

Study of Elementary Level Teachers' Perception of Effectiveness of DIET's Programmes in Karnataka

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Abstract: The National Achievement Survey (NAS) found that the majority of the States/UTs are performing below the overall average score in all subject areas, and highlights the need for significant improvement in learning levels. Low achievement largely because of low conceptual clarity and understanding in the subjects/themes tested. A further stress is given to identify the content area and skills requiring attention and to develop appropriate strategies to enable students to understand the concepts. Teachers training (pre-service and in-service) programmes might be redesigned on the basis of NAS findings to improve pedagogical aspects, and also Teacher education. The present investigation was undertaken to study 'The the Perception level of Elementary Teachers on Effectiveness of the DIETs Programmes with respect to Elementary Teachers Experience, sex, age and Qualifications. The researcher had selected 608 Elementary Teachers giving representation to Sex of the teachers. The Effectiveness of the DIETs Programmes (EDP) scale was developed and used by Rajanna SP and Dr.HaseenTaj. In order to understand the distribution of the scores Percentile was worked out. Chi-square analysis was applied to find out the Association (Relationship) between the Perception of Elementary Teachers on Effectiveness of the DIETs Programmes' and different variables like Age and Sex. The study found that there is a positive significant relationship between The Perception of Elementary Teachers on Effectiveness of the DIETs Programmes' and also the study found that there is a significant difference in the Perception of male Elementary Teachers and female Elementary Teachers. It is further revealed that the Age factor and Experience of Elementary Teachers was found to have a significant effect on the Effectiveness of the DIETs Programmes.

Keywords: Perception, Effectiveness, Teacher trainings, research, monitors.

INTRODUCTION

The growth and development of any economy is expected by the availability of its resources. Resource endowment of a nation encompasses both Natural and Human resources. Elementary education is stepping stone and plays a major role in promoting growth and development of Human Resources.. This has already been acknowledged by almost all educationists and national builders. Accordingly, several steps have been initiated by all developing countries for the Universalization of Elementary Education. At the same time several measures have been provided for quality education at the Elementary level by focusing on quality teacher education. In order to bring out the innate potentials of the students, the role of teacher is significant in their processes of education. The essence of teacher education leads to the growing generation. This process has been initiated by establishing the District Institute of Education and Training (DIET) in 1989. By the inception of DIETs, the centralized training system transformed in to a more transparent

manner by extending training to the doors of the teachers.

Changes are taking place rapidly in the field of education through knowledge construction, technology and industry The emergence of DIETs caused for a new culture in the teacher training sector that resulted in the changes of teaching learning process of primary sector. DIETs are plays major role by providing the academic and resource support at the grass root level for elementary teachers with special reference to Universalization of Elementary Education and even Adult Education. The ultimate attention in all the programme of the different faculties of DIETs is the learners and their educational rights. Thus the entire activities enunciated by DIETs are meant for Human Resource Development.

The department of education introduced Minimum Levels of learning programme to identifies the learning levels of children and to ensure an equitable quality across different contexts of schooling

by focusing Universalization and To achieve these basic requirements of elementary education, we need responsible and qualitative teachers who can serve honestly and judiciously. Elementary teachers can activate by providing continuous training, giving opportunity for continuing their education for the enhancement of their professional development. The National, state and district level institutions, NCERT, DSERT and DIETS existed to cater the needs of our elementary education.

Considerable and innovative classroom practices carried out by the DIETs in the area of primary education as well as secondary education. DIETs have launched many in-service teacher-training programmes which help the teachers to enrich themselves in conceptualization, professional development and methodology. The present investigation was undertaken to study 'The Relationship between the Perception of Elementary Teachers on Role Performance and Effectiveness of the DIETs Programmes' Sex, Age, Experience of the teachers were considered as background variables to study their effect on Effectiveness of the DIETs Programmes. The researcher had selected 608 Elementary Teachers giving representation to Sex, Age of the teachers. The Effectiveness of the DIETs Programmes (EDQ) was measured by using EDQ which containing 60 questions with four dimensions developed by Rajanna SP and Dr. HaseenTaj were used as tools. In order to understand the distribution of the scores numerical determinants like Mean, SD was worked out. Chi-square test and percentiles were applied to find out the Relationship between the Perception of Elementary Teachers on Effectiveness of the DIETs Programmes' and 'Chi-square test was applied to find out the significant difference between different variables. The study found that there is a positive significant relationship between The Perception of Elementary Teachers on Effectiveness of the DIETs Programmes' and also the study found that there is a significant differences in The Perception of male Elementary Teachers and female Elementary Teachers. It is further revealed that the Age factor and Experience of Elementary Teachers was found to have a significant effect on the Effectiveness of the DIETs Programmes.

