TRAINING NEED ANALYSIS AND DESIGNING OF TRAINING MODULES IN SELECTED ORGANIZATIONS

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CERTIFICATE

This is to certify that this thesis **TRAINING NEED ANALYSIS AND DESIGNING OF TRAINING MODULES IN SELECTED ORGANIZATIONS** is an authentic record of research carried out by **Shri. Sudhesh N.T.,** under my guidance and supervision and that no part of it has been presented before for any other Degree, Diploma or Title.

Dr. Baby Shari P.A
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DECLARATION

This is to certify that this thesis, **TRAINING NEED ANALYSIS AND DESIGNING OF TRAINING MODULES IN SELECTED ORGANIZATIONS** is an authentic record of research carried out by me and that no part of it has been presented before for any other degree, diploma or title.

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Dedicated to

My Mentor, Philosopher & Guide

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LIST OF ABBREVIATIONS

BPO   : Block Program Officer

BRC   : Block Resource Centre

CBT   : Cognitive Behaviour Therapy

CD   : Compact Disc

DD   : Deputy Director of Education

DIET   : District Institute of Educational Training

DPEP   : District Primary Education Programme

FGD   : Focus Group Discussion

NCERT   : National Council for Educational Research and Training

PTA   : Parent Teachers Association

SIEMAT   : State Institute of Educational Management and Training

SSA   : Sarva Siksha Abhiyan

TN   : Training Need

TNA   : Training Need Analysis

Chapter One
INTRODUCTION

- *Relevance of the Topic*
- *Training Need Analysis*
- *Teacher Training in India*
- *In-service Training*
- *Significance of the Study*

"Training differentiates a telling teacher from an inspiring teacher.
Real learning takes place when a teacher inspires."

Quality education for all is the cherished goal of any nation. Its realization depends on the quality of teachers entering into the educational system. Effective pre-service professional preparation and in-service staff development training programs and activities cumulatively lead to excellence in teaching. One of the important roles of the Ministry of National Education is to provide training, through in-service training methods, for the teachers. . "The basic purpose of the in-service training is to enable individuals to be successful in this profession, to develop professionalism, to make them adapt to the changes and novel situations in their professional life and to improve this required performance to react the students' needs" (Hite & Howey, 1977).

India is clearly seentobe undergoing drastic changes as part of global social change. Even though often less acknowledged, the importance of good teacher is enormous in India. They play a vital role in the overall development of the students. Not only are they responsible for imparting academic knowledge, but are also responsible for inculcating the right values and principles in their students. The importance of teachers is especially relevant during the formative years of children when they first join in schools. Therefore it is very important to have professionally qualified teachers to

ensure the right development of students. Teaching is both an art and a science. It is science since the process follows scientific stages and principles. It is an art as it teaches the minds of the learners, and science as it affects cognition and psyche. It is artistic because so many skills have to be coordinated and presented systematically, rhythmically a in a beautiful manner. A teacher has to be a theorist and practitioner. Knowledge of pedagogical and theoretical foundations enables him to play these roles effectively. As a practitioner he/she has to play the role of a facilitator, a stage setter, a motivator, a counselor and a career master and so on. More than this he/she has to take up a number of responsibilities such as diagnosis and remediation, evaluation of scholastic attainment, acting as liaison between the school and the home.

Teacher education basically refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitude, behavior and skills they require to perform their tasks effectively in the classroom, school or a wider community. Training is an integral part of teacher education program in the country. In-service education programs are undoubtedly a significant aspect of the continuous development of teachers in the desired direction. Educational system nowadays followed in India is undergoing many changes for the past decade. As per the training received in the past, the teachers are not sufficient to meet the present day needs of the students. Sarva

Siksha Abhiyan (SSA) is continuously providing training for the teachers which are designed according to the different needs of the hour and theoretical orientations.Recently it concentrates on the activity oriented teaching, student friendly classroom etc. The training going on is intended to equip teachers to adapt to present needs and to refine accordingly.

1.1 TRAINING NEED ANALYSIS

Training is a process of human performance improvement. Training need is the gap, which exists between the required, and the actual or existing standards of performance of an organization, group or individual in a desired task, which can be bridged by training. Training Need Analysis (TNA) is the process of identification and in depth study of those gaps or needs at employee, departmental, or organizational level, which can be addressed by training and lead to optimum performance. Training need analysis determines the most effective and appropriate ways in which the needs might be met.

Training is often seemed as something that is work related like on job training, off-job training or employment training schemes etc. Training induces behavioral changes that are helpful in improving performance in work situations and / or contributing to self-development.

In the context of current low economic, moral and professional incentives offered to teachers today, access to higher levels of knowledge and training often leads to better job alternatives. Closing the gap between

educational objectives and teacher competencies, achieving education and skills for all and improving the quality of education implies a substantial improvement in the professional status and quality of teachers. According to Bacon "knowledge is power, implies that teaching is an art that can be acquired through a series of well-designed series of activities, it is imperative therefore due emphasis should be laid on the education of teachers".

The "key rationale for the current focus on decentralization in educational reform in India is the need to facilitate the more development of a more responsive, inclusive and democratic educational system". (Dyer et.al, 2002)

1.2 TEACHER TRAINING IN INDIA

Teaching has, for a long time, been approached from an abstract viewpoint, as though teaching involved only the formal dispensation of sterile knowledge to disembodied students in a non-social, non-historic context. The actual situation, though, is completely different. Teachers play a major role in society, and their work is subject to a range of internal work place pressure and external societal pressures that influence their role, their target audience, namely students, and the subject matter taught. The social changes had made the classroom far from being a closed system, free from outside influences, is intrinsically molded and shaped by a series of influences that define its nature and its operations. The work of teachers today has undergone considerable

change, and reflects new pressures that present specific challenges to teachers and teaching institutions.

Effective teachers are those who are, shall we say, 'human' in the fullest sense of the word. They have a sense of humor, are fair, empathetic, more democratic than autocratic, and apparently are more able to relate easily and naturally to students on either a one-to-one or group basis. Teaching is interpersonal. Effective teaching is related to attitudes, personality, sensitivity and empathy. Teacher preparation programs have to be mainly concerned themselves with developing teacher's skills in human relations. (Myra & Sadker, 1975)

Bowen (1956), pointed out that teachers are operating about as efficiently as can be expected and that the only route to better classroom learning is to be found in long-term professional improvement. This goal is as important as ever, but it could be also be argued that present teachers are using only a fraction of the professional knowledge and skill that they already possess that some way should be found so that large classes, poor organization, conflicting goals, and excessive detail would not keep teachers from approaching their true potential.

Without giving an exhaustive, in depth account of all the changes affecting society and the education system, it is important to outline those that

affect teachers specifically and, as a result, the educational institutions that provide teacher training.

Teacher education in India may be defined as "all formal and informal activities and experiences that help to qualify a person to assume the responsibility as a member of the educational profession or to discharge his responsibility most effectively. Although ideal it should be conceived of, and organized as, a seamless continuum and teacher training is often divided into three stages.

- Pre - service initial teacher training programme.
- Will provide Induction training for newly appointed teachers
- Inservice teacher training programme in between the academic year.

Among these different levels of training, all are equally important, so as to be designed scientifically for the better results. But the new developments in Education and Technology can be inspires teachers, only through in-service training.

"Education is always important, the teachers are the important members of the process of education who are responsible for growing the society and the individuals directing the society and the quality of any educational system cannot be better than the quality of its teachers. So the

teachers should develop themselves all the time and become a professional teacher. Developing teacher qualifications and having them a professional identity can not only be through pre-service teacher education program but also through the integration of the pre-service teacher education and in-service training program" (Saban, 2000).

"New institutional structures of teacher education have also been established in the districts, the formal teacher education programs they offer continue to follow a top-down approach, and are mostly devised and funded at the state and national level, following the internationally dominant 'skills- and knowledge-based' approach". (Hargreaves & Fullan, 1992)

There are important evidences from Indiaof "teacher educators' being involved in program design or policy processes. The lack of teacher and teacher educator voices in decision- making processes in India is an important factor in a striking gap between the expectations of and about teachers articulated in policy discourses and situations on the ground in the schools". (Dyer, 1999).

1.3 IN-SERVICE TEACHER TRAINING

"In-service teacher education has recently been a topic of considerable interest in the education professions. In reviewing the literature there are many different ways in which to define in-service education"(Gusky, 1986). According to Gusky (1986), "in-service education programs are a systematic attempt to bring about change-change in the classroom practices of teachers, change in this belief and attitudes and change in the learning outcomes of students."

"There is a general agreement that teachers need to be supported in this new role as facilitators of inclusion" (Symeonidoa & Phtiaka, 2007). "In this sense, one of the ministry of National Education's roles is to provide teachers education which they need through the in-service training. The basic purpose of the in-service training is to enable individuals to be successful in this profession, to develop professionalism, to make this adaptation to the changes and novel situations in their professional life and to improve these required performances to react the students' needs". (Hite & Howey, 1979).

Since education is a lifelong process, every person must be acquired with the new information. As far as teachers are concerned this is highly essential. As learning is a lifelong process the teacher should continue his/her learning. He/she must remain a student throughout his life. In-service training

helps the teacher in this world of knowledge explosion. In the absence of training, stagnation can take place. In-service training also leads to professional enrichment. It demands renovating the teachers' experience, benefitting by the experience of others and acquiring new information. This brings about the dynamism in teaching as old methods and theories do not fully prove suitable especially when the situational demands and objectives have changed. It is true that the teacher has to up-to-date their knowledge of their teaching subjects. The in-service training program also provides opportunity for teachers to discuss their views and problems with others. As a result, teachers can grasp new ideas and exchange personal experience to the benefit of all. This itself creates feeling of belongings to the profession. The in-service programs also help to inculcate critical thinking in teachers. They learn to think critically on important educational matters and get clarity about controversial educational issues. "Teachers are expected to integrate theory and practice, analysis critically and implement change". (Hopkins,1980). Hence, teachers are expected to possess a critical acumen regarding their roles in school, value of the knowledge they teach and the function of schooling generally in society.

Research on less experienced teachers has shown them to encounter numerous problems and difficulties (Veenman & Denessan, 2001). Having completed their initial teacher education program, beginning teachers often

experience a 'reality shock' when faced with the demands of actual teaching. The problems encountered during the first years of teaching indicate a clear need for scientific support and assistance. For this reason, school authorities in western countries have developed induction program to ease the transition of beginning teachers in to fulltime teaching and to improve the instructional skills of new teachers. One main characteristic of these induction programs is the pairing of novice teachers with experienced teachers in a mentor- portage relationship.

Researchers, suggest that in-service "education programs should be designed to investigate behaviour and programmatic changes that improve the quality of instruction within the school" (Baden, 1979). "Besides by knowing what teachers must do to perform their teaching duties well and to improve the quality of instruction within the school" (Baden, 1979). "Besides by knowing what teachers must to do perform their teaching duties well and to improve this performance and what teaching quality students and the community demands, training needs can be determined and relevant training programs can be designed" (Valle, 1982).

The "syllabi used in training institutions are quite old and outdated. New items have been added to existing syllabi bit by bit. They do not accommodate to the needs of future teacher's. There should be a balance between theory and practice" (NCERT, 1970). National Council of Teacher

Education (NCTE, 1998) argued that the "system still prepares teachers who do not necessarily become professionally competent and committed at the completion of initial teacher preparation programs".

It is a matter of common observation that in-service education programs organized at most places are more in the form of a ritual than a serious, well planned and systematically organized academic endeavor. The whole exercise involving preparation of course outlines, identification of resource persons, and organization of training is characterized by adhocism. Systematic efforts are seldom made to identify teachers training needs; preparation of courses outlines is not appropriately conceptualized; resource persons are not given enough orientation with regard to the perspective of the in-service education program; the resource persons' expertise is not matched with the demands of the course content; enough course materials are not provided to the teachers; and the lecture approach rather than interactive and participatory approach is in vogue in most places.

The preparation of in-service education programs according to the needs and expectations of the participants will make it easier to achieve the required knowledge, skill and attitude. In addition to the determination of objectives according to the needs, the success of the training program will be inevitable if the objectives are supported with appropriate methods and activities.

To develop in the prospective school teacher an understanding of the demands of an industrialized, socialistic, secular, democratic republic and their impact on education, the role of education in general and the teacher in particular in realizing the cultural, economical and political development of nation, the principles of developing and interpreting curricula, the psychology of various domains of the development of children from infancy up to the adolescent stage and the principles and techniques of organizing, monitoring and evaluating co-curricular and social activities etc.

To develop empathy with the needs and problems of students and the community, value system required for a good teacher, social leader and community worker, the skills for planning lessons systematically and scientifically. The competency for improvising, designing, constructing and using learning aids appropriate to nature and objectives of lesson, the skill for applying the understandings of pedagogy, to execute lesson plan through effective communication, demonstrations, discussions etc with technological support, ability for identifying educational problems and analyzing them to arrive at solutions with a researcher's outlook must also be developed.

In-service training includes all the programs in which the teacher plays a vital part and gets benefitted by professional improvement. This may be refresher courses organized by institutions or tours as well as visits to centers from where new ideas and insights are generated.

A lot of researches have suggested the necessity for promoting, if not demanding, merit in teaching as well as in teacher education. "Tomorrow's Teachers" (1986) from the Homes Group is one among the most important studies done in this area. "A Nation Prepared" (1986) by Carnige Task Force, and "Teacher Education in Ontario: Current Practices Options for the Future" (1987) are two other studies of significance in this area. These studies speak about the needs for teachers who are reflective, critical, and inquiring. Teachers must be able to stand back from their on teaching and move beyond the mere execution of classroom skills and the delivery of discipline content. As teacher performance is a complex behavior, which needs a lot of skills, any single kind of teacher behavior should not be expected to have a large effect on student achievement and methods of teacher training for teachers vary widely (Gage and Winne, 1975). Staff development and in-service education is viewed as more effective when content is based self reported needs of the participants (Daresh, 1987).

Effective training is the training that works, as its contents can be practiced by the participants in their classrooms and life as such. Scientifically designed objectives are quite necessary for creating training modules (Sudhesh & Baby Shari, 2012). So as to design those objectives, the needs of the participants have to be sought and verified. Thus, the effectiveness of any

training can start from a training need analysis; which is true for teacher training also.

1.4 SIGNIFICANCE OF THE STUDY

A thorough analysis of training needs (TN) is a fundamental pre-requisite for training design, yet ironically is the most neglected component of the cycle (Millward, 2005). Facilitator in training tries to make things easy by using a range of skills and methods to bring the best out in people as they work to achieve results in interactive events (Townsend and Donovan, 2007). Goldstein and Ford (2002) describe Training Need Analysis (TNA) as a diagnostic intervention, conducted as research based exercise. By asking what produces training needs, future needs of the organization and its employees also be anticipated.

The primary and secondary education of India was attempted to improve through major projects like District Primary Educational Programme (D.P.E.P) and Sarva Siksha Abhiyan (S.S.A) which have been extended for about fifteen years collectively. Both of these projects have tried to implement the recent approaches of many Psychologists and Educational experts in the elementary education of our country. In order to attain these objectives teacher from Government, Aided and Unaided sectors have been undergoing many training programs, since 1995.

Very little educational research in India adopts a qualitative methodology. Indian Educational Review (IER), one of the India's leading educational journal notes that "over the last three decade's survey, experimental methods and content analysis have constituted 85% of all studies; the fact remains that the exploration of issues relating to educational research in its socio-cultural, economic and historical contexts has remained comparatively unattempted" (Raina & Maheswari, 1998).

"Entering upon a research enterprise is an invitation to recurrent, frustrating experiences. Research carried out with respect to primary and secondary education in India presents a gloomy picture. Researchers have not been successful in responding to today's educational challenges. They need to work seriously towards finding "economically visible" and "ecologically valid" modes of education for various groups of Indian society" (Mishra, 1999).

Studies reviewed and preliminary observations conducted by the investigator indicate that the current status of training received by high school teachers in Kerala is in need of exploration. The training needs of high school teachers have to be listed out and prioritized, so that further suggestions to design training can be put forward to make it scientific. As the budding citizens are none but the younger generations, their developments are highly being designed by the teachers, their awareness, knowledge, attitude and

skills, teacher training is actually a very effective community intervention. So the present study was making a multi-methodological approach to explore the current status of high school teachers' training in Kerala and derive their training needs. They were listed out and verified again through multiple methods. One of the needs identified was planned to be selected to design scientific training for high school teachers. The present study also planned to make attempts to try out the modules, verify the feedbacks of participants to refine modify and finalize the modules.

Chapter Two
REVIEW OF LITERATURE

Categorised as:

- *Need of Training*
- *Training Need Analysis*
- *Methodology and Technology*
- *Knowledge, Skills and Attitude*
- *In-service Training*

- *Problem of the Study*
- *Definition of Key Terms*
- *Aim and Objectives*

Review of literature is an important step in the planning of any research study. In general terms, review of literature is a critical summary and assessment of the range of existing materials dealing with knowledge and understanding in a given field. Pt will help a researcher to get an thorough understanding of the topic, what has already been done on it, how it has been researched, and what the key issues are. It is a valuable guide to define the problem, recognizing its significant, suggesting promising data gathering devices, appropriate study design and source of data.

Review of literature is defined as "the selection of available document (both published and unpublished) on the topic, which contain information, ideas and evidence written from a particular standpoint. Effective evaluation of those documents in relation to the being proposed". A literature review will help to focus the search more directly and sharpen and refine the research questions. The major purpose of the review of literature is to demonstrate the relationship between completed research and topic under investigation. Review provides a better understanding of the problems that helps the investigator in evolving new insight and to build new approaches to the problem that has been selected.

Review of related studies avoids duplication of the work that has already been done. It also helps investigator to study the different sides of the

problem. The review materials collected is presented here with various categories, which are given below (or as follows

2.1   Need of Training

2.2   Training Need Analysis

2.3   Methodology and Technology Used in Training

2.4   Knowledge, Skills and Attitude in Training

2.5   In-Service Training

2.1 NEED OF TRAINING

Heisner and Lederberg (2011) examined "the impact of Child Development Associate (CDA) training on the beliefs and practices of early childhood teachers who did not have college degrees or early childhood college coursework". Two surveys of belief and practices were completed by a comparison group of teachers, and preschool teachers were enrolled in CDA classes. Multivariate Analyses of Variance indicated that "the CDA training teachers decreased the amount they endorsed beliefs and practices that contrast with Developmentally Appropriate Practice over time more than the comparison teachers". Results suggest that "CDA training can be an effective means of increasing the developmentally appropriateness of beliefs and self-reported practices of early childhood teachers, which past research suggests will ultimately impact classroom quality contribute to the acquisition of knowledge".

In a study Dakin (1914) find out the training of teachers for rural schools has become a vexing problem. Many states are attempting to solve it by the establishment of country training classes and special courses in high schools. Teachers prepared in these ways, however, must lack the inspiration which comes from attendance at a food normal school, and they can have but few opportunities to secure practice.

Anderson and Edsall (1917) discussed its most difficult problem which the state school system was attempting to solve how effectively, to train teachers for rural schools., This strong deals with those phases of the problem which related to observations and student practice teaching

According to National Council for Educational Research Training (1970) "the syllabi used in training institutions are quite old and outdated. New items have been added to existing syllabi bit by bit. They do not cater to the needs of future teachers. There should be a balance between theory and practice".

A conceptual framework was developed by Robinson and Swanton (1980) which was systematically applied to the published literature on the generalization of behavioural teacher training. Two variables were discussed which were hypothesized to explain the occurrence or non occurrence of generalization: the type of training provided and the teachers' attitudes toward the training, it was suggested that further distinctions could be made between

the studies demonstrating generalization.   These distinctions involve the number and type of non training conditions, and the degree of unobtrusiveness of the monitoring procedures used in the non training condition

Shavelson, and Stern (1981) assesses the progress made in research on teachers pedagogical thought, judgments, and decisions over the past decade an identifies areas of substantive and methodological research needed to improve the practice of teaching. This paper recommended future research, including (1) the need to develop taxonomy of critical teaching decisions, which link these decisions to their consequences in the classroom (2) the need to intervene and alter teachers plans and decisions in our research, as well as describe them, with the goal of improving teaching and (3) the need to link recommendations based on research to the implementation of then in practice.

Bone (1987) describes the world wide changes in the role of the teacher. There can be obvious implication for their training, at both the pre-service and in-service levels. In the study author focuses first on the increase in the external control of training institutions, whether directly by governments of less directly through agencies which represents the views of the schools, the teaching profession and the employers. The author points out greatest problem facing the training institutions today-the need for the development of this own staff. In the third world countries the need for

trainers who are themselves better educated, more experienced and more skilled in helping teachers meet the challenges of non-formal education as well as those of the classroom. Study also reveals the need for a staff development policy for institution was urgent.

Howey and Zimpher (1989) argued that substantial continuing education and personal support for first year teachers are necessary extensions of pre-service education. However, since special attentions traditionally has been given to beginning teachers either by those in schools or those in higher education, a lost of issues and problems needs to be resolved to make effective entry level programmes a reacting. In this study authors suggest what roles those is higher education might appropriately assume in addressing these problems, which range from role definitions, selectism and preparation of mentor teachers to identifying more realistic criteria for success for beginning teachers.

Kydd (1992) examined "trends in the status of teacher education through proposals for alternative models of course structure and delivery and the implications of these for teacher trainers and teachers". This story implies that "there exists a political will to move responsibility for teacher training from colleges of Education and Universities to 'training' schools. It indicates that, while the introduction of a market led education service suggests greater autonomy for teachers and schools, the reality was that through strengthening

the role of bureaucracy in Education the Government retains". Invvestigator found "Strong central control over the whole service".

Raudenbush; Rowan and Cheonz, (1992) analyses self efficacy of high school teachers confirmed the existence of substantial, intra teacher variation and revealed that a teacher tends to feel most efficacious when teaching with track students. An analysis of intra teacher variation revealed that teachers who exercise control over key working conditions and work in highly collaborative environments have elevated self-efficacy.

Knapp and Peterson, (1995) interviewed teacher's also had participated in in-service workshops on cognitively Guided Instruction (CGI). They reported mainly through their interactions with students and other teachers and developing beliefs about the conceptual nature of mathematics, the constructivist nature of learning and the students, central role in that learning. Teacher's who reported using CGI more at first but less currently, showed marked in congruity between their espoused beliefs and reported practices. Additional researcher support collegial interaction or intervention might have helped teachers.

Winch (1995) criticized the relative neglect of training by educationists. They argued that training is fundamental to many forms of human learning including easily moral learning. They also argued that most of the criticisms of the use of training techniques arise from a

misidentification of training with conditioning also discussed our current perception of training.

Panda (1998) identified the areas on which training should be provided to teacher viz (a) General awareness; and (b) Instructional and management strategies. According to her, the process of need assessment involved various steps like co-operation of the concerned individuals and group.

Rajput and Walia (2001) identified "the current head of the apex National Council for Teacher Education programs has been a consistent concern, as they are confined to classroom transaction strategies, some theoretical inputs and a few skills. The teacher-learner relationship becomes trivialized".

Dyer (1999) argued that the "lack of teacher and teacher educator voices in decision making processes in India is an important factor in a striking gap between the expectations of and about teachers articulated in policy discourses (eg: The National Policy on Education (NPE) 1986/92) and situations on the ground in the schools".

Hobson (2002) reports student teachers evaluations of their school-based mentoring experiences. In recent years school-based mentoring has become an increasingly important aspect of the process by which student teachers begin to learn how to teach. The main findings are (1) student teachers consider mentoring to be a, if not the key aspect of school based

initial teacher training (ITT); whilst (2) student teachers' accounts of their school-based experiences suggests that teacher-mentors are not always successful in creating conditions for effective student teacher learning.

Greenberg, Michalopoulos, and Robins, (2003) used Meta analysis to synthesize findings from 31 evaluations of 15 voluntary government founded training programs for the disadvantaged that operated between 1964 and 1998.   Classroom skills training were apparently effective in increasing earnings, but basic education was not.   There was no evidence that more expensive training programs performed better than less expensive ones.

Deng (2004) attempts to identify, with reference to training within the context of current educational reforms in Singapore, "the limitations inherent in the model of teacher preparation".   This article argues that two largely over looked aspects of teacher education - one concerning transforming the beliefs of pre-service teachers, and the other concerning initiating teachers into a wider context of worthwhile perspectives and understanding.   Article also highlights "the need for a broader vision of teacher preparation, and argues for the central role of theory in the education of teachers".

Adams and Gamage, (2008) conducted a study on the effectiveness of head-teacher leadership.   The sample consists of teachers act head teachers. The result suggest that the effectiveness of head teachers' leadership needs to the improved substantially.   Issues such as workload, lack of support and

training, and the gap between the head teacher that higher level management were significant factors affecting head teacher leadership.

Inoue, (2009) proposes the importance of rehearsing instructional explanations and fine training the coherence and meaningfulness of instructional explanations before pre-service teacher's start practice teaching. The study also presents actual examples of such rehearsals. In which the pre-service teachers demonstrated the need for developing draper pedagogical understanding the ways their elementary school students construct this content knowledge. It concludes with the suggestion to provide pre-service teachers with ample opportunities actually to practice explaining specific concepts and engage in post-hoc pedagogical analysis of this explanations in teacher training programs.

Jefferson (2009) offers insight into teacher training that needs to be occuring in the preparation of teachers. This paper explores the personal view of specific issues was offered in the hope that it will contribute to the dialogue about future practices and research on teacher preparation.

Zakaria and Daud, (2009) identified the perceived professional needs of mathematics teachers in selected Malaysian Secondary Schools. The major findings revealed that some of the needs are being addressed in teacher training programs. Highest rated perceived needs were related to ICT usage, followed by delivery of mathematics concepts and remediation of low

achievers. The least perceived needs were related to selection of new text book, developing an instructional plan and updating content knowledge. In-service program should focus on technology integration, methods of teaching and remediation of low achiever's.

Nash and Norwich (2010) study on inclusive education shows there are demands for developments in initial teacher education as regards special needs and inclusive education. The main findings are about varied practices across placement schools, the commitment to the training partnership, coordination problems across the partnership and organising teaching experience of pupils with SEN. They are: Training provision as regards special needs and inclusive teaching should go beyond campus presentations about knowledge and understanding to include practical teaching skills; Focused and planned practical experiences with pupils with SEN are required, that include supervised whole class teaching but also involve planned focused activities with pupils with SEN.

Bakah, Voogt, and Pieters (2011) argued that professional development is the key to curriculum based reform, yet there was only little empirical evidence upon which to base decisions of design or implementation of training and development programs. Findings revealed that updating subject and knowledge though an industrial attachment was a major training and development need for teachers. The results of the study also suggest that

higher education teachers have training and development needs in relation to effective curriculum design and implementation.

Harris and Sass (2011) studied "the effects of various types of education and training on the productivity of teachers in promoting student achievement. Previous studies on the subject have been hampered by inadequate measures of teacher training and difficulties in addressing the non-random selection of teachers to students and of teachers to training". Authors addressed these issues "by estimating models that include detailed measures of pre-service and in-service training, a rich set of time-varying covariates, and student, teacher, and school fixed effects". They found "that elementary and middle school teacher productivity increases with experience (informal on-the-job training). The largest gains from experience occur in the first few years", but they found "continuing gains beyond the first five years of a teacher's career". In contrast, they found "no consistent relationship between formal professional development training and teacher productivity". However, this may be partly driven by estimation issues as they found "more significant positive effects of formal training in the subject-grade combination where estimates should be most precise".

In this paper McDonald (2011) discussed "professional development (PD) of teachers with particular reference to teacher learning, motivation and transfer of training". It was noted that "training does not always transfer and

therefore a re-think about how PD translates into practice is necessary. PD is a strategic approach emphasising the interactive relationship of teacher learning, motivation and transfer of training is related to effective teacher change and improved students' performance. Reference is made to a successful professional education dance program that utilised many of the features associated with effective PD". Professional development, in a broad sense, refers to the development of a person in his or her personal role and this process "has a significant impact upon teachers' beliefs and practices, students' learning and on the implementation of educational reform" The program "achieved its fundamental goals – dance expertise and knowledge was developed which contributed to the growth of higher-level thinking (e.g., construction of knowledge, problem-solving, reflection) and teacher leadership skills, permitting the continuance of the program in the school. The project provided a model of how PD was facilitated by understanding teacher learning, motivation and planning for transfer implementation".

Duta (2012) intends "to raise awareness of the need of program training for novices, namely that education professionals become more sensitive to the issues and characteristics of this stage, due to the fact that induction is a part of the professional development process". Purpose of study was "to show the inventory of the training methods necessary for effective lifelong learning, gained in the implementation of a multiple choice question taken from the questionnaire administered to teachers from various

universities in Romania and Spain. Continuous training methods should be the result reflective practice and the individual and collective accountability, which means that the higher education institution should offer for professional development opportunities to the novice teachers. Should be stimulated the process individual and collective reflection in solving the problematic circumstances on didactical practice, to create a formative environmental for collaboration and social networking, to elaborate collaborative projects, related with the training through strategies to action research".

Chunli and Linna (2012) analyze the problems with the current development trend of information technology training in primary and secondary schools of Cangzhou City. They investigated the present situation of teachers training and makes a tentative proposal on the mode and methods of teachers training. However, through the survey they had found that there are still many problems, the training in information technology for primary and secondary school teachers of Cangzhou City, mainly in the following areas: insufficient number of training and lack of school-based training; survey of demands for trainees is required before the training; lack of combination of modern educational theory, information technology and training courses; a single form of training and lack of flexibility; training objectives are not clear and the evaluation system is imperfect; failing to make full use of the network platform.

