

ELEMENTARY SCHOOL TEACHER'S PERCEPTION ON ROLE PERFORMANCE OF THE DIET'S IN KARNATAKA

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ABSTRACT

Universalisation of elementary education is one of the important objectives of post-independent India. Many Efforts are made under SSA and RMSA programmes through the District Institute of Education and Training (DIET) to ensure the quality, but we are unable to improve the quality as well as the quantity of elementary education. DIETS play a vital role in Universalisation of Elementary Education by giving the academic support through training programmes, resource material development, monitoring and supervision and Research and Evaluation at the root level. The present study was undertaken to investigate the factors affecting the perception of the Elementary level teachers' about Role Performance of the DIETs programmes. The researcher had selected 307 Male and 301 Female Elementary Teachers from five districts of Karnataka with a total of 608 Teachers. A questionnaire was used in the study for the Role Performance with four divisions A, B, C and D (RPQ) which contains 65 questions. The tool was developed by Rajanna SP and Dr. Haseen Taj (2015). In order to understand the nature of the score distribution of the data collected, the Percentages and Chi-square tests were worked out to find out the Role Performance Perception of Teachers in various districts. It is further revealed that The Teachers of Bangalore North are having higher Perception of Role Performance of the DIET and also the result indicates that there is a significant association between the Role Performance level Perception of various districts, Age, Teaching Experience as well as Qualification of Elementary teachers.

KEYWORDS: *Elementary Education, Role Performance, Institute of Training, Teachers 'Perception*

INTRODUCTION

Elementary Education is the fundamental right in India, which means all children have the right to education. The challenge before the nation is to address how schools can include all and provide quality education considering all type of children based on non-discriminating values. The agenda before us is to develop learning environments which facilitate learning for all. The NPE of 1968 point out very important step in the history of education in post-Independence India aimed to promote national progress, by aiming education to all. Education leads to a sense of common citizenship and culture, for strengthen national integration. These goals are achieved to some extent, but not completely but the present aim of modern education is to prepare the students for the challenges of life in this competition and carrier world. Education must motivate the students to think and act critically and prepare them to take the right decision at right time. Report of the University Education Commission Dr. S. Radhakrishnan Commission in 1948-49 highlighted the importance of Education as the reform needed in education is to transform to endeavor and to relate to the real-life situation, needs and

aspirations of the people and which leads to the powerful instrument of social, economic and cultural transformation necessary for the realization of the national goals. So Elementary Education should be developed the powerful society with human culture and knowledge, by powerful Teachers and ways of knowing and doing things, is only possible through qualitative Teacher Education.

The National Council of Teacher Education (NCTE) has developed the NCFTE (2009) in the background of the NCF 2005 by insisting an altered framework on Teacher Education with best school curriculum recommended by the NCF-2005. While articulating the vision of teacher education, the framework has some important dimensions of the new approach to teacher education, they are: 1) Reflective practice to be the central aim of teacher education. 2) Student-teachers should be provided opportunities for self-learning, reflection, assimilation and articulation of new ideas. 3) Developing capacities for self-directed learning and ability to think and act critically by working in groups. 4) Providing opportunities to student-teachers to observe engage and communicate with children according to their needs. 5) Changes are not only the ways of 'doing things' but also of thinking, beliefs and conceptual views about school & teacher education. 6) To accept and reflect the paradigm shift in Teacher Education by reorganizing the cognitive inputs and emphasizing the 'constructivist' approach.

