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TRAINING AND DEVELOPMENT OF FEMALE TEACHERS WORKING IN HIGH SCHOOLS

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Abstract:-Training is essential to learn new skills for High School teachers. But it is noted that female teachers can't able to attend training programmes due to their household and family work. As such, training and developmental aspects of total 151 female teachers working in high schools in Gulbarga city were collected by questionnaire. It was found that majority of the respondents are not going to training as their institutions are not deputing and necessary training needs analysis before training and feedback after training is not analyzed by the trainers.

Keywords: Training and Development , High Schools , analysis.

INTRODUCTION:

According to Jain (1999) Training and development is important for the maintenance of the human resource base of the organization and must be viewed as an integral part of the core organizational strategy, rather than an ad hoc operation issue. A lack of training results in a lack of skill to use the knowledge existing in a person, which causes ineffective services, a lack of self-satisfaction, customer (Student) dissatisfaction and ensuing lower productivity. Considering the importance of the professional development and training of the teachers, Govinda and Josephine (2005) stated that "another significant development during the 1990s, which has the potential to influence professional development of teachers, is the creation of a system of district and sub-district level teacher resource centres. Hence, there is need for regular and compulsory training and development of teachers working in high schools. But female teachers are playing dual role that is in their school as well as in their families and as such, it may not possible for them to attend to training programmes. Further, before training it is essential to assess the training needs of every female teachers and after training it is needed to get feed back or evaluation, so as to assure quality. The present study assessed the training and developments of female teachers in Gulbarga city.

OBJECTIVES:

To know attitudes of female teachers working in high schools on training.
To see whether training needs of female teachers are analyzed before training.
To study the training programmes attended by female teachers.

METHODOLOGY:

As stated above, the study was conducted in Gulbarga city and totally sample of 151 female high school teachers working in Government, Government Aided and Private High Schools were surveyed with questionnaire. The collected primary data is analyzed and discussed as under.

Analysis and Discussion:

1. Whether Training is essential for Female Teachers:

The present study aimed to know about the training activities for female teachers. Hence, there is need to know whether the female teachers are interested in getting training. For this purpose, a question was asked to the respondents,

whether training is essential for the teachers. The responses of the high school female teachers covered under the study are presented in the following table:

Table No. 1. Whether Training is essential for Teachers

Particulars	Number of Respondents	Percentage
Yes	114	75.50
No	37	24.50
Total	151	100

Of the total 151 (100%) female teachers covered under the study, a major portion that is 114 (75.50%) stated that the training is essential for high school teachers and the remaining 37 (24.50%) of the teachers stated that there is no need for training.

2. Assessment of Training Needs is made before training:

A systematic training process begins from the assessment of training needs of the participants. In the present study, the high school teachers are the participants. Before training, there is need to assess the existing skills and knowledge of the participants. Later choosing appropriate method, training may be imparted to the participants. Hence, a question was asked to the high school teachers that whether assessment of training needs should be made before training. The expressions of the female teachers are presented in the following table:

Table No. 2. Assessment of Training Needs is made before training:

Particulars	Number of Respondents	Percentage
Yes	97	64.24
No	54	35.76
Total	151	100

From the above table it is clear that about 97 (64.24%) of the respondents have agreed that assessment of training needs is made before training, whereas the remaining 54 (35.76%) of the respondents expressed that there is no need to assess the training needs.

3. Training programmes improve the skills, knowledge and proficiency of the teachers in their subject:

Training programmes are aimed to refresh the knowledge and skills of the teachers in education. After attending the training programmes, the teachers improve their skills, knowledge and proficiency in teaching their respective subjects. Hence, a question was asked to the respondents whether the training programmes will improve their skills, knowledge and proficiency in their subject teaching. The following table disclosed the responses of the high school female teachers covered under the present study:

Table No. 3. Training programmes improve the skills, knowledge and proficiency of the teachers in their subject

Particulars	Number of Respondents	Percentage
Yes	138	91.39
No	13	8.61
Total	151	100

The table disclosed that about 138 (91.39%) of the high school teachers covered under the present study, agreed that the training programmes will improve their skills, knowledge and proficiency in their subject teaching and the remaining 13 (8.61%) of the high school teachers do not agreed to the same.

4. Regular Attendance to the Training Programmes:

Attending to the training programmes is essential for teachers, so as to know about the latest developments in their respective subjects, educational psychology of the pupils, teaching aids and to get knowledge in changing educational

technology. For this purpose, it was asked to the teachers, whether they attend the training programmes regularly. The high school female teachers are responded as under:

Table No. 4. Attendance to the Training Programmes

Particulars	Number of Respondents	Percentage
Once in a Year	--	--
Once in Two Years	07	4.64
Once in Five Years	42	27.81
As per deputation from School	58	38.41
Never Attended	44	29.14
Total	151	100

It is surprising to note that about 44 (29.14%) of the high school teachers covered under the study have not attended any training programmes. Further, it is noted that none of the teachers attend the training programmes once in a year. About 07 (4.64%) of the high school teachers attend the training programmes once in two years, about 42 (27.81%) of the high school teachers attend training programmes once in a block of five years and about 58 (38.41%) of the high school teachers covered under the study attend the training programmes as per the deputation from their employer school.