Cakmak et al. (2013) analysed, teacher training systems in England, Turkey and Turkish Republic of Northern Cyprus (TRNC). In order to understand the teacher training systems better, historical development of educational systems in these countries were also examined. It was focused on the problems that are teacher candidates have while entering the teacher training institutions and after graduation because of the system in TRNC. Investigators suggested that teacher training institutions in Turkish Republic of Northern Cyprus (TRNC) are required to reconsider their student admission criteria. Whether students' physical and mental situations are appropriate or not for the teaching profession receive no attention by the teacher training institutions while admitting students. Students who are physically and mentally inappropriate for the teaching profession become graduates of teacher training institutions. This is a considerably important problem for the teaching profession. To solve this problem, the system in England could be taken as a model. The students who are successful in the exam should be interviewed to decide whether they are physically and mentally suitable to do the job or not as it is in England. Both quality and number should be equally important in the selection of teachers.

Carola and Elen (2013) present a paper on "the Romanian contribution to a series of three European projects aimed at the initial History teacher training, co-ordinated by the Vienna University". The paper presents "the way in which a specific topic is developing over a decade in the framework of

three consecutive projects, with an increase in project partners, the negotiating of findings and the search for a common ground, and the educational structures in Europe change". They give "a long-term perspective over changes that occur at the level of initial teacher training, and its relation to broader changes in educational policies and systems of schooling. The relation between the academic field and the school subject is another interesting point that will need further scrutiny. The training of future History teachers should take into consideration how to help them to put to good use the academic knowledge so that students will be able to use it significantly, both in terms of content and skills. Therefore, academic knowledge should be adapted also by means of negotiation and fine-tuning to the training of future teachers".

Mata, Cmeciu and Ghiatau (2013) conducted a study with an aim of elaborating a reference framework of pedagogical competences of language teachers in the initial training programs. Beginning with a critical perspective on the most relevant approaches on language teacher education, the highlighted the pedagogical competences of language teachers. The empirical basis of the research consists of a questionnaire applied to 210 2nd and 3rd-year students of the initial language teachers training program. The research results have led to relevant conclusions regarding the initial training program of language teachers students' perception of the categories of pedagogical competences. The general conclusion derives from the fact that the subjects

have shown openness towards all categories of pedagogical competences. The specific conclusions result from the analysis of the three levels of pedagogical competences, as follows: at the level of cognitive and behavioural components, the most important, according to the students' perception, are the competences related to teaching and learning methods and techniques, while at the level of attitudinal components, the values involved in the evaluation process are mostly appreciated. The product of this study's effort of identifying and measuring the pedagogical competences of future language teachers represents a challenge and a positive experience of covering the path of an individual's highly-qualified professional development.

2.2 TRAINING NEED ANALYSIS

Leyser, and Abrams, (1986) sought to identify training needs of prospective teachers in the area of mainstreaming; and to determine whether special and regular education student teachers perceive a need for training in a common core of competencies. Study indicates need for additional training in several similar areas, including communication, classroom management, evaluation and professional knowledge. Implications of these findings for teacher preparation programs are discussed.

Steiner, (1967) assess the advent of programmed learning has meant an increased awareness of the need to relate training to job requirements, so much so that it is a pre requisite for all program writing that a task analysis

should be carried out. This phase of the exercise is alone sufficient to result in considerable improvements in training.

Cruickshank, Kennedy and Myers (1974) analyse the raw problems perceived by a national sample of secondary school teachers. These problems served as the basis for a problem checklist which was administered to a second teacher sample for verification. Findings suggest that particular human needs, especially/migration and control, are exacerbated when the role of secondary teacher is assumed.

Gagne, (1974) explores the origins, meaning and elaborations of task analysis. They are discussed in relation to the design of instruction. As a technique, task analysis begins with the expected performance and works backwards to the stimulus situation content. Study also reveals some problems are discussed in using task analysis to pre determine the characteristics of content for instructional design.

Erffmeyer, Russ and Hair (1991) conducted study, which investigated the extent to which needs assessment and evaluation practices have been used in planning and evaluating sales training programs. Findings suggest that some needs assessment practices have been used in planning sales training programs. However, systematic formal needs assessment practices were not widely adopted. Findings indicate that most evaluation measures are relatively simple, such as course evaluations or trainee/supervisor revisions.

More complex approaches such as learning, behaviour and for results measures are used much less frequently.

According to Friedman (1991) the initial process in the training and development cycle is twofold-training needs identification and analysis Training needs identification detects and specifies the training and development needs of individuals within the organization as a whole. Training needs analysis follows on from needs identification and determines the most effective and appropriate ways in which the needs might be met. It also leads to decisions that there should be no training provision in view of the limited scale of the needs, the cost of provision, future development envisaged and so on.

Prawat, (1992) commented that teachers are viewed as important agents change in the reform effort currently under way in education and thus are expected to play a key role in changing schools and classrooms, teachers are also viewed as major obstacles to change become of their adherence to outmoded forms of instruction that emphasize factual and procedural knowledge at the experience of deeper levels of understanding. New construction of approaches to teaching and learning, which many reformers advocate, are inconsistent with much of what teachers believe - a problem that may be overcome if teachers are willing to rethink this views on a numbers of issues.

Moon and Piercy (1992) describes about task analysis, appears to be a useful research approach for building theoretical models of how therapeutic and educational interventions can facilitate positive changes in gifted children. This work traces the historical development of task analysis methodology, describes the steps involved in conducting a rational empirical task analysis of change processes, and provides an example of how task analysis methodology might be applied to investigations of change processes in the field of gifted education.

Pihie, (1995) discussed and identify teachers' perceptions regarding the qualifications and training needs of vocational teachers' in relation to teaching entrepreneurial competencies. Findings reveal that educator's believe that having a degree in education having business management knowledge are important qualifications for teaching entrepreneurship training is most needed for teaching competencies which are more specialized and require a high level of knowledge. Study also suggests a teacher perception model that can improve the quality of teacher training in entrepreneurship.

Davies and Iqbal (1997) comment that while research on school effectiveness is growing internationally, its impact on the training of teachers is not clear, this paper reports an investigation of how far trainee, tutors and practicing teachers felt that training matched the researched 'factors' linked to successful schools. Fewer than half of the practicing teachers felt well

prepared; but there was not always agreement within or between the groups about what elements of "effectiveness" should be included, except that the training should be more 'practical'.

DeBettencourt, and Allen (1999) described middle schools and high schools are complex environment that many students with learning disabilities find difficult to negotiate. Many adolescents with learning disabilities arrive in middle and high schools with few study-skills strategies in their repertoire. In this study the rationale for study-skills constructions discussed, and college methods course that was developed to train teachers to use study-skills instrumental procedures is described.

Veenman, and Denessen (2001) conducted a study "evaluating the effects of a coaching program for use in Dutch primary and Secondary schools". The coaching is "a form of in-class support to provide (novice) teachers with feedback on their functioning and thereby, stimulating the self-reflection and self analysis needed to improve instructional effectiveness". Based on the pre and post training ratings of coaching conferences, "a significant treatment effect was found for the coaching skills concerned with the development of autonomy (empowerment), feedback and business like attitude". In addition, "the teachers coached by trained coaches valued the coaching skills demonstrated significantly more than those teachers coached by untrained coaches".

In a study Martina and Aguila, (2002) aimed to determine the training needs and involvement in professional development activities among teacher's. Findings show that teachers rated themselves very good on the planning and execution of instruction, teachers were sometimes involved in professional development activities, they were 'often' involved in professional reading. Classified by educational qualification and teaching experience, the teachers had similar perceptions of these training needs.

Betoret and Artiga (2004) conducted a study on Trainee teachers' conceptions of teaching and learning, classroom layout and exam design. The objective of this study was primarily on identifying and classifying the conceptions of teaching and learning held by future secondary school teachers, and on analysing the relationship between these conceptions and the way classroom space is organized and exams are designed. The test instruments used were applied to a sample of 138 graduates, who were all following the Pedagogical Aptitude Course (CAP) during the academic year 2002/03. Results show that the more traditional teaching/learning models are related to a more vertical classroom layout. Significant correlations between beliefs and exam demands were also found.

Hanushek, Kain and Rivkin (2004) investigated the factors that affect the probabilities that teachers switch schools or exit the public schools entirely. Issues of teacher shortages have pervaded policy discussions for

decades. Although the exact nature of the concerns-lack of trained teachers in specific subjects, recruiting difficulties in urban centers, or elements of quality such as availability of fully certified teachers has varied over time and across locations, the perceived need to act has not.

Halim, Osman and Meerah (2006) conducted a research which looks "specifically at the perceived needs of secondary school science teachers in Malaysia so that subsequent effective in-service programs can be planned and implemented". The prime aim of this cross-sectional survey study was "to ascertain the perceived needs of 1,690 practicing secondary school science teachers, characterized by gender, school location, and area of specialization". The main instrument used was "a questionnaire". The "validity and reliability" of the instrument were "systematically established through relevant test procedures". The questionnaire seeks "feedback on the eight dimensions of science teachers' needs: generic pedagogical knowledge and skills, knowledge and skills in Science subjects, managing and delivering science instruction, diagnosing and evaluating students, planning science instruction, administering science instructional facilities and equipment, integration of multimedia technology and the use of English language in science instruction". Data were "descriptively analyzed, followed by a series of chi square analysis". Results of the descriptive analysis demonstrate that "the most prevalent needs of the Malaysian secondary school science teachers are the integration of multimedia and the use of English in science instruction.

When measures of association were gauged between the science teachers' needs and the independent variables, it was found that significant associations exist. The associations were apparent between most of the dimensions of science teachers' needs and school location".

Mendez, Knoff, & Ferron, (2007) suggest that learning at the workplace is an important development in teacher education in secondary education.   These studies explore the school-linked models for teacher education.   The characteristics of these models and their possible consequences for the quality of teachers were investigate. Major observation were the variation between countries on matters of integration between the institution and the school, the emphasis on academic or practical training, embedding of teacher education and duration of teacher education.

Clough; Berg and Olson (2008) propose a decision making framework for teaching to help beginning and experienced teachers make sense of education research, come to understand crucial teacher decisions, and how those decisions interact to affect student learning. The proposed decision-making framework for teaching has significant utility in the design for science methods courses, science teacher education program effective student teacher supervision experiences and professional development workshops.

Oliva et al., (2009) conducted a study to identify the competencies of teachers in primary schools. Consider to be important for their professional

performance and which they use in this everyday teaching. The results of the study show that initial teacher training should deal in depth with the competencies related to the organisation and management of teaching-learning, the use of new technologies in the classroom, the involvement of the families, education in values, social skills and skills for working in professional groups.

Sindelar, Daunic and Rennells (2010) in their article presented findings from "a comparative study of 3 teacher preparation prototypes: traditional, university- district partnership, and district add-on programs". Samples of program graduates were observed during their 1st year of teaching using the Praxis III assessment". A larger sample completed a follow-up "questionnaire assessing preparedness and efficacy, and a subset of them had principals submit ratings". On the observational measure, "all teachers met minimum standards, but graduates of traditional programs outperformed their counterparts on several instructional criteria". By contrast, principals' ratings favored graduates of alternative programs, particularly partnership programs. These findings are discussed "in terms of the distinction between formal and procedural knowledge, whereas differences between the 2 alternative pathways hint at the superiority of partnership programs or other alternatives with equally rigorous content".Finally, they found "the Praxis III assessment provided a clear and coherent picture of the competence of teachers who participated in this study despite the fact that Praxis III was designed to assess

general education teachers. Praxis scores allowed for quantitative comparisons of participant groups on individual criteria and domains of teaching; they also provided qualitative data on each participant observed through the records of evidence gathered by assessors".

Jager (2011) in his article draws on data generated from the research conducted in secondary school teachers who identified existing challenges to implementing differentiated learning activities (for the slow, average and gifted learners), and reflect on their experiences of good and bad practices. The research indicated that a total of 97% of teachers never or seldom use a flexible curriculum and extra time to accommodate the diverse learning needs of learners.

According to the study conducted by Chamoso, Caceresa and Azcarate (2012) was "to highlight the issues of the reflections of pre-service mathematics teachers in their learning portfolio about the teaching-learning process taking place in a university teacher-training classroom". Learning portfolios are a collection of the pre-service teachers' written reflections on the work in the training classroom before their school practicum, a period that covers fully half of their university training. Category systems were designed which, together with the analysis system used, could provide a method helpful to teacher educators, teachers and to future research. The pre-service teachers showed "difficulty in considering themselves as 'authentic' mathematics

teachers". The study revealed that "the preparation of a portfolio can help pre-service teachers learn more about themselves and provide educators insight into how to help pre-service mathematics teachers engage in the teaching-learning process". The study provides "a tool to assess the content of reflective thinking of pre-service teachers in their portfolio that could be used in future research. This tool can be helpful to teacher educators working both in the context of teacher training and in lifelong professional education". The instrument can also serve "as a tool to assess a teacher-training program in terms of Mathematical and Professional Competences and a diagnostic tool at the beginning and at the end of teacher training programs in order to assess the effectiveness of these programs in developing reflective thinking". They suggested that "pre-service teachers should be made aware of the need for the change of focus that is necessary during the teacher-training program. They are themselves to view their role as teachers and consequently approach each task accordingly attempting to identify the needs of the young children in their care".

Hayes (2003) contributes to a fuller understanding of the impact of emotions on the personal well-being and motivation of trainee teachers. Through a process of reflective writing, respondents describe the way that their emotional state affected their confidence and enthusiasm for teaching. Findings indicate that a typology of emotional condition consists of anticipatory fatalistic and affirming emotions. The research highlights the

impact of emotional condition on trainee teachers' ability to function efficiently and suggests that in a broad manner.

Amorim *et al.* (2011) discuss "how the use of videos in teaching practices can contribute to improve learning. After presenting an experience dealing with a real training course for teachers, the text they defined "the design parameters of this kind of courses aimed at incorporating ICT into the teaching practices, with a special focus on the creation and use of audiovisual resources". The authors present "a method in an attempt to categorise the abilities and resources provided by media and the way in which they convey information". They also include some "conclusions dealing with the implementation of these resources in today's education systems". After considering a "practical experience involving teacher training in video production and use", this paper presented "a course proposal divided into 10 complimentary parts and discussed the need to better balance media selection and appropriate methodologies". In this way, "educators may have the opportunity not only to incorporate new technologies into their teaching practice but will be also better trained in how to select the media they are going to use in a cost effective way". The "evaluation and validation" of the training course were carried out through both "questionnaires and informal interviews" while students were also invited to perform tasks such as "simple video editing by using open source software". The results indicated that "it was necessary to review several features concerning instruction". These

results have been taken into serious consideration and have allowed authors to "design and define new parameters for future teacher training in ICT. Future work will consider the development of a step-by-step procedure for multimedia selection based on its requirements before the production phase".

The mentors demonstrated "deep structure constructs which would not have been easily recognised by university tutors making relatively brief school visits". It is concluded that "the mentors have reached a stage where continued experience in the role will not, per se, lead to improved skills. A number of tensions within the role were highlighted, most of which are inherent in the school-based model, but some of which attach specifically to empowerment. Support for mentors not recognising such ambiguitiesis important. Mentor empowerment does appear to be a viable model of mentoring in school based ITT, but continued training and changes in the type of support available is necessary. The place of appropriate theory at all stages of professional development was recognized".

2.3. METHODOLOGY and TECHNOLOGY

Crocker (1983) addressed the problem of redirecting research on teaching from an emphasis on how classroom function to one on whey they function in particular ways. He proposed a reformulation of the concept of "paradigm" as it applies to the study of teaching. It was argued that an attempt to identify the features of etc "functional paradigms" of teachers

would help redirect our thinking towards explanatory principles rather than descriptions of classroom functioning.   It was also suggested that an examination of the contrast between the percepts of rather educators and those of teachers would be a second strategic area and the issue of how established paradigms are perpetuated through the use of models were addressed.

Veeman, Last and Staring (1998) describes "the emancipation effects of a program for the training of coaching skills with primary school teachers refining as mentors for beginning teachers". According to them "Coaching is a form of in-class support on this functioning and thereby stimulate self reflection and self analysis of improve instructional effectiveness. Based on the pre- and post training ratings of coaching conferences a significant treatment effect with the development of autonomies, feedback and encouragement of self-reflection. The pre and post training ratings from the beginning teaches themselves showed no significant treatment effects as the beginning teachers rated the coaching skills of their mentors very favorably even at pretest".

Fields, (1989) discussed that minimal intervention training is posed as an effective mechanism for the provision of in-service education to teachers in isolated areas. Within the context of a discussion for effective in-service training minimal intervention training is shown to have all the essential elements for effecting change in teachers classroom instructional behaviour.

The author concludes with a commentary on the instructional design features which can maximise the impact of minimal intervention training

Sijde, Peter, and Tonic, (1992) analyse the effect of a short in-service teacher training program on pupil perceptions of the classroom climate. Two conditions are compared; in the first condition the teachers participated in the training program at the beginning of the school years; in the second condition the teachers participated in January. Results shows that pupils did not perceive a difference between teachers in the first condition and teachers in the second, with respect to the topics which were the focus of training- classroom Management and instruction.

Fisher (1996) provides a view of the top ten IT competencies required of pre-service teachers. Which indicates that a complementary view of reasons that teachers have for not using new media in instruction indicates that convenient access to hardware and software are significant issues and recommends re-examination of traditional teacher-training and practice. This study highlights in service teacher recommendations of needed media competencies for pre-service teachers that should be included in introductory instructional technology courses

Maheswari and Raina (1998) describe the new technology used to train teachers so that the losses in transmission inherent in the cascade model are avoided. Interactive video technology was used experimentally in seven day

training course for primary school teachers, providing one-day video transmissions and telephone feedback to experts from the centres.   The responses from teachers and their trainers indicate considerable potential for the exploitation of new technology where large numbers of teacher require training.

Schrum (1999) examines technology professional development for preservice and in-service teachers. The current status of technology in schools, what we know about professional development in the area of technology and research on efforts to increase pre-service teacher use of technology in appropriate ways. The article was to describe the situation by situation by providing an overview of the status of technology use in our schools and the research and practice of technology professional development is presented and also discusses research and efforts to prepare pre-service educators to use and teach with technology.

Brooks (2000) in his article delivers "a comparative study of the time demands created by basing initial teacher training (ITT) in secondary and in primary schools". This was a study which in came in response to Crosse's study of "primary ITT (Mentoring & Tutoring,)" and makes use of findings from "a survey of secondary ITT" in which the researcher was a part of. Though the above mentioned studies, on which this work is based, are different in their "scope, scale and methodology", their findings regarding

"the central importance of time to the viability of school-based ITT" are remarkably consistent. what is highlighted in those studies is the way in which "successful training depends on mentors giving far more than the official minima of mentoring time to which student teachers are entitled by courses". They also demonstrate "the tension which exists between `school time' (i.e. the timetable) and the time requirements of ITT".

McGee (2000) examines a new teacher's beliefs and perceptions about how and why technology can and should be used to support student learning. Qualitative analysis identified themes including a non technology focus, expectations, rationale impact, and beliefs and learned lessons. Findings suggest that for this teacher persistence was critical to learning in absence of pre-service or in-service learning opportunities in the effective application of technology to support learning. It is recommended that technology-oriented staff development incorporate theory, guidelines, models and illustrations for effective and meaningful applications.

Dyer and Choksi (2002) argue "the need to adopt a more participatory and research-based approach to teacher development in India". The study discussed "processes of developing a democratically oriented qualitative research team to work with teachers and teacher educators highlighting the interplay between their education and socialratism and the demands of the methodology". And also discuss "the aspects of developing collaborative

action research projects with teacher educators in the context of district institutes of Education and Training".

Burzess and Mayer (2003) explored how e-environments can be developed to facilitate the development of subject knowledge and outlined some of the methods and strategies for teaching and learning that emerged as trainees and tutors worked together. Results suggest implications for both designing e-environments and teaching and learning strategies. The overall strategy of using-e-conferences as part of an integrated approach to support trainee subject knowledge development was successful.

Johnson and Birkland (2003) interviewed 50 new teachers, who staying in their schools, moving to new schools, or leaving public school teaching. Their experiences at the school sites were central in influencing this decision. Teachers who felt successful with students and whose schools were organised to support them in their teaching-providing collegial interaction opportunities for growth, appropriate assignments adequate resources, and school wide structures supporting student learning-were more likely to stay in their schools, and in teaching, than teachers whose schools were not so organized.

Lunn and Bishop (2003) explore the interest in trainee teachers perceptions of themselves as effective teachers though focus group interview method. The group largely desired to construct their perceptions with their

trainers and partners in the school. Another concludes by articulating a model that delivers the accountability required by the Teacher Training Agency and leaves space for the teacher trainees to develop this individual understanding of what makes an effective teacher.

Nilan (2003) explores the attitudes and opinions of Stakeholders in the education system of North Bails.   Author argues teaching is not often seem as a financially rewarding profession by a new generation of secondary school graduates.   The author recommends that teacher's salaries be raised and infrastructure support for schools increased.

Urnston (2003) is to try to determine the extent to which the beliefs and knowledge of pre-service English teachers change between leaving secondary school and entering the teaching profession.   Results of the comparison between the two administrations reveal that pre-service teachers' beliefs and knowledge are based on their experiences as students within the education system, are strongly influenced by this time in classrooms during practice teaching; but are changed relatively less by the training that they receive in their graduate course.

Baumfield (2006) explores the ideal of thinking skills approaches as tools for pedagogical enquiry and in so doing seeks to develop the link between the promotism of inquiry- based learning, which is a central tenet of thinking skills, and enquiry- based teaching as an approach to professional

development and school improvement. The author examines the impact of teaching thinking skills on teachers by drawing upon a systematic review of research evidence. And also sets the characteristics identified in the content of research into teachers' development and considers the contributions of a pedagogy based on thinking skills approached to continuing professional development.

Geert, Dam and Blom (2006) in their article deals with "the potential of school-based teacher education for creating a professional community of learners. Learning to participate in the social and cultural practices with regard to education is assumed to be crucial for developing a professional identity as a teacher". From the vantage point of "socio-cultural theory", they have made a "retrospective analysis of a project for collaborative school-based teacher education". The pertinent research querywas "whether there was a stimulating context for student teachers to develop their own professional identity. To what extent were students able to function as 'legitimate peripheral participants' in the school, and to what extent has a 'professional community of learners' been realized?" Finally, they reflected on "the conditions in which teacher education can be centred on a specific school innovation project".

Harrison, Dymoke and Pell (2006) explore, in relation to the "experiential model of learning" put forward by Kolb (1984), the "conditions

that promote best practice in the mentoring of beginning teachers in secondary schools" . The underpinning processes of this learning cycle include "the experience, the reflection, the learning that results and (further) experimentation". They present "some empirical research from a two-year funded project on The Professional Development of Subject Induction Tutors and data derived from questionnaires completed by beginning teachers in three education authorities a tthe start and end of induction year and from semi-structured interviews with sub-samples of beginning teachers". The questionnaire data allowed us to "distinguish three broad teacher 'types' in terms of their experiences of induction and the associated mentoring". In relation to these types they explored "differences and similarities in the extent to which mentoring functions are distributed in schools, the extent to which different mentoring relationships allow beginning teachers to be empowered in their work, and the particular uses made of review and target setting and the value placed on these processes by beginning teachers and their mentors". In essence, they found that "best practice for 'developmental mentoring' involves elements of challenge and risk-taking within supportive school environments with clear induction systems in place and strong school ethos in relation to professional development".

Schelfhout *et al*. (2006) this study investigates possible approaches within teacher training which could encourage student teachers towards learning-focused teaching activities. Teacher training must take account of

this knowledge when educating the teachers of the future. The main question is "whether students from institutions where these activities were taught in a more inductive way pay more attention to these aspects during teaching practice than those from other institutions". This inductive approach is "concretized by the following: (a) modeling of these teaching activities by the teacher trainers; (b) coaching the teaching practice experiences band giving hints; (c) taking the students' learning experiences as starting points for reflection. Three existing teacher training institutions were chosen to provide different and ecologically valid settings in a feasible way. Comparisons of the institutional approaches with the approaches during teaching practice confirm the importance of an inductive approach in which different practice experiences, systematically aimed at making the students restructure their conceptual frameworks of learning and instruction, are used for reflection".

Valcke *et al.* (2007) in their study titled as "ICT teacher training: Evaluation of the curriculum and training approach in Flanders. A policy-evaluation study was set up of Information and Communication Technologies (ICT) teacher training in Flanders", with a lot of emphasis on the below mentioned questions: "(a) What is the validity of the content and format of the teacher training, and (b) to what extent is the ICT teacher training linked to policies of schools? In-depth interviews were organised with respondents of primary, secondary, and adult education schools". The results indicate that "ICT school policies are not well developed and reveal a partial match

between policies, needs, and the actual in-service training. Innovative applications of ICT are not promoted. The supply-driven approach, the school-based nature, and follow-up activities are questioned".

In a study Ifanuyiwa and Akonsola (2008) investigated the effects of self and co-operative instructional strategies on senior secondary school student's attitude towards mathematics; the effects of locus of control and gender were also investigated. The study found that no significant main effect of locus of control and gender on the participate attitude towards mathematics, it was concluded that mathematics teachers should be trained to use self and co-operative learning packages in the classroom.

Charles, *et al.* (2010) had evaluated "the impact of a specific program on the training of pre-service teachers" The program consisted of "alternating periods of 'condensed' and autonomous classroom work and training sequences with university supervisors and cooperating teachers in order to prepare for these practical work periods". This study showed "the questionable impact of programs that alternate condensed and autonomous classroom placements with training sequences to prepare for them, with CTs and USs separately". Study also showed that "CTs and USs helped PTs to develop professionally in this type of program. In addition to offering PTs opportunities to learn new work rules, they particularly helped them to evaluate how closely their own teaching activity conformed to these rules

that, in fact, characterize and define teaching". From this perspective, "the PTs perceived the sequences with the CTs and USs as meaningful. The training given by CTs and USs seems to be effective only when it provides PTs with diverse examples of how the stated rules are followed and the circumstances in which this occurs. The activity of CTs and USs should permit PTs to give meaning to, interpret and adapt to the singularity of their classroom and/or training experiences".

Guasch, Alvarez and Espana (2010) attempted to shed light on the competencies of university teacher. is the rationale of the study is "to identify the achievements and difficulties in a specific formative experience in order to assess the suitability of this conceptual-methodological framework for the design of training proposals aiming to develop teachers' competencies for virtual environments in higher education". The first result shows "the reinforcement of notions and conceptual knowledge on the conceptual and methodological basis for collaborative virtual learning". The second result of the workshop shows "the teachers' adoption of a critical analysis position in relation to the usefulness of the technological resources available for collaborative learning processes". Concerning this, the opinions of the teachers taking part in the workshop concurred in pointing out two essential requirements a ICT tool and/or resource should meet for it to be considered useful in collaborative teaching/learning: as a support for teachers' social function in a virtual environment in terms of facilitating and guiding learning

and as a support to virtual knowledge construction and learning. Third result suggests "knowledge transfer, because the participants manage to convey content learned in practice, by designing collaborative study activities for their own subject matters".

The findings of Coghlan and Brannick's, (2010) study were subjected to both "qualitative and quantitative analysis, the former through the use of the SPSS statistical analysis tool and the latter through an ethno-linguistic approach". The study found that, "in the views of trainee teachers (third person), the use of technology devices can significantly facilitate the promotion of more collaborative approaches to giving and using feedback in their professional development if certain conditions were met". The study concluded that, "while these approaches are highly desired by trainee teachers who see them as more helpful than the prevalent teacher-centered approach, there is the need to develop a conceptual framework for its implementation".

Morge, Toczek and Nadia (2010) evaluate "the impact of a training program on training physics and chemistry teachers, focusing on the way pupils' explanations are dealt with during teacher-pupil interaction. In order to ascertain how the training program alters the teachers' practices while they are actually teaching, the recordings of the sessions are analysed". The 'qualitative analysis' of the recordings of the sessions shows that "teachers, after training, are more ready to take pupils' productions into account, use a

greater number of appropriate arguments, and are more frequently aware of pupils' misconceptions". It has been observed, through a 'quantitative analysis', that the achievement of pupil, whose teachers undertook the complete programme, underwent a drastic improvement. .. The findings show that "de-contextualized training has little impact on the way pupils' explanations are dealt with". On the other hand, the findings show "a significant change in practices (and a clear progression in pupil achievement) as a result of a training program aimed at teachers gaining contextualized professional knowledge". The findings of this research seems to highlight that "a training program focusing on management of interactions in science teaching can have a positive impact on pupil performance".

Ojo and Sowe's (2011) study was driven by two separate but interrelated issues. First, it was driven by "the desire to explore the effectiveness of technology devices in the structure of professional development of trainee teachers". Second, it seeks to "explore the extent to which such technologies, as reflected in the use of digital recordings in the process of self-reflection by trainee teachers, can contribute to a shift to more collaborative feedback and active reflection". The study surveyed "the views of trainee teachers in two colleges through the use of a questionnaire and through a focus group discussion in consonance with the integrative approach to action research which acknowledges the importance of the voice of the third person".

