PARTICIPATION LEVELS OF PRIMARY SCHOOL TEACHERS VIEWING PRE-RECORDED VIDEO PROGRAMME : AN ANALYSIS OF TEACHERS TRAINING PROGRAMME

By

Dr. K.SRINIVASAN
Faculty member,
Indian Institute of Information Technology and Management,
Trivandrum, Kerala.

ABSTRACT

The article provides a detailed analysis of the teachers who attended the training for primary education and viewed pre-recorded cassette using Group Observation method. First the paper discusses detailed methodology on group observation and in the second part the findings suggests that for better production of any video programme for training the teachers should contain innovative and novel approaches, should be applied.

INTRODUCTION

In a developing world communication plays a vital role in all development activities. The knowledge on audience is important for a communicator so that one can design the programme as per the expectations. In the field of education different media have different roles. In India the SITE experiment (Satellite Instructional Televison Experiment) was the pioneering effort to push the Television Media into a new millennium (Agrawal, 1981). The new digital media such as Internet are following the footsteps of the SITE for their future prospects.

The present study is an attempt to study the audience in a group setup. There were four groups formed from the total audience. Each group contained seven members. There were four researchers engaged in observation and the researcher observed every group. He concentrated on each and every member of the group for studying the participation level.

Audience participation was assessed using various quantitative and qualitative methods. For developing audience profile various methods were adopted, such as self administered questionnaires, interview schedules and observation methods (Agrawal, 1981, Ostman et al 1989). The present endeavor is an attempt to study the audience using group observation method.

Methodology

The study was conducted in one of the training centres in Tamil Nadu. The audience were the teachers of Mathematics in Primary School level. To study the effectiveness on training, different methods are used. In the present study, the method of group observation was followed. The training was conducted in various centres and the group observation method was adopted in one of the centres. Chennai was selected for the exercise. Twenty-eight trainees (audience) attended the training. They were divided into four groups consisting of seven members. One researcher observed each. The trainees (audience) were observed on various aspects. These include, their participation in taking notes of lectures, concentrating on the topic, interaction with the fellow trainees, unactiveness, concentration on other objects, and other activities. Based on the participation the researchers were asked to give scores in a three-point scale (active participation, moderate participation and poor participation). The researchers also observed whether the number of persons in each group actively participated and so on. This gave an overall picture of the participants.

The sequencing of the programme was done on the day before the actual programme by viewing the cassette. The training was conducted all over Tamil Nadu and all

the centres were delivered with a copy of the cassette. Two researchers viewed the cassette on a day before and categorised the programme into 23 sequences. The cassette had contents on Mathematics and different approaches of teaching maths. It was targeted at the primary school teachers who teach children studying in the first standard to fifth standard (from 5 years to 10 years old) with the medium of instruction in Tamil. The sequences consisted of songs, games, demonstrations, lectures, puzzles and opinions. First the cassette was viewed on the day before the actual programme and sequencing was done. And every sequence went on from 30 seconds to 3 minutes. The sequences were named and the time it began and ended were recorded. Then a sheet for scoring by the audience was developed with three columns having sequences, timing, and score. The scoring was done based on the following criteria.

- The researches were asked to give scores in a three-point scale (Active participation, moderate participation and poor participation).
- If a participant was watching the programme eye to eye without looking anywhere else and taking notes, then he / she scores 3 points.
- If there were a little diversion in concentration, then the score would be 2.
- And in case of total diversion or sleeping, then they were given 1 point only.

Since the exercise was conducted on the groups, the researchers were asked to give scores. The scores were given sequence wise. The sequence wise scores for each member was done by giving a list of the number of audience who participated with high spirit, number of audience with less participative spirit and the audience who were non participative among the seven member group. A trend was generated based on the report.

Further, the weightage for each sequence was developed as following. On each sequence the number of persons actively participated were multiplied by the score 3 and a weighted participation level was generated. In case of moderate participants, the number of persons moderately participated were multiplied by a score of 2 and poorly participating participants were multiplied by 1. Then the data was generated for each sequence for further analysis. This is called Total Weighted Participation Level (TWPL). Total Weighted Participation Level (TWPL) for each sequence was calculated as follows.

TWPL = (No. of Active Participants X 3) + (No. of Moderate Participants X 2) + (No. of Poor ParticipantsX1) ------- Eqn. 1

The mean score for the weighted participation level was also calculated by using the following formula.

$$\text{Weighted Mean} = \frac{\text{TWPL}}{\text{Total Number of Participants}} \quad \text{------- Eqn. 2}$$

Sl. No.	Sequences
1	Childrens' Dance on Mathematics
2	Numbers and their Shape
3	Childrens' Action on Mathematics
4	Number Shape
5	Odd or Even Equals and Unequals
6	Plus game Ludo
7	Number sequences
8	Childrens' Dance (Kummi)
9	Real Value and Place value
10	Questions
11	Cane Dance
12	Song on Multiplication and Division
13	Rangoli and Clay
14	Explaining Multiplication tables using sticks
15	Explaining Multiplication tables using fingers
16	Using Dice
17	Using fingers
18	Getting the attention of the students using Puzzles
19	Parent's opinion
20	Teaching in soft way
21	To make the students understand is the responsibility of the Teachers
22	Class room time management and Activity plan for the subject teaching
23	Valuation based on the Laboratory approach

Table No 1. The List of Sequences

Table1. Presents the list of sequences, which were identified for the purpose of scoring and further analysis. For future analysis, the same sequences will be followed.

