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Quality of Recourse Persons of In-Service Training Programme for Elementary School Teachers: What does Research Say?

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ABSTRACT

In-service teachers' training is a vital indicator for quality elementary education in the country. Various quality dimensions involved in the programme such as: management of programme, learning materials/training package, resource persons, approaches/ methods of transactions, residential facilities in the centre, infrastructure and supervision/monitoring need to be studied. Here, in the present study, the quality of resource persons has been studied through perception analysis of teachers, supervisory personnel and the resource persons themselves through their self appraisal. The data were collected from 420 teachers (trainees), 72 resource persons and 21 supervisory personnel. Simple percentage analysis was done for exploring the perception of such stakeholders. The competency, content knowledge, leadership quality, fluency, qualifications etc were averagely perceived by teachers and supervisory personnel.

Keywords: Quality of Resource Persons, In-service Training, Elementary School, Perception

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INTRODUCTION

Education is an effective instrument of man making process and teachers are the artists for creating good human being. Thus, the teachers, first of all, should learn this process of man making through an effective teacher education programme. Efficient teachers are the backbone of any nation. A weak programme of teacher education is a national calamity. Dave (1999) emphasized five performance areas for effective teacher education: (i) performance in classroom (ii) school level performance (iii) performance in out of school activities (iv) performance related to parental contact and co-operation (v) performance related to community contact and co-operation. The in-service education and training programmes attempt precisely so as to enhance the competence of teachers in these areas. Regarding teacher training, NPE (1986) states: "Teacher education is a continuous process, and its pre-service and in-service components are inseparable". Thus, in-service education of teacher at all levels is very important. Quality of In-service teacher education includes the dimensions such as: Management of Programme; Learning Materials/ Training Package; Resource Persons; Approaches/ Methods Of Transactions; Residential Facilities In The Centre; Logistic/ Drinking Water/Toilet/ Sitting Arrangement; Infrastructure; Supervision/ Monitoring; Duration of the training programme; Frequency of the training programme; and Evaluation at the completion of the training programme. In-service training programmes are frequently organized in the state of Odisha under Sarva Shiksha Abhiyan. Apart from a few sporadic state level studies not many studies have been conducted to assess the quality of in-services training programme for elementary teaches and the impact of such programmes on teaching-learning process. Realizing the fact that quality management is at the heart of a successful in-service training programme, the present study was designed to study the perceptions of the three main types of stakeholders, viz, teachers, *teacher-trainers* and supervisors (viz, BRC and CRC coordinators), about different aspects of management of such programme in the state of Odisha. Resource person or the master trainers play a vital role in the process. The training programme depends on the competency, content and pedagogical efficiency of the resource persons.

Literature Review and Rationale

The research studies reviewed here with reference to the dimensions of quality in-service training programme revealed both strengths and weaknesses of such programmes across the country. A critical study conducted by Sbeha (1980) with the objectives of the study to identify the difficult areas in Geography teaching; to assess the effectiveness of in-service training programmes; to evaluate the usefulness of in-service courses to improve subject matter competency and to collect opinions of teachers regarding the necessity, duration, resource persons of the courses. It was revealed that the teachers were of positive opinions towards the in-service courses and also they were in need of more courses. They demanded to increase the duration and number of in-service courses. Teachers demanded for more competent resource persons for the in-service courses in future. Butala (1987) conducted a critical inquiry into in-service training programmes conducted by secondary teachers' training colleges of Gujarat State. The study found that majority of teachers was not covered under any in-service programmes. The study reported the lack of proper assessment of in-service training programmes. The teacher participants reported that major achievements by the participation in in-service training programmes were updating of teacher and content area, and developing of teaching skills. The study recommended special training programmes for the resource personnel of in-service training programmes. Basheer (2002) investigated about the problems and prospects of teaching of environmental studies in lower primary classes in Kasargode, Malappuram and Palakkad Districts of Kerala state. Low competency of trainers, lack of assistance from resource person, incapability of handbooks, low awareness of instructional methods like projects and unsuitable EVS curriculum were reported from the part of teachers as problems for effective implementation of the programme. Branson, et al. (1973) assessed that the management personnel need training in the design and implementation of instructional mode in the United States. The study also reported resource personnel were to be trained to develop training models utilizing Instructional Technology. Chauhan *et al.* (2009) conducted a study on in-service teacher training programme under SSA in Sunni Educational Block of District Shimla: An Evaluative Study. The study aimed to assess the quality of training organized and its implementation in real classroom situation. It was revealed from the study: that the training component has been judged useful for teachers to a large extent in the areas of: use of Teaching Learning Material (TLM) in classroom situation, activity based teaching and child centered approach followed by subject enrichment. The Resource Persons stressed mainly on lecture-cum-discussion approach while communicating with the trainees instead of demonstration techniques, which were rarely used during the training programmes. Pillai (1992); Agarwal and Kamalesrao (1997); Prahallada (2003); and Vijayakumar (2005) have conducted different studies on the quality of in-service teacher training programme with regard to various dimensions of quality.