Dumitriu and Dumitriu (2011) conducted a study which relies on "the theoretical premises concerning the development of professional competences of the beginning teachers". The starting point is "the operational model that integrates seven categories of competences: cognitive and meta-cognitive, methodological, communicational and relational, evaluative, psychosocial, career management, as well as ICT competencies". The goal of the study was "to propose and validate a program meant to improve the psychosocial competences of the beginning teachers".The below mentioned aims were established to conduct the research: "development and pre-testing of the tools for the experimental model; initial evaluation of the psychosocial competencies, design and course of a program of formative activities that lead to the improvement of the psychosocial competencies; final evaluation of the psychosocial competencies". As research methods they used: "the formative psycho-pedagogical experiment with repeated measurements (test – post test), analysis of the products of teachers' activities (projects, competencies portfolios), psycho-pedagogical observation, and statistical methods". The stages of the "psycho-pedagogical experiment" are the following: "initial evaluation of the level of psychosocial competences of the beginning teachers, design and application of a program of formative activities that leads to the improvement of the psychosocial competences". Statistical facts obtained during the research show "significant differences with respect to the results obtained by the beginning teachers at the evaluation applied at the end

of the formative stage, compared to those obtained at the initial evaluation". The results of this research can contribute "to the optimization of the initial training program of the beginning teachers, and support their psycho-pedagogical training for better socio-professional integration".

Mata (2011) conducted a study on "methodological competences in beginning teachers. The purpose of this paper was "to propose and validation a program for development of methodological competences in beginning teachers". In order to undertake the research other objectives such as, "elaborating, validating and pre-testing the instruments for experimental model; the final evaluation of methodological competences; establishing the formative activities for competences development and the final evaluation of methodological competences", were established. The research utilized the "psycho-pedagogical experiment and statistical methods". The result of statistical data analysis of experimental research indicates "significant differences between the results obtained by beginning teachers at the evaluation tests of final stage, compared with those obtained in the initial stage". The research results contribute to "highlighting the role of the training strategies on the development of methodological competences in beginning teachers".

Picci, Calvani and bonaiuti (2012) conducted astudy to "examine teachers' perspectives of technology, taking into account both their explicit

and implicit evaluations since the use of digital video offers interesting opportunities in teacher training, particularly the possibilities provided by video annotation, whereby people can add and share comments and opinions on the same videos, even from different places. Different methods of using video annotation for training are compared, one based on its individual use, another supported by various types of tutorship". The data were collected and analysed first through a "quantitative phase, followed by an in-depth qualitative phase". It is pointed out that "to make this technology fully operational it is important to address the cultural and psychosocial aspects that control the emotional conditions which arise when one's teaching behaviour is being observed and assessed". They were not knowing "what would happen in different, more advanced contexts, with subjects more familiar with the technology, and after specific training to better enable the methodology to be mastered and shared". However, our data are sufficient to bring to light "the presence of the emotional dynamics aimed at safeguarding personal self-esteem and at reducing exposure to personal risks, a dimension that should receive more attention in further research. The teachers explicitly acknowledged the importance of technological innovation and were ready to accept forms of remote observation and interaction with external expert tutors, but generally they were concerned about comments received from colleagues and preferred not to expose their teaching behavior to an open audience".

Alhossainis and Ketabib (2013) have sought to compare teacher training courses to find out the differences in terms of programming and materials in teacher training courses. Questions regarding study time, offered courses, employment changes and practicality of training are asked. To conclude, "it can be suggested that a more unified, goal oriented, and to the date teacher education system is needed in terms of study hours, course content, employment opportunities, and course practicality to have better EFL classes". What can be concluded from the above discussion is that, "teacher training in Iran needs serious changes in terms of planning for study hours, course content, employment reconsiderations, and the degree of practicality needed for such a vocational practice of teaching. As much as it is true about all teacher training majors, EFL teacher training needs even more consideration, due to the low quality training systems available to these teachers".

Gil *et al.* (2013) conducted a project to assess teachers' perceived training needs on inclusion. An ad hoc survey to assess the perceived training needs for promoting inclusion of school teachers was developed utilizing sample of 200 teachers. Authors used an assessment tool developed ad hoc for this research: the Teacher Education for Inclusion Assessment Questionnaire (CEFI).. The results showed several perceived training needs in teachers related to issues for participating in the processes of transforming schools into inclusive settings and to inclusive methodologies to be implemented in

schools: Factors received medium-high scores denoting medium-low perceived training needs on inclusion. The highest scores were obtained in factors community involvement, leadership and teacher training. By contrast, the lowest scores were obtained on factors resources and support, curriculum and education policy. This means that the main needs of teacher training on inclusion focus on methodological and curricular elements for transforming schools into more inclusive settings; gender differences on perceived training needs were found; some differences based on the age of the respondents were obtained.

Gurtekin and Baskan (2013) prepared a paper on the teacher training process in the History of Turkish and Cyprus Turkish Education has been studied and the topics regarding the teacher training policies developed in accordance with the requirements of the period and the teacher training in the national education councils and the development plans within this period have been scrutinized and the details are hereby presented. They made several suggestions: At the national education councils, strict attention should be paid in establishing a teacher training policy that will not be changed according to the view, opinion and attitudes of the political powers, and be open to improvement; attention should be paid to effective collaboration between the Ministry of National Education, faculties of education and schools at which practical training is given for the purpose of contributing to the education and social life, in order to improve the teacher training quality both in Turkey and

North Cyprus; in order to remove the imbalances with respect to teacher distribution especially in Turkey, encouraging action has to be taken urgently; in the Cyprus Turkish Education System, especially at the national education councils, a more extensive teacher training and in-service training system for the secondary school teachers should be emphasized as is the case with the training of the pre-school teachers and the in-service training of the teachers. It is thought that the Cyprus Turkish teacher training issue can be solved to a large extent with the contribution of the classroom teacher departments of the faculties of education of the existing universities as well as the Teacher's College and cooperation with the MNE in this respect will be beneficial.

Trif & and Popenscu (2013) analysed literatures and the study indicates the reflective diary as an effective tool for teachers' professional training. Used as part of the activities of pre-service teaching practice, it is a tool for descriptive, reflective and or critical recording of professional experiences lived by the teacher trainee in teacher training situations. The reflective diary helps organise the activity of guided analysis of pedagogical practice experiences aimed at; identifying students' own needs, interests, training motivation, the degree of mastery of past acquisitions, shaping an accurate image on their effectiveness in practical teaching situations. The analysis, processing and interpretation of such a structured reflective diary is focused on the following areas: characterizing the school climate factors where students conduct teaching practice; analyzing the relationship between

the school mentor and student; identifying the strengths and weaknesses in terms of classroom management. In essence, the core value of drawing up the personal diary is personal reflection, which has the potential toenrich the training characteristics of a learning situation in general and to identify the characteristics oforganizational environment of educational units in particular. Moreover, another advantage of the request of completion of such a diary of reflection turns the students into real scholars of the educational practices and can be extremely useful in ensuring the transfer of their own experience in similar study situations. They proposed within teaching practice to use the personal diary with reflective character, especially for the training and professional development plan of future teachers.

Sirisom & Sopeerak (2013) conducted a descriptive research to explore factors influencing the success web-based training for teachers of the secondary educational service area office 30. Participants in this study were 315 teachers of The Secondary Educational Service Area Office 30 from 2,398 teachers and stratified random sampling method were used to select the subjects. Data were collected from questionnaires. The descriptive statistics used to analyse data were frequency, percentage, mean, and standard deviation. The test of assumptions used linear multiple regression equation at the statistically significant level 0.05. The multiple correlation coefficient (R) was 0.921 30. Study found results that the achievement expected from the Web based training of teachers under the Office of Secondary Education

Service Area 30 has been in high level or at the mean level 4.03 (S.D. = 0.76).

Trainees can also choose things to learn as flexibly and comfortably as they

can with no limitation on time and location. They can review lessons and

contents all the time and that can make trainees feel free and comfortable to

learn.

Counsel *et al.* (2000) in their paper argue that "subject-related

educational research can play an important role in trainee teachers' learning

since it provides a disciplined perspective from which trainees can derive new

ideas and understandings related to their own developing practice as well as a

critical basis from which to formulate, examine and justify their views

through reference to a wider, collective pool of experience". However, the

authors strongly argue that "research will only contribute usefully to trainees'

learning provided certain fundamental principles governing the inclusion of

research within the structure of the training course as a whole are applied". In

the first section of the paper the authors define "ten necessary principles

which determine the conditions for successful use of research-based ideas in

trainees' learning". it is argued that "Research-based ideas introduced on a

training course, must be seen by trainees, and subject mentors, to have a

significant practical relevance with regard to classroom practice. The ideas

and arguments must be carefully selected and strategically integrated within a

course and must elicit informed critical evaluation". The second half of the

paper consists of "two illustrative examples of how these principles are

applied in the integration of two research-based ideas ('inductive grammar teaching' and 'Interpretations of History') on the Modern Foreign Languages and History PGCE courses at the University Of Cambridge School Of Education". Paper argues that "educational research can play an integral role in the development of student teachers' learning".

2.4 KNOWLEDGE SKILL AND ATTITUDE

According to Tom (1975) "one of the constants in teacher education is the contention that supervising teachers are inadequately prepared for their role. In response to this situation, teacher educators have devised a variety of workshops, course, and training programs. In spite of creative training approaches, it is doubtful whether potential supervising teachers are being provided with skills they need to direct student teaching experiences". His assumption goes like this: "potent training technologies are of minimal value unless accompanied by carefully developed training materials. Since such materials are organized around specific skills and contain a sequence of training for each skill, they enable a training technology to focus its full power on a limited target".

Corson (1991) discussed "new attitudes in education systems to minority languages and cultures are evident in many places". This article argues that "the starting point for solving these problems is an understanding

of the realities of the cultural community immediately beyond the schools boundaries".

Hargreaves and Fullan (1992) explain that "the new institutional structures of teacher education have also been established in the districts, the formal teacher education programmes they offer continue to follow a top-down approach and are mostly devised and founded at the state or even national level, following the internationally dominant 'skills and knowledge based' approach".

Kydd (1992) commented on the "trends in the status of teacher education can be examined through proposals for alternative models of course structure and delivery and the implications of these for teacher trainers and teachers". The article implies that "there exists a political will to move responsibility for teacher training from colleges to Education and Universities to 'training' schools". It indicates that, "while the introduction of a Market led education services suggests greater autonomy for teachers and schools, the reality is that through strengthening the role of bureaucracy in education, the government retains strong central control over the whole service".

Melton (1995) examined ways in which "inter-relationships between knowledge and skills can lead to important links between education and training to the considerable benefit of each". In particular of reviews the variety of ways in which the acquisition of knowledge can contribute to the

development of competences and conversely the variety of ways in which the development of a broad range of skills can contribute to the acquisition of knowledge.

Reid and Jones (1997) were asked to secondary school teachers, trained as power mentors, about their new role. 2 years after the introduction of school based ITT. The study concluded that "the mentors have reached a stage where continued experience in the role will not lead to improved skills. Mentor empowerment does appear to be a viable. Model of mentioning in school based ITT, but continued training and changes in the type of support available is necessary".

Whatman (1997) argues for a "redefinition of teaching as a performing art and for teacher education to be remodeled accordingly". It is suggested that "a teacher education program right most profitably prepare beginning teachers for the complex roles of teaching by focusing on the skills of improvisatory performance and on intra and interpersonal skill development".

Ciges and Lopez's (1998) study focuses on "teacher training with a view towards developing favourable attitudes regarding intercultural education and cultural diversity". It was an analysis of "Spanish multiculturalism, together with the lack of systematic teacher training in the area of intercultural education, a fact which was revealed by are view of the educational program and strategies developed in our country", has led us to

propose a training course which improves the attitudes of teachers and educators towards intercultural education and the ever-growing cultural diversity in our country. The study, carried out using "a quasi-experimental methodology and based on the Theory of Reasoned Action", revealed that "this type of training program favours a positive predisposition in teachers towards the development of intercultural program in schools, a fundamental element in promoting a further dissemination of this particular focus throughout the whole of the educational system".

Rim, Kaufman and Sawyer, (2004) explore "the way in which experiences with a relational approach to education, the responsive classroom (RC) approach, related to teachers' beliefs, attitudes and teaching priorities". Findings showed that "teachers who reported using more responsive classroom practices reported greater self-efficacy beliefs and teaching practice priorities that were consistent with those of the RC approach".

Hyden and Rike (2005) report on "aspects of an evaluation of term-teach. A distinctive feature of term-teach is that it includes training in both de-escalation skills and physical interventions, known as positive handling strategies". Findings from the study raise questions about "the training needs of staff in mainstream schools and the extent to which they can be excepted to respond appropriately in the relatively rate critical incidents that necessitate physical intervention".

Schechtman, Levy and Leichtentritt, (2005) evaluated "outcomes and implementation processes of teacher training in the Life Skills Training (LST) program". LST, an education program that teachers administer to students, training teachers in the program usually is performed in a group format within the school faculty. Results indicated that "teachers with 2 years of training had significantly higher scores on work environment and self-efficacy measures than did teachers with less training". The study highlights "the need for educators to allow enough time for training teachers in the program".

Levy, Eylon and Scherz's. (2008) describe "a general model for skills instruction and its implementation through the program 'Scientific Communication' for acquiring learning skills". The model is characterized by "modularity, explicit instruction, spiral integration into contents, practice in various contexts, and implementation in performance tasks. It requires flexible planning and implementation by the teachers". The study investigated "how science teachers implemented this model for a two-year period". Results show that "they coped with this task by customizing the program; they underwent a positive change in perceptions about skills instruction, instructional models, using instructional materials, influence and involvement in school and beyond".

Looy and Goegebrar (2007) argue for trainees and qualified teachers setting up and conducting research in this teaching practice. The authors

suggest that "this approach could contribute to a stronger tie between theory and practice in teacher training itself, and to a reinforcement of the knowledge basis in the teacher training curriculum and the teaching profession".

Magos, (2007) describes "the methodology and the results of an educational research in the field of Greek minority education". The aim of the research was "to explore whether action-research can help educators from the majority develop empathy for their minority pupils. The teachers' views and attitudes towards ethnically and culturally different students are influenced by prejudices and stereotypical representations, which may result in discriminations. These discriminations in most cases filter out ethnically and culturally different students on the grounds of their ethnic and cultural background". The research showed that "the teachers' training brought changes in their perceptions and attitudes related to their general ideological beliefs concerning otherness, their professional role and their educational work".

Newton and Newton (2009) describe "a problem based learning approach to skill development in lesson planning were subject knowledge was initially weak; it examines student-teacher confidence in an satisfaction with this planning motivation and feelings about collaborative work".

Florian and Linklater (2010) argued that "teachers lack the necessary knowledge and skills to work with "less able" students in inclusive

classrooms". The findings of a new initial teacher education course that starts from the premise that the question is not whether teachers have the necessary knowledge and skills to teach in inclusive classroom. But, how to make the best use of what they already know, when clearness experiences difficulty? The theoretical rational for the development of the course is outlined and examples of how teachers might engage in more inclusive practice are presented.

Cheung (2011) presents a critical review on "writing teacher training research and a reflection of best current practices and desirable directions for future writing teacher training". In this paper, investigator tried "to give a summary of the studies pertinent to writing teacher education and provide suggestions for future research". This paper comprises of three parts. "The first part gives a brief overview of early studies in 2007 on teacher education, highlighting problems in research design". The second part focuses on "the recent research published in 2010". He examined "whether recent research is successful in addressing the weaknesses identified with the earlier studies". In the third part, "conclusion is made by suggesting directions for future writing teacher training research", Cheung argue that, "currently, the focus has been placed on preparing writing teachers to teach aspects like vocabulary and grammar of academic prose, genre, written corrective feedback, and writing assessment. Such studies tend to emphasize on the written outputs, and ignore the writing teachers' attitude to teaching, their educator identity, and their

professional development as writing teachers". He concluded by "suggesting opportunities that await these writing teacher training research programs in the future".

Ciraso (2012) present a study "on the transfer factors, through a questionnaire for teachers of primary and secondary schools. They developed an own instrument to evaluate transfer factors of teacher training, based on the literature review on training evaluation, transfer factors, and change processes in schools; to prioritize and contextualize the variables, they also conducted interviews and focus groups with some important agents in this topic". The results obtained show "some of the aspects where future researchers could act, to improve teacher training transfer". Particularly, they observed that "there is a lack of transfer orientation in the organization of schools; although teachers seem to be very motivated and implicated in the introduction on changes, the way how schools are organizing the processes of analysis of training needs, planning training, evaluating it and establishing ways to integrate the new learning and skills to the centre, are missing some core aspects". Some qualitative results of this research are confirming this interpretation, suggesting that "teachers are learning and applying knowledge to innovate in their class; but there is still a lack of knowledge sharing between teachers of the same school and between different schools; and the school structures, as the departments, needs to learn how to apply the new

learning in creating didactic material, leading new methodologies, driving the new curricular approaches, etc".

Csorba (2013) conducted a study aimed to "highlight the steps taken by the authors of the national training, programme starting by the basis of a training needs analysis, identifying the priority interest areas, planning training solutions, designing training events and resources, accrediting the program, delivering the program, integrating new information and communication technologies, managing training activities, assessing trainees' skills and establishing creative-anticipatory action strategies, in order to create an environment of continuing education in primary education and a culture that encourages and rewards the learning and vocational development". Because, "improving teachers' access and participation in primary education to the continuous training opportunities, based on digital resources and blended learning courses, in order to support the young school children's' key skills training by organizing interdisciplinary learning offers represented, this year, a national strategic priority in Romania". The training program had as an objective the "redefining of the profile of abilities for teachers from the primary education sector through the valorisation of the psycho pedagogical competences defined in a correct vision regarding the preparatory class from the primary education, as a form of student preparation for the future adaptation at the future school years".

Gorghiua *et al. (*2011) present some aspects related to "the teachers and pupils' reactions concerning the introduction and integrating of ICT in the teaching and learning process of various branches of knowledge". The analysis was performed "on a sample of 245 teachers and over 2100 pupils from five European countries involved in the educational process from pre-primary, primary, lower and upper secondary schools". The respondents were asked to "write their opinions about the use of ICT during the teaching and learning process of different scientific topics by filling different evaluation and impact questionnaires designed by the FISTE partnership". The following conclusions are emphasized by the investigators: "positive teachers' attitude was emphasized, on the basis of the teachers' answers concerning the modalities of how to implement ICT tools during the teaching/learning process.; New ideas and innovative ways concerning how to use and blend the new technologies with the traditional methods of teaching/learning were discovered and shared between the participants".

Guskey (1986) presents a model that describes "the process of teachers charge, particularly though staff development programs". The model suggests "a temporal science of events that is hypothesized to classify the process from staff development to enduring change in teachers' perceptions and attitudes". Research evidence supporting the model was summarized and the conditions under which change might be facilitated were described.

2.5 IN – SERVICE TRAINING

Borg, Langer and Wilson (1975) conducted an experiment on in-service elementary teachers. Before and after comparison of training was used with control group. Experimental teachers relieved more favourable post training scores on all classroom management behaviours covered in the training, the differences were generally small and non significant. The level of work involvement and deviant behaving of pupils of the experimental group teachers was also compared before and after the teachers had been trained.

Hanson and Simonsen (2001) examine the context and organization of teacher education. The role and duties of a professional teacher are outlined and programs of teacher education both at pre-service and in-service level are examined. It is discussed that "recent curriculum developments and the organization of the education system, with particular reference to teacher training". It is argued that "current professional development while markedly improved in recent years falls short of preparing teachers for the expectation and responsibilities of the new curriculum".

Sullivan (2002) the literature on training approaches for both pre-service and in-service teacher training has been dominated since the 1980s by reflective approaches. This has undoubtedly influenced the relatively recent introduction of reflective approaches in developing countries. This article

explores "efforts within an action research study of a 3-year (1995–1997) In-service Education and Training (INSET) program, to implement reflective approaches in the training of unqualified and under qualified primary teachers in Namibia". The study raises "'transfer' questions concerning the appropriateness of reflective approaches, as conceptualised in western contexts, for these teachers. It led to the adaptation of these approaches and ultimately the development of an approach termed the 'structured reflection' approach, which was within the professional capability of the teachers to implement at the time of the study". Action research was used to develop this approach. The research suggests that "it is only possible to develop the teachers' reflective skills if reflection is reconceptualised to include another beginning level of reflection to replace the initial level, the technical–rational level", study also suggests that "specific methods, for example, practice and reinforcement and observation, are effective in developing the teachers' capability to reflect, albeit not at a level". In conclusion, "the researcher suggested that reflective approaches to training as conceptualised in western countries were not transferable to the training of unqualified primary teachers in Namibia".

Williams and Soares (2002) examine "perceptions of roles and responsibilities in primary and secondary initial teacher education following a sustained period of increase in the involvement of schools". The paper reports findings from "a survey of higher education staff, school-based mentors and

student teachers, which sought information about their perceptions of roles and responsibilities. A postal survey was followed up by telephone interviews". Study found "broad levels of agreement between all three partners in the training process and across primary and secondary phases". They found "no evidence of a wish on the part of schools to assume greater responsibility for training student teachers. All three parties involved in the survey were able to articulate clearly areas of student professional development where they see complementary roles for school and higher education".

Dyer *et al.* (2004) in their study focuses on "the need to enhance the relevance and quality of pre-service and in-service teacher education in India have long been recognised in official commentaries. Despite the structural innovation of District Institutes of Education and Training to enhance systemic responsiveness to local contexts, training messages mediated through DIETs are largely not having the expected impact on classroom processes". Using "qualitative data generated from six case study sites", this paper examines "in-service training in DIETs and how they have responded to teacher development challenges". It finds that "formal teacher education continues to have low 'ecological validity', and highlights tensions in the recruitment and technical expertise of DIET staff, and in their attitudes towards elementary teachers, that constrain engagement with local contexts". The paper then considers "several aspects of elementary teachers' local

knowledge which underline the need for a review of the dominant 'skills and knowledge' approach to teacher development pursued by DIETs". It argues that "training must shift its focus from skills to an engagement with the pressing question of teachers' will to adopt training messages in current contexts". The paper closes with "discussions of how teachers' professional agency can be promoted, and further considerations of how teacher education can be strengthened in pursuit of quality in a context of decentralization".

Murphy, Delli and Edwards (2004) explore second grade students', pre-service teachers', and in-service teachers' belief about good teachers and good teaching. Results indicated that "beliefs about good teaching seem to be formed at an early age with clear distinctions between second grade students and in-service teachers".

In a study Edwards, Higley, Zerath and Murphy (2006) examined the entered to which pre-service teachers see themselves as capable of performing persuasive pedagogical practices compared to more general teaching practices as operationalized on well-researched measures of teacher efficacy. Results indicated that "undergraduate enrolled in pre-service teacher education courses perceived themselves us less capable of performing persuasive pedagogical practices than more generally accepted practices. Pre-service teachers perceived they were more capable of altering students' knowledge about content than at modifying their beliefs about content".

In a study Nel (2007) explored that the training needs of in-service educators and the training strategies. The study revealed that "all the respondents acknowledge that inclusive education and training cannot be avoided and also needed to change the training of all students and teachers".

The article of Nicolaidis and Mattheoudakis (2008) explore "the long-term effectiveness of in-service teacher training courses for English as a Foreign Language (EFL)". The data discussed in relation to "strategies for optimizing teacher training services and implications are drawn for the implementation of change in a broader educational context".

Phtiaka and Symeonidou (2008) examine "one important dimension of inclusive education: the development of in-service teacher education courses". Using an example from Cyprus, it discusses "the issue of contextualizing teacher training courses to suit teachers' prior knowledge, attitudes and beliefs about inclusion". The paper considers "some of the findings of a survey about issues relating to inclusion". The findings suggest that "teachers' conceptualizations of inclusion are problematic". According to the findings, "teachers tend to think on the basis of a medical and charity model and they favour special schooling for specific groups of children". The discussion considers "how a training course for inclusion can be academically robust and professionally useful, while at the same time taking into consideration teachers' prior knowledge".

The aim of Altun and Gok's (2009) study "is to determine what kind of an in-service teacher training program teachers want", in other words, "to determine how is the ideal in-service education according to the teachers". As it is aimed to expose "the existing situation it is a descriptive modeled study". "Quantitative research method" has been used for the "data collection", "data analysis", and "interpretation of the data". To analyzing the data "conjoint analysis" has been used and these analyses have been done with "SPSS 11, 5 packet" program. In addition in the study it has been researched "whether the expectations of the teachers from an in-service teacher training program change according to gender and working experience of them". According to the results, "teachers firstly stated that the training should be held in seminars and then it should be held in the same province with the school. Teachers perceived the seminar times as a waste of time and they wanted to spend this time more effectively and this could be reason why teachers preferred this". This finding of the study is consistent with the findings of Briers & Edwards's (1998) study "which was that 69% of teachers wanted to participate in-service training in their hometown". Based on this finding, it could be recommended that "the in-service training programs be organized in provinces where teachers work". After that, another point that was paid attention was "the fact that the person who gives the training should be a teacher with PhD degree; in other words, a person who is an expert on the issue".

Oztakin (2009) aims to designate "the in-service training needs of the social studies teachers within the context of lifelong learning and in accordance with the viewpoints of the social studies teachers by employing qualitative research methods and procedures". In identifying the views of the teachers, "a questionnaire with open-ended questions" was used. The data received from the "questionnaire is categorised and expounded under various topics". As a result of the research; "teachers expressed their opinions on the areas which demand in-service training, on how this could contribute to their professional improvement, and they stated their in-service training problems as well as their expectations from in-service training both in theory and practice". Teachers asserted that "the in-service facilities, and the related planning, physical conditions and financial resources for the social studies teachers were insufficient". Moreover, they expressed "their reaction to the deficiencies of in-service training as well as their unfulfilled expectations with regard to this approach".

Seferoglu's (2010) paper attempts to present "ways of improving the quality of teaching in schools by enhancing professional development of teachers through providing professional communication among them and guiding them to work together, creating an environment in which they share experiences and support each other". Literature on the improvement of the teaching profession suggests that "professional development is a necessity for better teaching and better schools". Therefore, "supporting the continual

development of teachers is important". However, in order to improve the quality of teaching, "teachers should be given opportunities to grow professionally. Although, traditional forms of professional development are quite common, they are widely criticized as being ineffective". On the other hand, "reform type professional development activities provide teachers opportunities for professional development within a regular work day. Those types of professional development may be more likely to make connections with classroom teaching, and may also be easier to sustain over time". It can be concluded that, "no single strategy will always work in every school, for every teacher, all of the time". Therefore, "customization of the programs according to the needs of the program participants is needed".

Bullough and Kenyon (2011) explore teacher motivation and well-being. The study focuses on two central concepts, the motion of a calling to teach and of teacher hopefulness. Results indicate that overwhelmingly, both pre-service and in-service teachers fell called to teach and have high levels of hope. However, these are some differences between pre-services and in-service teachers and among in-service teachers based on years of experience.

Harrop and Swinson (2011) make a comparison of "teacher talk directed to boys and girls and its relationship to their behaviour in secondary and primary schools". There have been "a number of earlier investigations, using differing methodologies, into the extent to which teachers in the

secondary school interact with boys and girls", and the results have suggested "an imbalance in the teachers' verbal behaviour towards the genders that is quite similar to the imbalance found in teachers' behaviour in the primary school". The main aim of this study was "to devise an investigation using the same methodology as that used in a recent primary school investigation in order to be able to make a fair comparison between the two levels". The results showed "considerable differences in the teachers' verbal behaviour towards the genders in the secondary school from that of teachers in the primary school". Where the primary school data showed "teachers interacting more with the boys than the girls and the boys being less on-task than the girls", the secondary school data showed "no such differences".

Bozkurta et al (2012) aimed to determine "the secondary school teachers' opinion about in-service teacher training programs in Turkish Educational System". In order to provide in-depth information, "the focus group interview method" was used in this research. The participants of this study are "nine secondary school teachers". The findings revealed that "teachers strongly desire to receive trainings on curriculum, scientific developments in their own fields, drama and theatre". Teachers suggest that "a needs analysis should be conducted in order to inform for planning of trainings". In this study, "teachers emphasize as positive opinions of in-service trainings as letting them to keep track of new developments and making a positive influence to their professional lives". Also, they think that

"they are provided the opportunity to share problems and thoughts with their colleagues". On the other hand, "teachers reported the negative opinions of in-service trainings as the inadequacy of the instructor qualifications, training periods and environments".

Gunes *et al*. (2012) conducted a study is to state "what the Science and Technology Teachers' thoughts about in-service training, and which subjects they need to have in-service training". The research is done by asking "3 open-ended questions to 12 Science Teachers and 11 Primary School Teachers and by doing oral discussion with 11 Primary School Teachers". Data were analyzed and commented qualitatively. Teachers specifically requested to have "in-service training about teaching methods and techniques, using laboratory materials, experimental and computer applications". Since the identity and the career of the trainer effects "the reliability, qualified people must surely be charged in in-service training". For the success of the program, investigators figured that "the lack of all these issues of the teachers' that need to have in-service training should definitely be removed". In-service trainings to be carried out must be organised in a way that "they secure the development of the teachers' vocational qualifications and skills, practically oriented and considering the needs and the branches of the teachers. The teachers should be allowed to practice through plenty of examples in the process of in-service trainings. The implementation of in-service trainings should be evaluated through oral and written feedbacks from

teachers, there should be attempts to determine the problems and troubles teachers encounter in the implementation".

