INSTRUCTIONAL TECHNOLOGY AWARENESS AND INSERVICE TRAINING NEEDS OF PRIMARY SCHOOL TEACHERS OF KERALA

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Synopsis of the Thesis submitted for the Degree of

DOCTOR OF PHILOSOPHY
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NEED AND SIGNIFICANCE OF THE STUDY

By the review of studies on the status of primary school teachers, inservice requirements, conduct of inservice training programmes, updating of knowledge in subject matter and pedagogical skills, and on opinions regarding professional improvement the investigator perceived ever-freshness demand for continuous and formative assessment in these areas. A need was felt for repeated researches on persistence of knowledge of Instructional Technology aspects, which teachers assimilated through their preservice teacher education days. The study conducted by the World Bank in 1997, titled ‘Primary Education in India’, among teachers of schools of Haryana and Kerala, which reported high level dissatisfaction in their preservice training programmes. Curriculum Framework for Quality Teacher Education prepared by NCTE reminds that professional development of teachers begins with preservice and gets renewed through inservice programmes. It, however, does not mean that there is a simple linearity between the two. There are elements of 'change' and 'continuity' in teacher education system, which necessitate renewal and upgradation of skills and competencies. The inservice programmes are also organised to sustain the 'survival competencies’ that the teachers acquired years ago, during preservice education. Innovations and changes highly demand for intensively refreshing existing knowledge and skills. The field of education is continuously adapting and adopting knowledge and practices from other disciplines.

Teachers are highly aware that they need good volume of inservice training, self-learning and home works for fruitful implementation of innovations in instruction. As part of implementation of various educational policies and interventions primary
school teachers are receiving a good number of inservice training experiences. Even then, a need for concentrating on quality aspects of inservice training programmes was felt from the opinions of teachers. If the expected needs of teachers are not satisfied through participation in those inservice training programmes, there comes chance for evolution of negative attitude towards inservice training programmes.

The fact that the number of needs assessment studies among primary school teachers is found to be less also inspired the investigator to conduct an inservice training needs assessment study among primary school teachers. For, a need assessment survey determines both what teachers want to know and what they need to know.

Thus, it was found that survey studies for assessing the level of Instructional Technology Awareness and Inservice Training Needs of Primary School Teachers are very few in number and that assessment of the level or index of Instructional Technology Awareness and Inservice Training Needs among Primary School Teachers will pave light for planning effective inservice training programmes in future.

**STATEMENT OF THE PROBLEM**

The study is entitled as “INSTRUCTIONAL TECHNOLOGY AWARENESS AND INSERVICE TRAINING NEEDS OF PRIMARY SCHOOL TEACHERS OF KERALA”.

**OBJECTIVES**

The Major objectives of the study are therefore the following.

1. To find out the level of awareness in Instructional Technology for the total sample of Primary school teachers of Kerala and for the different sub samples of teachers formed on the basis of Classificatory Variables viz., Gender, Level of Teaching, School Management, Type of District, Teacher Training Qualifications and Length of Service.
2. To test whether the mean scores of Instructional Technology Awareness is significantly different between different sub samples of teachers formed on the basis of Classificatory Variables.

3. To assess the instructional needs of teachers for attending future inservice training programmes for their professional enrichment.

4. To identify the highly needed instructional themes for Inservice Training programmes.

5. To test whether the Inservice Training Needs depend significantly on Classificatory Variables.

**PROCEDURE**

**Sample**

Population for the study is Primary School Teachers of Kerala State. Stratified sampling was the technique used for sampling. In drawing the sample, representation was given to strata like Gender, Teaching Level, School Management, District Type, Teacher Training Qualifications, and Length of Service. Thus six hundred and thirteen (613) primary school teachers belonging to ten districts of Kerala State drawn by stratified sampling technique formed the sample for the study.

**Tools Used**

The data necessary for the conduct of the study were collected using the following tools.

1. Test of Awareness on Instructional Technology (Sumangala and Kumar, 2005)

2. Check List on Inservice Training Needs (Sumangala and Kumar, 2005)

3. Questionnaire on Personal Information and Inservice Training (Sumangala and Kumar, 2005)

**Statistical Techniques Used**
The statistical techniques used in the analysis of the data are the following:

1. Percentage Analysis

2. Two-tailed ‘t’ Test of Significance of difference between Means for large independent samples

3. One-way Analysis of Variance (ANOVA)

4. Scheffe’ Test of Multiple Comparison for the Mean Scores

5. Chi-Square Test of Independence

**FINDINGS AND CONCLUSIONS**

Primary School Teachers of Kerala State are moderately aware of Instructional Technology. It is somewhat lacking in the Management Domain when compared to other four Domains of Instructional Technology viz., Design, Development, Utilisation, and Evaluation.

Majority of the 73 themes listed as Inservice Training Needs were found as Needs for either *Comprehensive Training* or for *Training in Certain Areas*. However, 49 themes were identified as *Highly Needed Themes* and among those, 15 themes were wanted by Teachers for Comprehensive Training. Those 15 *Very Highly Needed Themes* were,


When identified Inservice Training Needs were analysed Domain wise, it was found that most of the Needs are from the Design, Development and Utilisation Domains. Majority of the needs do not depend on Gender or Teaching Level or School
Management or School District or Teacher Training Qualification or on Length of Service. Only some themes depend on the Classificatory Variables.