CHAPTER 5

SUMMARY OF FINDINGS,

CONCLUSIONS AND SUGGESTIONS

The present study is an attempt to find out the Impact of Teacher Training in Constructivist Pedagogy on Teacher Competence and Learners Proficiency in Malayalam under Sarva Shiksha Abhiyan. The relevant data was collected from different sources and analyzed. The major findings arrived from the analysis are presented below.

5.1 Findings from the analysis of interview schedule for programme officers of SSA.

1. From the interview with SSA officials it is found that the Sarva Shiksha Abhiyan has been undertaking planned and comprehensive programmes for improving the language learning of primary children.

2. The study reveals that though 20-day training has been envisioned in the last few years only an average of 15 days of training was given to teachers per year.

3. SSA undertakes learning enhancement programmes for developing the basic language skills of learners. As a result of this all learners in classes 2 and 4 in all schools of the Thiruvananthapuram district were able to read books other than textbooks independently.

4. Programme Officers of SSA have remarked that the general attitude of teachers towards the training is very positive and they have been trying to
incorporate the training inputs in their classroom practice.

5. All the district functionaries have reported that they have been monitoring the academic progress of the learners in the district.

6. There are a few tribal areas in Kerala where there are problems posed by the dialectical variations of the learners. District specific initiatives have been carried out only in Wayanad to address the specific needs of the learners who face problems in learning due to dialectical variations.

7. All districts have opened neighbourhood learning centres where facilitators who are well-versed with the local dialects are deployed to address the specific needs of the learners who face problems in learning due to dialectical variations.

5.2 Findings emerged from the analysis of Questionnaire to teachers

The findings are related to areas such as the duration and adequacy of teacher training, conceptual clarity gained, helpfulness of training, methods followed in teacher training, perspectives of teachers, classroom process, abilities of children, initiatives for promoting reading.

5.2.1 Duration and adequacy of Teacher Training programme

1. From the study it is found that mean of the training days is 25.4, which is very high that is, out of 30 day training given by SSA in past two years, i.e. more than 50% of teachers got 25 days of training. This means that the actual Mean can be taken as more than 80% of the total training days of
2. It is found that only 25% of teachers have attended all the training programmes during the past two years and 6% of teachers of the sample have got only less than 10 days of training. SSA has not been able to provide training as has been envisioned.

3. 70% of the total teachers under the study are of the opinion that the total number of training days they have received during the previous two years for language in lower primary section was adequate whereas 30% of them remarked that it was not adequate.

### 5.2.2 Conceptual clarity gained through Teacher Training

1. Of the seven conceptual areas addressed through in service training by SSA Kerala, it is evident that except in using theatre techniques teachers brought under the study has good conceptual clarity. Also, it is found that given all the areas considered here their understanding about the micro process reading stands high above the others. Next to this stands their understanding about the approach to language.

2. Majority of teachers gained satisfactory level of conceptual clarity in social constructivism through in-service training whereas 20% of teachers under the study are yet to gain clarity in understanding the basic concept of the curriculum namely, social constructivism.

3. 64% of teachers have claimed that they have developed high level of conceptual understanding in language approach through in-service
training. Only three percentage of the teachers remarked that the training on language approach has not been very effective for gaining conceptual clarity in this area.

4. It has been found that only 7% of the teachers in the sample have remarked that they do not have sufficient conceptual clarity in understanding on the micro process of writing. A majority of 58% of the teachers have claimed that they do have clear cut understanding about the micro process of writing (‘excellent clarity in understanding’ by 15% of teachers and ‘fairly good clarity in understating’ by 43%). At the same time, 35% of them are of the opinion that they have gained a ‘good clarity in understanding’ on this area.

5. Most of the teachers (69.5%) have revealed that they have acquired a high level of understanding about the micro process of reading though the in-service training provided by SSA Kerala.

6. Only a minority of 7% of the teachers have remarked that they are not able to develop sufficient clarity of understanding in area of continuous assessment (CA) through in-service training. A good percentage of teachers (i.e. 93%) have gained reasonable understanding about continuous assessment. This is very positive when it comes to classroom transaction in the sense that if CA is ensured it will inevitably lead to better learner achievement.

7. 47% teachers in the sample claimed that they have developed better clarity of understanding about the use of proper learning aids in language
teaching by virtue of in-service training provided by SSA Kerala. Teachers with ‘good clarity’ in understanding are 42%. 11% of teachers have not developed adequate clarity of understanding about the use of learning aids in language teaching.

8. Regarding the use of theatre techniques in language teaching only 15% of the teachers under the study have better understanding.

9. It is found that there is strong relationship between the conceptual clarity of teachers and the adequacy of training days in language. The mean of the scores of conceptual understanding of teachers those who told that they got adequate of training days in language is higher than the other group. This reveals that the training enhanced the teaching ability and hence conceptual clarity.