Kavak (2012) conducted a study to determine the opinions of the primary and secondary school teachers about in-service teacher training programs. In-service Teacher Training Inventory (ITTI) was used for this study. The main results of this study showed that, participants are moderately satisfied in-service teacher trainings. Teachers don't prefer distance learning although nearly all of them have computers and internet access at home. According to teacher's opinions, in- service teacher trainings should be carried out in teacher's own schools, within working hours, by university lecturers who are experts in their fields.. Teachers also strongly desire to receive training on concepts and scientific developments related to their subject matter, new approaches for instructional strategies and methods, student's learning difficulties and misconceptions, stress and conflict management.

Anca (2013) examined "the competency profile of the modern language teacher of the XXIst century in Europe, with emphasis on his general needs of initial and in-service training, which are responsible for the shaping of a creative space for the study of foreign languages and of a "rejuvenated" portrait of the nowadays' linguistic educator". The teacher's proficiency profile and the occupational standards which define "the teaching

career are in the centre of European debates on education topics in the last years, a significant attention being paid to all the challenges that decision makers face all the time". To ensure a coherent and effective professional training program "it is necessary to continuously improve the trainers' vision on the entire students training route, so that to ensure the professionalization of the training process for the teaching career, by using the profession model and the professional standards as a starting point in designing the training activities, as a support in their achievement, as well as a reference system in evaluating the effectiveness of the professional training process".

Ahmadi and Keshavarzi (2013) conducted a survey of in-service training programs effectiveness in teaching skills development from the view-point of students, teachers and principals of guidance schools in Shiraz. Of all guidance-school teachers of the four districts in Shiraz who were participating in in-service training classes of geography and Arabic, and their principals as well as their students, 150 were selected according to clustered-sampling method to investigate the relationship between the effectiveness of in-service training programs and teachers' teaching skills. Results showed that there is no concern to the teachers' educational requirements, and no correlation between cultural context and education is seen. Since these programs are run by people who do not teach, they are not effective; therefore, teachers' educational programs should be reorganized.

Garcia, *et al*. (2013) studied "the effectiveness of teacher development and ICT for in-service teachers. Eighty-five teachers participated in a year-long program in which they learnt to use ICT with the purpose to apply that knowledge into their teaching". The program consisted of "three training modules: information and operating systems; Interactive tools; and multimedia materials and teaching strategies". As part of their training they "completed a Likert type questionnaire (154 items) about (a) ICT uses, (b) attitudes in classroom and (c) satisfaction with the training received (Cronbach alpha = .89). Descriptive statistics, Factorial Analyses and ANOVA were applied to data". Main findings from the third part of the questionnaire indicate that "teachers were highly satisfied with the course syllabus: specially the methodology and the resources". A second reading shows that "the learning of teaching strategies and creation of new materials for classroom (module 3) was better valued than the learning of technical skills to manage the suggested programs and technologies". Conclusions point out that "advancing towards an effective use of ICT in classroom would further require guided mentoring in practice and peer collaboration besides traditional training". Eight courses were organized in a ten-month program in which the teachers learnt to use ICT with the purpose to apply that knowledge into their teaching.

Bilgina *et al*. (2011) conducted a study "to determine practicing teachers' views on planning, implementation and evaluation dimensions of

the primary curriculum and differences between those who have participated in in-service courses and those who have not". This survey was "carried out with 259 practicing teachers in primary schools". Findings showed that "those who have participated in in-service training courses and those who have not share similar points of view in these dimensions of the new primary curriculum". In the light of these findings it was recommended that "time allocated to in-service courses need to be increased and more teachers need to be reached through these courses". Investigators added that "the attitudes of teachers and administrators towards curriculums should be positively developed in order to plan and apply the curriculums more efficiently".

From the reviews done so far and classified need for training could be highlighted and significance of scientifically verifying training needs was also understood.   Methodology and Technology related studies were also reviewed. Mainly training was concentrating upon knowledge enhancement, skill development and attitude change. There were also reviews on in-service training.

Majority of them were on the target population of the present study, teachers. The present study is making an attempt to explore the training needs of high school teachers of Kerala; to hit them out it may be utilised in further scientific designing of teachers training. An attempt was also planned to

design, try out and finalise a list of training modules, on one of the identified needs.

2.6 PROBLEM OF THE PRESENT STUDY

Training Need Analysis and Designing of Training Modules in Selected Organizations.

2.7 DEFINITIONS OF KEY TERMS

Training Need Analysis: Training need analysis is conducted to determine whether resources required are available or not. It helps to plan the current status of an organization, areas where training is required, and also highlights the occasions where training might not be appropriate but requires alternate action.

Designing: Developing, testing and finalizing

Training Modules: Participating activities / simulations developed to be utilized during training sessions.

Selected Organizations: In the present study the selected organization are Government sector high schools and other academic training centers. Here the target trainees will be high school teachers.

2.8 AIM AND OBJECTIVES

- To identify and verify the training needs of high school teachers in Kerala.

- To design, try out and finalize training modules for one of the needs identified.

Chapter Three
METHOD

- *Phase 1 : Descriptive Interview*
- *Phase 2 : Semi-structured Interview*
- *Phase 3 : Focused Group Discussion*
- *Phase 4 : Observation*
- *Phase 5 : Case Study Analysis*
- *Phase 6 : Questionnaire Preparation*
- *Phase 7 : Module Preparation*

Research methods may be understood as all methods/ Techniques that are used for conduction of research. Research methods / or techniques, thus, refer to the methods the researchers use in performing research questions. In other words, all those methods which are used by the researcher during the course of studying his or her research problem are termed as research methods.

Research methodology is a way to systematically solve the research problem it may be understood as a science of studying how research is done significantly.   In this investigator's undergo the various steps that are generally adopted by a research in studying how research problem along with the logic behind them. It is necessary for the research to know not only the research methods/techniques but also the methodology.

The present study adopted a specific methodology which had the following features.

- Initial pilot study to explore training needs of teachers

- Multiple methods were adopted to identify different training needs of teachers.

- More and more methods were adopted to identify the training needs and confirm it through multiple results.

- Rapport was established with the participants in different levels and they were allowed to open up and being observed.

- Case studies were analyzed to verify the results, in educational sector.

- Active, unbiased listening was adopted.

- One of the identified needs was selected to develop modules.

- Developed modules were tested, analyzed and finalized.

Multiple methodologies were utilized so as to go in-depth into the data and to confirm the validity. These were altogether 7 phases in this study. As an initial exploration to collect data and get an orientation towards the research area, the investigator had conducted interviews with the sample (teachers). The details are as follows:

3.1 PHASE 1: DESCRIPTIVE INTERVIEW

Bingham and Moore have described interview as- "a conversation with a purpose". As a research tool or as method of data collection, interview is different from several interviewing with regard to its preparation, construction and execution. Interview as a research tool is an oral type of questionnaire or schedule whereby the subject supplies worked information in a face to face relationship. The dynamics of interviewing however involve much more than an oral questionnaire. Interview is verbal questioning. It is based on a process

of communication or interaction between the interviewer and the interviewer or the respondent.

Interview provides insight into unexplored dimensions of the problem. The interview can prove to be effective exploratory device for identifying new variables for study and for sharpening of conceptual clarity.

3.1.1 Unstructured/ Descriptive

In the unstructured/ descriptive interviews there are not specifications or the working of the questions or the order of the questions. The interviewer forms questions as and when required. The structure of these interviewers is flexible, being presented in the form of guide.

3.1.2 Structural Interview

It is based on the structured interview guide which is little different from all questionnaire. In regarding, it is a set of specific points and definite questions prepared by the interviewer. It allows little freedom to make adjustments to any of its elements such as content, wording, or order of the questions. In the type of interviewing, the interviewer is expected to act in a neutral manner offering the same impression to all respondents. The purpose is to reduce the interviewer's bias to the minimum and achieve the highest degree of informality in procedure.

The interview script consists of open-ended questions defined to probe into five areas.

1.   Interview information

2.   Basic information about training

3.   Core training areas

4.   Existing training

5.   This needs or proposed training

3.1.3 Sample: Consists of 200 male and female teachers from 3 districts of Kerala namely. Malappuram Trissur and Wayanad. This includes teachers belonging to various categories viz. Resource persons, Head teachers, teachers (both experienced and recently joined).

3.1.4 Break up of sample

Table 3.1. Breakup of the sample based on subject expertise.

Subject	N
Language	74
Social science	76
Science & mathematics	50
Total	**200**

3.1.5   Tools: Unstructured descriptive interview was used for the study, which is used to explore the training needs of the participants.

3.1.6   Procedure: The participants were met personally and interview was conducted.   Interviewer was not confined to formal meeting, after fixing appointments, but it included informal talks, casual discussions etc.   The received data from the participants was in descriptive form.   The investigator occasionally relied on voice recorder to collect data. It was later content analyzed to derive more conclusion details. From the collected data, a structured interview schedule was formulated and that extended to Phase II.

3.2 PHASE 2: SEMI-STRUCTURED INTERVIEW

This phase is an extension of phase I. In this, data was collected using a semi-structured interview schedule from the sample. In this phase the interview had designed a format. As per the needs of the hour and wide responses received in the first phase, the tool for the second phase could be designed. This tool also can be extended to larger group.

3.2.1   Sample: It was high school teachers; but a few of them were having experience as the resource persons in the training of teachers. The sample size was 400 (both male and female).

3.2.2 Inclusion Criteria:

- Teachersworked as full time basis.

- Those who are just joined.

- Teachersfrom all subjects.

3.2.3 Exclusion Criteria:

- Those who have aged above 45 years.

- Head teachers

- Teachers worked as 'PD' teachers.

- Teachers who are working as office bearer of teachers associations / organizations.

3.2.4 Break up of sample

Table 3.2. Breakup of the sample based on subject expertise.

Subject	N
Language	200
Social science	100
Science & Mathematics	100
Total	**400**

3.2.5 Tools:

1) Semi - Structured Interview Schedule: A pre- prepared set of question was made to conduct interviews. Some of the questions were added during the interviews to collect more relevant information. The questions were of

descriptive and objective type. The questions were prepared on the basis of training related studies and with the help of experts in education and training, so as to keep up the validity. (Copy added in **Appendix-1**)

2) Content Analysis: As the responses were of descriptive type, they were content analysed data by preparing tables of relevant information.

3.2.6 Procedure:

The participants were met personally and interviewers were conducted after fixing appointment.

Appointment fixing: The time and place of conducting. Interviews were fixed in advance by meeting each participant personally as per the convenience of the respondents. The consent to take part in the study was also sought. The purpose of the study was disclosed while fixing itself so that they could respond with a proper mental set.

3.2.7 Actual Interview

Initial Phase: After establishing a good rapport the personal details and information's were collected. An introduction about the purpose was also revealed.

Middle Phase: This was a direct questioning and answering session. Some of the questions were added as per the responses in order to collect more

relevant information's. Simple to complex method was adopted in this, and altogether there were seven categories of questions which have related to course features, school as an organization, employee related, personal, methodology of training, research interest and resource person.

Final Phase: The respondents were asked to give any other relevant information related with their training needs. The interviews were concluded by thanking for the participation.

3.2.8 Recording of Data: The descriptive data was collected using key note method, where the interviewer had noted down major points of this respondent. The doubts about the responses were also clarified during the interviews.

3.2.9 Scoring: The collected responses were content analyzed by preparing a table of factors related to the needs. The collected needs were classified and discussed, using content analysis.

3.3 PHASE 3: FOCUSED GROUP DISCUSSION (FGD)

A focused group is a group of people from varied background who openly discuss a particular issue, problem, solution or a part of dimension thereof. The Focus Group Discussion (FGD) is a rapid assessment, semi-structured data gathering method in which a purposively selected set of participants gather to discuss issues and concerns based on a list of key

themes drawn up by the researcher/facilitator (Kumar, 1987). It can be formal or informal. Sometimes it is preferable to collect information from groups of people rather than from a series of individuals. As an indispensible tool for marketing researches, the FGD has become extremely popular because it provides a fast way to learn from the target audience (Debus, 1990). Focus groups can be useful to obtain pertain types of information or when circumstances would make it difficult to collect information using other methods to data collection. Focus groups have been used to obtain insights into target audience perceptions, needs, problems, beliefs and reasons for certain practices. The group has approximately 6-12 people who share similar characteristics or common interests. The facilitator creates an environment that encourages participants to share their perceptions and point of view. The data obtained from FGD is descriptive and cannot be measured numerically. It used to get more in-depth information on perceptions, insights, attitudes, experiences.

Mixed methods approaches are used to increase validity of evaluation findings by using a variety of data collection techniques. Because focus groups are one of the few methods in which data is gathered from a group, it is useful as part of a mixed method approach. The questions and the manner in which the focus group is facilitated will vary based on the type of participants.

When the discussion starts, the facilitator should be a neutral third party with experience in group facilitation and needs to be skilled at probing participants' answers. Facilitator can assist with pre-planning activities, such as designing the specific questions to be asked. This assistance early in the process can greatly increase the productivity of the focus group.

The quality of questions asked in a focus group can make large differences in the kind of information obtained. Krueger (1998) gives some tips on how to handle open ended and dichotomous questions in these discussions: - open ended questions are most appropriate at the start of the discussion because they allow participants to answer from different angles. As the possible responses are not preconceived open ended questions give the participants opportunities to express their thoughts and feelings based on their specific situations. Krueger warns that some questions may appear to be open ended but are really closed- ended because they include phrases such as "satisfied", "to what extend", or "how much".

3.3.1. Sample: Sample of FGD in the present study consisted of 6-8 participants, that included Deputy Director of Education (DD), SSA officials, SCERT officials, SIEMAT trainers, State level Resource Persons of teacher training, district level Resource Persons of teacher training, Block Program Officer (BPO), BRC officials, Head masters, Teachers more than 20 years of experience, Experts from District Institute of Educational Training (DIET).

Sample fixed based on the availability, consent, convenience, expertise and years of experience in the field of teacher training.   More than this makes it difficult for everyone to participate and interact. Several group discussions were conducted as part of data collection for specific training needs.   It consisted of both homogeneous and heterogeneous groups.

3.3.2   Mode of data collection: Members for focused group discussions were met personally in advance after fixing appointment at least one or two weeks before the session and time and venue were fixed according to their convenience and they were invited. A letter of invitation sent to each participant, taking into consideration of their expertise in this area. Participants are also reminded about the FGD one day before the session. Then the researcher arranged the venue for FGD.

To ensure attendance, transportation is arranged for the participants from their residence to the FGD venue, whenever necessary. The venue for discussion is a neutral place that is free from distractions and where participants can talk openly. The seating arrangement in a semi circular manner where 8-10 persons can be seated and assured privacy and facilitates interaction among participants because it allows them to freely see and hear each other. The timing of the FGD should be convenient to all participants. While waiting for other participants to arrive, the FGD team can use the time to break the ice by getting information about their backgrounds. To minimize

boredom, FGD were generally not stretched beyond two hours in the present study. It is best to remember the name of the participants, name board placed in front of each participant.

Investigator along with the supervising guide had conducted two Focus Group Discussions (FGD), where as two were guided by an Education expert. Other FGD's were led by the investigator. Place, time, location and duration of FGD were fixed as per the convenience of the participants and there were 6 – 8 members at a time.

Beginning of the interaction was to build up rapport, open up the topic and reveal the investigators' expectation through FGD. This was done in individual settings and appointments were fixed in advance. Topic of research, purpose of FGD and expectations were disclosed, so that they can come for FGD with proper mental set. Identify of other participants in FGD were also told, so as to make comfortable groups. Content and methodology of interaction were told well in advance. The participants doubts related with methodology were clarified. The methodology was made as participative and interactive as possible.

In the beginning of FGD, investigator led it through an initial introductory discussion. It was a debriefing session and to bring the participants thinking to a common focuses of 'teacher training and its current status in Kerala'. Scope, relevance and need for in-service training were kept

open for discussion. Self disclosure and experience sharing were facilitated. Investigator tried to probe the discussion in the direction of objective. During the interaction, key words generated were listed down in a flip chart and it was displayed, later the participants were asked to go through the list. The emotions, the words generated were sought and they were asked to open up the same. Then the investigator prepared a second list of 'generated emotions'. That also was written in a flip chart by a volunteer assistant and that was also displayed. Now the words give the picture of current status of teacher training and the second list about the emotions generated. With this continuity, the investigator asked the third level question, that what can be done to create a change in this? Or how can we try to overcome the negative emotions. The content of discussion later on was noted down without losing major elements. It was later qualitatively content analyzed to generate needs of further training.

3.4 PHASE 4: OBSERVATION

One of the methods of collecting data via direct contact with a person or with persons is called observation. The researcher is expected to analyse the participants in their natural environment without causing any disturbance, since one of the main objectives of qualitative research is naturalism. The researcher is bound to remain throughout the session with the participants. Mainly there are three types of observation. During the course of first type of

observation the researcher is a "passive observer". In the next method of observation the researcher is a "participant observer". The above mentioned are two extreme cases of observation. It is possible for a researcher to have a in between position where he or she may be an "active observer". This is shown in the following figure.

Figure: 3.1 indicates the role of researcher in observation.

Passive Observer   Active Observer   Participant Observer
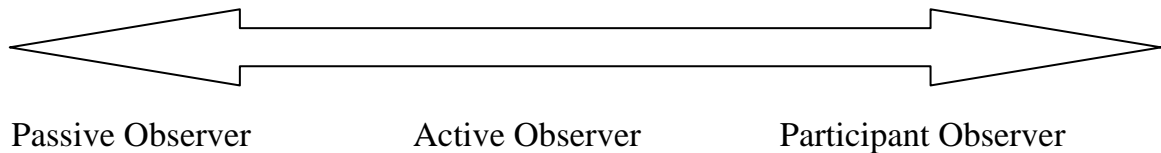
3.4.1 Passive observation

Passive observation could be defined as a method whereby the researcher keeps himself / herself away from the subjects of study and remain as a passive observer. During the session the researcher makes it a point not to disturb either the subject or the subject's natural environment, and collects data. In order to carry out this method of research, the researcher must, first of all, get consent from his / her subjects. For eg: in order to study the interaction of children in school premises, a researcher would simply observe them without getting personally involved.

3.4.2 Participant observation

In this method of observation the researcher assumes two roles simultaneously - as observer and as participant. In other words the researcher would engage in the activities of the persons being observed. While observing the subjects carefully, the researcher involves as much as possible in the day to day life of participants. The researcher adopts tools like recording detailed field notes, interview based on open-ended questions to gather as many documents available in the setting of data as possible. For eg: The researcher assumes an active position with the intention of stimulating subjects, either by showing a film / video and stimulating discussions or by asking questions and observing the way they react the stimulus, to conceive about things which they might never have thought before.

3.4.3 Active observation

There is always a scope for a middle position which the researcher could avail, which lies between passive observation and participant observation, where limited participation is permitted. Though the researcher would remain passive to avoid influencing the natural bevaviours and conversations of his / her subjects, the researcher would intervene actively in the lives of the subjects by entering into their natural settings.

In the present study the investigator had done a participant observation where the participants were undergoing formal training programs.

3.4.4 Sample: Trainers and trainees (3 male and 3 female teacher trainees of each session are primarily targeted) were the participants, where as the group as such received passive observation. The total sample size was 60.

3.4.5   Materials: Semi-structured observation schedule. (Included as **Appendix 2**)

3.4.6   Procedure: Formal permission was sought from BRC, SSA and SIEMAT. The investigator's role was a silent participant in the training. Sometimes he changed his role as participant observer, whenever necessary. The investigator observed each behavior and noted them down. And note down other important behavior of trainers and trainees. Trainer and Trainees were not intervened in any way.

3.4.7   Analysis: Content analysis was used for analysis. Contents were qualitatively analyzed and which were categorized and discussed.

3.5 PHASE 5: CASE STUDY ANALYSIS

Case study is a method of qualitative analysis to exploring and analyzing the life of a social unit. It is an important tool of social investigation. Case study provides a systematic and scientific way of

perceiving or examining events, collect data, analyse information and prepare a report. It is a method of studying a sizeable number of cases. It provides a unique example of real people in real situations. Mitchell (1983) defined case study as a detailed examination of an event (or series of related events) which the analyst beliefs exhibits the operation of some identified general theoretical principles.According to Gomm, Hammersley, and Foster (2000) case study refers to research that investigates a few cases in considerable depth.The case study approach is based on reality. Some of these studies have been conducted in school environment, which was mostly centered on behavioral problems of children.

3.5.1   Mode of data collection: In this phase 5 different case studies of adolescents reported by the teachers were included. They were high school students of age between 13-15 years and those were collected by the investigator as secondary data. They were reported by high school teachers, in which they had experienced difficulty to manage the problem. Lack of difficulty to understand the developmental stage, its hazards and difficulty to manage their issues as part of the job etc. were identified as the training needs. But later analysis was done to find out further training needs.

3.6 PHASE 6: QUESTIONNAIRE PREPARATION

Questionnaire is widely used for data collection in behavioral sciences. It is fairly reliable tool for gathering data from large, diverse, varied and

scattered groups. It is used in obtaining objective and qualitative data as well as in gathering information of qualitative nature. According to Bogardus a questionnaire "is a list of questions sent to a number of persons for their answers and which obtain standardized results that can be tabulated and treated statistically".

For this present study the investigator developed a questionnaire which was meant to identify the training needs of high school teachers. Through different methodology the investigator explored the training needs of teachers and there is a need to construct a training need questionnaire for future research. That was the relevance of questionnaire preparation for the current study.

There was a similar pattern of responses, when used other methods were utilized, so the investigator would like to know whether there is a general pattern in the training needs of the target population, more over if there is a structured methodology that can be adopted for collecting data from a wider population. Here the validity of the questionnaire can be easily fixed from the common pattern of responses from the other methods. This tool can be later utilized for any likeminded researcher for collecting data without spending too much energy, time or other resources.

3.7 PHASE 7: MODULE PREPARATION

Among the identified lists of training needs only one was selected by the investigator to design training modules. It was management of stress, a coping skill. It was selected due to the following reasons

- High frequency

- Could target teachers and students simultaneously.

- It was mainly a psychological need and a life skill urgently necessary for dealing with adolescent issues

- Many training needs were indirectly related to teachers' stress.

In this phase investigator had designed/ collected a list of activities simulations to be used among teachers. They were related to the following content.

- Stress – teachers stress

- Concept – causes – types

- Role of perception in stress

- Identifying own stress

- Classifying stress

- Coping with stress

- Assertiveness

- Time management

- Stress management techniques

The features of modules were as follows

- Interactive / Participative

- Group activities / Group discussions / Interactive lectures

- Adult learning methods

- Brainstorming

- Interactive games

3.7.1 Sample

The activities were implemented as tryout workshops among 4 groups of high school teachers. The sample sizes were 25, 30, 32 and 23 respectively in four groups. That included both male and female teachers from high schools and Block Resource Centers of Wayanad district, Kerala.

3.7.2 Mode of data collection

Group activities were analyzed in the basis of feedbacks, process, interactions and results generated. Expert evaluations were also utilized for the finalizing. After validating, the workshop was prepared for testing the modules. Ten of the modules were selected and others were deleted with justifications.

Table 3.3. Brief description of Training Modules

MODULES	TITLE	No. OF ACTIVITIES
MODULE - 1	**ICE BREAKING**	3 ACTIVITIES
MODULE – 2	**CONCEPT OF STRESS**	4 ACTIVITIES
MODULE – 3	**DIFFERENT KINDS OF STRESS**	4 ACTIVITIES
MODULE – 4	**TEACHER'S STRESS**	3 ACTIVITIES
MODULE – 5	**COPING WITH STRESS**	2 ACTIVITIES
MODULE – 6	**STRESS OUTBURSTS**	3 ACTIVITIES
MODULE – 7	**ANGER MANAGEMENT and ACTIVE LISTENING**	3 ACTIVITIES
MODULE – 8	**ASSERTIVENESS**	3 ACTIVITIES
MODULE – 9	**TIME MANAGEMENT**	3 ACTIVITIES
MODULE –10	**STRESS MANAGEMENT TECHNIQUES**	3 ACTIVITIES

Chapter Four
RESULTS AND DISCUSSION

- *Phase 1 : Descriptive Interview*
- *Phase 2 : Semi-structured Interview*
- *Phase 3 : Focused Group Discussion*
- *Phase 4 : Observation*
- *Phase 5 : Case Study Analysis*
- *Phase 6 : Questionnaire Preparation*
- *Phase 7 : Module Preparation*

This chapter deals with results attained from the present study and discussions of interpretations derived from them. The present study was adopting a multiple methodology and very close rapport was a primary element of the study. As per the methods, the results are also discussed in various subheadings.

4.1   PHASE 1 & PHASE 2 : DESCRIPTIVE AND SEMI STRUCTURED INTERVIEW

After an initial uncontrolled observation among teachers, schools, students and training, the investigator conducted two sets of interview among teachers who had undergone various training program. Initial one was an attempt to get general features of the training they are undergoing now and the second one was a little more specific to penetrate into the limitations they face and needs to be satisfied. So somewhat semi-structured attempt was possible in the second where as the initial one was descriptive and unstructured.

Results attained from both the phases (1 & 2) are discussed together because they generated almost similar results. The difference was that, descriptive interview generated a lot of details related with the status of training received by teachers in the current set up where as more training needs could be directly derived from the structured interviews.

Figure: 4.1. Pie diagram indicating responses about current training programs
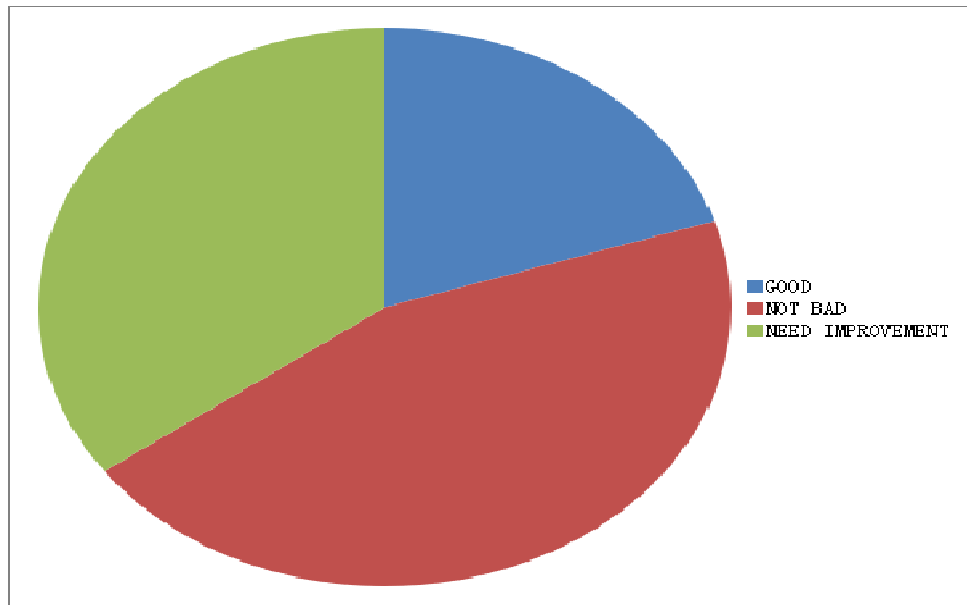
About the effectiveness of the ongoing training program organized for the teachers only 20% of the respondents were of the opinion that it is effective where as 45% opined that more quality wise improvement needed. 35% of the participants pointed out that it is 'not bad', which indicate some of its beneficiary effect and they are somewhat satisfied. This variety of response indicates the need for the improvement of the training programs. As disclosed by the participants' formal training that is going on happens only once in year or twice, where as usually they sit together for cluster meeting where group discussions are being conducted. As suggested by a few (30%), it could have been a focused or guided discussion. But at times it happens so. The participants also revealed the fact that they get more exposure, interaction as

well as opportunity to express their views and clarify their doubts with their colleagues and peers through these, which in turn helps to develop their professional skill. So it could have been a little more scientific if pre-planned effectively with the guidance of trained resource person.

Among the participants the majority of the teachers are not concerned about the frequency of the training program. Only a few feel (16%) that it is good to have cluster meetings once in a month. Short workshops can be wide spread but ineffective (Fullan, 1982). It is therefore suggested that one shot training of two to three weeks needs to be replaced by recurrent training. Most of the respondents (78%) opt holidays as more suitable for training programs as their students will not miss classes or teachers. But other respondents (22%) chose working days. It seems that teachers, who expressed more dedication, prefer holidays because in their opinion teachers should be more concerned about the pupils rather than their personal interests where as others justified that training is for their professional excellence.

From the interviews conducted it becomes vivid that many teachers need repetition of programs only while introducing new ideas related to methodology (60%), objectives (68%), evaluation (61%) etc. Some others (11%) opined that there is no need of repetition as the new ideas are discussed only after clarifying the previous areas. On the basis of the situational demands or organizational needs, objectives of training as well as number of repetition have to be fixed. Regarding the recently lunched 'issue based

teaching', confusion seems to be high so that participants (68%) were in need of repeated training so as to thoroughly learn the theme and practice it with guidance.

A good majority of the respondents (78%) consider the feedback session after each programs as not effective. They feel that the effectiveness can be improved and draw backs can be cleared in further sessions. The analysis of responses shows that the training programmes have positive impact in improving organization climate but not in changing organizational culture and values. In the opinion of all participants, training that have been received by them has promoted a democratic relationship among the teachers and in the classroom between the teacher and the students. Changes of curriculum in the recent years have also contributed to this difference in the leadership style, but a few said they were under role confusion in the beginning years. About 8% of the participants reported that the feeling of superiority among teachers, strict disciplining, punishment and feel like a judge to be impartial, punish and look for just is respected in school settings so that the culture is not said to be affected by the training.