NPE-16 concluded that the condition of Primary Teachers Training Colleges has been not better because the admission eligibility for a primary school teacher is only intermediate pass; actually graduation is required for teaching in upper primary level. The rapid expansion of primary education and demand for teachers led to the mushroom growth of sub-standard diploma colleges, and many teachers certified by these colleges became teachers in Government primary schools. Another major issue of DIETs is that there is no separate academic cadre for teacher trainers. The administrators working at district level are coveted administrative posts, often get posted to DIETs which they consider as a punishment. There is a need to have a separate academic cadre for teacher trainers because though the teacher trainers had the same qualifications as college lecturers, they enjoy the same pay scales. The quality of teacher education demands the minimum teaching experience should be prescribed for appointment as teacher trainers. The Training programs are conducted in traditional methods without using latest trends of Educational technology. The desired level of achievement has been found to be slow in organization, establishment and functions of DIETs. The researcher as a faculty of DIET is very much in need of understanding the Effectiveness of the DIET's various training programmes. In this context, this study occupies a very important significance and Effectiveness study and provides a complete academic support for Elementary Education at gross root level. Besides the DIETs, this would be helpful for the planning functionaries at the State Councils for Education Research and Training (DSERTs), Teacher Training Institutes, and Block and Cluster Resource coordinators for effective implementation of Universalization of Elementary Education and strengthening of DIETS.

OBJECTIVES OF THE STUDY

The main purpose of the study was to find out the Elementary level teachers' perception of the Role performance of the DIET's programmes in Karnataka State. The following objectives were formulated.

- To find out the Association between the perceptions of the Elementary teachers' on Role Performance of the DIETs programmes and various districts.

- To find out the Association between the perceptions of the Elementary teachers' on Role Performance of the DIETs programmes and Age.
- To find out the Association between the perceptions of the Elementary teachers' on Role Performance of the DIETs programmes and Teaching Experience.
- To find out the Association between the perceptions of the Elementary teachers' on Role Performance of the DIETs programmes and Educational Qualifications.

MAJOR HYPOTHESIS OF THE STUDY

- There is no significant Association between the perceptions of the Elementary teachers' on Role Performance of the DIETs programmes and various districts.
- There is no significant Association between the perceptions of the Elementary teachers' on Role Performance of the DIETs programmes and Age.
- There is no significant Association between the perceptions of the Elementary teachers' on Role Performance of the DIETs programmes and Teaching Experience.
- There is no significant Association between the perceptions of the Elementary teachers' on Role Performance of the DIETs programmes and Educational Qualifications.

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 geographical 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 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 schools. 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%

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.

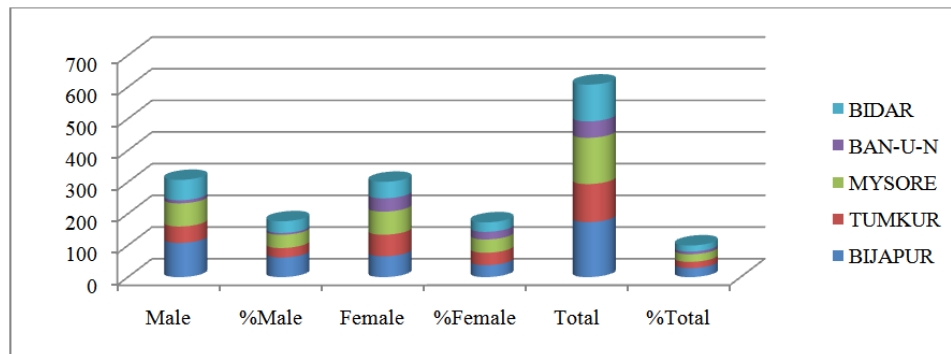


Figure 1: Elementary Govt Teachers in Five Districts Bangalore, Bidar, Bijapur (Vijayapura), Mysore and Tumkur

TOOLS USED IN THE STUDY

Two questionnaires, were used in the study one is Role Performance with A, B,C and D divisions (RPQ) which contains 65 questions in four parts and another one is Effectiveness of the DIET's Programmes (EDQ)containing 60 standardized questions in four parts A,B,C and D.

Role Performance Questionnaire (RPQ) was used to collect data from Elementary teachers who have attended the various training programmes of the DIETs.This tool collects the data on the perception of Elementary teachers regarding the Role performance of the DIETS. The questionnaire on Role Performance of the DIET's consists of 65 (yes or no type) questions applicable to trainings, material development, research and evaluation, monitoring and supervision. The present tool was developed by Rajanna SP and Dr. Haseen Taj (2015).