Objective of the study

1. To study the perception of elementary school teacher trainees (teachers) about quality of Master Trainers/ Resource Persons of in-service training programme.
2. To study the self appraisal of Master Trainers/ Resource Persons of in-service training programme organized for elementary School teachers.
3. To study the perception of supervisory personnel, of in-service training programme for elementary school teachers, about quality of Master Trainers/ Resource Persons of such training.

Research Questions of the Study

1. What do the elementary school teacher trainees (teachers) perceive about quality of Resource Persons of the in-service training programme?
2. What do the resource persons of in-service training programme for the elementary school teachers appraise themselves?
3. What do the supervisory personnel of in-service training programme for the elementary school teachers perceive about quality of Resource Persons of such service training programme?

METHODOLOGY

The present study comes under the descriptive survey research. The main purpose of the study was to assess the quality of resource persons of in-service training programme for elementary teachers in Odisha.

Sample of the Study

The study seeks to explore the perceptions of the teacher-trainees, supervisory personnel of such in-service training programme; and to explore resource person's self appraisal with reference to their qualification and selection process for the post. For the purpose, the sample comprised the key

informants from Odisha, viz. elementary school teachers, who underwent the in-service training; supervisors (viz. BRC and CRC coordinators) and the RPs (teacher-trainers).

The key informants were 420 number of elementary school teachers (N=420) and 21 supervisory personnel from 21 CRCs. The resource persons (trainers) constituted 72 numbers.

Tools used for Data collection

For collection of data, three self developed tools such as: Questionnaire for the Elementary School Teachers (QEST), Questionnaire for the Trainers/ Resource Persons (QTRP) and Questionnaire for the SSA functionaries (BRCC/ CRCC/ Pedagogy Co-coordinators etc.) (QSSAF) were used.

Analysis of Results and the Findings

The data collected through the above three questionnaires were analyzed with the help of simple quantitative techniques of percentage analysis and qualitative techniques of thick description to supplement the quantitative findings as follows:

Perception of Teachers (Trainees) about Quality of Resource Persons: Competency

The perception of teachers (trainees) about the quality of resource persons with regards to their competency was analyzed and presented as follows:

Table-1: Percentage of Teachers (Trainees) perceived about Competency of Resource Persons (Trainers)

N=420

Dimension	Percentage of Rating by Trainees about RPs						
	Quite Inefficient	Inefficient	Manageable	Average	Effective	Very Effective	Excellent
Competency of Resource Persons	10 (2.38)	13 (3.10)	15 (3.57)	254 (60.47)	55 (13.10)	47 (11.19)	26 (6.19)

The table-1 revealed the perception of trainees about the quality of resource persons in the way of ratings on competency. Majority of teachers (trainees) (60.47%) perceived that the resource persons were having average competency, 13.10% of trainees perceived the competency of RPs as effective; 11.19 % perceived as very effective and only 6.19% perceived the competency of RPs as excellent. The analysis showed that the RPs selected for imparting training to teachers (trainees) were of average quality with respect to competency in knowledge, skills and managing the classroom situation during the training.