More than half of the respondents feel that (57%0 training programs should make them more resourceful in all subjects and must impart them confidence to teach any discipline confidently.

The respondents unanimously opined that the new training programs are able to create close personal relationships among the co-workers. This is especially facilitated when they sit together for discussion or going for training programs. All the participants opined that the new program has changed the features of their job since in earlier times where the teaching profession was underestimated as only a livelihood. The interviews show that teachers who are older in the told that they have difficulty to follow the recent approaches and themes. Their expertise is said to be adopted in the activities related to their bundles of knowledge which can be exploited for the well being of the students. For example a teacher who is well aware of the recourses of the locality can be effectively used for field visits. This builds up collaboration among teachers for collective planning of organizational functions. Some of the participants (32%) argued that the training programs gives a boost up only for a brief period and what is being experienced before the monitoring committee may not be always be the true representation of the teachers. 31% of the participants believed that the training programs had affected them and caused even for their change of teaching style. According to them teachers are internalizing things taught in the training program. This indicates the difference between mere compliance and internalization, where an intrinsic motivation works in the later only. In their opinion more interactive situations, opportunities for arguments, try out and demonstrations

are needed for internalizing skills. Others didn't comment upon the effects in process manner.

A good number of respondents are not much concerned with the academic qualification of the resource persons. According to them resource persons are to be selected not by compulsion or other political interests. They must be more resourceful to clear the doubts and confusions of trainees. All the respondents feel that tryout classes are to be conducted to internalize the ideas discussed in training programs and cluster meetings.

Most (More than 72%) of the teachers responded that the new training programs have not much equipped them to use the needed technological devices. This shows the need for focusing training program on that area too.

The analysis proves that more than half of the teachers (55%) are attending the training programs by compulsion. At beginning many of them were enthusiastic but sometimes fed up with the later changes (52%). Most of the teachers feel that it is good to get a diploma or certificate for participating in training as an academic score (79%). Even those who feel that training has improved their professional skills, agree that it has nothing to do to solve their personal issues. This warrants the revision of program to help for the comprehensive development of teacher as an individual.

The training programs are usually conducted in homogeneous group especially when it is subject specific. As highly specialized teachers are not at

all expected primary classes and almost all teachers have to be trained in different objectives, most of the participants (74%) preferred to conduct the training programs in heterogeneous group.

The interviews throw light to the fact that training programs have helped to cultivate a positive attitude toward scientific thinking among school teachers. They like to follow scientific methods to solve educational problems but they lack proper guidance.

Here the discrepancy between what they feel and what they observe has to be decreased. For example "I was nervous in my class- in a video tape of training but I didn't feel it yet. Actually I didn't want to look nervous. So the discrepancy between what I did and wanted to is large", as the evaluation of accuracy is not accurate (Fuller and Manning, 1973). The experience of becoming a teacher involves coping with- internal self evaluation, self observation and external self evaluation.

Reducing discrepancy seems desirable as that is closer to trainees' goals and lead to satisfaction. Process by which these discrepancies are reduced should include four aspects namely Assessment- need an expert to asses or diagnose, Awareness- to give it as a feed back. It can be simple or complex like a philosophical stance, views model of education etc. Increasing teacher's awareness is an important role of teacher education such awareness, both affective and cognitive is a worthy behavioral objectives, Arousal,

confrontation and disruption- this indicates the identifications of the discrepancies. Confrontation can be also with a bad news. But later on development in behavior ought to be expected and remedies and change- intra personal, interpersonal and situational change are needed. Development always indicates changes and in the organizational setup change creates resistance.

Job analysis of teachers was done from the ideal role of teachers generated from the ideal role of teachers generated from the interviews and definition of a teacher made by NCERT.Their role is more related with the content of syllabus, interaction, interpersonal relationships, mentoring, modeling, supporting and guidance. The expected awareness is compared with the syllabi already undergone by the teachers through a self analysis in the descriptive interviews and they reported that periodic updating and well as familiarization with the new theories in Education and Science is necessary through training, but many a time introducing new topics are with a view that existing teaching community does not know anything. Their experience, expertise, skills and talents are not all utilized in such training. But many kinds of content related needs were generated through interview phases like their awareness about development of adolescents, their issues, its management, academic backwardness, its causes and management, motivation of students, dealing with parents of students etc. The participants also had highlighted methodology related or activity oriented training in

developing many skills. Stress was highly specified in their personal and professional life where the role confusion and specific aspects were generating stress. Lack of awareness about certain necessary content as well as lack of skill was specified. For example lack of awareness about academic backwardness in students due to learning disability is known to them, but lack of awareness specific to identification, sensitization, Empathy toward them, skill to motivate them, referral skills etc. makes them stressed. Similarly inability to deal with such situation also creates stress. Irrespective of the same, 100% of the lady participants specified their personal life related stress which can be related to profession. Gender related expectations, social subordination just because they are ladies, double/multiple roles and multitasking and so on. Lack of networking, effective communication etc was also cited here.

An attempt was also made by the investigators to list out the tasks of teachers with the help of the participants to do a task analysis. General and micro skills were listed where major concentration was given to the missing gaps only. From the expected level there were teachers who were lowering in frequency and missing in tasks. But an attempt to identify such missing gap, to evaluate efficiency after selection and facilitate effectiveness was totally missing in the academic sector of school education.

Related to life skills, major gap of tasks were found. There was good number of participants (more than 40%) who were well aware of life skills,

but a teachers' role in facilitating those skills in students and related tasks were found with only in 19%. Even that couldn't be verified in further phases. 47% of the participants talks about their responsibilities outside the school as a social catalyst where as 2% were specifying their lack of awareness in social issues and skills in intervening. 60% of participants believed that their tasks in schools are limited to transaction of syllabi only. Though a strict comparison was not done, more number of science teachers were concentrating upon the syllabus transaction where as social science and language teachers were more concerned about their role in facilitating other skills of students. The following pie diagram will help to specify their number in terms of their subject expertise.

Figure: 4.2. Pie diagram showing subject expertise of participants – including phase 1 & phase 2
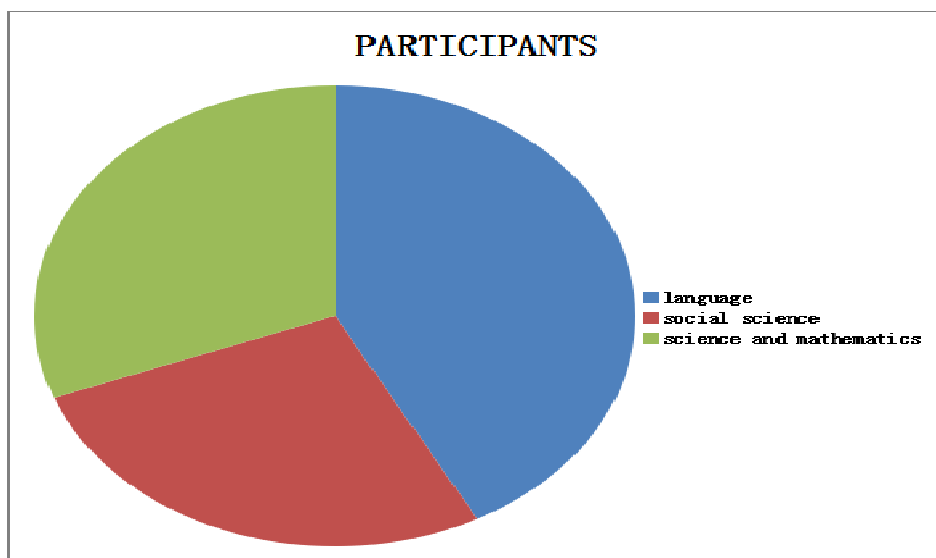
Even while talking about the quality of the character of students, science teachers (80%) were also concerned much about the completion of syllabi and exams. Language and social science teachers (84%) were citing examples and expressing their concern of lacking life skills in their students on their inability / lack of opportunity to inculcate life skills in students, even while they could score high ranks.

Many a time, participants misinterpreted teaching only as a group process. Individual learning and individual attention was ignored in their tasks by 39% of the participants. 68% of the participants firmly believed that corporal punishment is necessary in the classroom. 42% still feel that today punishment is not allowed and that it adversely affects students' performances. 30% argued that there shouldn't be any punishment in classroom and teachers adopts humiliation and insulting to punish instead of beating now. They argued about the training content should include interpersonal relationship skills of teachers. Child rights, students rights and teachers social responsibilities also should be included in the training, 30% of the participants opined.

Related to activities in the ongoing training, 79% were not satisfactory and said that they hate direct lecturing and explaining from presentations but at times when activities are provided it is not properly concluded or related to the tasks of teachers (82% opined). Ice breaking are usually done in training

but were missing in many programs, all the participants opined, but 28% couldn't explain its relevance. Almost all were of the same opinion about lack of try out classes, inadequate infrastructure, seating arrangement that hinder interactions, inadequate timing, simulations, lack of energizer, etc. Group discussion is the major methodology utilized in training, but guidance, supervision and conclusion of group discussions were not reported as effective by more than 90% of the participants. Change in behavior attributed to training was reported, (12%) but not as long lasting.

While analyzing the responses of interviews in general, altogether training content was reported to be contributing to the awareness of participants, but there were disagreements in effectiveness. Skill development was not reported to be as expected where as its contribution to make changes in attitudes were reported as ineffective. To verify the reports and to get more details the present study was extended to further phases. Suggestions from the participants to modify the further trainings were also utilized to identify and list training need of teachers. The major training needs identified from these phases exposed as table: 4.1.

Table 4.1. Training needs identified from phase 1& Phase 2

Needs identified/ findings
• Strategic planning is found to be missing in high school teachers training in Kerala.
• Feed backs collected in one training program is not found to be utilized effectively in further training objectives.
• Trainees are of multiple opinions related with the effectiveness of the ongoing training programs.
• Related to rewards and recognition trainees are not satisfactory.
• Related with content of training, high school teachers have following needs.   o Adolescent development.   o Personal and professional stress.   o Management of different issues of students.   o Motivation adolescents.   o Academic backwardness.   o Dealing with parents of students.
• In methodological aspects the teachers need was more activity oriented and participatory.
• Skill related gap from the expected level to the actual level was felt in   o Stress management   o Adolescents' issue management   o Leadership   o Managing personal and professional roles   o Problem solving   o Facilitating group dynamics & activities   o Taking part in meetings   o Assertiveness   o Time management   o Governance   o Action research

4.2 PHASE 3 : FOCUSED GROUP DISCUSSION

In this phase the investigator approached the sample in small groups as per the convenient of the participants. There were about seven meetings of such sort. Rapport was established with each participant separately, during appointment fixing. Still an initial introduction was given again as the start of the Focused Group Discussion. Their role in the training was also specified as a part of self introduction before other group member. So that the experienced background from which a person (participant) talks about was easily understood by others in the discussion. Topic of the initial discussion was quite general but limited to the teacher training that is going on in Kerala. As the discussion moves on it was concentrated mainly to those training received by high school teachers. Later the investigator requested the members to comment upon the status of teacher training in Kerala through some key words, i.e the members has to talk out the word that comes in to their mind whenever they think about the training. All the different words that were brought out were noted down. Selected words which were having a close link with teacher training were displayed to the participants through a white board.

The words listed were also read out and discussed in relation to the training. Some of the words/ phrases that could effectively used for discussion included, inefficient, not effective, inconvenient timing, not timely, long

sessions, insufficient content, objectives, methodology, stress, management skills, infrastructure, confidence of teachers, planning, refining, leadership, adolescent issues, counseling, handling and management of crisis, lack of qualified resource persons etc.

The second part of the discussion was mainly directed to the emotions generated while dealing with the key words listed. The investigator also had helped to probe the generation of emotionally loaded words. They were also listed out and suitable ones were displayed. Now the participants could get a background of the issue in planning further training. The need of discussion could be further focused with the support of emotions generated. The second list included words like worry, concern over next generation, need for change, frustration, sadness, pathetic, lapsing fund, stress, lack of confidence, aggression, irritation, not effective, not up to expectation, need guidance, helplessness, empathy etc.

The focused discussion in third part was a little more clear and specific and the participants were given the support of the investigator to move forward with their opinion, suggestions and strategies to improve. The investigator probed the discussion to generate needs of training. The discussion went on as the methods to be adopted to overcome the issues identified and emotions generated. The training needs identified includes

leadership skill, management of stress, adolescent issues, counseling skills, socialization etc.

The two lists of words were pointed out to lead further discussion. The conditions were highlighted and the emotions generated had to be overcome, so how can we think about the further proceeding. It was the theme of discussion. For example, the current status of training was rated as ineffective in general and the participants had feelings like frustration and stress related. But when asked to proceed in the discussion, they could site examples for commenting like that, how they could experience the difficulty to be a participant or resource person and how is an ideal program as per their perception etc. this phase generated a lot more details related with the training in needs in first hand information, which were ready to be opened up before others, criticized and finalized lively before the investigator with arguments and supporting evidences. Though the investigator expected certain negotiations in between, many a time it was not needed, unless when the cause of ineffective training was specified as certain political influence or some other minority were sited out in relation to the discussion. Support of an expert in the focused group discussion was also sought to get trained.

A detailed picture of status of training and points of view of the participants later could be utilized as a pool of data to pick out generated needs. The positive aspects of the teacher training also could be read out, but

not highly specified in this particular discussion as the objective of the present study was mainly concentrating up on the limitations to be overcome.

All the group s were initially pointing out that they were not highly satisfied by the current status of teacher training. Sometimes the fund will be passed not as per the timing schedules of the planning of teacher training. Many pointed out that the training of head teachers and experienced teachers (teachers with 5 years and more experience further) will be mainly done during the month of February and March (by the end of financial year). In a hurry the number of days also can expect to be decreased by increasing the time for each day. Lack of proper infrastructure, timing, scientifically prepared reading materials, practical sessions etc were also sited as the difficulties where as all the participants unanimously agreed the same. Similarly 100% of the participants in the focused group discussion were talking about the content as well as the methodology of training and specified needs of training in different ways. The content was not fully acceptable to all. 'Content' can be the content of syllabus; personality related variables / matters of teachers, skills in teaching / personal development, specific skills like IT, social issues and need for intervention as students as the target groups, etc. Related with methodology, both methodologies adopted in training as well as classrooms were sited. Satisfaction related with the methodology adopted for training was found to be specified by 90 %, where as doubts related with the methodology specific to the classroom was

continuously shown as the generalized one. From the participants (teachers) it was commonly sited where as resource persons, planners and head teachers mentioned it about 80%. Lack of continuity in the content of further training, (79%) and lack of follow up training (79%) was specifically explained, where as 100% of the sample opined that the feedbacks received from the participants of training cannot be effectively utilized in the further training. In most of the training programs, it will be attained in writing, but there are some missing elements in incorporating the same in the further planning. The officials from organizations for teacher training could site many examples, where their own observations could be effectively utilized in training. Many of them could site examples of those sort but their chances to be observes of training seems to be limited. Sometimes coordinators of training do make such very valuable observations but necessary support from authorities and academic community were not positively received by them so as to implement their views from observations in further training. (100% coordinators opined). But as much as they provide freedom to select trainers, they do as the preferences of trainees in the earlier training. Lack of limited planning among the trainers, sitting together to design objectives as per the need of the hours and responses from teachers, division of labor among trainers do happen very rare.

According to the infrastructure, the main criticism came from teachers (trainees) were the seating arrangements and chairs/tables. There were at

times immovable chairs, benches, or lack of tables which created very much difficulty for participants to move around or sit for longer time. Residential programs started so early and lasted for late night. All these made them very difficult to sit for longer duration. Body pain, joint pain and swelling in legs were sited as the common health problems in between. Though seating arrangement related instructions were usually being received by the teachers, but it could never be implemented freely in school setup due to lack of facilities. They opined, but at least during training, it couldn't be implemented. Even when trainings are being conducted in same hired places where there are enough facilities, at a time more than one training will be giving on and resources have to be shared. The suggested strategies include movable chairs only, fixed table in horse shoe shape with movable chairs, space in extra for small group discussion and activities etc. Long hour's sessions and continuous lectures without interaction etc were cited as something boring and ineffective, but mentioned in between seating arrangement as -"we are not able to sit for longer duration, we need movements / activities in between". In further discussion it was redirected to the methodology adopted / time duration for each session / need for energizer etc. Ladies also mentioned comfort in the chair, as very small, big chairs created difficulty to sit long and pain in feet, joint and backbone.

Figure: 4.3. Proposed Seating Arrangement by FGD
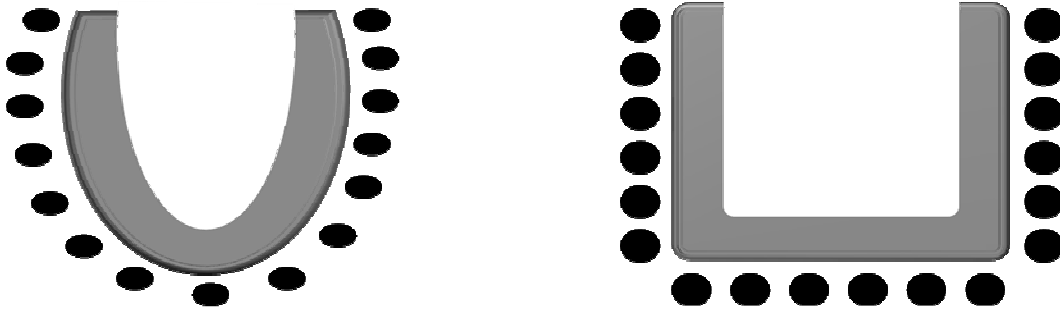
Related with food, there was not much criticism but lack of availability of water was specified by very few lady participants; in training centers availability of water was not a problem, but when it was conducted in schools, BRC's etc lack of neat and enough number of toilets was highlighted by 100% of lady participants.

Lack of pool of resource persons, planning in the initial setup, design of training etc could be widely understood through focus group discussion. As it was brought out as currently facing issues, some of the issues from the organizing end also could be revealed and discussed in a healthy environment. It led to a mutual understanding and searching of new strategies. Though it was a research methodology, the discussion generated made the investigators to think that these kind of trainers – trainee interaction in small groups are highly safe and healthy to evolve mutual cooperation, respect, understanding and collective efforts which can be later utilized in academic sector a lot. It worked just like a collective bargaining by the end and resulted in a win-win

strategy. In issues like lack of infrastructure or availability of funds by the end of financial year couldn't be resolved by both, but some strategies like prioritizing objectives, analyzing feedbacks of participants etc were specifically noted. Relevance of this kind of research was mentioned the participants.

Communication, related with training is being received in the last moment so that many participants especially ladies who are multitasking in their personal and professional roles are not getting enough time to make necessary arrangements related with their household responsibilities. This makes them reluctant to come forward with necessary motivation. If the time schedules are known in advance they could have take part effectively. Necessary prerequisites or home works also can be asked for provided enough time is given in advanced, motivated trainees can be identified and facilitated in this manner. A detailed communication and its relevance were mentioned by 100% of the participants.

Related with interaction during the training, there conducted a detailed discussion in all groups. They were helpful for the investigator to derive a lot of needs related to training. They opined, "Teachers when they came for this training include people of different ages. They do not like to listen for longer duration. We need to be energized in between. Not through refreshments, but through activities and interactive games.

Sometimes other argued, "How can we listen to continuous, monotonous lectures for longer duration. Many a time training is like radio talk, we can't respond back. That is not effective. We need to develop skills and that have to be trained in practical sessions. We can't bear up child learning methodologies.

These kinds of criticisms and justifications were well accepted in the groups where as at times participants from the authorities side replied back as "at times the matter for training may not include activities, to it may be quite new to the system. At times we may not receive experts in the field so that somebody who is available will be the resource person. There may not be facilities, time or availability of resource persons together to do initial planning". Sometimes the concern of participants in training is simply vary because they are totally unaware of the fact that why they are called for. Lack of mental set is badly affecting the motivation of participants.

The usual training on adolescent management, leadership, change of strategies in school curriculum etc are easy to be announced, but most of the time much preplanning cannot be done, participants from trainers opined. The details expected in communication were also discussed in between.

When the training content is a new area, the trainees expect some extra reading materials to understand its theoretical support, clarify their doubts and to have some extra information and awareness. Rarely when manual and

collection of modules are prepared for training it provided wider clarity with the content and transaction. From the trainer's points of view that become possible only when funds are available well in advance.

About the strategies that can be implemented directly in the classrooms, the participants of training are expecting practical sessions and try out classes. Model, criticism and demonstration classes are expected by them with abundant opportunities for criticisms, which may not be usually available. The experiences of many trainees are not all considered effectively in training sessions. Sometimes the rationale behind the content may not be thoroughly accepted, as the arguments in minds of trainees are not properly addressed. Intrapersonal relationship skills of trainers are specifically mentioned here; along with their capacity for communicating the content effectively. "It could have been really absorbed into the training content if there were unbiased observers for the training sessions", about 75% opined.

Creating homogenous group of trainees was also suggested as a remedy for receiving equal level of acceptance from trainees, in the opinion of 70% of the participants.

Conducting as well as leading through FGD was in need of some special and specialized skills. But with practice it could be attained, when the participants are aware about the objective of discussion and necessary focus was attained in between, the discussion went on effectively. Very rarely some

contradicting topics entered into, which led to deviation from the major topic. Topics like social issues faced by the teachers, responsibilities of teachers to reach out to community , gender discrimination etc brought such discussions but the investigator skillfully brought back the topic of major interact, the training need of high school teachers. Mutual criticisms, clarifications, arguments, justifications and bargaining could be effectively ended with the extension of gratitude by the investigators. Some participants even contacted the investigators to site examples of what they had shared in the discussion. Two of them had contributed case studies as supporting evidences, which were analyzed and added in the later session of the thesis.

Though FGD was a very much information phase of the study, to generate more direct evidences to prone the findings, the study was extended to the next phase where direct observations were conducted. Table: 4.2 shows that the training need identified from Focused Group Discussion.

Table 4.2. Indicates the training needs identified from FGD

Training needs identified from FGD are related to:
•   Earlier planning, designing of objectives.   •   Pool of resource persons.   •   Resource persons meeting together.   •   Resource persons in 'RESERVE'   •   Trainers training (TOT) if possible.   •   Place, time schedules, training centre etc have to be scientifically planned.   •   Comfortable seats, seating arrangements.   •   Session duration – as per the convenience of participants.   •   Designing content – division as modules.   •   Preparation of manual / reading materials.   •   Adult learning methodology.   •   Teachers' stress – personal and professional.   •   Try –out of modules – feedback analysis to refine and finalize the modules.   •   Need for observer   •   Adopting different methodologies to identify and train trainers.   •   Collection of feedback through different strategies. Oral, written interactive etc.   •   Respecting the knowledge background and experience of trainees.   •   Gender – sensitization, awareness and motivation.   •   Clarity in communication related with training, with schedules of time tables, expected outcome, participants, location, resource person etc.

4.3 PHASE 4 : OBSERVATION

Observation constitutes an inevitable method in the present study which helps for a clear cut, in depth data collection. Here the investigator took both the stand of a passive and participatory observer, thereby explored that training programs. In this phase the investigator tried to practically be present in the venue of training and to observe the activities going on there. This directly brought a firsthand information and data for the present study and live application of training planning could be witnessed. After initial formal permission, the investigator took an attempt for participant observation. Resource person and a few selected participants were being directly observed here; where resource persons as well as the participants were unaware of the fact that they are being observed; which made them not self conscious.

When the resource person was seemed to be pleasant and interactive, the participants also provided necessary support through their responses and feedbacks. This created a feeling that Resource Person is well aware of the topic and that could be dealt with effectively. But rigid and serious outlook of the resource person really affected their own and participants' movements during the sessions. This intern affected their interaction as such. Other than one to one or one to many interaction, Zig-Zag interaction generated effective discussion. There resource persons self disclosure received active listening

from the participants so that later it generated discussions on the topic than the experience.

When discussions were generated by the resource person, success of the discussion was determined by the skill of the resource person, in leading and concluding the discussion. The participants being observed were unaware of the observation. Their interactions were highly being influenced by the leadership style of the resource person. Later their interaction patterns could be predicted by thelenientlyof the resource person.

It is a fact that developmental changes affect the way a child receives stimulus and reinforcement. For example a stimulus gives to a 2 year old boy child will not be received in the same way by a 5 year old. Similar changes were observed among teachers during training session. That is, the responses and feedback stem from a group will be different from other group, when the grouping is based on age & experience. This in turn had drastically affected the whole training programs.

It was clearly observed that teachers who had experience up to five years shared similar characteristics, especially in their attitude towards training. They received information with utmost interest, actively communicated with unfailing enthusiasm. They rarely criticized RP's and were very happy to share their ideas. But changes could be observed among the teachers who belonged to 5-10 years experienced group. They also

maintained energy but they received new ideas and information only after clarification. After that they showed readiness to accept it and later involved in it. The next group having 15 years above experience were very critical regarding the content and method of the training. They always questioned the RP's and never accepted new ideas. They always stick on their views. They had an irrational thinking that the training they received was not at all sufficient to their needs.

Many different types of irrational beliefs were observed from the training programs. The participants think as if the trainer is trying to forcefully change them. So they created a resistance to change in the initial stage. One of the important thing observed from the group was lack of homogeneity among the trainees, the group was always in heterogeneous in nature with regard to the age, experience, subject etc which affected the training effectiveness. Crisis arising during training sessions were not solved properly without any clarification or decision. This was primarily due to heterogeneous grouping. This heterogeneity prevented cooperation among participants and thereby due to the heterogeneous group the participants was not cooperate each other for a final decision. This will lead to negative effect, founded throughout the training program.

Over generalization is another one, observed from the training. The RP's introduce an issue related to adolescents or specifically from a school,

which leads to a discussion and finally majority of the participants concluded that it's seen in all students or all schools; even actually it was a specific issue.

When examples were cited by the resource persons, the trainee participants were taking into consideration the same with high degrees of personalization. They keep on discussing the same, even by ignoring the problem or issue in them. Most of the time resource persons find it difficult to separate out the issues and the case details. Same sort of difficulties were found in other general discussions too. The skill in management of the group is quite necessary for the resource person other than the content of training.

During the discussion, there created some crash / arguments between the resource person and the trainees. Participants who were experienced more than 15-20 years were found to be a little stubborn in the discussion, as they were not ready to change their belief system about teaching and at times laugh at the resource persons or fellow participant trainees who are responding positively to the resource persons. This was highly prominent when observation was conducted in heterogeneous groups.

Trainer was trying to be a social catalyst and tried to influence the trainees through the training strategies. Young and less experienced teachers were the supporting people, through their responses and motivation expressed

in activities. Those even could be observed only when activities were provided in the training sessions.

Another contradictory matter observed was that aged (more than 50 years) were trying to influence and even laugh at the participants who are said to be blindly supporting the trainer. When the observed participants are getting lethargic they were becoming very passive listeners. Nodding and other verbal responses were decreased accordingly in all. Some of the participants (40% of the teacher participants) responded very quickly to the stimulations of trainers but later they were undergone two different kinds of responses from other participants. One is their negative responses for supporting the resource person. They were even laughed at by others were commented as 'over smart', 'attempt to become resource person' or blamed as over enthusiastic. Second, they were supported or even flattered through the responses of fellow participants, in further activities, everybody entrust the leadership to them, and others cunningly escape from responsibilities like doing homework, writing reports, or presentation / summing up of small group discussion points. So the objective of the training is not fully implemented into all participants.

Through this phase adopted a method of observation, participative approach made the investigator get close to the participants and could have closer view toward their conversations. The content of their in formal and

informal set up could be done, in this. There were a few trainees who were taking a little bit dominant role in the training (two of them were also had service as resource person in teacher training earlier). They began to respond back to the trainer as if the content of the training cannot be implemented easily into practice and they show mannerisms as if they did not respect the trainer. In both the cases the trainer was younger and less experienced than these participants. The trainer could not manage / ignore these participants effectively. So, all the other trainees are also affected due to that. Those participants also tried to criticize the other participants who effectively respond to the trainer, as commenting like 'over smart', 'attempt to become RP', etc. They will begin to share their experience from school settings. Most of the time it was very long lasting, irrelevant to the topic of the discussion and contradictory to the content shared in the training sessions. At times, a kind of groupism (later said on the basis of politics) was observed among the participants. When the resource person was trying to sooth up some hot discussion, they had to move too much away from the content of training.

When domination of some participant trainees were the issue, in one case shy nature of the observed participant made them reluctant to interact with the trainer. She was not interacting effectively during the activities, but trainer could not, at least talk about assertiveness; and it was not considered to be a good quality in training. Trainer was sticking on to the topic. Two contradictory situations, like trainer moving away from the topic and trainer

too much sticking on to the content was found in two cases, where both could not be assessed as effective (the trainers was also ineffective in time management during the session).

Two participants of observation were escaping from their responsibilities by entrusting the duty to some younger participants. They tried to flatter these people, to make them willing to do the activity and present before the whole group. No practical sessions could be observed during training. Other than simply suggesting that the strategies discussed in training can be implemented in classroom, no try out opportunities, demonstration or criticism classes were not done. 80 % of the observations were just power point presentations and explanations of each aspect shown in the screen.

