps of ever-changing and developing societies it is very important that the teachers should be equipped with all the necessary tools and techniques. The area of sampling is Haryana and nearby regions of Rajasthan like Jhunjhunu etc. Descriptive statistical tools are used for analysis purpose.

Keywords: Secondary School Teacher, Training, development

Introduction

In any of the given societies no particular system is valid forever, by the virtue of internal and external effects and need of the people every system has to go under change and education system is no exception to the same. As far as education system of our country is concerned, the respective agencies are always in the process of bringing about certain changes for the betterment of the same. This is a well-known fact that for any type of education system, teacher is the most important component and efficiency and efficacy of a teacher cannot be matched with any other component of a given education system. This fact also stands true for secondary

education in the country i.e. a good teacher is more precious than all the expensive infrastructure.

Kasinath. (2012)

The field of education is developing immensely through technological, social, institutional changes in recent years. Teachers are important and make a difference in various, because the same cannot be replaced with any other component or material. This is a well-known fact that with all the importance and worth of a teacher in the society, it is one of the most underpaid job in the country, rather the kind of challenges and situations a teacher has to face in the due course of his/her professional and personal life are comparatively more complicated than any other trait or job. **Aruna et al(2012)**. Teaching is one of the major areas in which teaching can also be analyzed in it to define what is good teaching and it is a crucial factor in promoting effective learning in schools.

Teachers start their career as matriculate teachers and during the course of their stay in the profession improve their academic qualifications. They do it through formal or non-formal channels of education. As a matter fact, apart from the basic training at the education level, the opportunities to get developed are minimum in the due course of the job. Whatever opportunities are available for the same are of paid nature. Professional development refers to skills, knowledge and competency attained for both personal development and professional enhancement for the betterment of their personal lives. There are a variety of channels to attain professional development including brain based teaching skills, print based materials and teaching of information and communication technologies, and reflective monitoring work with technical supports. Individuals may participate in professional development because of an interest in lifelong learning and enrich the personality of their disciples by imparting ethical and academic knowledge, through continuous up gradation.

Training and development of a teacher may also come in the form of in-service training activities like workshops, short and long term courses, seminar, symposia, group discussion, educational conferences, organized orientation programs, refresher courses, reading or writing professional literatures, group dynamics and team building, and sandwich study programs. At the heart of

career development is the individual interest in lifelong learning and enhancing their skills, knowledge and competency.

In the present scenario, all the fields require professionals and the same is applied in area of education as well, today merely imparting knowledge is not sufficient but in order to measure the steps of ever-changing and developing societies it is very important that the teachers should be equipped with all the necessary tools and techniques. This level of development is only possible by the way of high end training programs and continuous learning. one has to keep himself abreast with the recent developments that are taking place in his profession. It can be done in various educations, formal training courses, large-scale centrally supported professional development programs including conferences, seminars and courses. **Nath et al (2015)**.

Various researches conducted in the country and around the world, state the following characteristics of a suitable development program, some of them can be stated as follows:

- i) Professional activities involve scholarly work that is planned and purposeful interaction governed by the needs of the school, students and society.
- ii) Focus on core content and having new identity for the content.
- iii) Emerging from experience and interaction in a collaborative network among the colleagues.
- iv) Evolving potentialities and resourceful management in classroom activities.
- v) Solving difficulties faced in supervising and evaluation work by using various techniques and foresight.
- vi) Inculcation of high quality and to set higher standards through new pedagogical strategies.
- vii) Inclusion of embedded follow-up and revitalizing justification.

Review of Literature

Naazli Shah, (2014), states that adequately trained teacher educators, who are well equipped to handle the demands of a changing educational scenario, must be appointed, as a good teacher

ensures quality which is seriously lacking in our schools. A good teacher can ensure the opening of young, impressionable minds; hence a lot of maintained. A motivated teacher encourages pupils to aim high and can take them beyond the horizons of the text book.

MinatiSaha, (2015),the researcher emphasized on the qualities of a good teacher and stated that apart from being professional a teacher has to be good human being, so that any of the given student can follow him or her as an ideal. Nowadays quality of education is thought to be directly proportional to performance of teaching and learning. Professional and humanitarian qualities are essential in teacher education. Professionalism equips teacher for their job and humane qualities help to do their job well. At present teachers are very well aware of Academic Performance Indicators (API) scores; so teachers inservice are also conscious about their professional development. Teacher educators should make proper use of community outreach service as included in the B.Ed., curriculum. Teacher educators should know very well their own potency, authority and energy. Then only they can illuminate the lives of their trainees.

Sukanta Kumar Pradhan, (2015),stated that in order to keep up the pace with present society and other elements of external environment it is necessary to follow a particular code of ethics in the respective education system. The study was conducted to evaluate the level of job satisfaction along with the willingness to follow the professional ethics. The results of the study stated that on the basis of gender, age, background and even on the basis of concerned level of education the willingness to follow a professional code of ethics is different for teachers. This states that teacher is also a human being and there are a number of components that can affect the conduct and behavior of a teacher. The researcher also emphasized on the tailor made training programs that can help the teachers to keep a balance in personal and professional life.