Resource Persons and their Self Appraisal

The data were collected on quality of RPs in terms of their academic and professional qualifications; involvement and active participation; performance current; and participation in training programme as RPs earlier. The data were analyzed and presented in the following tables.

Table 2: Number of Resource persons with regard to Qualifications and Training

N=72

No. of RP according to Academic Qualifications				No. of RPs according to Professional Qualifications			
Higher Secondary	Graduation	P.G	Ph.D	D.Ed	B.Ed	B.Ed (Elem.)	M.Ed
7 (9.72)	22 (30.56)	41 (56.94)	2 (2.78)	22 (30.56)	38 (52.78)	6 (8.33)	6 (8.33)

It was revealed from the table-2, that, the highest number 41 (56.94%) of RPs were post graduates, followed by graduates 22 (30.56%), higher secondary 07 (09.72%) and only 02 (02.78%) of RPs were having Ph.D Degrees. Regarding professional training, highest number 52.78% of RPs had B.Ed degree, 30.56 % of RPs had Diploma in Education or CT training, 08.33% were of B.Ed (Elementary) and 08.33% of RPs had M.Ed degrees. It was quite encouraging that RPs had M.Ed degree and approximately 03% of total RPs selected for the study had Ph.D degrees. Such high academic and professional qualification added the value in providing more quality training.

Table 3: Involvement of resource persons and active participation of trainees

N=72

Aspects	Percentage of RPs		Percentage of Response of RP on active participation of trainees		
	Yes	No	Large Extent	Some extent	Not at all
Difficulty faced by RPs	0	72 (100%)	52 (72.22%)	14 (19.44%)	6 (8.33%)

Table 4: Performance of RPs in earlier training programmes and their experience**N=72**

Teaching Experience at elementary level			No. of times worked as RPs in any in-service training programme		
Up to 5	5-10	>10	1-3 times	4-6 times	6-10 times
10 (13.89)	29 (40.27)	33 (45.83)	06 (8.33)	46 (63.89)	20 (27.78)

Table-3 showed that RPs did not face any difficulty in classroom transaction while imparting training. As perceived by RPs, maximum numbers of the teachers (trainees) were participating in the classroom as a result of the good management of classroom by RPs. Majority (72.22%) of RPs perceived that the teachers (trainees) participated in the classroom to a large extent, 19.44% of RPs perceived about the participation of teachers to some extent and it was quite discouraging, as 08.33% RPs perceived about non-participation of teachers during the transaction. The participation of teachers largely depended on the efficiency of RPs. The experience of RPs in teaching at elementary level and experience as RPs in maximum number of training programme played a vital role for better transaction of training. The table-4 showed the experience of RPs imparting training.

The RPs were categorized into three groups on the basis of their teaching experience at elementary level, in which, 40.27% RPs belonged to experience range of 5-10 years, 45.83% RPs were of more than 10 years and only 13.89 % up to 05 years. Besides, the RPs reported the number for times they worked as trainers in different in-service training programmes in the state.

As revealed from the table-4 majority (63.89%) RPs had worked as 4-6 times in the in-service training as trainers, 27.78% had worked 6-10 times and 8.33% had worked 1-3 times. It was encouraging young and academically as well as professionally qualified teachers were selected as RPs even their number might be less. On the other hand, experienced teachers/ headmasters were also selected to work as RPs for the in-service training programme. The participation of teachers' during the training would be more effective, if the RPs could have followed different modes of transaction in classroom.