Trainer – trainee interaction pattern were many a time one to one and in 78% of the cases, it was Zig-Zag model. Lack of planning was slightly felt in certain cases because in most of the content of interaction, the trainer was citing negative aspects of the teaching style currently follows. This created a general negativism from the trainees' side. Majority of the cases it deviated from the topic, through discussions. Discussions were quite contradicting to what the trainer had explained, it went on like that, but the trainer could not intervene and stop to proceed in that direction. It continued till the break (lunch break). But when the session continued in the afternoon session, the

topic was entirely different or new and that discussion could not be concluded effectively. The major content of the discussion was the shortcomings and limitations faced by the teachers, so that their arguments were the lack of possibility to implement the content of training.

By the end of the training session some interesting behavior was observed in all the participants. By the last session, paper to sign attendance was moving among the trainees as passing from one to another. It created a hindrance to the session or interaction. Later everybody was trying to pack up and getting ready to leave. They were waited up to the signing and later some participants began to drop out from the back row. Then they were trying to get Travel Allowance and Dearness Allowance (TA / DA), duty certificate and formal certificate if issued. In a hurry, the last session will be just a formality only but no creative interactions were done in that. When some of the participants were began to share experiences at this time others really expressed their irritation and disagreements. Resource persons were also found to be irritated out of this trainee's behavior. It was felt that the time management in the last session has to be done with much planning; or else participants will not be listening to the content. Proper planning is also needed for the other formalities like duty certificate, TA / DA etc which could have been managed without affecting the formal schedules of training.

Due to the participatory approach, the investigator could clarify his doubts during intervals and tea breaks through interactions. Specifically the attempts to certain participants to escape from responsibilities like home works and presentations were verified. Their comments about responsive participants, expectations and level of satisfaction etc could be assessed during this interaction, though it was not a primary objective, in terms of the method adopted in this phase.

In FGD a general observation was that 86% of the teachers were considering learning process as a difficult task and it can be attained by students through hard work and talents. But the rest of the participants were of the opinion that learning is enjoyable and the teacher's task is to facilitate the same. Even if the content is tough it can convert into easy with the health and scientific, attitude as well as methods of the teacher, they opined. In between the discussion in the second group, 'gender bias' experienced in the class room was the topic of discussion and even before the intervention of the investigators, the discussion went through. Friendly approached teachers in the group were highly supporting gender equity and equality, where as the other group was considering that, it is the responsibility to control over expression of their emotions as a matter of training gender expected roles. Though gender sensitization, awareness and motivation came out as a training need, their approach to students' sex, which was found in correlation with their relationship and democratic methodology oriented approach to

Education was an interesting finding. This was specifically observed in group

number two. The needs identified from observation as indicates in Table 4.3.

Table 4.3 Training needs identified from observation

Training needs identified from observation
•   Homogenous group   •   Years of experience, almost same for the whole group of trainees.   •   Self disclosure and experience sharing as methods of training.   •   Case study method to create discussion.   •   Need to generate interaction among the trainees.   •   Zig – Zag mode of interaction.   •   Proper planning about formalities like registration, certificate, attendance, TA/DA etc without affecting the academic sessions of the training.   •   Stress management   **Resource person**   •   Personal interactive skills and communication.   •   Training skills for resource person – especially to manage people with experience.   •   Training skills to get acceptance from the group; ignore some irrelevant topics of discussion.   •   Need for activity oriented training, under supervision and opportunity for criticisms.   •   Training of trainers, managing unnecessary domination of some trainees and control long lasting one to one communication.

4.4 PHASE 5: CASE STUDY ANALYSIS

During the interaction with teacher sample and resource persons, they

shared many of their experiences in the teaching sector with the investigators,

which could be effectively utilized for deriving of training needs of high school teachers. Among some important cases were also cited by them, related to students, investigator tried to study them in detail as a secondary data. Details related to the cases were collected with the support of the teacher participants. 5 such different cases are presented in this phase.

CASE 1

Abhishek, (14 years old) student's case was noticed by the teacher because of a rapid decrease in his academic performance and was in attentive and desocial in class. With close supervision and intimate continuous contacts teacher explored the case in depth. Mother reported Abhishek as a disobedient and irresponsible child, who had frequent anger outbursts. From the point of view of the child these anger outbursts was due to the hostility towards her mother, because he was aware of her extra-marital relationship. From the conversation with the child teacher noticed that he had a strong negative attitude towards the world. He wanted to ventilate to someone but he couldn't find anyone.

This was the case study of an adolescent boy of 14 years studying in 9th standard, named Abhishek. He was found to be having poor academic achievements and his scores were found to be decreasing. His class teacher had taken special interest to explore the case in depth.

In school, Teachers reported following complaints about Abhishek. He was not actively listening into or participating in the classroom activities. He seemed to be introvert, shy and silent type in classroom. His grades were decreasing and performances were not up to the mark. He was not creating

serious issues in the classroom, but he was not found to be well adjusted with his peers. His peer interactions were limited.

As per the reports of his mother, he was not an obedient boy at home and was not ready to take his household responsibilities. He usually outburst his anger, express it out violently and was always quite angry to his mother. With close supervision and intimate, continuous contacts the teacher could make a little more in-depth exploration in to this case.

As per the reports of the student, he was undergone child sexual abuse in his early childhood by a close relative. He was not at all intervened, but also had been blamed by his mother when he tried to open up the same to his mother, as a way of help. The student also reported details about his mother's illegal relations with another person; where the mother feels as if; her son is unaware of it. The boy is quite angry towards his mother and had spread scandals against his mother. The boy's behavior contained antisocial tendencies and his views were narrow and are directed. But his behavior in school was, just like a socialized conduct disorder. Whereas he provoked other's through verbal aggression.

The teacher who reported the case had opined that he felt that this case is in need of psychological intervention and the school didn't had a counselor. Many a time teacher feels that even when they identify cases which need intervention, they do not have referral skills. There are cases where the

teacher refers to a professional, but the parents ignore the case and will not seek help. In such cases teachers are in need of some skills to intervene primarily, create awareness and motivate them to seek help scientifically. So they were in need of some basic skills in counseling, identifying cases, at time doing primary diagnosis, skilled enough not to label them outwardly and to intervene in primary and secondary levels. Follow up and support can also be provided by them. These kinds of general discussions generated many training needs of the participants.

CASE 2

Ashwin, 15 years old with average academic performance, coming from low socio-economic status, was noticed having sudden behavioral changes like, being dull and lethargic in classroom, truancy and was moving away from his close friends. Teacher tried to talk to him in person, but he was reluctant to talk and in keeping eye contact. After sometime he started talking, with difficulties. Teacher also felt a stinking smell while sitting close to him. With the help of his peers' teacher found out that Ashwin recently started relationship with some outsiders. Then teacher observe him daily and found out that he using certain drugs, like correction fluid – whitener.

This case is about an adolescent boy of age 15 years, named Ashwin, who were specifically noted by the class teacher due to some sudden behavioral changes. The boy didn't have an outgoing nature, but had a few close friends from his neighboring locality and classroom. He was average in academic performance. Later he was found to be dull and lethargic in classroom, had truancy and found to be moving too much away from his

friends. Teacher tried to call him in person but Ashwin was trying to be reluctant in keeping eye contact and talking freely. He had long pauses and humming during the conversation with the teacher. Teacher also felt a stinking smell while standing close to Ashwin.

The teacher called his parents to school, his father didn't report and mother came to meet after a few days. She is a housemaid and couldn't meet the teacher due to the busy schedules of her works. She said, she is not able to spend quality time with children as she is striving had to meet the daily living of the family. Her husband, Ashwin's father is an alcoholic and he was not ready to take responsibility in child rearing. Ashwin had a younger sister who is staying in a residential school, free of cost due to the recommendation from some Panchayath authorities. She is in 6th standard and didn't have reported any behavioral issues.

Teacher attributed the matter to familial features, but also tried to explore the case a little more with the support of Ashwin's peers. They were given an orientation toward Adolescents' issues and specifically their aims to help their friends. The major problem explained to them was lowering of his academic performances, like not submitting assignments and lowering of grades in continuous assessment of class test papers.

The issues or situations identified by the peers were as follows. Ashwin usually starts from his home to school, but on the way he meet some

people and get engaged with them. They all were older people from different places. Ashwin went as a helper with some building workers during night and he generated some money to meet his financial needs and he used that money he purchased dress, ate from restaurants and at times he gave money to his mother. Many a time he demanded money from his mother which resulted in quarells. After the quarrel he also slept somewhere outside his home, during night. Peers couldn't find who exactly is helped him in these sitaution (teacher could verify these, later with the mother). His mother had found some similar kind of bottle of small size in his home and later verified that it was a correction fluid (whitener). From peers, teacher could identify that he is buying too many bottles of such fluids. Very later one of his close friends told teacher that he was sniffing a fluid along with the whitener. Though the teacher approached him to collect details, the boy denied and tried to avoid situations of encounter.

Ashwin realized that some of his friends had spied on him and had fights with them. Some adults who were in close contacts with Ashwin, threatened these boys. More over one of the boys from his group also began to use the same product.

The teacher reported that they face issues of this sort at times but lack intervening skills. Peer club and peer tutoring are needed, but they need training in that too. A networking among teachers also will work as their

'power'. Awareness about adolescent issues, managing stressful situations, adolescent development, intervention skills, rapport building, referring skills, peer tutoring, teen club development, leading groups for social service etc were identified as their training needs.

CASE 3

14 year old Rashid, coming from a poor family was below average in his academic performance. Recently teacher reported him as a problematic student who always distracts the attention of his classmates. He was also one among the rejected member of the class. During this time he was caught by his father with a porno-CD and was reported to the headmaster. Rather than considering it as a normal situation, headmaster considered it as a great sin and created a big chaos. Teacher intervened after this issue and found that he was sexually exploited and was threatened not to reveal the issue to anyone.

It was the case of an adolescent boy of 14 years, Named Rashid, studied in 9th standard. He was below average in academic performances. Other than the academic backwardness no other problems were noted by the teachers. But recently teacher (Savitha) had found Rashid was looking very lonely and aloof. Some days later there was an issue, that Rashid became aggressive and attacked his friends. Later teacher observed that the boy was actually rejected by his peers. After creating a very good rapport with his friends, she enquired why they rejected the boy, and they revealed that the boy had many antisocial behaviors. He had begun to attack his friends physically, using obscene language in interaction, being truant, had contact

with older adults with antisocial tendencies, tried to stay outside home during nights etc. Whether he is addicted to any substance was not known to the teacher.

Teacher tried to create a rapport with the boy and tried to study his family back ground. He hailed from a poor family and was the third son of his parents. His father was a coolie and his mother a house wife. He had two siblings, sister is studying in higher secondary and his brother is in an undergraduate student. No much issue was identified among them by the mother.

One day mother had found a Compact Disc (CD) in his bag which the father checked out and found that was a pornographic CD. He brought that in to the attention of school headmaster. They made a mess out of things and he was asked to say apology which the boy denied. He attempted suicide and the father got frightened. He began to be absent in classes. He threatened one teacher. His friends reported that he used to bring some photos, CD etc to the class and created some distractions when the class is going on.

With the help of his friends teacher found that there were some adults who influenced this boy to a great extend. She tried to explore the same but the boy was not very cooperative. But she could attain a few information's like the boy was sexually exploited by some and he was threatened not to reveal the same. Teacher reported that she failed both to get into the details of

the case and to create awareness in his parents. Parents were not motivated to take care of this boy, but the mother began to attend PTA (Parent Teacher Association) meeting and maintained contact with the class teacher. Teacher reported that she ignored the case as she was being with other duties.

From the analysis of the case, the identified training needs include social issues among adolescent students, skills to intervene students and motivate parents, referral skills, develop peer clubs, rapport building, stress management, managing personal and professional roles, leadership, identification and intervention of child sexual abuse, problem solving and decision making etc.

CASE 4

A case of poor academic performance of a 10th standard student was reported by the teacher. Safwan, 15 years old, above average in his intellectual abilities was found failed in half of the subjects. His peers reported him to be alone and aloof during those days. Teacher explored the case and found that the boy was lacking in scientific knowledge about his physical, emotional and sexual development. He was feeling inferior to others in his physical development and due to this tension he could not concentrate in his studies and mingle with his friends.

This was purely an academic problem of an adolescent boy from 10th standard of age 15 years, named Safwan. He was average in academic performance but recently he failed in many subjets. Teacher says he is not intellectually backward; he tried to motivate him in many ways. But the

interest couldn't be maintained by the boy. Additional coaching was offered by the teacher, but the boy was skipping such opportunities. The information collected from the parents of Safwan reported that he was an academically high performing student when he was in lower and upper primary classes.

When he was in 8th standard, one day his mother was watching his water bottle after school and she felt that it contains some chemicals. She brought that into the attention of chemistry teacher as they were taken to demonstrate lab experimentation on the previous day. But the teacher couldn't find any evidence, but she along with headmistress blamed that he was adding something into water to poison his mother. Safwan denied the same, but many peers also blamed and rejected him in this. Gradually he became to be lonely, aloof, introverted and decreased his interest in his studies. He had many curiosity related to his physical development and concern about his future (as revealed to his teacher), and due to this tension he couldn't maintain academic performance in a better way. He is so much attached with his Malayalam teacher and only that subject he performed in a better way.

The boys' parents were school teachers and he had a younger sibling who was studying in 5th standard. The boy complained that nobody likes or understands him. His emotional outbursts created conflicts at home. He had frequent fights with his sister, as he thinks his parents are partial in their expression of love.

Teacher felt that his aptitude had to be studied but he didn't know how it was possible. Teacher identified that the boy was lacking scientific knowledge about his physical, emotional and sexual development. He had clashes with his parents and peers. The boy was unable to understand properly, his infatuation toward a girl but somehow that also created interpersonal and interfamilial issues. The boy at the same time received extreme pressure from his parents regarding studies. He did many pretentions before his mother, but reported that he failed in continuous behavior. That is pretention was not possible for longer duration. He had no direct communication with his father, but communicated whatever he needs with his mother.

The teacher tried to develop a close relationship with Safwan in person but he was not that much interest in maintaining that relationship. Teacher tried to motivate the boy by making him the leader in many classroom activities. He did it well, but was not able to perform well in academics. From the training need analysis of this case study, the content of teacher training should include mainly adolescent development, its issues, hazards, academic problems in connection with other related physical, social, emotional, cognitive and sexual problems, ways/skills to deal with adolescent issues, teacher's social responsibilities, assertiveness, referral skills etc. Teachers have to be given practical training workshops in awareness, motivation and

sensitization in adolescents' issues and its management, leadership, problem solving etc.

CASE 5

A mother came with complaint about her daughter's behavioral problems at home. She was in 9th standard, named Jincy, easily gets angry with all at home and frequently quarreled with her siblings. And during these anger outbursts she destroys various equipments at home. When the teacher discussed about the issue, she reported that others at home always irritated her and doesn't avail any emotional support when she is in need. Teacher identified that she had some problems and referred to a psychiatric setting for further help.

It was the case of an adolescent girl of 14 years old, from 9th standard, called Jincy. She was an academically high performing girl, hailed from a middle class family. She had two elder sisters and their father was no more. Their mother was working as a clerk in a private firm. Jincy's sisters were studying in college.

Teachers found Jincy as a girl with much achievement motivation and aspirations. Teachers rated her among the top 5% of the group. She had talents in extra-curricular activities, like singing. She represented school in 200 meters running in district level competitions. But her mother used to complain about her emotional outburst in her home, to the class teacher.

As the teacher had a very good rapport with the girl, teacher asked about the matter where and the girl replied that her sisters and mother irritate her at home. She said she feel anger very quickly and found difficult to control the same. Later teacher also observed that she had anger outburst with her friends too. Irrespective of the situation, Jincy expressed her anger when the mother took her to a psychiatrist, who was specialized in childhood disorders. They reported that Cognitive Behavior Therapy (CBT) was administered and she was trained to empathize. Jincy reported the same to the teacher but she couldn't get what is meant by CBT. Teacher advised her a lot and how her advice is different from CBT was her doubt.

From the analysis of the case, investigator derived following training needs like adolescent issues management, emotional disregulation issues identification and intervention, guidance to parents, organizing Parent Teacher Association (PTA) meetings and maintaining rapport with parents, motivating them for effective parenting, general awareness about behavioral management techniques, anger management techniques, sensitization to issues like emotional disregulation, negotiation with parents etc.

As part of the study many issues were reported by the teacher participants which were generally taken into consideration in deriving teacher training needs, where as above five different cases were analyzed in detail to specify the needs derived from each. All of them were reported by teachers.

Among the cases behavioral issues were more reported as that of boys where as love affairs, lack of expression of respect, emotional disregulation etc. were reported as severe issues of girls. Needs identified are represented in table:4.4.

Table: 4.4. Teacher training needs identified through case study.

Training Content Related needs	Methodological/management related needs	Skill based needs
• Content of learning • Adolescents' development • Developmental issues / hazards • Teacher effectiveness • Effective parenting • Guidance to parents • Stress-identification & awareness • Emotional distress and disregulation	• Identification of adolescents' problems • Sensitization • Awareness • Motivation to intervene • Professional & personal roles management • Leading students for social services • Intervention into individual cases • Group counseling	• Decision making and problem solving • Negotiating with parents • Communicating effectively • Rapport building • Stress management • Time management

4.5 PHASE 6: QUESTIONNAIRE PREPARATION

From the different types of responses received by the investigator after analyzing the generality of responses, it was decided to construct a standardized tool for this purpose (TNA among teachers). It was designed on

the basis of areas were a trainer has to focused upon, that included current training status, facilities, training centers, resource persons, planning, training content, objective and methodology, duration of training, time, infrastructure etc. Items were designed as per the convenience of the respondents / responses / experience / difficulty level.

According to McGehee and Thayers there are three levels in training need analysis. In organizational level, it passes light to organizational effectiveness and determines where training is needed. It is usually adopting, a global and wider perspective and trying to see how far organizational objectives are attained or not. When each individual responds in terms of that their perception about the organization and its objectives do play a role in this. The second kind of training need analysis is, on the basis of task analysis. The organization will be having expectations about each role in organizational hierarchy and according to deliver those roles; it will contain a list of task. During task analysis, investigator will be try to see what all tasks are being done by the employees to specify the gap and generate training needs. If training is individual oriented, it can be an individual analysis where the investigator will be trying to explore the individual objectives and how far they are in alignment with the organization objectives specific to the organizational role of the individual and its positional expectations. When questionnaire was prepared in this particular study the role expectations of a high school teacher is taken into consideration and tasks are listed. But the

gap between the expected level and real level is generated with the support of individual participant, so that certain questions are made open ended, descriptive and semi-structured.

When the study had undergone 4 phases, investigator could attain more clarity related to the training needs of high school teachers. More methods were adopted and close rapport was established by the investigator, so as to get primary and clear cut information's related to their needs. There are also needs which cannot be addressed through training, but in questionnaire preparation only training needs were concentrated. So as to elicit maximum number of needs different variety of items were included, where analysis of the needs should be qualitative.

Different kinds of needs identified in the present study through different kinds of methods, but while formulating questionnaire as much as possible items of similar features are bought together to form a category. This categorization is not taken into consideration the frequency of responses, but items quality, type and variety is given importance. As the current study had generated needs from the status of training received at present that also is included as a category, but it will be leading to information which may be later incorporated into different categories of needs. For example a participant may be sighting the limitations of the training received by him, on the factors like infrastructure, reading materials or quality of resource persons and so on,

but the person who is receiving these kinds of informations through the questionnaire may incorporate their different pieces of information in to different categories of needs.

Questionnaire, contain items related to the content of training. This could be generated directly from their felt needs as well as deficiency experienced in the content received. At times the total orientation of the trainings will be toward one area of content or at times it will be variety of contents. Though lack of planning was cited, it was included in the questionnaire as another item. It is not a need but necessity for training.

In the content related needs adolescents issues, background theoretical support for different kinds of policies, practices and strategies utilized and applied in education sector, adolescent development, specific disabilities, challenges in terms of mental ability, physical and emotional ability, communication and interpersonal relationship and so on came forward. These wide varieties couldn't be suggested in the questionnaire as items, but generated as an open ended item so that respondents can write down as per the needs of the hour and investigator can utilize effectively.

About the infrastructure, both current as well as aspirations will be contributing to the needs identification. Presentation in both styles will be good but more need generation will be done by the aspirations so that items in the questionnaire was fixed in that way.

Related with method (mode) of training methodology, a list of different methods was given where the respondents can rate its significance. But a limitation here is that teachers should have a past experience, knowledge background or atleast practice of adopting these methodologies. Accordingly need of a group can be identified and adopted for further training.

In teaching skills related management of classroom in general and specific to certain special groups were noted and items were generated. A few sample were highlighting the needs for action research.

Management skills included skills for communication, problem solving, decision making, leadership, advocacy, governance and networking. So that without specifying micro skills items were generated as open ended.

Gender related issues were spreaded out in many responses of the samples in different phases of the study. Understanding gender concept, sensitization, awareness, motivation to work against it, skills to eliminate harassment in work place etc were utilized to frame items. This could have been spreaded for male and female participants similarly.

Designing specific objectives, implementing the same by considering the group, its culture, age, experience etc, methodology and content designing, fixing group size, seating arrangement, infrastructure, spacious training rooms with movable chairs including space for discussion with toilet facilities, other related facilities like food, accommodation, registration, how

occasionally repetition has to be fixed schedule, and timing, reading and writing materials, hand outs, training kit etc can be either fixed as per the scientific evidences or as per the data from the group. so all may not be directly contributing to items in questionnaire. Finalizing the questionnaire was mainly in the basis of the data collection in other earlier phases, but expert evaluation through discussion mode was utilized to validate.

Reliability and validity

In test-retest reliability testing there is a challenge of satisfying the need in between, but it depends upon the chance for availability of a suitable training ad any other kinds of scientific intervention. If there is no change of needs, a similar kind of data can be expected in repeated assessments. Other kinds of splitting will not be effective as variety levels are concentrated by different items of the tool.

As validation experts evaluated the questionnaire. Experts from psychology, education and training supported for validation. Content and face validity was fixed for the questionnaire.

4.6 PHASE 7: MODULE PREPARATION

The investigator had done a thorough analysis of training need of the target group and one of the needs which was recurrently expressed while approaching the group through different methods was identified. That was a

need for management or coping with stress. It is specifically noted that the target group always opined or expressed the need as management/coping with stress, but never as relieving of stress. This indicates that the group was well aware of the fact that they can never relieve completely from stress. The teaching profession always explored the participants with challenging and initial situations of dealing with and management of adolescent students, which made them stressful. To relieve from that is something never be possible. More over they reported that the optimum level of stress always improved their performance, but in reality about 90% of the participants reported that the level crossed the limits very easily and they are in need of some kind of training to manage it. Other that their reports through different channels (as different methodologies aimed at same target), the investigator also could observe the stress experienced by the teachers. They also shared many such experiences in the training session which were unaddressed in many as the objective of the training was different. The trainer had to stick on to their objectives only.

The particular need was adopted for designing of modules due to some other resources also. The target group can be teachers or trainers where stress management is considered. More over the student group and their enhancement of skills can be aimed at indirectly.

Mainly clarity among the trainees about the theme was initially targeted so that the initial disclosure about the training was on that. The trainer's self introduction, specific nonverbal communication, body language, dress code etc was concentrated up so as to create acceptance from the group. Pleasant presentation, appearance and grooming were consciously maintained. Noisy chapels, shoe, or ornaments were avoided. By understanding the culture of the group, formal dressing which was suitable for the comfortable and easy movements was selected.

The objectives of the training program, schedules and timing, general methods of interaction and methods adopted in training were disclosed briefly. Later their expectations were asked for. The trainees with high expectations which can't be met by the training program were clarified. Their queries and doubts were invited, addressed and clarified. Their expectations away from the objectives were also addressed and they were clearly explained about what all matters will be included 'here and now'. This helped the group to avoid unnecessary over or under expectations. This can also affect the feedback. Similarly the initial anxiety about the content and role expectation also could be cleared.

The group usually comes for the training with different aims and concerns. They may come with real interest, understanding the objectives and their need back ground. Still they may have an anxiety about the

methodology. Some other group came with the compulsion from their higher officials like headmasters, but they may not have an interest in the content. Still another group will reach by thinking that their knowledge background may be checked in the training. Another group may be concerned about the activities in the training sessions. A few may be too lazy to listen and do something for their career, but may just consider it as a time-pass. In most of the situation holidays were selected for the training so that motivated participants could be attained. As the formal invitations were sent to schools, sometimes participants with lack of initial interest also can be entered in to.

In any condition this happened to be the cause behind including icebreaking activities. Through many were tried out three were included in the thesis. Those found to be quite effective were discussed and presented here. Those activities which created an interaction among the participants were selected. The anxiety initially presented among the participants could be removed during the activity, with interaction. Investigator also tried to be with the group, so that interaction and friendly interaction could be initiated and maintained. Some of the participants were initially shy to interact where as the funny and pleasant interaction during the activity made them feel comfortable. This does not mean that the personality of the participants can be changed, but they are becoming ready to interact freely with the fellow participants so that the further activities can be an eye opener to them.

The next module was to properly understand the theme of the training. Stress – Teacher's stress- high school teacher's stress is the umbrella under which the modules are designed. This was done through an introductive lecture and it was supported by presentation of important points. More important aspects generated in the interaction were highlighted with the support of the charts. It helps to give a feed back and acceptance of the important ideas generated.

The concept of stress, role of perception in stress and how that leads to different kinds of physiological and behavioral reactions are introduced in the second module (The theoretical contributions of Hans Selye also is introduced). Later its classifications, long lasting detrimental effects, types etc are introduced in module 3. Then how teachers stress is different from the general stress was specified using certain written materials like story, article, diary, conversations etc and their analysis (Module -4). As the participants themselves were finding at the stress experience, they were also not able to deny the same. Its details, reactions and effects were later disclosed.

People cope with stress in a variety of ways and they were introduced in module-5. Here trainee could do a self analysis on their own methods to cope up and later did a classification as emotion focused in smaller groups. The group's feedback is in a safer environment and it could not be denied easily. Group learning through feedbacks was facilitated in this. At times

reaction to stress will be like outbursts and leads to burn out. Physiological reactions were discussed in module-6.

Though anger management is not directly stress management, due to the mutual relation between anger and stress, it was included in module-7, along with need for active listening and mentoring. Teachers in their professional roles, not only deal with their own stress, but also manage the stress experiences of students and junior colleagues. This could be really addressed in that module. The specific nature of stress reactions in the physiological system like a 'stress signature' was also introduced.

As teachers stress experiences are more related with management of their personal and professional roles, their ways of communication is important in stress management; likely assertiveness was the theme of module-8. Here the participants do role plays, discussions and group work to understand the different types of responding/ communicating and how to develop assertiveness. In a teachers levels importance of understanding responsibilities, own rights, other's rights, child rights, variety of communication styles to denote the same matter etc were also taken into consideration in leading discussion, or else trainees may misinterpret the concept. Passive and aggressive responses were introduced as needy, to keep up relationship as power as important or to self protect respectively, whereas the way of keeping up self rights, assertiveness was introduced.

As part stress management, time management was introduced in module -9, where characteristic features of time, time as resource and importance of prioritizing things as per its urgency and need etc were introduced.

Finally in module-10, scientific stress management techniques like breathing exercise, relaxation, meditation etc were introduced and trained. Some other healthy techniques adopted by the participants to mange stress were also discussed.

Stress management workshop was planned through these modules for a time period of 3 to 5 day. As per the convenience of the trainer, according to the availability of time and need of the hour, objectives can be specified and activities may be selected. As per the boredom level of the participants, energizers can be included in between.

In each module, different activities may be doing similar or different purposes. It may be selected as per the convenience of the trainer or in terms of the relevance of the objectives.

While validating the prepared modules try outs were done and feedbacks were analysed. Some of the modules which were not bringing out expected feedbacks were also re-checked with experts support as per their agreements they were deleted from the list. Similarly modules were also

created and tested further as per the needs expressed through feedbacks of the participants. Some of the details of that so are given below.

There was a module to identify the emotions of participants, by the administration of an emotional work sheet. It was later deleted as it was not highly contributing to the objective. To provide self awareness an activity was given to 'throw away' bad feelings – were the participants were writing their positive and negative qualities of themselves. Later there were given a feedback about the limitations, which has to be tried to overcome. This intern gives a contribution to power and thus to stress management as per the arrangements of the investigators were as resulted in mutually contradictory results and arguments through feedbacks. In expert consultation it was deleted. But the concept of power was highlighted in the discussion. Power has to be felt by the participants by identifying the different sources of power.

Similarly anger management was introduced through a module with a3 activities. Though anger and stress are mutually related, though expert's advice and feedbacks from the participants of different trainee group was it was limited to one activity. As teachers were the participants and they are dealing with stress related to personal and professional role management, they have to feel power through effective communication, networking and mentoring. They can work as mentors and find mentors if needed; where in

both ways its benefits can be enjoyed. Later number of activities related to mentoring and networking was included.

Many a time through need assessment, content related training need was leading to adolescent's issues and its management which was indirectly related to stress. But that content was not directly included in the module; by considering the span of time for training. But the skill named active listening was included, as the trainees also have the role stress reduces ('shock absorbers') of their students and colleagues.

Directly stress management was the major theme for module development, but the initial modules were creating introduction to the concept of stress in general and specific to teachers stress later on. The other modules were planned to develop necessary supporting information and skills with experts evaluation on the content, methodology and necessary primary evidences as observes, the list was finalized. Three experts from Psychology, four experts in education and two in training supported for finalizing the module.