The effectiveness of the DIETS Questionnaire (EDQ) was used 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 of YES/ NO/ DNK type 60 statements applicable to training, material development, research and evaluation, monitoring and supervision. The present tool was developed by Rajanna SP and Dr. Haseen Taj (2015).

ANALYSIS AND INTERPRETATION OF THE STUDY

Table 2: The Percentage of Perception Level of Elementary Teachers on Role Performance in Various Educational Districts

S. No	Educational Districts	Percentage Role Performance Perception	
		Low%	High%
1	Bangalore U	51	63
2	Bidar	14	38
3	Bijapur	64	110
4	Mysore	88	59
5	Tumkur	35	86

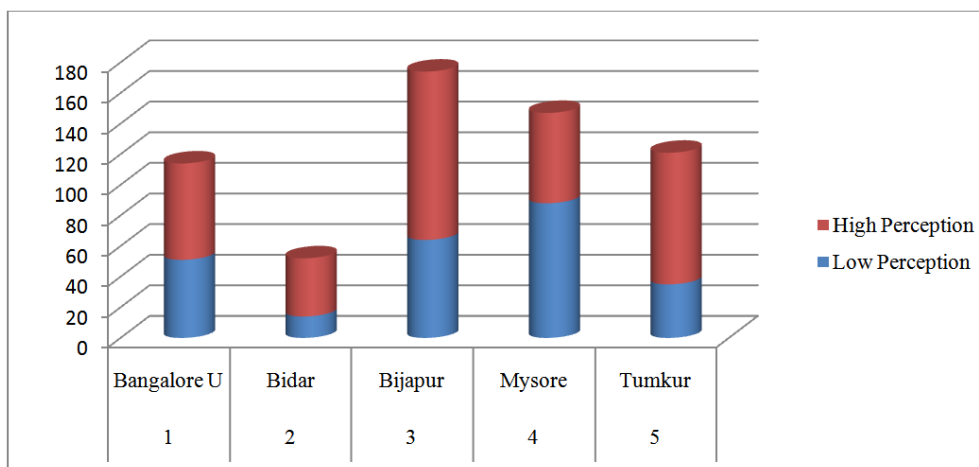


Figure 2: The Perception Level of Role Performance in Educational Districts

The Percentage of Perception of Elementary Teachers on Role Performance, Bangalore North Urban 63% high and of low 51%, Bidar of high 38% and low of 14%. Therefore the Perception level of Elementary Teachers should be enhanced by using Training skills.

Table 3: Elementary Teachers 'Perception On Role Performance Levels of Diets With High and Low Frequencies and Chi-Square Value of this Data are Given in the Table

Districts		Role Performance level			Chi -Square
		Low	High	Total	
1.	Bangalore	O	14	38	$\chi^2=34.951$ (P=0.000)
		E	21.6	30.4	
2.	Bidar	O	51	63	
		E	47.3	66.8	
3.	Bijapur	O	64	110	
		E	72.1	101.9	
4.	Mysore	O	88	59	
		E	60.9	86.1	
5.	Tumkur	O	35	86	
		E	50.2	70.8	
Total		O	252	356	
		E	252.0	356.0	

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

The table value of X^2 for 1 degree of freedom at 5% level of significance is 9.488. The calculated value of X^2 is 34.951(P=0.000) is greater than the table value and hence the result indicates that there is a significant association between the Role Performance Perception level and the sample Districts of Elementary level Teachers hence the hypothesis stated is rejected.