OBJECTIVES OF THE STUDY

The main purpose of the study was to find the Elementary level teacher perception of the

Effectiveness of the DIET's programmes in Karnataka State. The following objectives were formulated.

- To find out the Association (Relation) between the perceptions of the Elementary teacher's on Effectiveness of the DIETs programmes and districts.
- To find out the Association (Relation) between the perceptions of the Elementary teacher's on Effectiveness of the DIETs programmes and Experience
- To find out the Association (Relation) between the perceptions of the Elementary teacher's on Effectiveness of the DIETs programmes and Qualification.

MAJOR HYPOTHESIS OF THE STUDY

- There is no significant Association (Relation) between the perceptions of the Elementary teacher's on Effectiveness of the DIETs programmes and various districts.
- There is no significant Association (Relation) between the perceptions of the Elementary teacher's on Effectiveness of the DIETs programmes and Experience
- There is no significant Association (Relation) between the perceptions of the Elementary teacher's on Effectiveness of the DIETs programmes and Qualification.

SAMPLE OF THE STUDY

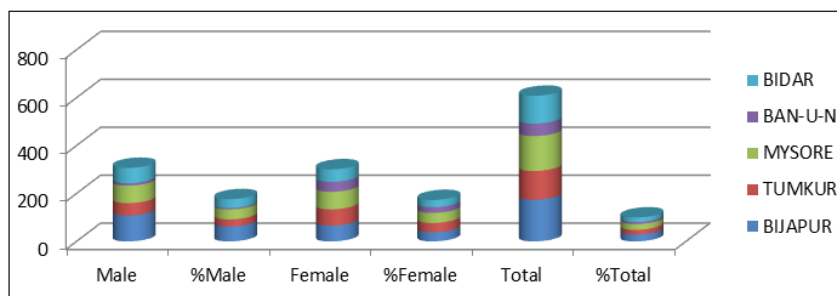
There are 34 DIETS in Karnataka 30 in revenue districts and 4 in Educational districts. The present study has been carried out only in five DIETs which were considered as the representative districts on the basis of their geographic nature and socio-economical status. The functioning of DIETS in these districts was little different at the time of the present study. The DIETs in these districts were giving continuous resource support to the teacher education. So the usual functioning of each DIET is different in this circumstances the investigator has selected 5 DIETS for the present study by considering them as a cross section of DIETS in Karnataka. These DIETs were selected based on the regional differences, geographical division and socio cultural background. The Elementary Teachers were taken for study from government sectors. The aided and unaided primary schools were not taken for the study due to lack of adequate participation in the training programmes of DIETS.

Table-1: The sample for the study

No	District	Male	%Male	Female	%Female	Total	%Total
1	Bijapur	108	62.06	66	37.93	174	28.61
2	Tumkur	52	29.88	68	39.08	120	19.73
3	Mysore	73	41.95	73	41.95	146	24.04
4	Bangalore	10	5.74	42	24.13	52	8.55
5	Bidar	64	36.78	52	29.88	116	19.07
Total		307		301		608	100%

Table-1 and the graph-1 shows that the data for the present study was obtained by the 307male and 301female totally 608 Elementary Govt Teachers in five

districts Bangalore urban north, Bidar, Bijapur (Vijayapura), Mysore and Tumkur.