The present study was studying training needs of high school teachers through multiple methods and verifying the same again. After fixing the list a psychological tool was also made and finalize for the use for further researchers and trainers in the area. A list of modules was designed, tried out and finalized to be utilized among the target group, by other trainers in the

future, for addressing one of needs identified stress management, as it was most frequently found among the group and it has got relevance to the target group teachers directly and adolescent students, organizations (schools) as well a s society indirectly. After validating the list of modules were accepted for future implementation among teachers.

Chapter Five

MODULE PREPARATION

- *Module 1*   *: Ice Breaking Session*
- *Module 2*   *: Understanding the Concept of*   *Stress.*
- *Module 3*   *: Different Kinds of Stress*
- *Module 4*   *: Teacher's Stress*
- *Module 5*   *: Coping with Stress*
- *Module 6*   *: Stress Outbursts*
- *Module 7*   *: Anger Management and Active*   *Listening*
- *Module 8*   *: Assertiveness*
- *Module 9*   *: Time Management*
- *Module 10*   *: Stress Management Techniques*

5.1 PURPOSE OF MODULES

These training modules were designed to develop skills in management of stress in teachers of Kerala as part of the research problem "Training need analysis and designing of training modules in selected organization". The target audience primarily for this training was secondary school teachers.

5.2 OBJECTIVES OF THE TRAINING

By the end of this training, participants will be able to:

- To define stress, including its positive and negative aspects.

- To identify and sensitize to different sources of stress in their personal and professional lives.

- To understand different coping styles and apply them for effective stress management within the work environment.

- To develop skills in anger management, assertiveness and time management.

- To develop skills in management of stress or self-care.

5.3 TIME SCHEDULE

These modules designed for a length of 3-5 days. It may be re-scheduled as per the convenience of the trainer/trainees.

5.4 TRAINING APPROACH

- Participatory methods

- Psycho educational Methodologies

- Very good rapport with trainees

- Residential mode as much as possible

- Added energizers in between

- Opportunities for experience sharing.

- Generated ground rules.

- Adult training Methods like

  o Group discussion and brainstorming

  o Small group activities

  o Questionnaire and Self-assessment exercises

  o Experiential learning

  o Case study analysis

  o Self disclosure

  o Role plays

  o Diary analysis

5.5 OPENING OF TRAINING PROGRAM

Welcome to the participants and introduction of facilitator/trainer was brief and formal. Brief description about the training program was given later on. (For what purpose we are doing this training, what is the topic for

training, what type of training was conducting etc. was included in this). For

example: Facilitator says – In this workshop, we will discuss stress – what it

is, where it comes from and how it affects us. We will also learn about

strategies that can help us better cope with stress in our personal and

professional lives. Briefly review the agenda for the day with participants

(refer to a prepared flip chart if needed). Here the trainees got a brief idea

about the general content of training.

5.6 FORMULATING GROUND RULES

Facilitator gave an outline about importance of some ground rules in

training programs. This was common understanding of what we can expect

from one another. Facilitator asked –"What do you feel are important ground

rules to be established during our training?" Better they were generated from

the participants. Then write the ground rules on the flip chart and review to

make sure there is an agreement among participants that they all can follow

them during the training. For example: maintaining confidentiality, respect

others, switch off mobile phones, listen others while talking, feel free to

interact etc. May some of them were from the side of trainer, if it was

agreeable to the participants. (A model set of ground rules is added in

Appendix 4)

5.7 MOOD METER AND PARKING SPACE

Facilitator introduced mood meter to the participants. Trainer asked the participants to mark their mood in the prepared chart paper with smiles, whenever necessary (Copy added in **Appendix   5).** Use parking space for participants comments and queries (**Appendix 6).**

5.8 EXPECTATIONS

Facilitator asked the participants, "What are your expectations for this stress management training program? What do you hope will get from this training program?"

Asked them to write few expectations and collect it. Then, the investigator started the introduction of participants through following ice-breaking sessions.

MODULE: 1 - ICE BREAKING SESSION

AIM   **: By the end of the session, participants will be ready to interact, familiar with each other.**

RATIONALE   **: Initial anxiety, embracement, concern will negatively affect interaction, transaction and reception of ideas. To overcome these building rapport among participants, if necessary.**

ACTIVITY 1

Title	Object Association
Objective	To help the participants to familiarize one another
Method	Self introduction - Brain Storming
Duration	30 - 45 minutes
Materials Needed	Any kinds of materials around, White board, Markers
Mode of Presentation	In this task, the participants will be asked to find any object associate themselves with the same, i.e., they had to associate the characteristic of themselves with qualities of something they found. So participants can bring any living or non living materials or things from the space within 5 minutes and they have to associate its quality or characteristics with their own when Instructor asks. Self introduction will be before

	the whole group where the other participants are allowed to ask doubts; which may be facilitated and answered.

ACTIVITY – 2

Title	Give up & Tie up
Objective	To make good interaction among participants
Method	Interactive game
Duration	20 minutes
Materials Needed	"kitne Bai kitne" song
Mode of Presentation	This game is an interactive group game where, just as in musical chair participants have to move in a circle by answering to the question "Kithani bhai kithani" as "ram bholo ithani", when facilitator sings. Then the facilitator will change the question to a rhythmic song and the participants have to answer it rhythmically by moving around quickly with claps. In between, the facilitator will call out some number, less than 10 and the participants have to form group of that number immediately. The persons who cannot form their group of corresponding number will be out from the game. So they had to listen carefully to facilitator, recite the rhyme and listen to the number. The game

	continues till the winner group is found out. After that a feedback of the game will be collected from each participant and a discussion is followed. A brief discussion, interactions, success and failure, pushing up and pulling back to form the group number, sounds etc will make the group interactive and change the mood.

ACTIVITY – 3

Title	"Fruit Salad"
Objective	To minimize the inhibition and enhance willingness to participate among the participants
Method	Interactive Game
Duration	30 minutes
Materials Needed	Cards named as different fruits (eg: Apple, Banana, Orange, Mango etc)
Mode of Presentation	The game starts by making the participants sit in a circle. Then participants were asked to pick out lotto from box where 4 or 5 fruits name is written in paper according to the number of participants. The participants were not allowed to discuss it with others. But the participants who got the fruit name have to change the seats when the instructor says the name of the fruit. The instructor sometimes says 2 fruit names then both of those groups of participants have to change their seats.

	The instructor also will say "fruit salad" in between, were all the participants have to change their seats one another. This creates some ease and interaction among participants.

MODULE – 2: UNDERSTANDING THE CONCEPT OF STRESS

AIM   **: To introduce the concept of psychological stress.**

RATIONALE   **: To have scientific background knowledge about**

                        stress in general.

ACTIVITY-1

Title	What is stress / identify stress
Objective	To understand the concept stress
Method	Brain storming – interaction
Duration	30 minutes
Materials Needed	Chart paper , Marker ,
Mode of Presentation	This is a task where the participants have to think whether they had confronted any situation of stress. The trainer can cite examples like "Teacher with heavy work load and less time". Discussion and interactions are generated within the participants and certain physical, behavioral and emotional characteristics of stress are listed down by one

	participant in the board. Brain storming will be led by the trainer. (Reading material related with stress will be distributed / **Appendix 7**)

ACTIVITY – 2

Title	Perception in stress
Objective	To identify different types of stressors. To understand that stress is inevitable.
Method	Group Activity – Guided discussion
Duration	45 minutes
Materials Needed	Flip chart, stick notes, markers
Mode of Presentation	Trainer generates a group discussion among the trainees about how they experience different stressors. Also, the events that are stressful for them will be equally stressful for others or not. When the discussion leads to an analysis, role of perception in feeling stress will be evolved. This also paves light to the fact that it is not what happens to an individual but how one takes that into consideration is important to determine stress. Discussion can be concluded by highlighting that Stress is inevitable in life.

ACTIVITY – 3

Title	Stress signals
Objective	To understand and identify the stress signals of an individual
Method	Role play
Duration	30 minutes
Materials Needed	Slide presentation, Diary of a Teacher or case study. Flipcharts, handouts
Mode of Presentation	Divide the participants into small groups. They can be provided with diary records of teachers / employees who had undergone severe stress for a longer duration. (eg: As **Appendix 8**). The experience of different types of symptoms will be there in the explanation. They are asked to identify the signals of stress of different type. Later it can be concluded with the participation of discussion points, handout distribution (**Appendix8**), slide presentation and concluding remarks of trainer.

ACTIVITY – 4

Title	General adaptation syndrome – Theory of stress

Objective	To familiarize with one of the major theories of stress by Hans Selye
Method	Interactive Lecture
Duration	20 minutes
Materials Needed	Handouts, Slide Presentation, Charts
Mode of presentation	With the support of slides/charts trainer introduces the works of Hans Selye on stress and his developed theory called General Adaptation Syndrome. Three stages of stress called Alarm stage, Resistance stage and Exhaustion stage of stress were discussed with the support of suitable examples. Participants are also facilitated to cite examples and find out the level of stress reaction.

Activity: 5 - Energizer

MODULE - 3: DIFFERENT KINDS OF STRESS

AIM   : **To understand variety of stress.**

RATIONALE   : **Awareness about generality and specific features and type of stress.**

ACTIVITY – 1

Title	Distress / Eustress
Objective	To understand the participants the difference between Distress and Eustress

Method	Group discussion
Duration	45 minutes
Materials Needed	Chart paper, marker, white board
Mode of Presentation	In small groups the participants are asked to discuss about the positive and negative feature of stress, there by classify them as positive and negative to themselves. Trainer may cite some examples like stress experienced during one's marriage, while facing an interview or some very needy medical intervention. Whereas there are another type which are highly damaging to the person. This may be entitled as eustress and distress respectively. Participants can be asked to find more examples of eustress and distress and thereby get more clarity about its types and effects. Conclusion can be with the support of presentations.

ACTIVITY – 2

Title	Half Filled Glass Exercise
Objective	To understand that prolonged minor stress will lead to major stress
Method	Demonstration
Duration	30 minutes
Materials Needed	One glass of water, handouts, slide presentation.

Mode of Presentation	Trainer brings one glass of water and drink / pass out half of it. He/she holds the half filled glass and ask the participants to relate it with stress. Usually as the earlier module pointed out they will say, how we perceive or look at it will determine stress ie. how far we are optimistic and pessimistic. But ask the participants to think further. Holding a glass of water is not a stress. But if it is continued for a longer duration like 1 hour, 3 hours, 12 hours, which become a stress. Even there are stressors which are not being noted in minor levels, but will be distressful in longer duration. (**Appendix9** features of stress)

ACTIVITY – 3

Title	Health consequences of stress
Objective	To understand and identify the different kinds of stress related symptoms. To generate a positive attitude toward health friendly behavior.
Method	Case analysis
Duration	45 minutes
Materials Needed	White board , marker, flip charts, presentation

Mode of Presentation	Different cases of prolonged stress experienced by individuals/ employees will be given. The participants in small groups will be asked to find out the consequences and pick up the health consequences. They will be given flip charts to list out the points and to present it before other groups. The discussion concluding remarks of the trainer will generate the need to warn the health damaging effects of stress in professional and personal life of a person.

ACTIVITY – 4: Energizer

ACTIVITY – 5

Title	Stress disorders
Objective	To understand the stress related disorders
Method	Interactive lecture, experience sharing, question answering
Duration	30 minutes
Materials Needed	Flip chart, slide presentation

Mode of Presentation	The trainer explain about: • Psychological disorders • Respiratory disorder • Gastro – intestinal disorders • Gastro- vascular disorders

	• Neurological disorders
	With the help of recent research studies.
	Participants are allowed to interact freely and cite examples as their experience sharing. This leads to opening up of their doubts and queries as well as their classification. Trainer allows the participants to support and guide fellow participants' questions and answers, to motivate more interaction.
	Any of the convenient method can be adopted by the trainer as per the availability of the time / resources.

MODULE -4: TEACHERS STRESS

AIM **: To get more clarity about the specificity of teachers stress.**

RATIONALE **:Awareness about teacher's stress leads to sensitization and motivation to manage.**

ACTIVITY – 1

Title	Identify our feelings
Objective	To understand different kinds of feelings
Method	Individual activity – Incomplete Sentence Blank on feelings
Duration	30 minutes

Materials Needed	Incomplete Sentence Blank. (in sets)
Mode of Presentation	Divide the participants into five groups. Then give each group five feeling statement. (Given below) and place them on the chart paper. • When Iam happy • When I am very sad • When I am angry • When I am very scared • When I am nervous Give set A first, once they have completed set A give set B and following completion give set C. SET A body statements • I feel a lot of tension in my neck and my shoulders • I feel empty inside • I feel light, like I am flying in the air • I feel weak at my knees • I feel queasy or bad in my stomach SET B body statements • I breathe shallow and quick • My hearts feels heavy • I want to smile • My heart beats very fast • I can't sit well

	SET C body statements
	• My head is about to burst and I perspire a lot
	• I feel very tired and tears come from my eyes very fast
	• I feel energetic
	• Palms become very cold
	• I have a headache
	Ask the participants to share their statements if willing. If there are differences, explain it is possible that different people react to same feelings differently. Initiate a discussion.

ACTIVITY – 2

Title	Teachers stress – examples
Objective	Identify features of personal and professional roles of high school teachers
Method	Analysis of stories, Letter, Conversation etc.
Duration	50 minutes
Materials Needed	Handouts prepared – like story, letter, conversation etc written by teachers. Flip chart, Marker, Pen
Mode of Presentation	Handouts are given to participants after dividing them into small groups. They were allowed to go through the contents like story, conversation, letter etc where teacher has a role (as the author or as a participant in the conversation). Through analysis they were asked

	to write down the major features of stress. This is with an aim to specify the peculiarities of teacher's stress.

ACTIVITY – 3

Title	Personal and Professional Stress of Teachers
Objective	To sensitize to the need of management of personal and professional roles.
Method	Self disclosure, Experience sharing, Discussion
Duration	40 minutes
Materials Needed	Chart paper, Marker, Slide presentation
Mode of Presentation	Trainer discloses one's own / someone else experiences of managing multiple role in life and multi-tasking which led to a series of stressors in life. Facilitates the trainees also for finding out similar experiences. Trainer may probe to sensitize toward the stress and classify it to personal and professional ones. Multiple roles and multi-tasking done by the participants also may be analyzed. To be in the good books of others and to get good comments from other participants may be multi-tasking. Need to share works, managing personal and professional roles, and need to manage stress etc can be generated through discussion. A feeling that, 'I am not a super man / women' can be utilized.

ACTIVITY – 4: Energizer

MODULE – 5: COPING WITH STRESS

AIM   **: To develop skill in Coping with stress.**

RATIONALE   **: Stress management is a skill and it can acquire as a**

                         life skill.

ACTIVITY – 1

Title	Express Feelings
Objective	To identify different ways of expressing feelings
Method	Experience sharing
Duration	30 minutes
Materials Needed	Slide presentation
Mode of Presentation	Make pairs from participants. In each pair they are asked to share one of their experiences of experiencing stress and how they tried to cope up with situation. Repeat each other. After the activity, a few participants are asked to share the experience before the group. Generate discussion to see that the way of coping differs from person to person. May classify into different types of coping with the help of chart or slide presentations. May be classified into problem focused coping, emotion focused coping or appraisal focused coping. REMARKS: If the participants are reluctant to share

	their own experience, the trainer can start with self disclosure.

ACTIVITY – 2

Title	Ego-defense mechanisms
Objective	To identify and classify different ego defense mechanisms as problem focused, emotion focused & appraisal focused.
Method	Case analysis, group interaction, self disclosure
Duration	35 Minutes
Materials Needed	White board, marker
Mode of Presentation	This is an activity that may come in continuation with or similar to activity 1. Here the participants will be given reading materials about different types of coping mechanisms / ego defense mechanism.

MODULE – 6: STRESS BURSTOUTS

AIM : **To understand that there are certain limits to keep on experiencing stress.**

RATIONALE : **Burnout of stress will be damaging to one self and to the society or organization.**

ACTIVITY – 1

Title	Count Burn out
Objective	To understand whether one enter into burnout level and rate own experience of stress.
Method	Self rating
Duration	30 minutes
Materials Needed	Life events, Daily hazards or any standardized tool of stress.
Mode of Presentation	Tool will be distributed to the participants and they will be allowed to fit it up with introspection. Trainer helps individually only when they raise doubts about items, responding or scoring.

ACTIVITY – 2

Title	Impacts of Burnouts
Objective	To classify affective, cognitive and behavioral components of burnout.
Method	Individual activity – sharing
Duration	40 minutes
Materials Needed	Flip chart – cards prepared with titles physical, emotional and behavioral
Mode of Presentation	Distribute three cards, each with one of the following titles: physical, emotional and behavioral to each participant. Ask the participants to imagine a stressful

	situation and write responses to the following questions:
	• What happens to their body when they are stressful? (Physical – eg: headache)
	• How do they feel when they are stressed? (Emotional/Affective – eg: depressed, angry)
	• What do they do when they are stressed? (Behavioral – eg: cry, shout)
	Once they finish writing, ask them to paste the cards on the chart paper or board under each category separately. Then ask them to think critically about the events that have caused stress to them or anyone close to them. Ask them to write these events on the stick notes and paste them on the board. Call on the participants one by one and ask them to read out some of the responses. Motivate all of them to come forward. Then explain the burn out.

ACTIVITY – 3

Title	Burnout – from distress
Objective	To evaluate that burnout has negative effects only.
Method	Interactive lecture
Duration	20 minutes
Materials Needed	Slide presentation – Chart

Mode of Presentation	With the support of the slides, trainer quotes scientific evidences of negative effects of burnout level of stress. 3 stages of Selye's theory also is introduced / repeated to state that burnout comes in the exhaustion stage of stress and it is highly damaging to the body, physiological system, cognitive function etc. A deteriorating level of the body function and organs can be explained. Participants may be facilitated to cite examples and find out the damaging effects of burnout. Need for manage stress also can be generated.

ACTIVITY – 3: Energizer

MODULE – 7: ANGER MANAGEMENT and ACTIVE LISTENING

AIM   : **To develop skills in Anger Management**

                         To develop skill in active listening

                         To understand indirect strategies to feel power and mange stress

RATIONALE   : **High levels of stress leads to negative emotions which are difficult to manage.**

ACITIVTY – 1

Title	Anger management
Objective	To develop skill in anger management. Managing personal and professional roles

Method	Brain storming, Discussion
Duration	45 Minutes
Materials Needed	Slide presentation / reading materials on Anger
Mode of Presentation	Trainer generates a brains storming discussion about how we experience and express anger. Experience is involuntary whereas expression is acquired and learned. One belief and cognitive frame work takes a role in perception of events whereas expression of anger can be controlled through self analysis and learning – There can be brought to the discussion. Mutual relation between stress and anger can highlighted where specific kind of physiological reactions that takes place in each person can be pointed out as a 'stress signature'. As we have a unique signature, the physiological reactions to stress that takes place in us also will be unique; so is the psychosomatic disorders. Same kinds of stress may lead to diabetes in one where as peptic ulcers in another. Need for intervention into anger outburst could be indicated in concluding remarks (**Appendix 10 & 11**).

ACTIVITY – 2

Title	Active listening
Objective	To develop skill in active listening. To develop mentoring skills.

Method	Interactive lecture – Activity in pair – Self analysis
Duration	40 minutes
Materials Needed	Handouts / charts
Mode of Presentation	Trainer gives a brief introduction about active listening where importance of verbal as well as nonverbal ones like facial expression, nodding, humming, question tag, questioning, exclamatory replies, pitch of voice, leaning toward / away, open hands, eye contact etc has got very much importance. One who is talking should get a feeling that the listener is wholeheartedly getting the same meaning he/she conveys. This lecturing can be made interactive and the support of slides / handouts about tips or cues in active listening can be utilized. Later ask the participants to pair with another person and share any stressful experience and / or its management. The other partner listens. Later do the reverse. Ask to self analysis with the help of handout.

ACTIVITY – 3

Title	Mentoring and Networking
Objective	To develop skills in mentoring. To understand the need of networking.
Method	Experience sharing, brainstorming.
Duration	45 minutes
Materials Needed	Handouts on effects of mentoring and benefits of mentor.

Mode of Presentation	Trainer coordinates a brainstorming discussion about defining mentoring, benefits of mentoring on mentor and mentee. Experience sharing in this regard can be facilitated among participants. Handouts may be distributed. Later the discussion can be linked to teacher's stress. 'How far a teacher is in need of a mentor' can be the topic for further discussion. Related skills necessary like effective communication, interpersonal relationship, networking etc so as to feel powerful and mange stress can be highlighted in concluding remarks of the trainer. Reading materials can be distributed if possible.

MODULE – 8: ASSERTIVENESS

AIM   : **To develop skill in Assertive Communication**

RATIONALE   : **Lack of Assertiveness increases stress**

ACTIVITY – 1

Title	What is assertiveness?
Objective	To introduce the term assertiveness
Method	Responding to questionnaire – individual activity
Duration	35 Minutes
Materials Needed	Assertiveness questionnaire, slide presentation about 3 ways of responding.

Mode of Presentation	Participants are given to questionnaire to respond. They have to respond with introspection. The scoring also will be done by the participants, so that it will help them to self rate their level of assertiveness. Trainer can conclude interactive lecture on assertive, passive and aggressive styles of responding (reading material as **Appendix 12**). It can be made sure that all styles of communications are necessary and effective where as to develop a habit assertive behavior is ideal.

ACTIVITY – 2

Title	Expressing what you mean?
Objective	To Make Participants differentiate among passive, aggressive and assertive ways of communicating and develop skill in assertiveness.
Method	Role play and Discussion
Duration	45 Minutes
Materials Needed	Role plays situation's handouts.
Mode of Presentation	Divide the participants in to small groups and ask them to do a role play to express how they would behave assertively. For each group provide theme. Themes for role plays as follows: • Theme 1: being asked to meet your friend at late night. • Theme 2: being blamed for something you haven't done.

| | • Theme 3: being asked to smoke / use drugs.
• Theme 4: being asked to go to a movie with unacceptable company.

After the role plays, discussion start with following questions:

1. How did the particular character behave in each of the roles played?
2. Which approach do you think worked best? Why?
3. How can you change yourself? What can you do if you think you are being passive or aggressive in your communication?
4. What are the micro skills required for being assertive?

Role of effective communication to mange stress can be highlighted in conclusion. |
|---|---|

ACTIVITY -3

Title	How to say 'NO'
Objective	To understand variety of ways of expressing assertiveness.
Method	Role play and Discussion
Duration	30 Minutes
Materials Needed	Role play situation slip

Mode of Presentation	Divide the participants into five groups. Give each group one role-play situation slip. Ask the groups to prepare a role play of about 5-7 minutes on the situation given to them, such that all group members have a part. Give them 10 minutes to prepare the role-play.
	Need for assertiveness, different styles of responding to the same situation, importance of relationship, understanding responsibilities, self rights, violation of our own rights, others rights, limits of our freedom, child rights, teachers responsibilities etc can be included in the concluding discussion, as per the availability of time.

MODULE- 9: TIME MANAGEMENT

AIM   **: To develop skills in effective management of time.**

RATIONALE   **: Time management is a part of stress management.**

ACTIVITY – 1

Title	How to managing your time?
Objective	To do an analysis of one's own strategies of time management.
Method	Psychological tool and Discussion
Duration	40 Minutes
Materials Needed	Questionnaire, Experiential learning

Mode of Presentation	Distributes questionnaire, to be filled up as an individual activity. The questionnaire is prepared in such a way that responding itself provides a feedback. Discussion may be generated if participants share experiences **(Appendix 13)**.

ACTIVITY – 2

Title	Features of time
Objective	To understand time as a resource
Method	Interactive lecture
Duration	30 Minutes
Materials Needed	Hand outs – features of time, Chart paper, marker, content of handout as a slide.
Mode of Presentation	Distribute the handout to the participants. Lecture on 'features of time', with interactions. Let them feel that time is a resource which can't be saved, borrowed or lent but only to be utilized. Time is a resource equally distributed to all. Its meaning is how one is utilizing it. Try to generate discussion on importance of time.

ACTIVITY – 3: Energizer
ACTIVITY-4

Title	Effective time management
Objective	To develop skill in prioritizing.

Method	Individual activity and brainstorming
Duration	35 Minutes
Materials Needed	Handout of 4 quadrants of time management writing materials.
Mode of Presentation	Ask the participants to list out the things they have to do in the next week. Ask them to write all that they like to do. Later present the quadrant in the slide. Ask them to divide the list into the quadrants. Later discussion can be generated on prioritizing things. Quadrants can be familiarized with more discussion as examples. (**Appendix 14** quadrants of time)

MODULE – 10: STRESS MANAGEMENT TECHNIQUES

AIM   **: To practice and develop skill in some healthy**

                                 techniques of stress management.

RATIONALE   **: Stress management is a skill that can be developed.**

ACTIVITY-1

Title	Learning to manage stress
Objective	To understand one's own ways of managing stress.
Method	Brain Storming, Discussion

Duration	35 minutes
Materials Needed	White board, Marker, Chart / Slide presentation
Mode of Presentation	Tell the participants that there are many ways to manage distress. Everyone needs to find ways that work best for them. Ask the participants what people generally do to manage stress. Then generate discussion with the help of tips for stress management. **Remarks:** This can also bedone in pairs where the participants can be asked to open up their ways of managing stress with the partner, and back. This will provide them a safer feedback and discussion. At times the matter will be brought out for general discussion too. Conclude the discussion by pointing out that managing stress is a life skill (**Appendix 15**).

ACTIVITY-2

Title	Deep Breath Relaxation
Objective	To be skilled in breathing exercise
Method	Relaxation technique
Duration	30 minutes
Materials Needed	Instructions may be supplied as reading material / handout or Audio taped / instructed.
Mode of Presentation	Seat the participants comfortably by keeping their feet touching the floor, back in the backside of the chair.

	Hand straight position. Give instructions to breath in an out – instructions as **Appendix 16**. Repeat to learn further. Facilitate doubts and clarify accordingly. conclude the activity with high lighting that stress affects on breathing rate and usually leads to chest breathing – using upper position of lungs only. So forceful and conscious breathing exercises will help the body to relax.

ACTIVITY – 3

Title	Muscle Relaxation Technique with mediation
Objective	To develop skill in deep muscle relaxation.
Method	Demonstrate and experiential learning.
Duration	40 minutes
Materials Needed	Mats to lie down and instructions may be supplied as handouts to practice at home. (**Appendix 17**)
Mode of Presentation	Ask the participants to lie down on the mat spread on the floor without touching one another. Ask to spread legs each other a little and turn head to a side. Give instructions for relaxation along with a meditation. Later allow them to be in the state for some time. Call back. Slowly ask to wake up. **Remarks:** Better to do this activity when the participant's stomach is not full. Visualizations may be merged with meditation. Trainer may facilitate doubts

	clarification. Keep in mind that there is nothing related to religion in relaxation / meditation, but it may enhance one to higher levels of consciousness and management of stress.

FEEDBACK SESSION

Feedback form is attached as **Appendix 18.**

Chapter Six

SUMMARY AND CONCLUSION

Training is a process of human performance improvement. Training need is the gap, which exists between the required, and the actual or existing standards of performance of an organization, group or individual. Training Need Analysis (TNA) is the process of identification and in depth study of those gaps or needs at employee, departmental, or organizational level, which can be addressed by training and lead to optimum performance.

Quality education for all is the cherished goal of any nation. Its realization depends on the quality of teachers entering into the educational system. Effective pre-service professional preparation and in-service staff development training programs and activities cumulatively lead to excellence in teaching.In this sense, one of the ministry of National Education's roles is to provide teachers Education which they need through the in-service training. The basic purpose of the in-service training is to enable individuals to be successful in this profession, to develop professionalism, to make this adaptation to the changes and novel situations in their professional life and to improve this required performance to react the students' needs (Hite & Howey, 1979).

Teacher education basically refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitude, behavior and skills they require to perform their tasks effectively in the classroom, school or a wider community. Training is an integral part of teacher education

program in the country. In-service education programs are undoubtedly a significant aspect of the continuous development of teachers in the desired direction.Educational system nowadays followed in India is undergoing many changes for the past decade.As per the training received in the past, the teachers are not sufficient to meet the present needs of the students.Sarva Siksha Abhiyan (SSA) is continuously providing training for the teachers which are designed according to the different objectives in India.Recently it concentrates on the activity oriented teaching, student friendly classroom etc. The training going on is intended to equip teachers to adapt to present needs and to refine accordingly.

The current status of training programs as reported by the participants in the pilot study was not meeting many of the needs of teachers. Scientific pre-planning about training strategies and modules were not done properly. Nowadays, issues reported from high schools were beyond the managing power of teachers, which even indicate the need of special training on area like adolescent issues. Many a time training was conducted only for documentation process. New education policies were not fully accepted by all teachers; but there is a need to change the attitude of teachers about training programs. Generally there observed a lack of satisfaction among teachers for the current training programs. They reported that though "old wine in the new bottle", but no follow up training and assessments were conducted after feedback session.

Effectiveness of current training programs was not addressed widely by the authority so as to plan further programs. So it affects the satisfaction of trainees in the next level programs. The present study is an attempt to explore the training needs of high school teachers of Kerala. Just as these teachers had undergone many in-service programs, they could also provide enough information for designing of the objectives of the further training, included into the teacher community through in- service training. Multiple methods are used for the study to confirm and verify each needs identified. Later the study also planned to design training modules for addressing one of the needs identified.