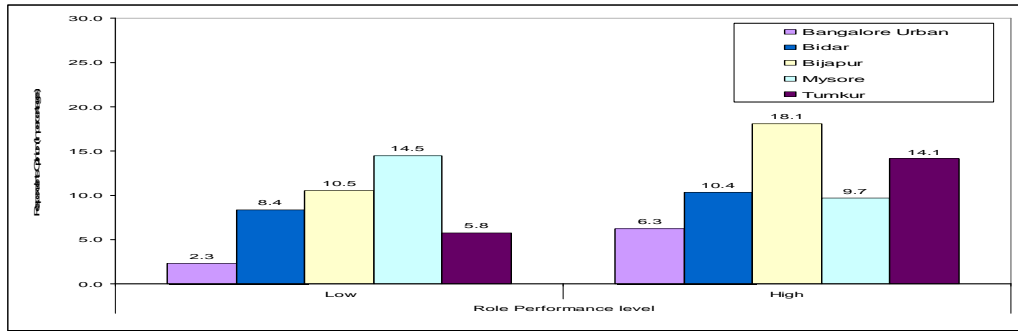


Figure 3: Elementary Teachers' Perception on Role Performance Levels of Diets with High and Low Frequencies

Table 4: The Frequencies of Younger and Older Age of Elementary Teachers' Perception on Role Performance Levels of Diets With High and Low Status and Chi-Square Value of this Data are Given in the Table

Age			Role Performance level			Chi -Square
			Low	High	Total	
1.	Younger	O	63	105	168	$\chi^2=1.481$ (P=0.222)
		E	69.60	98.4	168.0	
2.	Older	O	189	251	440	
		E	182.4	257.6	440.0	
Total		O	252	356	608	
		E	252.0	356.0	608.0	

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

The table value of X^2 for 1 degree of freedom at 5% level of significance is 3.841. The calculated value of X^2 is 1.481(P=0.222) is less than the table value and hence the result indicates that there is no significant association between the Role Performance Perception level and Age of Elementary level Teachers hence the hypothesis stated is accepted.