Graph-1: The sample for the study

TOOL USED IN THE STUDY

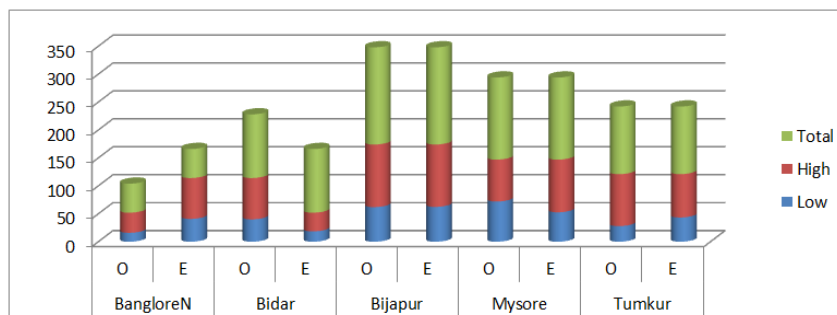
The questionnaire on Effectiveness of the DIET’s Programmes (EDQ) contains 60 standardized questions by the A,B,C,D four parts. Effectiveness of the DIETS Questionnaire (EDQ) to collect data on Effectiveness of the DIET’s programmes from Elementary teachers who have attended the various

training programmes of the DIETs. The questionnaire on Effectiveness of the DIET’s programmes consists YES/ NO/ DNK type 60 statements applicable to training programmes, material development, research and evaluation, monitoring and supervision. The present tool was developed by Rajanna SP and Dr. Haseen Taj [6].

Table-2: Chi-square test for association between Effectiveness of Programmes and districts.

Educational Division			Effectiveness level of Programme			Chi Square
			Low	High	Total	
1.	Bangalore	O	16	36	52	$\chi^2=20.132$ (P=0.000)
		E	18.6	33.4	52.0	
2.	Bidar	O	40	74	114	
		E	40.9	73.1	114.0	
3.	Bijapur	O	62	112	174	
		E	62.40	111.6	174.0	
4.	Mysore	O	72	75	147	
		E	52.7	94.3	147.0	
5.	Tumkur	O	28	93	121	
		E	43.4	77.6	121.0	
Total		O	218	390	608	
		E	218.0	390.0	608.0	

Note: O=Observed; E=Expected; df=4 (Table Value 0.05=9.488; 0.01 =13.277



Graph-2: Chi-square test for association between Effectiveness of Programmes and districts

Greater differences between expected and actual data produce a larger Chi-square value. The larger the Chi-square value, the greater the probability that there really is a significant difference. The table

value of X² for 4 degree of freedom at 5% level of significance is 9.48 and also at 1% level of significance is 13.27. We note that the result is highly significant. The calculated value of X² is 20.132(P=0.000) is much

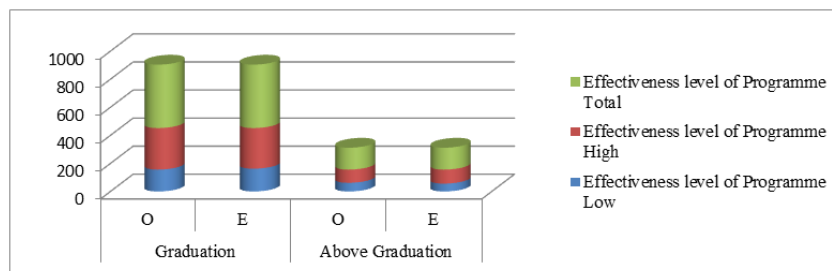
higher than the table value and hence reject the null hypothesis and the result indicates that there is a significant association or relationship between the

perception of Effectiveness level of the DIETS and districts.

Table-3: Chi-square test for association between Effectiveness of Programmes and Educational Qualification

Educational Qualification		Effectiveness level of Programme			Chi Square
		Low	High	Total	
1.	Graduation	O	156	296	$\chi^2=1.379$ (P=0.240)
		E	162.1	289.9	
2.	Above Graduation	O	62	94	
		E	55.9	100.1	
Total		O	218	390	
		E	218.0	390.0	

Note: O=Observed; E=Expected; df=1 (Table Value 0.05=3.841; 0.01 =6.635)



Graph-3: Chi-square test for association between Effectiveness of Programmes and Educational Qualification