Samuel, O.Salami, (2015),the researcher stated that a teacher has to be neutral in the process of imparting knowledge and may not deviate from showing a professional attitude in the due course of his or her job. Emotional balance and self-reliance are the tools that play an important role in the development of a teacher. The study was conducted on both the male and female teachers from the secondary schools of Nigeria. The findings of the study stated that like all types of jobs,

there is a conflict of work life balance for the teachers and even emotional imbalance play an important role for the same, so the respective training programs should include these dimensions as well so the students and the related society can get benefitted from the deeds of a professional teacher.

Objective of the Study

- To evaluate the level of professional development in the secondary school teachers.
- To know the training related programs which are conducted from time to time for the secondary school teachers.

Hypothesis

H₀: There is a positive relation in the Professional development & efficiency of secondary teacher and training methods.

H₁: There is no positive relation in the Professional development & efficiency of secondary teacher and training methods.

Research Methodology

Sources of Data

Research is a two way process i.e. once a person explores data it start to give a better insight of the topic at hand. On the other hand there are a number of avenues that are explored by the researcher to follow the trail related to existing data. In this present study, the researcher found a particular number of studies that are related to the performance of teachers at secondary level. Apart from the said stature of secondary data some amount of primary data was also collected.

Secondary Data

Secondary data is another form of data exploration where many of the available sources of data are touched in order to get a better insight of the topic at hand. As far as secondary data is concerned, many of the research papers (*national and international*), reports published different agencies like FICCI, NCTE, NCERT, CBSE, etc. some of the articles from newspapers and magazines were also referred.

Primary Data

Primary data is the first hand data collected form the selected respondents, in this present study the main respondents are the teachers working at selected secondary schools.

Sampling Area

The area of sampling is Haryana and nearby regions of Rajasthan like Jhunjhunu etc. these areas are chosen with a view that many of the national and international reports mentioned that the interior areas of Rajasthan and Haryana are not doing well in the field of secondary education, especially in government schools.

Sampling Technique

This present study is based on purposive type of sampling, this is because of the reason that it was not possible for the researcher to touch all the available units of population and also to find the appropriate sample out of the same, this is because of the reason that the population is very vivid and the time limit of this study does not allow to contact more than 100 respondents at a time.

Sample Size

Sample size in the present study is 100 respondents; this sample size is taken on the assumption that there are about 1000 teachers who are teaching at the secondary level and 10% of the same

is being chosen as sample. This is based on a number of national and international studies done in this area.

Statistical Tools Used

Basic descriptive statistical tools.

Data analysis and interpretation

Professional Development

Areas	HS	MS	NS	Total
On the job or off the job training	53	37	10	100
Out of the box thinking	18	73	9	100
Experience in present job	19	27	54	100
Change in attitude	21	66	14	100

Interpretation

As can be seen from the above table of analysis that the respondents were not much satisfied with their own level of professional development. Like in case of training 53% of the employees are highly satisfied with the type and kind of training they are provided. Then on the other hand only 18% of the respondents stated that they are motivated to try an out of the box approach in the due course of their jobs. While other 73% of the respondents are moderately satisfied with the same.

Then experience was the third area of inquiry and the purpose was to identify that whether the level of understanding is increased with the respective experience or not. Here most of the respondents are not agreed to the point in question and only 19% of the respondents were agreed to the same and 54% of the respondents were not agreed to the point in question.

Then only 21% of the respondents stated that by the virtue of all the training and experience, their attitude has changed, mostly positive and on the other hand 66% of the respondents stated that their attitude has not changed to a certain level. Other 14% of the respondents stated that their attitude has not changed at all.

Self-assessment of efficiency

Areas	HS	MS	NS	Total
Improved on teaching methods	24	28	48	100
Making Multiple use of school resources	22	34	44	100
Able to influence the class and school environment	17	29	46	100
Making better use of disciplinary tools	32	41	27	100

Interpretation

In the above given table we can see that for most of the areas the respondents were not positive enough which means the desired level of efficiency is not achieved yet. As in case of improvement in teaching methods only 24% of the respondents were agreed to the point in question this means that most of the teachers are trained according the traditional structure of methodologies and the inclusion of new methods is either missing or is very slow.

Then at the second level, most of the schools are having almost same set of resources and it is up to the staff and teachers that they should make multiple uses of the same. Only 22% of the respondents are agreed to the same and stated that they are given minimum opportunity to do so.

Result

On the basis of above given analysis it can be viewed that the traditional methods of training are not able to inculcate the feeling of professional development and efficiency in the selected respondents, so the null hypothesis '*There is a positive relation in the Professional development & efficiency of secondary teacher and training methods*' can be rejected and alternate hypothesis can be rejected.

Conclusion

Training and development of teachers is of apex importance for the development of a society because if a teacher is trained and well equipped then only a given society can nurture in all respects. A person requires making a lot of efforts to become a good teacher and this is the responsibility of the concerned agencies to provide all the opportunities for the same. As a matter of fact there is a particular amount training involved in the curriculum of B.Ed. and other related degree program but the structure of these training programs are traditional and somewhat

orthodox. It is not possible to change the overall system of such trainings but then again new and better avenues can be generated. Efficacy of teachers decides teachers' behavior and leaders' characteristics. It is considered that the teachers working at various climates namely open climate, autonomous climate, controlled climate, familiar climate and closed climate. The above said climate is marked by emphasis on achievement at the expense of satisfaction of one's job. Self-efficacy of teachers is increasing the teaching capacity at maximum level.

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