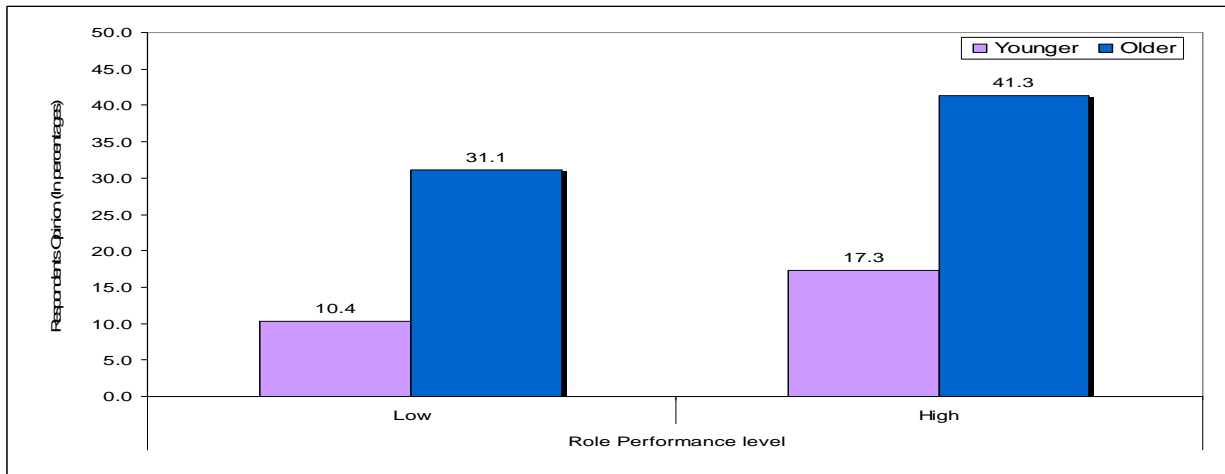


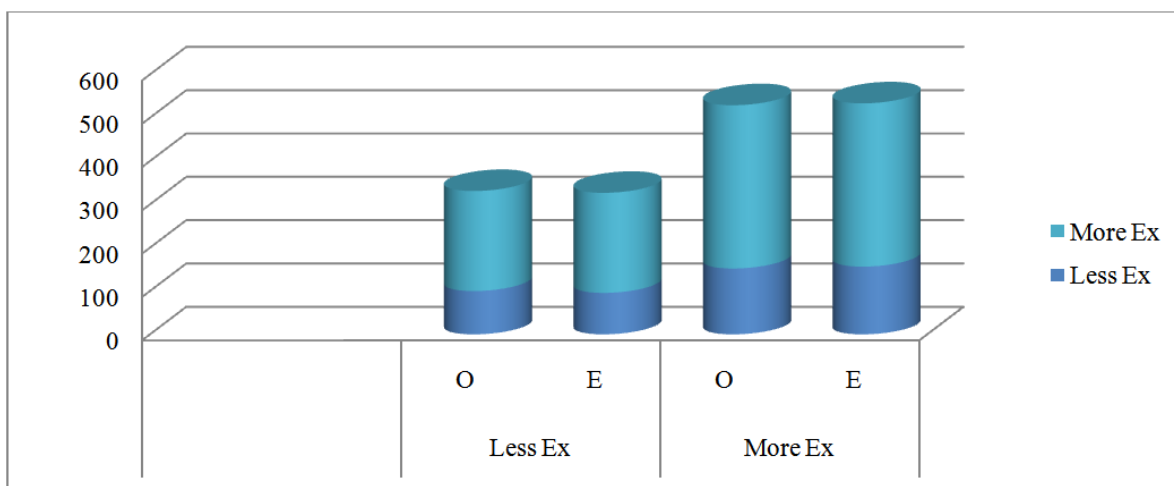
Figure 4: Teachers' Perception on Role Performance Levels of Diets With Regard to Age

Table 5: Chi-Square Test for Association between Role of Performance and Teaching Experience

Teaching Experience			Role Performance level			Chi-Square
			Low	High	Total	
1.	Less	O	100	131	231	$\chi^2=0.521$ ($P=0.470$)
		E	95.7	135.3	231.0	
2.	More	O	152	225	377	
		E	156.3	220.7	377.0	
	Total	O	252	356	608	
		E	252.0	356.0	608.0	

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

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 note that the result is very low significance. The calculated value of X^2 is 0.521 ($P=0.470$) is much lower than the table value and hence the result indicates that there is no significant association or relationship between the Role Performance level and Teaching Experience of Elementary Teachers.

**Figure 5: Chi-Square Test for Association between Role of Performance and Teaching Experience****Table 6: Results of Chi-Square Test for Association between Role of Performance and Educational Qualification**

Educational Qualification			Role Performance Level			Chi Square
			Low	High	Total	
1.	Graduation	O	182	270	452	$\chi^2=1.014$ ($P=0.314$)
		E	187.3	264.7	452.0	
2.	Above Graduation	O	70	86	156	
		E	64.70	91.30	156.0	
	Total	O	252	356	608	
		E	252.0	356.0	608.0	

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

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 note that the result is very low significance. The calculated value of X^2 is 1.014 ($P=0.314$) is much lower than the table value and hence the result indicates that there is no significant association or relationship between the Role Performance level and Educational Qualification of Elementary Teachers.