5.2.3 Helpfulness of training to handle language classes effectively

1. There is strong relationship between conceptual understandings of teachers regarding language pedagogy they gained through training and their ability to handle language classes effectively.

2. The mean of total score obtained in conceptual understanding of the teachers those who responded that the training was very helpful is remarkably higher than the other group. This indicates that the teachers who have better conceptual understanding regarding language pedagogy can impart their classes effectively than others. This conceptual understanding they gained was through rigorous training.

3. It is found that 93% the teachers are of the opinion that the training they
received has been either very helpful or helpful for them to handle
language classes effectively.

5.2.4 Methods followed in Teacher Training

1. The study reveals that various methods were used in Teacher Training
programme. The teachers have got opportunity to construct knowledge
through group discussion, simulation, try out classes, demonstration
classes and self learning method.

2. It is found that the methods followed in the in-service training programme
have been in tune with the constructivist pedagogy.

5.2.5 Perspective of teachers

1. 71 to 88% of teachers have agreed with the constructivist perspective of
language learning; out of this only 17% of teachers have very clear
perspective on the constructivist language paradigm.

2. The study reveals that a good majority (88%) of teachers agreed with the
basic assumption of the constructivist language approach that ‘the human
child has innate language system which helps him/her acquire any natural
language’.

3. It is found that 3% of the teachers have very poor understanding regarding
the theoretical assumptions of constructivist language learning

4. The training given by SSA to teachers has to a considerable extent
changed their perspective on language from the behaviourist paradigm to
the constructivist paradigm.
5.2.6 Class room process

1. It has been found that a great majority of teachers in classes II and IV provide reading material in the class, follow micro process of reading, create opportunity for sharing experience of reading, scaffold learners in reading and facilitate analytical reading. A large number of teachers have been trying to translate the training inputs given by SSA into classroom practice.

2. 71% of teachers have always been keen in keeping products of children’s writing as portfolios which mean that portfolio assessment system is following in language classes.

3. It is found that 70% of teachers have always ensured the opportunity for learners for sharing the ideas among their peers as part of the writing process. This reveals that collaborative learning process is facilitating language learning in most of the class rooms

4. Due importance has been given by 55% of teachers for giving feedback to learners about their creative writing. 43% of teachers have stated that they occasionally give feedback

5. Of the 98% of teachers who provide opportunity for the learners for publishing written work 45% have been reported to have done it always. This shows that the class room products in language are being acclaimed and recognized with due value and importance.

6. It is evident that a great majority of teachers in classes II and IV follow the
classroom process of writing as envisaged in the curriculum

7. 42% of teachers have reported that they have always been providing slots for the learners to perform drama, choreography, speech, role-play etc., before an audience whereas 56% have done it only occasionally

5.2.7 Multifaceted abilities of children and Constructivist language curriculum

1. Based on of teachers experience 67% of them have of the opinion that the constructivist pedagogy will help the learners to become independent readers.

2. 12% of teachers have believed that the constructivist pedagogy as ‘very much helpful’ for learners to express their ideas, thoughts and emotions in the form of a variety of discourses. 27% have rated it as ‘very helpful’ and 34% as ‘helpful’

3. It is found that majority of teachers rate the pedagogy as ‘very much helpful’, ‘very helpful’ or ‘helpful’ for learners to acquire the ability to express their ideas with confidence before an audience, to react to a given situation by way of expressing their own opinions and to refine their writing through editing.

5.2.8 Teacher’s Initiatives for Promoting Reading

1. The study reveals that teachers have made use of a variety of strategies for promoting reading habit of the learners such as Using class /school Library (32.7%), providing Children’s magazines in the class (39.2%), reading newspapers in the class /assembly (29.9%), sharing reading experience of
learners (10.2%), preparing and sharing Book reviews by the learners (15.2%) and providing opportunity for children’s creative writing and producing their own reading materials (32%).

2. All teachers have not made use of the class library though SSA had released funds for this for all schools.

5.3 Findings from the analysis of Questionnaire to Resource persons

In the case of resource persons the study has yielded findings related to areas such as the qualification of resource persons, duration and adequacy of teacher training, conceptual understanding and feedback of resource persons regarding classroom processes.

5.3.1 Qualifications of Resource persons

Regarding the qualification it is found that 94% of resource persons deputed for Teacher Training, are either highly qualified or has more than 10 years of teaching experience.

5.3.2 Duration and adequacy of training

1. It has been found that 38% of the resource persons under the study are of the opinion that the total number of training days they have received during the previous two years for language was inadequate. From this it is evident that 38% of resource persons may not have gained confidence in conducting training for the teachers.

2. Only 36% of resource persons have claimed that the training they received
has been ‘very helpful’ for conducting Teacher Training in language. 64% of them have revealed that it has been ‘helpful’.