Analysis

Figure 1. presents the sequence-wise participation of audience in numbers. Fig.1 clearly depicts that among all

sequences the trainees (audience) were more interested in the sequence numbers 1, 2, 3, 5, 6, 8, 9, 12, 14, and 15. These are the sequences in which innovative and entertaining methods were adapted to train the teachers

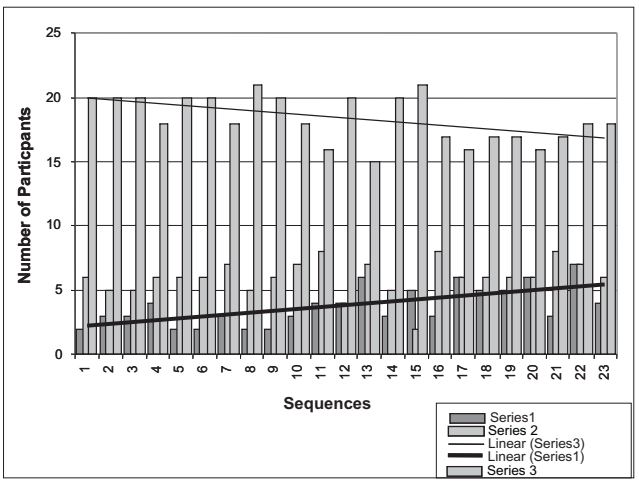

Figure 1 Participants and Sequences

in the curriculum. The sequences basically included songs, actions, games, dance, and other innovative methods. This infers that the audience were actually looking for a method which would be generating interest among children and innovative in nature. (refer Table. 1)

Figure 2. presents the sequence-wise weighted

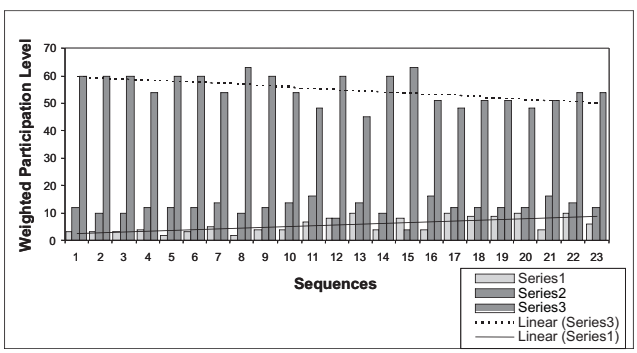

Figure 2. Sequencewise Participation

participation level generated using equation No. 1. In this the participation level was weighted for every sequence. This was done to get a clear picture of the poor participation and moderate participation.

Figure 3, presents the mean scores of the participants during different sequences. The mean scores are calculated based on the weighted participation of the audience using the formulae given in equation 2. The figure is a depiction of the overall participation level of respondents in various sequences. Overall the respondents were interested in the sequence numbers 6, 9, 12, 15, and 22. The common feature among all the sequences are the innovative approaches to teaching and the class room management. This suggests that for an effective curriculum development and to maintain the interest level higher, one should realize the importance of innovative approaches in classroom management and activity planning. Figure 3 shows the variation of the interest level that increased in the beginning and dropped after 11th sequence and it again went up in 22nd sequence which is a topic on class room time management and activity plan.

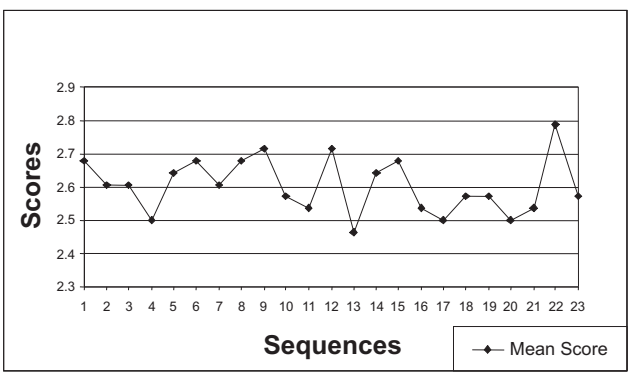

Figure 3. Mean Score

Conclusion

In Figure 3, high participation was noted in the sequences which are basically entertaining and innovative in nature. But, at the end the interest level was lost among audience, which had conventional approaches. This shows teachers are interested in innovative and new approaches.

The trend also shows that in the initial stages the level of interest was high due to the initial interest and curiosity on training and it slowly dropped down. But there were events which brought the interest level higher in case of the entertaining / innovative sequences. Further, the weighted means of the scores for the different sequences suggests that the overall participation was normal.

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ABOUT THE AUTHOR

Dr. Kannan Srinivasan is a Faculty Member of Indian Institute of Information Technology and Management, Kerala, Thiruvananthapuram. He is specialized in Management studies. He has published 10 papers in renowned journals and 6 Papers in National and International Conferences. A study on E-Health published by him won a prize awarded by Institute for Development Policy and Management, University of Manchester, UK. He was coordinating TeleMedicine and TeleEducaiton project funded by Department of Information Technology, Government of India at IIITMK. He has also organized number of short courses and workshops in the advanced areas of research and refresher course on Health Management and Administration supported by ICMR, Information Systems and Knowledge Management Services in Healthcare, Computers in Radiology, Statistical Parametric Mapping jointly with Sree Chitra Tirunal Institute for Medical Sciences and Technology.