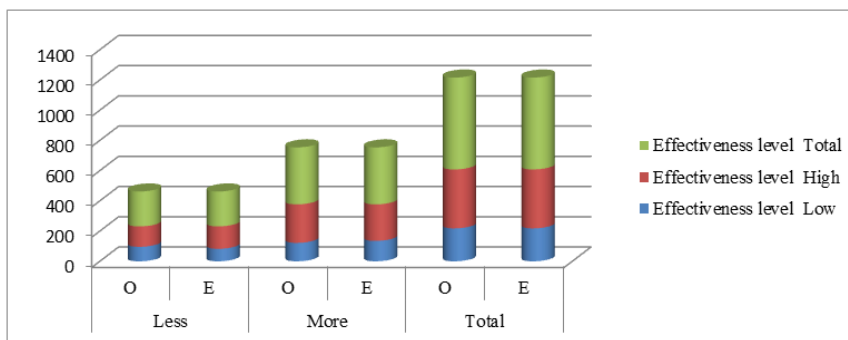
The table value of X^2 for 1 degree of freedom at 5% level of significance is 3.841 and also at 1% level of significance is 6.635. We notice that the result is not significant. The calculated value of X^2 is 1.379 (P=0.240) is much lower than the table value and

hence accept the null hypothesis and the result indicates that there is no significant association or relationship between the Effectiveness level of the DIET programmes and Educational Qualification.

Table-4: Chi-square test for association between Effectiveness of Programmes and Teaching Experience

Teaching Experience		Effectiveness level of Programme			Chi Square
		Low	High	Total	
1.	Less	O	96	135	$\chi^2=0.569$ (P=0.022)
		E	82.8	148.2	
2.	More	O	122	255	
		E	135.2	241.8	
Total		O	218	390	
		E	218.0	390.0	

Note: O=Observed; E=Expected; df=1 (Table Value 0.05=3.841; 0.01 =6.635).



Graph-4: Chi-square test for association between Effectiveness of Programmes and Teaching Experience

The table value of X^2 for 1 degree of freedom at 5% level of significance is 3.841 and also at 1% level of significance is 6.635. We notice that the result is not significant at 5% level and also no significance at 1% level. The calculated value of X^2 is 0.569 ($P=0.022$) is much lower than the table value at 5% and 1% level and hence accept the null hypothesis and the result indicates that there is no significant association or relationship between the Effectiveness level of the DIETs programmes and Teaching Experience.

DISCUSSION OF THE RESULTS

Azim Premji Foundation [1] noticed that The DIETs are envisioned as 'Academic Lead Institutions' to provide guidance to all academic functionaries in the district. The main task and role expected of DIETs is to provide Quality teacher training, leading to effective learning levels among students through improving pedagogy and making classroom learning interesting. DIETs also Develops curriculum and academic material such as child-friendly and Teacher friendly textbooks. Conducting Research, developing low & no-cost gadgets, supporting innovation according to the needs of the teachers. The present study found that the result is highly significant. The calculated value of X^2 is 20.132 ($P=0.000$) is much higher than the table value and hence reject the null hypothesis and the result indicates that there is a significant association or relationship between the Effectiveness level of the DIETs and districts. By using technology in trainings the Effectiveness of the DIETs programmes can be enhanced and regular use of quality monitoring tools developed by the department should also be mandated. All the training programs developed and delivered by the DIETs should be evaluated by the Elementary Teachers. Interactive and participative processes have to be established at all levels in the DIETs to develop the professional development. Unless these constructive environments are created there is no hope that the guiding principles of NCF 2005 will come into effect in our schools.

The Chi-square test result shows that there was no significant association in the Effectiveness level of the DIET and the Sex of the Elementary level Teachers ($X^2 = 3.115$, $P=0.078$). The perception level of Elementary Teachers on Role Performance does not depend upon the Sex of the Elementary level Teachers; the perception of male or female Teachers does not affect the Role Performance Perception level of Elementary Teachers. Babukuttan [2] founds that the existing training system of the DIETs should be restructured for enlarging the human resource development capacity of the teachers irrespective of their sex and the training module in the areas like subject knowledge, pedagogic skill, preparation of Teaching Learning Materials and skill in devising innovations in classroom should be modified in a more practical and realistic manner. The restructured modules are to be executed in a more real situation by

adopting all the technologies associated with these areas. This leads for an effective Human Resource Development creation among teachers and the Training should be reorganized to give in depth knowledge in classroom subjects in tune with the child psychology and changing trends of education. Separate training modules to be designed for innovative purpose by incorporating in depth practical situation and information.