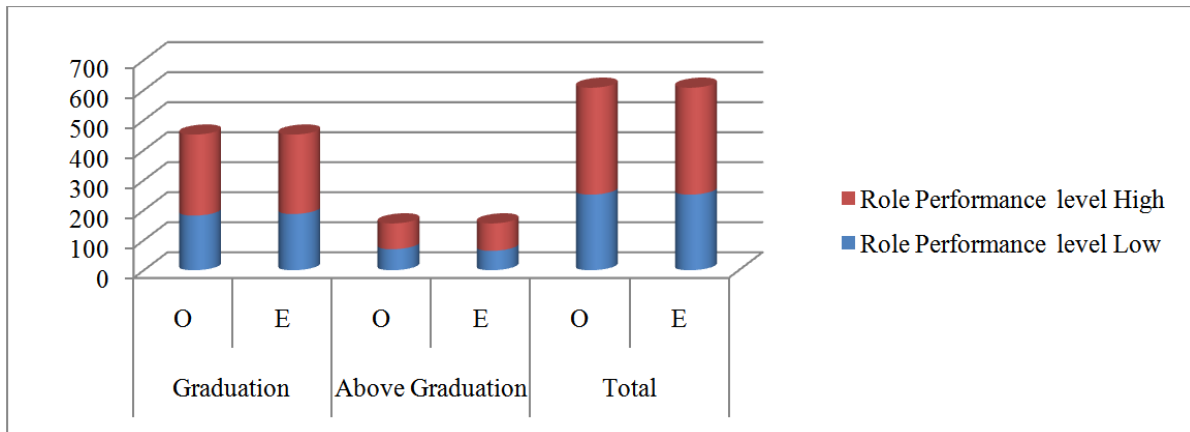


Figure 6: Chi-Square Test for Association between Role of Performance and Educational Qualification

DISCUSSION OF THE RESULTS

Menon (1993) has conducted a study on selected DIETs in Kerala. It was found that the perception of DIETs of their role and functions in the light of RTE are found to be continuous monitoring, supervision and support in teaching-learning process in the schools. The Curriculum formation, module and sourcebook preparation at primary level and conducting action research are very basic functions of the DIETs. The Assistance to teachers in the use of appropriate teaching strategies and effective Organizing in service-training programmes and workshops irrespective of their Teaching Experience and Educational Qualifications. Implementation of CCE, a prepare work plan, mobilize the community and; act as a resource center. Academic support by monitoring and supervision and give feedback in the workshops and training programmes, developing the training modules and support material. The academic staff of most of the DIETs is in the district level committee of SSA and some of them are also members in the State Resource Group (SRG). In this present study the Role Performance Perception of Elementary Teachers was found to be high in Bangalore (63% high and low 51%), and in Bidar has high 38% and low as 14%. Therefore the Perception level of Elementary Teachers should be enhanced by using Training skills.

Jagadeesha Guddappa Roddannaavar (2001) conducted a critical study on Functioning of DIETs and Trainings in Karnataka. DIETs were the academic resource centers in fulfilling the many functions. Pre-service and In-service education for the prospective teachers and primary teachers respectively and guide in conducting Action research and experimental works. To analysis the present state of the DIETs as resource centers of the districts and also to study the different formal and Non-formal Education, framing the selection procedures for the Teachers and enhance their academic and professional qualifications, Special courses attended, library facilities utilized, workload, present salary, leave rules, chances for the placement and different staff welfare programmes of DIETs. The present study also found that there is no significant association or relationship between the Role Performance level and Teaching Experience of Elementary Teachers and also there is no significant association or relationship between the Role Performance level and Educational Qualification of Elementary Teachers.

The Chi-square test result shows that there was no significant association in the Role Performance Perception level and Age of Elementary level Teachers ($X^2=1.481, P=0.222$). MHRD (2012) Guidelines highlighted the role of Teacher Education through the institutional capacity by the adequate supply of trained teachers for all levels of school

education by utilizing all possible kinds of institutions, including university departments of education and teacher training institutions for best classroom practices without considering the age. Linkage the teacher education with proper co-operation and collaboration between institutes of teacher trainings and to envision a comprehensive model of teacher education.

The Chi-square test results also shows that there was no significant association in the Role Performance Perception level and Educational Qualification of Elementary level Teachers ($X^2 = 1.014, P=0.314$). Results shows that the perception level of Elementary Teachers on Role Performance does not depend upon the Educational Qualification of Elementary level Teachers, whether they graduate or ungraduate the Role Performance Perception level of Elementary Teachers does not affect. **Caroline Dyer, Archana Choksi (2004)** conducted a competitive study on DIETS in three states of India to find the Role performance of the DIETS and appraise the existing situations in selected elementary schools and to analyze each DIET's contribution to the professional development of teachers by examining the extent to which pre-service education prepares teachers for the circumstances. A study concludes that there is a need to change the pre-set curriculum to make it more relevant and attitude of teacher's was there was no motivation; teachers don't think teaching is important. Low content knowledge of many teachers, including Para teachers. The Training packages developed outside the DIET have no flexibility but have to be delivered as a total package and there was a need for support and development for DIET staff themselves through training, exposure visits and recommended for higher education.