5. Training Needs of the High School Female Teachers on Education Skills:

It is noted that the counseling and guidance, presentation skills, communications skills, knowledge on educational technology and its application, General knowledge, etc. are essentially needed for the high school teachers. For this purpose, there is need to learn these aspects on the part of every teacher. To a question, whether the high school teachers covered under the study know about these skills, they responded as under:

Table No. 5. Training Needs of High School Female Teachers on Education Skills

Particulars	Known		Not Known	
	No's	%	No's	%
Counseling & Guidance	42	27.81	109	72.19
Communication Skills	38	25.17	113	74.83
Presentation Skills	93	61.59	58	38.41
Development in Subject knowledge	151	100	--	--
Technological Applications	33	21.85	118	78.15
General Knowledge	111	73.51	40	26.49

The above table revealed that only 42 (27.81%) of the teachers know about the counseling and guidance, followed by 38 (25.17%) of these teachers know about the communication skills, about 93 (61.59%) of the teachers know about presentation skills, only 33 (21.85%) teachers know about the technology applications to education, about 111 (73.51%) of the teachers know about the general knowledge and it is worth to note that all the 151 (100%) teachers are aware about developments in their subjects. It is also worth to note that about 109 (72.19%) of the teachers do not know about the counseling and guidance, 113 (74.83%) of the teachers do not know about the communication skills, about 58 (38.41%) of the teachers do not know about the presentation skills, about 118 (78.15%) of the teachers do not know about the technological applications in education and only 40 (26.49%) of the teachers are not aware about the General Knowledge.

6. Training should be based on Training Needs of the Teachers:

It was asked to the respondents, whether training should be based on the Training Needs of the teachers. On the other hand, there are general training programmes that are not subject specific to the teachers. The teachers are responded as under:

Table No. 6. Training should be based on Training Needs of the Teachers

Particulars	Number of Respondents	Percentage
Yes	133	88.08
No	18	11.92
Total	151	100

From the above table, it is clear that a major portion that is 133 (88.08%) of the teachers agreed that training organized should be based on the training needs of the teachers and the remaining 18 (11.92%) of the teachers do not agreed to the same.

7. Need for Feedback or Evaluation after the Training:

Training should be successful, only if it is evaluated by the participant teachers or through feedback about its use in practical teaching to the high school students. It was asked to the respondents that whether there is need for feedback or evaluation of the training. The responses of the high school teachers are stated as under:

Table No. 7. Need for Feedback/Evaluation after the Training

Particulars	Number of Respondents	Percentage
Yes	112	74.17
No	39	25.83
Total	151	100

It is noted from the above table that about 112 (74.17%) of the high school teachers responded that there is need for feedback and evaluation after the training and the remaining 39 (25.83%) teachers stated that there is no need for feedback and evaluation after the training.

8. Attendance to Professional Development Programmes:

Above table disclosed that about 84 (55.63%) of the teachers know about the professional development programmes for the teachers. It was asked to the teachers whether the teachers attended such programmes in the last 5 years. The responses of the teachers are shown in the following table:

Table No. 13. Attended the Professional Development Programmes:

Particulars	Number of Respondents	Percentage
Yes	51	60.71
No	33	39.29
Total	84	100

The table shows that only about 51 (60.71%) of the secondary school teachers covered under the study have attended professional development programmes in the last five years and the remaining 33 (39.29%) of the teachers have not attended such programmes.

9. Training should be Compulsory to all the teachers:

It was asked to the high school teachers whether training should be made compulsory to all the teachers and whether the school authorities have made such a rule to attend the training programmes for the teachers. The teachers are expressed as under:

Table No. 9. Training should be compulsory to all the Teachers

Particulars	Number of Respondents	Percentage
Yes	44	29.14
No	107	70.86
Total	151	100

It is noted from the above table that only 44 (29.14%) of the high school teachers covered under the study, agreed that training should be made compulsory and the remaining 107 (70.86%) of the high school teachers stated that there is no need that the training should be made compulsory to all the teachers.

CONCLUSION:

The study revealed about the training and development programmes for the high school female teachers. It was observed that the majority teachers are not interested in attending training programmes as they have to look after their family roles besides their teaching work. The training should improve efficiency, skills and knowledge of the teachers. Hence, every high school female teacher should initiate interest in attending training programmes. On the other hand, many schools are not deputing their female teachers to training programmes. The school authorities should realize the objectives of training programmes, as these are able to improve the teachers' skills and indirectly able to develop the quality of education. It is better, if compulsory training should be made to all the high school female teachers.

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