

# COMMUNICATION

## Inservice Primary Teacher Training Through Distance Education in Madhya Pradesh

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**Abstract:** *The present study was conducted with 102 trainees of Basic Training Institute level who were undergoing inservice distance teacher training in the state of Madhya Pradesh with regard to their attitude and reactions towards various components of inservice distance teacher training. The findings show their favourable attitude to printed materials, personal contact programmes at DIETs, and use of modern technology in distance teacher training. Further, it was suggested that guidelines be evolved for effective conduct of practicals at face to face sessions.*

### Introduction

The Madhya Pradesh State Board of Secondary Education introduced inservice education through distance education mode at the primary stage in 1990-91. The government has taken a decision to clear the backlog of untrained primary and middle school teachers through Distance Education Programmes on phase-wise basis.

The tenure of the programme is spread over two years as it is in the case of full-time training. The jurisdiction of such programmes include untrained teachers working in government schools, as well as in tribal, harijan and backward class welfare/management/recognised schools. Graduate and undergraduate qualified teachers are eligible for admission.

Printed course materials, assignments and personal contact programmes (PCPs) form major parts of such training. It also includes training of skills and teaching lesson planning, model lesson, clarification of doubts, group interaction and internal evaluation.

The training syllabus and examination schedule remain same for regular and inservice programmes. The concerned DIETs, (District Institute of Education and Training) of a specific area are allotted around 200 trainees per DIET.

Inservice primary teacher education is an emerging area of research. As stated above Madhya Pradesh Board of Secondary Education has taken a pioneering step in organizing distance

education programme for inservice teacher training at the level primary school stage. It is very much essential to study the characteristics of trainees, their level of motivation, reasons for their joining the programmes and study of these characteristics to understand the status of distance education programme for inservice teachers. Furthermore, the reaction towards different aspects of training through distance education would indicate the success and limitations of the distance education programme study of the immediate impact of distance education on professional activity of training would also indicate about the strength and weakness of distance education; participants' suggestions will be very much useful in identifying better means of imparting training through distance education mode. With such objectives in view the investigators made an attempt to conduct the present study.

### **Objectives**

The study was undertaken with the following objectives:

- i) To study socio economic and academic background of inservice primary teachers joining inservice training through the distance education mode at Basic Training Institute level, Madhya Pradesh.
- ii) To study trainees' reasons for joining inservice training through the distance education mode.
- iii) To study reactions of trainees towards different components of inservice training through the distance education mode.
- iv) To study perception of inservice primary teacher trainees towards immediate impact of training through distance education mode on their professional activities.

### **Hypothesis**

There will be unequal appearance of frequencies on different alternatives of reaction scale on different components of instruction through distance education.

### **Methodology**

#### *Population and Sample*

All trainees studying in 44 BTIs/DIET of Madhya Pradesh State formed the population of the study. The final sample of the study included 102 trainees, i.e. 40 inservice trainees from Indore (the forward area of Indore division) and 62 inservice trainees from Alirajpur of Jhabua district of Madhya Pradesh (the backward area of Indore division).

#### *Tool*

One questionnaire covering different objectives of the study was prepared by the investigators with the following sections: (i) Background information, (ii) Reasons for joining distance education courses, (iii) Reaction towards distance education, and (iv) Immediate impact of distance education on their professional activities.

After analysing responses collected through interviews with teachers the questionnaire items were finalised. Sections in consultation with experts from distance education and teacher education. The questionnaire included both the close and open ended questions.

#### *Procedure of Data Collection*

In the first phase, open ended interviews were conducted with inservice primary teachers joining distance education programme. In the second phase the questionnaire was administered on a sample of teacher trainees by visiting to respective DIETs.

**Table 1 : Residential background of trainees**

	Forward area		Backward area		Total	
	(Number)	%	(Number)	%	frequency (N)	%
Rural	18	45	26	41.93	44	43.13
Urban	22	55	36	58.06	58	56.86
Total	40	100	62	100	102	100

**Table 2 : Classification of institution of trainees**

	Forward areas(N)		Backward Area		Total frequency(N)	
		%		%		%
Government School	8	20	59	95.16	67	65.68
Private School (Government Aided)	32	80	3	4.84	35	43.32
Total	40	100	62	100	102	100

**Table 3 : Caste background of trainees**

	Forward area (N)		Backward area (N)		Total frequency (N)	
		%		%		%
General	22	55	24	38.70	46	45.09
Backword	14	35	8	12.90	22	21.59
Scheduled Caste	2	5	7	11.30	9	8.82
Scheduled Tribe	2	5	23	37.60	25	24.50
Total	40	100	62	100	102	100