EDUCATIONAL IMPLICATIONS

DIETs provide academic resource support to the schools, CRCs and BRCs and field functionaries. **Yashpal (1993)** pointed out that past attempts to improve the Role Performance like teacher training and other programmes and institutions have met with rather limited success. The training module in the areas like subject knowledge, pedagogic skill, preparation of Teaching Learning Materials (TLM) and skill in devising innovations in the classroom should be modified in a more practical and realistic manner.

The teacher training programmes continue to be isolated from mainstream academic areas related to education. Therefore the existing training system should be restructured for enlarging the human resource development capacity of the teachers. Training programmes of the DIETs have though they have well planned and executed by qualified resource persons but there is lack of follow-up of the training programmes at the classroom level which leads to the dilution of the trainings so proper monitoring and supervision should be carried out by the faculty of the DIETS. More training on counseling and guidance should be planned because they have very useful to Elementary level Teachers to solve the children's classroom problems. Southern DIETS have conducting Edu-sat training programmes effectively north DIETS should plan for effective Edu-sat trainings for effective teaching. ICT trainings have neglected given by the DIETs due to lack of electricity, network, and also trainer problems in many schools. Need analysis should be considered while planning the field based trainings for active participation of teachers. The ICT trainings have also need to be designed for Head Teachers to enhance their school leadership, capacity building and management skills. Science programmes like Science seminars and science exhibitions should be conducted effectively in all stages for teachers and students.

In-service trainings too in most of the places have assumed the character of a ritual devoid of academic substance for the capacity to stimulate varies district to district and the result indicates that the Role Performance can be increased by the support of DIET staff through trainings, exposure visits. Material Development of the DIETs have not up to the mark

magazines of their own DIET,s have to bring regularly with the articles of the teachers. The DIET's Library and Labs should upgrade and to become model at the district level with good reference books, children's books, teaching-learning materials, textbooks, maps and other resource materials. Periodical Resource should be prepared and supplied by the DIETS well in advance for update anof knowledge. Workshops and seminars on the latest burning issues in the field of education should be conducted regularly prepared by the DIETS. Resource materials on CCE should be publishing to know the Evolutional tools and techniques. MonoFigures and latest research abstracts of DIETS have also should be exhibits in the library which very useful to teacher's action research studies. Resource materials on every training of the DIETS have prepared and supplied well in advance for every trainee. Locally relevant and low-cost materials should be developed by the DIETS in all subjects. Question banks on every subject and for every course have to be prepared by the DIETS.

Study highlights that work on Research and Evaluation of DIETs should be enhanced by conducting Action research workshops and seminars to develop the research skills of the teachers at a different level. MonoFigures and research abstracts have to be prepared and published by the DIETS for effective implementation. REMS trainings have more useful which have to be conducting effectively to identify their own problems while their teaching. Educational technology placed very Vitol role in the field of education provide more and more opportunities for teachers to computer-based teaching effectively. More and more research projects with research designs and methodology have developed by the DIETS for teachers to adopt. Action research workshops and seminars should conduct by the DIETS periodically at different levels. DIETS should conduct many more multi-center studies like classroom practices; inter block differentials on quality, DISE parameters.

CONCLUSIONS

Monitoring and Supervision of DIETs should be effective and transparent. Education technology wing of the DIET should monitor and supervise the ICT and CALC activities, trainings at different stages. Block level research activities of REMS have to be monitored and supervised by DIETS with proper feedback. Educational technology should be compulsory in all classes for effective teaching. The DIET's should supervise and guide the teachers to conduct Exhibitions and seminars effectively in the school. Education technology wing of the DIET monitors ICT and CALC trainings at different stages. Radio programmes have not using properly in the presence and guidance of the teachers to be improved by proper supervision of the DIETS. A teacher should be in a position to monitor and supervise school programmes like mid-day meal, health checkup and other schemes for school children. DIETS should monitor and supervise the activities and visits of the CRP's and BRP's with proper feedback.

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