K.S George [3] founds that the teacher Effectiveness in Primary schools at Kerala many factors helping for the optimum utilization of teacher effectiveness and to select the most suitable factors that would help the teachers work effectively. It shows that high scores obtained are more with respect to most of the personal factors that influence the teachers in effective teaching and the high scores obtained are more with respect to most of the sociological factors that influence the teachers in effective teaching. There is no significant relationship of Personal Dimension of factors influencing teacher effectiveness with extraneous variables. This explains only 5% of the variation and there is no significant relationship of Psychological Dimension of factors influencing teacher effectiveness with extraneous variables. There is no significant relationship of Institutional Dimension of factors influencing teacher effectiveness with extraneous variables. There is no significant relationship of Sociological Dimension of factors influencing teacher effectiveness with extraneous variables. The optimum utilization of effective teaching was not affected by the extraneous variables. The present study found that The calculated value of X^2 is 0.569 ($P=0.022$) is much lower than the table value at 5% and 1% level and hence accept the null hypothesis and the result indicates that there is no significant association or relationship between the Effectiveness level of the DIETs programmes and Teaching Experience.

EDUCATIONAL IMPLICATIONS

The study focused on the factors that lead to the high Perception level of Effectiveness of the DIETs programmes. The teachers' capacity has been boosted up through the effective training programmes. Therefore there should be continuous training programmes to elementary level teachers. The identified factors that lead to the high perception Effectiveness of teachers in the study are on subject knowledge, pedagogic skill, and preparation of Teaching Learning Materials (TLM), preparation of evaluation tool, skill in classroom management and skill in devising innovations in classroom. The level of Effectiveness of teachers in the five districts is mentioned, in all in the sample district, are the expected level of achievement. The result indicates that there is a significant association or relationship between the Effectiveness level of the DIETs with Teaching Experience and Qualification of Elementary Teachers, therefore

teachers should be encouraged to enhance their educational qualification. The in-service programmes should be planned well in advance for effective perception of Teachers.

The qualified and experienced Teachers can also involve in the Training programmes as resource persons. The Perception of Urban Elementary teachers on Effectiveness of the DIET's programmes is higher than the Perception level of Rural Elementary teachers which It may be because of proper monitoring and supervision of the DIET's with effective feedback. The result shows that there was significant association in the Effectiveness level of DIETs Programmes and the sample Districts. The Perception of Tumkur Elementary teachers on Effectiveness of the DIET's programmes is higher than the other sample districts and the Perception of Mysore Elementary teachers on Effectiveness of the DIET's programmes is low may be because of monitoring and supervision of DIET's and also the attitude of teachers on Training programmes. All sanctioned posts should be filled with in the span of time and Improve the Infrastructure according to latest MHRD [4] norms. An appropriate transfer policy to DIETs should be drawn up. Such a transfer policy should make provision for identification of academically well qualified and interested persons, from amongst the officers of the department and post them to the vacancies in DIET.

Monitor the academic programmes whether they have going on according to the annual calendar of events and check the annual examination results & admissions from last years with proper feedback. The training organizers should make provision for field-based training so that teachers can learn the ways and means of effective curriculum transaction by applying modern teaching-learning methods and strategies. Improve Morale: Faculty and staff morale must be improved and they should actively participate in the decision making process. Principals must equip to become effective leaders of modern institutes of excellence. Regular use of quality monitoring tools developed should be mandated and all training programs developed and delivered by the DIETs be evaluated by the participants.

Orientation Programmes for Teacher Educators to develop the leadership quality and group dynamics at pre-service teacher education programmes. The training to elementary school teachers should be provided in small groups so that the problems faced by teachers in curriculum transaction may be discussed in detail during in-service teacher training programmes. Ajith mandal [5] found that identification of training needs of elementary school teachers is important aspects in order achieve the universalization of education and also to plan need-based training programmes and put time, money and other resources to best possible use. Therefore, training needs of different target groups of

elementary school teachers in terms of content, process, teaching-learning material. Interactive and participative processes have to be established at all levels in the DIETs – between the Principal and the Lecturers and between the Lecturers and Students. Unless these constructive environments are created there is no hope that the guiding principles of NCF 2005 will come into effect in our schools and Students. Unless these constructive environments are created there is no hope that the guiding principles of NCF 2005 will come into effect in our schools.

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