**Table 4 : Educational qualification of trainees**

Qualification	Forward area (N)		Backward area (N)		Total frequency (N)	
		%		%		%
Post Graduate	2	5.0	7	11.30	9	8.82
Graduate	15	37.5	20	32.30	35	34.31
H.S.S.	12	30.0	32	51.61	44	43.14
Inter	11	27.5	2	3.22	13	12.75
High School	0	0	1	1.62	1	.98
Total	40	100	62	100	102	100

## Results

### *Background of the Inservice Trainees*

From Table I it can be seen that most of the trainees belonged to urban areas (57%), inspite of their service places in forward and backward areas. From Table 2 with regard to institutional background it was revealed that most of the trainees from backward areas were serving in the government schools whereas most of the trainees from forward areas were from (government aided) private schools. From Table 3 it is seen that most of the trainees (54%) belonged to deprived caste background like Schedul Caste (9%), Scheduled Tribe (25%) and backward caste (21%). Table 4 reveals that large number of trainees had Higher Secondary School Certificate qualification (43%), followed on about 34% having graduate qualification. It shows that teachers with higher qualifications are doing primary teaching job in Indore division of Madhya Pradesh.

### *Reasons for Joining Teacher Training Course*

From Table 5 it can be seen that there were seven major reasons behind trainees joining inservice training courses (though there were eleven reasons altogether):

- Development of teaching skills (79.4%).
- Appropriate use of different method, media and techniques of teaching (65.68%).
- Knowledge and skills of appropriate evaluation (62.74%).
- Knowledge of child psychology (61.76%).
- Mastery of skills of organization and management of different school activities (58.82).
- Preparation of teaching aids (56.86).
- Knowledge of sociological background of primary education (53.92%).

It can be seen from Table 5 that there was no much difference between forward area and backward area teachers in terms of these reasons.

**Table 5 : Reasons for joining teacher training course**

S.No.	Forward area		Backward area		Total		Rank
	(N)	%	(N)	%	frequency(N)	%	
1. Development of teaching skills	32	80	49	79.03	81	79.41	I
2. Appropriate use of different methods, media and of technique or teaching	27	67.5	40	64.51	67	65.68	II
3. Preparation of teaching aids	24	60	34	54.63	58	56.86	VI
4. Knowledge of child psychology	24	62	38	61.29	63	61.76	IV
5. Knowledge of sociological background of primary education	24	60	31	50	55	53.92	VII
6. Mastery of skills of organisation and management of different activities of school	23	57.80	37	59.67	60	58.82	V
7. Knowledge of appropriate evaluation	25	62.50	39	62.90	64	62.74	III
8. Getting promotion	25	52.5	19	30.64	40	39.21	IX
9. Getting confirmation in job	16	40	22	35.48	38	27.25	X
10. Getting equal status among colleagues who are trained	21	52.5	24	38.70	45	44.11	VIII
11. To get additional increment	—	—	5	8.06	5	4.9	XI



*Reasons for Joining Inservice Training*

From Table 6 it can be observed that there were two main reasons behind teachers joining inservice training such as :

- Not getting any chance for training before in the present service (63.72%).
- Doing job and studied simultaneously (62.74%).

*The other two reasons are:*

- Not permitted by authorities for full time training course (29.41).
- Having job in private schools (18.62).

There was not much difference between trainees of forward and backward areas regarding these reasons.

**Table 6 : Trainees reasons for joining inservice training**

S.No.	Forward area (N)	%	Backward area (N)	%	Total frequency (N)	%	Rank
1. Doing job and studied simultaneously	30	75	34	54.83	64	62.74	II
2. Not getting chance for training before in present service	26	65.5	39	62.90	65	63.72	I
3. Not getting permission by authorities for full time training course	10	25	20	32.25	30	29.41	III
4. Having job in private schools	16	40	3	4.83	19	18.62	IV

*Preference to Distance Education Mode Over Others*

Table 7 reveals that the following three important reasons prompted trainees to prefer distance education mode (though there are nine reasons altogether):

- Getting opportunity to do job and study simultaneously.
- Thought well qualified and confident in presuming studies through distance education mode.
- Not getting time for full time training.

There was not much difference between forward and backward area teachers regarding above reasons. Other minor reasons stated by trainees are stated in Table.