Perception of Supervisory Personnel about Quality of Recourse Persons: Competency, Criteria for selection

The perceptions of Supervisory Personnel about the quality of resource persons with regard to their competency, criteria for selection were analyzed and presented as follows:

Table-5: Percentage of SSA functionaries/ Supervisory Personnel perceived about Competency of Resource Persons (Trainers)

N=21

Dimension	Percentage of SSA functionary	
	Yes	No
Competent enough	21 (100%)	0

Table-6: Percentage of SSA functionaries/ Supervisory Personnel perceived about Criteria for selection of Resource Persons (Trainers)

N=21

SL. No.	Criteria	Percentage of SSA Functionaries	
		Yes	No
1	Mastery over contents	21 (100)	0
2	High Qualification	10 (47.62)	11 (52.38)
2	Fluency	18 (85.71)	03 (14.29)
3	Classroom Presentation	21 (100)	0
4	Teaching Experience	12 (57.14)	09 (42.86)
5	Effective Classroom Teaching	17 (80.95)	04 (19.05)
6	Influential Personality	06 (28.58)	15 (71.42)
7	Leadership Quality	10 (47.62)	11 (52.38)
8	Written examination/interview	21 (100)	0

The competency of the RPs was perceived positively by all the SSA functionaries/ Supervisory Personnel of the study as revealed from the table-5. Further, the supervisory personnel or SSA functionaries responded to the item in the questionnaire regarding the criteria followed for selection of RPs. As per the table-6, all the respondents perceived that, RPs were selected on the basis of their mastery over contents.

Fluency, teaching experience and effectiveness in classroom teaching were the major criteria for selection of RPs as perceived by majority (85.71%, 57.14% and 80.95% respectively) of SSA functionaries. All the SSA functionaries (100%) perceived that written examination along with interview; classroom presentation and mastery over contents were the major criteria for selection of RPs for in-service training programme. Hence, all the SSA functionaries perceived as RPs were competent enough. But, the teachers (trainees) rated the competency of the RPs in a seven point scale in which, it was observed that the RPs were averagely competent as 60.47% of teachers (trainees).

DISCUSSION

Findings pertaining to Perception of Trainees about the Quality/ Efficiency of Resource Persons

- i. The competency of RPs was perceived and rated trainees in a seven point scale. Majority of teachers (trainees) (60.47%) perceived that the RPs as average competent, 13.10% perceived as effective; 11.19 % perceived as very effective and only 6.19 % perceived as excellent.
- ii. On the other hand, 3.57 % of trainees perceived the RPs as manageable, 3.10 % perceived as inefficient and rest 2.38% perceived them as quite inefficient.
- iii. The analysis showed that the RPs selected for imparting training to teachers (trainees) were of average quality with respect to competency in knowledge, skills and managing the classroom situation during the training.

Findings pertaining to perception of Resource Persons about their Self Appraisal

- i. The resource persons were having different academic and professional qualifications.
- ii. As revealed from the study, 56.94% of RPs were having post graduation, 30.56 % were having graduation, 9.72% of higher secondary (intermediate) and only 02.78% of RPs were having Ph.D Degrees.
- iii. As high as 52.78% of RPs possessed B.Ed degree, 30.56 % of RPs possessed Diploma in Education or CT training, 08.33% were of B.Ed (Elementary) and 08.33% of RPs had M.Ed degrees as professional qualifications.
- iv. Majority (72.22%) of RPs perceived that the teachers (trainees) participated in the classroom to a large extent, 19.44% of RPs perceived about the participation of teachers to some extent and it was quite discouraging, as 08.33% RPs perceived about non-participation of teachers during the transaction.
- v. The RPs were of three category on the basis of their teaching experience at elementary level, in which, 41.27% RPs belonged to experience range of 5-10 years, 45.83% RPs were of more than 10 years and only 13.89% up to 05 years.
- vi. The majority of RPs (63.89%) had worked for 4-6 times, 27.78% for 6-10 times and 8.33% for 1-3 times as RPs during in-service training programme for elementary school teachers.

Findings pertaining to perception of Supervisory Personnel about Resource Persons

- i. Competency of the RPs was perceived positively by all the Supervisory Personnel (100%).
- ii. Fluency, teaching experience and effectiveness in classroom teaching were the major criteria for selection of RPs as perceived by majority of SSA functionaries/ Supervisory Personnel (85.71%, 57.14% and 80.95% respectively).
- iii. All the SSA functionaries/ Supervisory Personnel (100%) perceived selection of RPs was based on written examination along with interview; classroom presentation and mastery over contents. Hence, all the SSA functionaries perceived as RPs were competent enough.

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