3. There are no resource persons who have reported that the training they received has not been helpful,

4. As in the case of teachers in the case of resource persons also the methods that have been followed in training programme have been in tune with the constructivist language pedagogy.

5.3.3 Conceptual understanding

1. The majority of resource persons have good conceptual clarity in social constructivism, language approach, micro-process of reading and writing, continuous assessment and learning aids in language. It is also evident that resource persons are yet to get more inputs in theatre techniques for facilitating language learning.

2. 82% to 100% of resource persons have agreed with the three statements related to constructive perspective of language. This indicates that the perspective of resource persons regarding language learning is better than that of teachers’.

3. There are no RP’s who have very poor understanding regarding the theoretical assumptions of language learning

5.3.4 Feedback of Resource persons regarding class room process

1. 3-11% of resource persons reported that they have never seen teachers following any process of reading in class room. Whereas more than 33%
of RP’s have reported that they have seen teachers always following the process of reading in the classroom as envisaged in the social constructivist pedagogy. Between 40- 61% of RP’s have seen teachers following the process occasionally

1. 34% of RP’s have observed that teachers always provide writing ensuring opportunity for sharing ideas among learners, learners always get opportunities to publish their edited refined written works in manuscript and representative sample of evidences of progress in writing are always being kept as student’s portfolio as has been observed by 39% of RPs. Only 23% of RPs have reported that feedback is always provided based on the creative writing of learners

2. 48 to 69 % of resource persons reveal that process of writing in tune with the constructivist paradigm is following in the classroom occasionally. According to 8-16% of resource persons they have never seen teachers following any process of writing as envisaged by the constructivist language curriculum

3. Majority of resource persons reported that process of reading, writing and performance are being carried out in majority of classes.
5.4 Findings emerged from the analysis of class observation schedule

The study makes the following findings based on the classroom observation:

1. When all the process of reading, writing and performance are considered, it can be seen that more than 50% of teachers both in class 2 and class 4 follow the classroom process that has been rated as ‘very effective’, ‘effective’ or ‘moderately effective’. Only a small percentage of teachers have not been following the constructivist classroom process and the percentage of this ranges from 2.7 to 11.1.

2. There is so significance between class 2 and 4 with regard to the process followed by teachers in their classroom transaction.

5.5 Findings from the analysis of achievement test in language.

The findings from the analysis of achievement test are consolidated making class-wise, region-wise, locality-wise and management wise comparisons.

5.5.1 Class wise comparison of Achievement of learners in mother tongue

1. It is found that there is no significant difference between the achievement level of class 2 learners that of class 4 learners.

2. The mean score of learners is very high in both class 2 and 4. The scores obtained by the learners in both classes reveal that the inputs given to both teachers and resource persons by SSA have had their
5.5.2 Region wise comparison of achievement of learners in class 2 and 4

Findings from the Comparison of achievement of learners in class 2 and 4 of South, north and middle regions of Kerala are given below:

1. It is found that in Class 2 and 4, learners of Southern region perform better than both North and Middle regions. The home language of learners of southern regions is very close to standardized language of Kerala in which text books are written. So in the early periods of the learners of other regions may felt difficult to cope with the text. This may affect their achievement level.

2. There is significant difference between the achievement level of learners from south and north region in class 2.

3. There is difference between learners of south and middle in class 2 with regard to their achievement

4. It is clear that there is no significant difference between learners of middle and north in class 2 with regard to their achievement.

5. It is clear that in the case of class 4 there is difference in the achievement level of learners of southern and northern regions of Kerala.

6. There is no significant difference between the achievement level of learners of south and middle regions of Kerala

7. It is found that there is significance difference between the achievement
level of learners of both middle and north regions in class 4.

5.5.3 Locality wise and class wise comparison of achievement of learners

1. In general it is found that more than 70% of the learners of all the three areas (urban, rural and tribal) are high achievers in class 2 and 4. The percentage of low achievers in all the localities in these classes ranges from 3 to 7.

2. There is significant difference between the achievement of class 2 learners of urban and tribal area school. The achievement level of urban area students is better than that of tribal area school students.

3. There is significant difference between the achievement level of learners of urban area schools and rural area schools in class 2. The arithmetic mean of learners of urban area is higher than that of students of rural area.

4. There is no significance between the achievement level of learners of rural and tribal areas in class 2.

5. While considering the performance of class 2 students it is revealed that learners of urban area are ahead that of learners of other localities. It is interesting that, even though there is no significance between the achievements level of learners of rural and tribal areas in class 2, while comparing the mean, students of tribal area perform better than that of students of rural areas. The language pedagogy and teacher empowerment programmes has given opportunity to the learners of tribal area to become better performers. The mean scores of students in all localities shows that the learners attained remarkable achievement in language. This may be inferred
that it is due to the continues input given by SSA to teachers.