**Table 7 : Trainees preference to distance education mode over others**

S.No.	Forward	Backward area		Total		Rank
	area (N)	%	(N)	%	frequency (N)	
1. Getting opportunity to study at home	13	32.50	26	41.93	39	38.23 IV
2. Getting opportunity to do job and study simultaneously	32	80	42	62.74	74	72.54 I
3. Saving time and money	10	25	20	32.25	30	29.41 V
4. Not getting time for full time training	20	50	32	51.61	52	50.56 III
5. Because of economic hardship	13	32.5	7	11.29	20	19.60 VII
6. Previously tried to get enrolled in full time course in DIET, but unsuccessful in getting a seat	4	10	5	8.06	9	8.82 VIII
7. Not sure as to whether to become a teacher or not	5	12.5	20	32.25	25	24.50 VI
8. Not appropriate to join full time training because of advanced age and adjustment problem	6	15	9	14.51	15	14.70 IX
9. Thought well qualified and confident in perusing studies through distance mode	16	40	22	35.48	38	27.25 X
	26	65	32	51.61	58	56.86 II

*Reaction Towards Different Components of Inservice Training through Distance Education Mode*

Instructional packages of distance education based training programme included four aspects viz. study of printed course materials, writing assignments, attending contact programme, and doing practicals. The printed courses materials (PCM) are dispatched by the Board of Secondary Education, M.P. and/or concerned DIETs to trainees. It will be worth seeing to what extent trainees use of these materials and get benefit out of them.

## i) Use of Printed Course Materials (PCM) :

A large majority of students (66%) make use of PCM mostly for training (Table 8). The chi-square value shows significant difference at .01 level. and suggests that the null hypothesis of equal distribution of frequency is rejected with 99% confidence level.

**Table 8 : Use of printed course materials**

Level of usefulness	Frequency	%	X <sup>2</sup> value	Significance level with F3
100%	28	30.43		
51-100%	33	35.87	13.96	.01
50%	23	25.00		
Less than 50%		8.70		
Total	92	100		

## ii) Use of Other Study Materials :

From Table 9, it can be observed that a large majority trainees (87%) used textbooks in addition to PCM. Seventy four percent trainees used available books in market for studies; 79% trainees used key books; and 75% trainees used journals and magazines in studies. A large number of trainees 93% used newspapers in studies. It shows that trainees used varieties of learning materials in studies.

**Table 9 : Use of other reading materials**

a. Textbook	Frequency	%	X <sup>2</sup> value	Significant level with DF <sup>2</sup>
Yes	67	87.02	40.93	.01
No	10	12.98		
Total	77	100		



b. Available book in market	Frequency	%	X <sup>2</sup> value	Significant level with DF2
Yes	51	73.90	40.93	.01
No	18	26.10		
Total	69	100		

c. Key Books	Frequency	%	X <sup>2</sup> value	Significant level with DF2
Yes	60	78.95	24.33	.01
No	16	21.05		
Total	76	100		

d. News Papers	Frequency	%	X <sup>2</sup> value	Significant level with DF2
Yes	71	93.42	55.59	.01
No	5	6.47		
Total	76	100		

### iii) Frequency of Submission of Assignments

As stated above the assignment system is compulsory in correspondence courses. It can be seen from Table 10 that all the students submitted assignments. It is a positive sign that 63% trainees submitted four or more than for assignment in a year, whereas only 35% students submitted two assignments per year.

**Table 10 : Frequency of assignment in a year**

Assignment	Frequency	%	X <sup>2</sup> value	Significant level with DF <sup>2</sup>
Two	32	36.84	11.94	.01
Four	16	16.84		
Above Four	44	46.32		
Total	95	100		

*iv) Attending Contact Programmes*

As stated earlier the contact programme in BTI is major component of Distance Education course. It can be seen from Table 11 that most of the trainees (58%) attended contact programmes once in six months. Of course there were sizable number of trainees who contacted teachers in the DIET once in a month. It shows that besides distance mode of communication there existed encouraging scope for interaction with teachers and other trainees in DIETs.

**Table 11 : Frequency of contacts/meeting with BTI teachers**

Frequency of contacts	Frequency	Percentage
Once in a month	27	30
Once in six month	52	57.77
Once in a year	11	12.23
Total	90	100

*Immediate Impact of Training Through Distance Education  
Mode on Instructional Activities of Trainees*

Since the Distance Education course spreads over a duration of two years, it can have impact on trainees with regard to different aspects of teaching. It has been observed that 92 to 100% trainees were having opinion about positive impact of training on different aspects related to teaching. Almost all the trainees perceived impact of training whether to some extent or large extent with regard to the following :

- Being able to apply learnt skills, methods and techniques in classroom.
- Being able to understand students behaviours.
- Getting competency in linking learners social and psychological conditions with their learning activities.
- Being able to organize classroom teaching systematically.
- Being able to apply different methods and techniques for accurate evaluation of learners progress.

### **Conclusion**

The present study indicates that instructional facilities of this programme were available for trainees mainly in the form of correspondence texts. A large majority of trainees used printed materials supplied by the institution as well as availed by trainees on their own. Contact programmes and personal visits to the DIETs is a special component of such programme. Assignment system has been encouraged since the responsibility is decentralized at DIET level. Majority emphasis should be given on modern technology based Distance Education Programme using video, teleconferencing, etc. Moreover, specific guidelines must be

developed for organising practical activities in DIET as a major component of training programme. Project works related to planning and implementation of instructional activities and school management must be encouraged.

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