6. There is no significant difference between the achievement level of learners of Urban and Tribal regions of Kerala.

7. There is significance difference between the achievement level of learners of both urban and rural areas in class 4. The difference in the mean value of both categories reveals that achievement level of learners of rural area schools is better than that of students of urban area in class 4.

8. It is clear that there is significant difference between the achievement level of learners of rural area schools and tribal area schools in class 4.

9. In the case of class 4, learners of rural area perform better than that of other localities. It is notable that as seen in class 2, here also learners of tribal area got second position while comparing the mean of scores. The mean of scores of all learners reveal that irrespective of locality, students of class 4 attained comparably high level of achievement in mother tongue.

10. It is clear that the language proficiency of learners in primary classes has been enhanced and it may be inferred as the impact of teacher training conducted by SSA in constructivist language pedagogy.

5.5.4 Management wise comparison of achievement of learners

1. Management comparison of achievement of learners it is clearly found that there is no difference between the achievement level of learners of government sector and aided sector in class 2.

2. There is significant difference between the achievement level of learners
of government schools and aided schools in class 4.

3. While comparing the mean it is found that the students of aided sector perform better than that of learners of government sector.

4. Irrespective of the management class 2 and 4 children in Kerala show remarkable achievement in language

5.6 Limitations of the study

Limitations of the study are given below:

The study is confined to six Districts only- Kasargod, Wayanadu, Thrissur, Palakkad, Pathanmthitta and Thiruvananthapuram.

Only classes 2 and 4 are taken as representative samples of lower primary classes.

Only written form of achievement test is used to evaluate learners ability in language.

5.7 Suggestions

Based on the analysis of the data collected from class room observation, learner’s response sheets, interaction with teachers, resource persons and programme officers of SSA, the following recommendations are made:

1. More comprehensive and systematic language training approach is needed with long term and short term specific achievable training outcome. The state shall review the present stages of training process from the preparatory works to the follow up activities, for ensuring
visible changes in the class room.

2. SSA has been following cascade mode of training to all teachers of the state in a specific period with same duration of training days. The limitations of the cascade mode of training are it does not address the needs of individual teacher and there is more possibility of transmission loss. The study reveals that the conceptual understanding level of teachers about the constructivist paradigm is not same. To cater this usual Training Needs Analysis is not very useful. More participatory and democratic method should be followed to identify the needs of the teacher. What they actually need depends on what is required. Teachers of different locality may asked to develop the expected performance indicators in terms of pedagogical knowledge, teaching skill, class management, utilization of resources, assessment etc. The gap between the existing and expected performance level of teachers shall be identified. Focused inputs are to be given to teachers by allowing block level agencies to develop training modules locally with the help of experts.

3. 30% of teachers have felt that the number of days of training they have got is inadequate. The system will have to look into the matter. It will be necessary to give more days of training for those who need.

4. From the study it is clear that many teachers are not following the process of language teaching as envisaged in the curriculum. Follow up activities of training programme are to be strengthened. Thrust shall be given to identify ongoing requirements of teachers after the training program (based on intended outcomes of training), develop monitoring indicators
that focus on the intended outcomes, ensure field visits at cluster level, identify role and process of monthly meetings, identify the nature of academic support needed from higher level, equip academic resource groups, work out a rapid response system to address emerging needs (to ensure that no school/cluster/block/dist falls behind) and use the outputs of follow up to identify training needs for the next year’s training program.

5. The curriculum and textbooks conceive theatre as an important pedagogic tool for facilitating enhancement in language learning through collaboration. It evident from the study that in the case of the level understanding regarding the use of theatre techniques in language teaching, majority of the teachers seems to be not up to the mark. Experiential training programme such as theatre camps, school based co living camps shall be organized for teachers to realize that the classroom theatre provides ample opportunities for the learners to interpret a text critically and perform it in the form of a drama involving all learners in the class which will help them to develop multifaceted abilities in language.

6. To build confidence among teachers hands on training programmes are to be conducted. Try out classes of participants, demonstration classes of resource persons, video recorded classes, team teaching followed by analytical discussion can be give more space in future training.

7. Graded supplementary reading materials are to be prepared for the students of primary classes. Workshops are to be conducted at block and
district level participating creative writers and teachers in this regard.

8. Library grants should be given to all schools irrespective of management. Steps should be taken for ensuring Class room library in all schools.

9. In addition to face to face training, distance mode and teleconferencing mode of training should be given to the trainers as well as the teachers.

10. Monitoring and OSS activities may be strengthened at the grass root level to monitor the performance of the learners and the system.

11. IT-enabled training is not taking place. Though there are computers and other facilities in most of the training centres. This is to be addressed through IT-enabled training programmes. It may be used as an integral component of Teacher Training.