6.1 PROBLEM

"Training Need Analysis and Designing of Training Modules in Selected Organizations"

6.2 AIM AND OBJECTIVES

• To identify and verify the training needs of high school teachers in Kerala.

• To design, try out and finalize training modules for one of the needs identified.

6.3 METHOD

The present study adopted a specific methodology which had the following features.

- Initial pilot study to explore training needs of teachers

- Multiple methods were adopted to identify different training needs of teachers.

- More and more methods were adopted to identify the training needs and confirm it through multiple results.

- Rapport was established with the participants in different levels and they were allowed to open up and being observed.

- Case studies were analyzed to verify the results, in educational sector.

- Active, unbiased listening was adopted.

- One of the identified needs was selected to develop modules.

- Developed modules were tested, analyzed and finalized.

    The details of multiple methods are given below in different phases.

6.4 PHASE 1 - DESCRIPTIVE INTERVIEW

This was a pilot study phase where the investigator had tried to explore the current status of training received by high school teachers of government and aided schools of Kerala. Different agencies providing training were

identified in this phase and characteristics of different training received by teachers were studied. The adopted method was descriptive interview.

Sample: Consists of 200 male and female high school teachers from 3 districts of Kerala namely. Malappuram Trissur and Wayanad. These included teachers belongs various categories viz. Resource persons, Head teachers, teachers (both experienced and recently joined).

Tools: Unstructured descriptive interview was used for the study.

Procedure: The participants were met personally and interview was conducted. Interviewer was not confined to formal meeting, after fixing appointments, but it included informal talks, casual discussions etc. Each response of the participants led to the next question/point for discussion. The received data was in descriptive form from the participants. The investigator occasionally relied on voice recorder to collect data. It was later content analyzed to derive more details like needs and status of training received at present. From the collected data, a structured interview schedule was formulated and that extended to phase 2.

6.5 PHASE 2: SEMI-STRUCTURED INTERVIEW

This phase is an extension of phase I. In this, data was collected through semi-structured interview schedule from the sample. In this phase the interview had designed a format. As per the needs of the hour and wide

responses received in the first phase, the tool for the second phase could be designed. This tool also can be extended to larger group.

Sample: It was high school teachers; but a few of them were having experience as the resource persons in the training of teachers. The sample size was 400 (both male and female).

Tools:

Semi - Structured Interview Schedule: A pre- prepared set of questions was made to conduct interviews. Some of the questions were added during the interviews to collect more relevant information. The questions were of descriptive type. The questions were prepared on the basis of training related studies and with the help of experts in education and training, so as to keep up the validity.

Content Analysis: As the responses were of descriptive type, the data was content analyzed by preparing tables of relevant information; and details.

Procedure: The participants were met personally and interviewers were conducted after fixing appointment. After establishing a good rapport, the personal details were collected. The purpose was also revealed. Then the session started with the support of interview schedule. Some of the questions were added as per the responses in order to collect more relevant details. The respondents were also allowed to share information related with their training

needs.   The descriptive data was collected using key note method, where the interviewer noted down major points of the respondents.   The doubts about the responses were also clarified during the interviews. The collected responses were content analyzed by preparing a table of factors related to the needs. The collected needs were classified and analyzed.

6.6 PHASE 3 - FOCUSED GROUP DISCUSSION

Discussions with teachers on the basis of training came to be more useful than any other method adopted in this study. The participants were addressed individually in other phases, but in this phase they were addressed in groups. Leading focused group discussion was in demand of certain skills. It was done with expert support in the beginning and later by the investigator himself. The sample, methods and results were also exclusively important in this phase.

Sample: Sample of FGD in the present study consisted of 6-8 participants, that included DD, SSA officials, SCERT officials, SIEMAT trainers, State level Resource Persons of teacher training, district level Resource Persons of teacher training, BPO, BRC officials, Head masters, Teachers more than 20 years of experience, Experts from DIET. Sample fixed based on the availability, consent, convenience, expertise and years of experience in the field of teacher training.   More than that it makes it difficult for everyone to participate and interact. Several group discussions were conducted as part of

data collection for specific training needs. It consisted of both homogeneous and heterogeneous groups.

Mode of data collection: Members for focused group discussions were met personally in advance after fixing appointment at least one or two weeks before the session and time and venue were fixed according to their convenience and they were invited. A letter of invitation sent to each participant, taking into consideration of their expertise in this area. Participants were also reminded about the FGD one day before the session. Then the researcher arranged the venue for FGD. In the beginning of FGD, investigator led it through an initial introductory discussion. It was a debriefing session and to bring the participants thinking to a common focuses of 'teacher training and its current status in Kerala'. Scope, relevance and need for in-service training were kept open for discussion. Self disclosure and experience sharing were facilitated. Investigator tried to probe the discussion in the direction of objective. During the interaction, key words generated were listed down in a flip chart and it was displayed, later the participants were asked to go through the list. The emotions, the words generated were sought and they were asked to open up the same. Then the investigator prepared a second list of 'generated emotions'. That also was written in a flip chart by a volunteer assistant and that was also displayed. Now the words give the picture of current status of teacher training and the second list about the emotions generated. With this continuity, the investigator asked the third level

question, that what can be done to create a change in this? Or "how will we try to overcome the negative emotions". The content of discussion later on was noted down without losing major elements. It was later qualitatively content analyzed to generate needs of further training.

6.7 PHASE 4 – OBSERVATION

Variety of results was attained in the three phases conducted. Many a time the investigator had to go to meet the participants were the training was going on. But in this phase after attaining formal permissions the investigator directly went to the venue of training, not to intervene into, but to just observe, collect to data and to verify the results attain in earlier phases.

Sample: Trainers and trainees (3 male and 3 female trainees of each session is primarily targeted) were the participants, whereas the group as such received passive observation.

Materials: Semi-structured observation schedule.

Mode of data collection: formal permission was sought from BRC, SSA and SIEMAT. The investigator's role was a silent participant in the training. Sometimes investigator had changed his role as a participant observer, whenever necessary. The investigator observed behavior of selected participants and gave tally mark in the prepared observation schedule. And note down other important behavior of trainers and trainees.

Analysis: Content analysis was used for analysis. Contents were qualitatively analyzed and were categorized and discussed.

6.8 PHASE 5 - CASE STUDY ANALYSIS

In this phase, 5 different adolescent cases (their age varied from 13 to 15 years)   reported by the teacher students identified by the teacher participants were analyzed on the basis of training needs of teachers. These cases were actually the problems faced by the teachers in handling adolescent issues. Though it was academic issues, while exploring many family and parental causal factors in their life were also could be found. It was not simply the adolescent issues, but its affect on teachers in their scientific management was targeted.   Though it was not a target of study, the cases were psychologically intervened by the investigator.

Mode of data collection: 5 different cases were studied by the investigator, individually. The cases were identified and reported by the teacher participants. Many student cases were generally explored by the investigator and the skill of the teachers to intervene in to was also analyzed. Five cases were presented in the thesis

6.9 PHASE 6 – QUESTIONNAIRE PREPARATION

In this phase, from the experiences of the investigator, a questionnaire was prepared to find out the training needs of the high school teachers. This

can be utilized by further researchers or policy makers/training planning of authorities for designing training objectives or experiences. The scientific steps in psychological tool preparation were adopted in this phase like item writing, expert evaluation, try out, data collection, reliability and validity testing and finalizing of the tool. Sample group were none but high school teachers.

6.10 PHASE 7: MODULE PREPARATION

Among the identified lists of training needs only one was selected by the investigator to design training modules. It was management of stress, a coping skill. It was selected due to the following reasons

- High frequency

- Could target teachers and students simultaneously.

- It was mainly a psychological need and a life skill urgently necessary for dealing with adolescent issues

- Many training needs were indirectly related to teachers' stress.

In this phase investigator had designed/ collected a list of activities/ workshops simulations to be used among teachers. They were related to the following content.

- Stress – teachers stress

- Concept – causes – types

- Role of perception in stress

- Identifying own stress

- Classifying stress

- Coping with stress

- Assertiveness

- Time management

- Stress management techniques

The features of modules were as follows

- Interactive / Participative

- Group activities / Group discussions / Interactive lectures

- Adult learning methods

- Brainstorming

- Interactive games

Group activities were analyzed in the basis of feedbacks, process, interactions and results generated. Expert evaluations were also utilized for the finalizing. After validating, the workshop was prepared for testing the modules. Ten of the modules were selected and others were deleted with justifications.

6.11 MAJOR FINDINGS

Findings from the present study were

- When effectiveness of the ongoing training programs organized for the teachers were related by themselves, only 20% of the respondents were of the opinion that it is effective whereas 45% opined that more quality wise improvement was needed. 35% of the participants opined that it is 'not bad', which indicate some of its beneficiary effects could be received by them. This variety of responses indicates the need for the improvement of the existing teacher training programs.

- Majority of the participant opined that subject knowledge, content and methodology of current training programs should be updated, as the needs of the hour.

- The teacher participants were also found to be not fully satisfied about the time, place/location, duration, frequency, content and methodology (mode of transaction), resource person's quality and interaction, objectives and planning, homogeneity of the group etc. (80 % of the sample in the pilot study). This also specified the need for improvement in the current status of high school teachers' training. In a closer analysis of the responses, it could be found that the feedbacks from the participants are not properly utilized while designing further

training. A scientific utilization of training needs were not done, but usually training of high school teachers were found to be planned , as per the availability of resource persons or strategy/ approach to education followed in the state.

- Training needs of high school teachers are classified in to different categories like student oriented needs, teaching skills, training content, methodology, technology, personal skills, social issues, management skills, time management, leadership and power, governance and gender etc.

- The highest and more frequent and prominent training needs were found to be two. They are related to academic as well as personal development of teachers. In the academic aspect, the highest/the most prominent training needs were divided into three. Academic content, mode of transaction and the personal relationship with students during academic transactions.

- Updating content of syllabi, understanding expected styles and mode of transaction, the way of dealing with students (especially by considering the developmental status of them) were highlighted as the major academic needs.

- Related with content, the participants expressed their need for providing necessary background information, supporting study/reading materials, theoretical knowledge related exercises like debates and

discussions and interaction with experts as well as practical training in long duration and high frequency so as to clarify their variety of doubts in a safer environment and approach as per the need of trainees. They suggested that the resource persons of the training have to be an expert in the content, identified by the authorities of training and they also should be experts in transacting the content to the trainees. A training manual is suggested as a supportive device by considering further trainers.

- Time to time changes in the teaching methodology were not fully supported by the existing group of teachers, where as the majority (more than 80% of the total sample) had positive approach to see whether there is any scientific evidences related with the innovative methodology. Almost all cited examples from the introduction of District Primary Education Program (DPEP)

- As per instructions, teachers were ready to implement new content and methodology in their classroom, but had expressed their training need in exercising new methodologies – child centered learning, participatory learning, activity oriented teaching, group learning etc. were mainly pointed out. In the need related with methodology, the participants expressed their needs related with the theoretical background of the methodology, importance of adopting the same in the classroom, relevance of methodology for high school students,

styles and strategies to adopt the same, etc. with significance of their frequency, simplicity in transaction, opportunity to clarify their doubts, try out, practice and modify their behavior in a safer and source environment and approachability as per the need of the trainees. Opportunity for motivation and receive expertise guidance are specifically highlighted by all participants, in facilitation. If understand the scientific significance 98% of the participants were ready to practice new methodology in classroom. Whereas 68% signified their difficulty to move from the traditional methodology. 40% identified that new methodology did not oppose or be in contrary with the existing methodologies.

- Approach of the teachers to the student, in the maintenance of personal relationship was also highlighted as a training need, mainly along with content and methodology. It was mainly as awareness needs to see what kind of relationship will be suitable/perfect in transacting the expected content in the suggested methodology.

- Identified personal development skills as training needs include stress management skill, life skills (social skills like self awareness, empathy, communication, interpersonal skills; cognitive skills like critical thinking, creative thinking, problem solving, decision making skill and coping with emotions) awareness of social issues and problems, especially gender discrimination, addiction in school

campus, sexual exploitation at work place, adolescent problems & harassment, and skills like leadership, governance, negotiation, advocacy etc.

- Life skills are identified as a collection of all core life skills especially as a need they lack or as a trainer of budding citizen so as to develop those skills in them.

- Stress management needs mainly had given more details about to the stress they (teachers) experience due to multiple roles (personal and professional) complexities they face during adolescent management, time management etc. This was the most frequent need among personal development skill related training needs.

- Related with awareness of social problems, as a training need, sensitization, awareness, and motivation to work against the same were specified.

- In leadership need the role of teacher in classroom was specified mainly (100%). Whereas their roles as a sensitized citizen to the society were also considered (72%).

- In governance, the reluctance of teachers to come up to the governing positions, difficulties they face, lack of awareness in the strategies of government etc were specified.

- Team building, advocacy and negotiation need were mainly considering the role of teachers in dealing classroom and other social

extension. The needs to experience power and keep up the networks to feel the power were also specific to teacher group.

- As the students of the teacher participants belong to a specific developmental period, called adolescence. Management of adolescents along with their academic expectations were also found to be difficult and highlighted as a training need. The details include awareness about their normal development (physical, psychological, social, cognitive, sexual and emotional), identifying issues (personal and social) intervening them effectively in crucial time, preventive primary intervention skills, referral skills, keeping individual, interpersonal relations etc, by considering each student as a developing resource of the nation.

- Community participation in the activities of school was another specific aspect where negotiation and advocacy needs were signified. Needs identified pointed out the reaching out of teacher resource which highlighted the importance of teacher in their citizenship - a resource of the community. Participants with network felt more power here.

- Information technology (IT) is applied in classroom of high schools (Kerala syllabi) of Kerala, and teachers were provided with some training in this area. Specifically this area was pointed out while analyzing training need analysis of school teachers. The need is extended to content of each class, creative methodology to bring the

students' attention into it, the application of IT in the other class rooms (other subjects and languages in the syllabi), skills in handling information technology in classroom, familiarization with the equipments and teacher aids where IT can be utilized.

- A very few percent of participants (15%) was interested in explorations and researches. They expressed it as a training need. They were interested in conducting researches in students, teachers, parents, social group and so on, but lack research skills. In that regard they were in need of training.

- Altogether what is being expected in training had included developing knowledge and awareness as well as skill development. But a large number of participants, more than 90 % were expecting attitude changes as results of training. Almost all of them could cite examples. Especially to social issues. They were ready to get sensitized through awareness, concern, committed actions as per their competence.

- As a skill in crisis management the participants had expressed needs like managing legal issues of students, health issues and preventing gang formation. For dealing with disabled, differentially abled, mentally challenged/physically challenged students, students with sensory difficulties, learning disability or autism, gifted and talented/ highly creative students, and in remedial teaching they were in need of special training. Identifying and facilitating students from low

socioeconomic background also is in need of some specific teacher training.

- Some specific and special areas, where teachers need training were pointed out by a group of participants. It included child rights (63%), financial management (30%), Agriculture in school setting (15%), skills to develop citizenship and democracy in students (15%) etc. A suggestion pointed out by the participants was to develop a pool/panel of experts in teacher training which can be utilized for, as per the objective of the training.

- The designed set of training modules in the training need, management of stress is tried, found to be effective through feedback and experts' analysis and were finalized, which may be included while designing a training manual for high school teachers.

- 'Management of stress', was identified one of the most frequently reported training need of high school teachers which can be targeted on teachers, in training, but indirectly benefitted by students.

6.12 LIMITATIONS AND FURTHER SCOPE

The study was too much limited to three districts of Kerala and high school teachers only. It may be extended to a little more specific groups of teachers and go in depth into the tryout of different training needs where as the present study tried out only one need. The study may be extended through

more feedback analysis after the training. The study may be extended to other
groups of participants.   In depth studies will be generating more subtle needs
of groups which may or may not be addressed through training.

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APPENDICES

APPENDIX I

TTNA - Semi-Structured Interview Schedule

1, ഇപ്പോൾ ലഭ്യമായ പരിശീലനം ഏതെല്ലാം മേഖലകളിലുള്ളതായിരുന്നു

2. പഠന, അദ്ധ്യാപനരീതികളിൽ വന്നുചേരുന്ന നൂചന മാറ്റങ്ങൾക്കനുസരിച്ച് ആവശ്യമായ പരിശീലനം നിങ്ങൾക്ക് ലഭിക്കുന്നുണ്ടോ?

    a.. എത്രകാലം കുടൂമ്പോഴാണ് പരിശീലനം ലഭ്യമാവുന്നത്?

    b. അത് നിങ്ങൾക്ക് പര്യാപ്തമാണോ?

    c. പരീശീലനംകൊണ്ട് പുതിയ രീതികൾ അവലംബിക്കുന്നതിലുള്ള ആത്മവിശ്വാസം വർദ്ധിക്കുന്നുണ്ടോ

3. ഈ പരിശീലനം ഇപ്പോഴുള്ളതിൽനിന്നും മെച്ചപ്പെടുത്താനുള്ള നിങ്ങളുടെ നിർദ്ദേശങ്ങൾ

    a. ഉള്ളടക്കം

    b. പരിശീലന രീതി

    c. ആക്ടിവിറ്റികൾ

    - Ice breaking

    - Group Discussion

    - Games

    - ഉല്ലാസത്തിനായുള്ള Energizers

    – Try out ക്ലാസ്സുകൾ

    - Infra Structure

    - Seating arrangement

    - Timing

    - Feed back schedule

പരിശീലനത്തിനു മുൻപും ശേഷവും ശേഷികളിൽ വന്ന മാറ്റം ഏതെങ്കിലും തര
ത്തിൽ താരതമ്യപഠനങ്ങൾ നടക്കാറുണ്ടോ?

ഉണ്ട് / ഇല്ല

4. നിങ്ങളുടെ പ്രതികരണങ്ങൾക്കനുസരിച്ച് പിന്നീടുവരുന്ന പരിശീലനപരിപാ
ടികളിൽ മാറ്റം വരുത്താറുണ്ടോ?

ഉണ്ട്/ ഇല്ല

ഉണ്ടെങ്കിൽ ചില ഉദാഹരണങ്ങൾ

5. പരിശീലനത്തിനുശേഷം ആവശ്യമെന്നു   കരുതുന്നവ

പങ്കാളിത്തം അംഗീകരിക്കപ്പെടുക ⦁   ഗ്രേഡിങ്ങ്   വിലയിരുത്തൽ
⦁

സർട്ടിഫിക്കറ്റ്   ⦁   ഉദ്യോഗക്കയറ്റം
⦁

6. നേതൃത്വപരിശീലനം ഇതിനൊപ്പം ആഗ്രഹിക്കുന്നുണ്ടോ?

ഉണ്ട്/ ഇല്ല

7. മറ്റ് അദ്ധ്യാപകരുടെ Resource നിങ്ങൾക്ക് പരിശീലനപരിപാടികൾക്കിടയിൽ
ഉപയോഗിക്കാൻ സാധിക്കുന്നുണ്ടോ?

(അറിവ്, അദ്ധ്യാപനരീതി / ക്ലാസ്സിന്റെ നേതൃത്വം തുടങ്ങിയവ)

ഉണ്ട്/ ഇല്ല

(1 ഏറ്റവും കുറവ്, 5 ഏറ്റവും കൂടുതൽ)

8. പരിശീലനം അദ്ധ്യാപനത്തോടുള്ള സമീപനത്തിൽ മാറ്റങ്ങൾ സൃഷ്ടിക്കു
ന്നുണ്ടോ?

ഉണ്ട്/ ഇല്ല

9. പരിശീലനങ്ങൾ തുടർച്ചയാവുമ്പോൾ ആവർത്തന വിരസത അനുഭവപ്പെടു
ന്നുണ്ടോ?

ഉണ്ട്/ ഇല്ല

10. പരിശീലനം മെച്ചപ്പെടുത്താനുള്ള നിങ്ങളുടെ നിർദ്ദേശങ്ങൾ ചുരുക്കിയെഴു
    തുക

പേര്   :   സ്ക്കൂൾ   :

വിദ്യാഭ്യാസജില്ല :   Designation   :

                                                              നന്ദി

APPENDIX – 2

OBSERVATION SCHEDULE

General Information's about Training

 Initial information's

Training title

Organized by

Number of participants

Area/locality covered

Duration

Number of sessions

Topic dealt by the resource person

Order of day

Mode of teaching: Direct / Indirect (Adult learning)

Practical sessions: provided / not provided

Try out & criticisms: provided / not provided

Objectives: clarified / not

Communication: Sent in advance / soon before program

Seating arrangement

Class / workshop / seminar

Number of RP's at a time: 1 /2 / more than two

Participants under observation: 5 / 5+1

Participant

NUMER: SEX: AGE:

Seating: comfortable / uncomfortable

Listening: active / passive

Interaction – with trainer – with fellow trainees

Site examples

Contributions in the training

Opportunities for activities

Participation in activities

Pleasant

Understanding targets expected

Energizer – participate effectively / passive

Asking doubts / queries

Engaging in conflicts: with other participants / with RP

Challenging RP's

Topics of political interests

Head Nodding

Small group interaction

Taking leadership of the group

Presentations: with clarity / move back / no clarity

Seating posture

Sound: clear / sharp / dull

Engaging in arguments: yes / no

Justifications: present / not

Gaze: straight / up / low

Expression of interest: high / medium / low

Calling others for activities: yes / no

Taking leadership: yes / no

Ask for application in classroom: yes / no

Discussion during break: topic / others

Experience sharing: yes / no

Explaining practical difficulty

Complaints:

Detailed Observation Schedule – Resource Person

Personal appearance

Pleasant / serious

Voice quality

Nonverbal communication

Pattern of interaction: one to one / Zig-Zag / one to many

Control of class: Lenient / strict

Mannerisms: present / absent

Sitting examples

Encouraging discussions

Energizers

Calling names of participants

Self disclosure

Allow experience sharing

Taking feedback: oral / written

Probing in discussion

Facilitating skills

T
T
N
A
Q

APPENDIX 3

DEPARTMENT OF PSYCHOLOGY
UNIVERSITY OF CALICUT

Developed By
SUDHESH & BABY SHARI 2013

Keenly go through each question and answer. Kindly clarify your doubts either about questions or about way of giving answers. Your responses will be used only for research purposes.

1.   How do you define the word 'teacher'?

2.   Among the tasks assigned to teachers, in what all tasks do you need training for professional enhancement?

3.   Do you need training to enhance your personal / professional talents?
       If Yes, specify some more details about the content.

- Personal

- Social issues related

- Skill oriented

- Syllabus oriented and subject related

- To implement new theories in the classroom

- Technology related

- Methodology

- Gender related

       Specify anything else

4.   In your views how should be the selection of participants for training (Put tick mark as per your choice)

Locality based / District based / state wise / age / experience / designation / educational qualification

5.   How frequently training should be given?

6.   What is the comfortable number of participants in a training program / workshop?
Below 30 / 30 – 50 / above 50

Give your opinions about the ongoing training program or the following.
Please put (·) for YES and (x) for NO. Denote your descriptive answers if necessary.

7.   Rate the following methodology in training, as 1 for most preferable to 22 for least preference
- Lecturing
- Audio / video clips
- Interactive lecturing
- General discussion
- Small group discussion
- Brain storming
- Field visit
- Try out classes
- Demonstration
- Criticism classes
- Questionnaire
- Collage

- Group activity
- Role play
- Simulations
- Games
- Slide presentation
- Story / diary analysis
- Case study
- Experiential teaching
- Self disclosure
- Experience sharing

8. What is your expectation from training program?

9. Do the training program include

- Ice breaking
- Energizers
- Activities
- Systematically planned content
- Resourceful person
- Interaction with all participants
- Generate motivation

10. How far the current training contributes your

- knowledge
- Skill development
- Attitude change

Always very well / somewhat / not at all

-

11. Do the training programs provide appropriate reading materials and hand outs?

12. Do the training program is in need of improvement in

- Content
- Methodology
- Activities
- Try out classes
- Group discussion
- Participation
- Duration
- Energizer
- Infrastructure
- Feedback session and evaluation

13. Is interaction with other trainees is possible with the current seating arrangement?

   Yes / No

14. How do you get communication to be invited for the training program?

   Well in advance / in time / short notice / through public media / to Head Master only

15. Your further suggestions for the forthcoming training programs

   - Knowledge related

   - Skill related

   - Attitude related

16. What are the different methodology adopted during training?
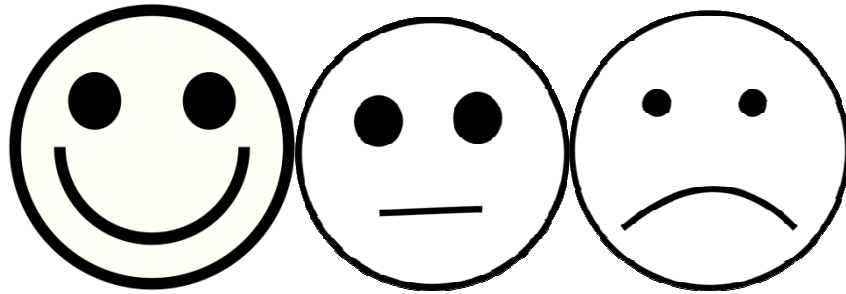
17.   Write your opinion and criticism about the ongoing training programmes for teachers?

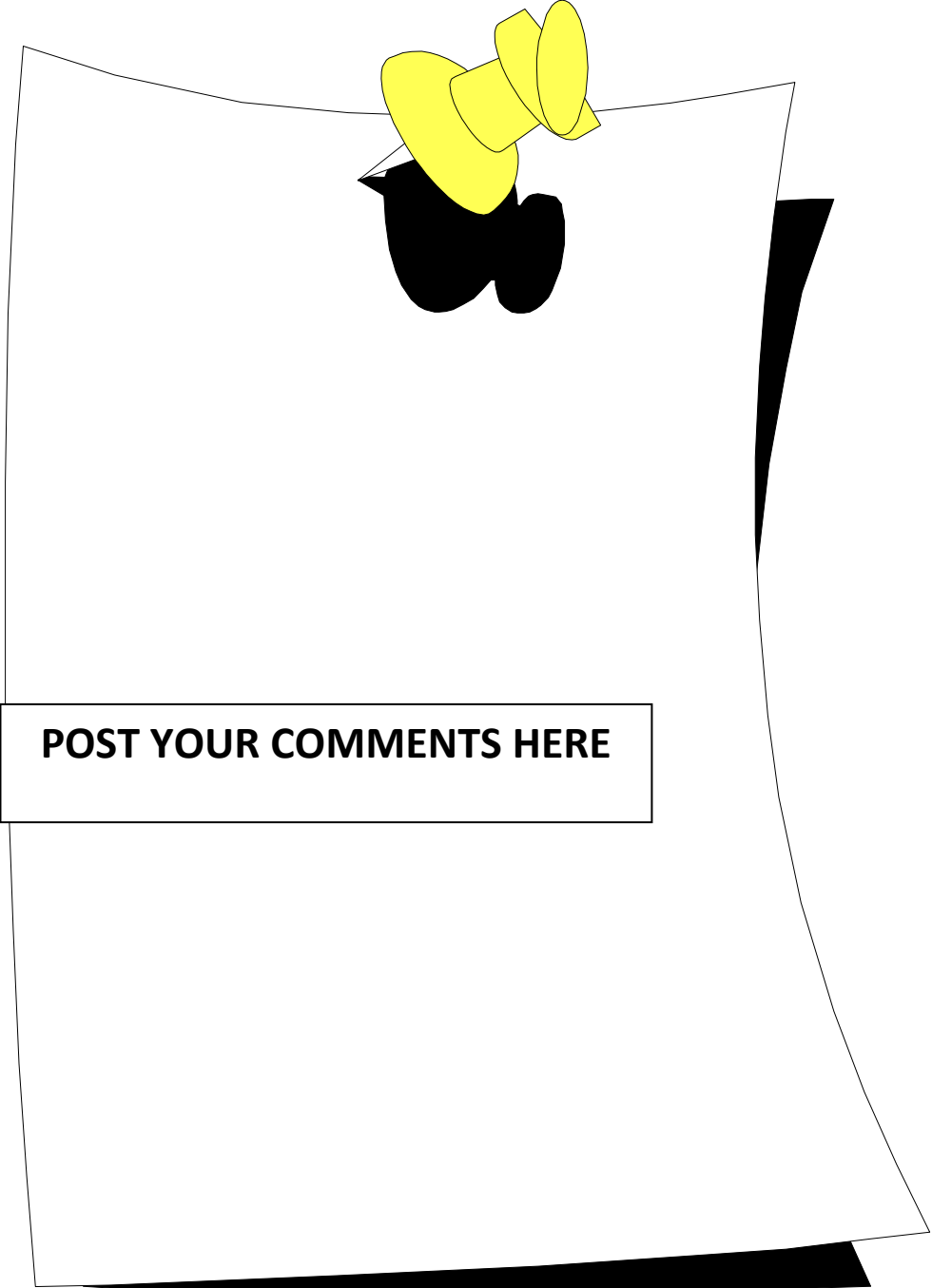18.   What are your suggestion to improve the fourth coming programme?

APPENDIX 4

1. Confidentiality

2. Respect others

3. Listen others

4. Right to talk

5. Forget your age

6. Feel free to interact

7. Equal opportunity

8. Do not ridicule

9. One person speak at a time

APPENDIX 5

MOOD METER

APPENDIX 6

PARKING SPACE

POST YOUR COMMENTS HERE

APPENDIX 7

STRESS

Stress is a very common phenomenon and is universal in nature. It is our body's reaction to people and events and to our own thoughts. Some level of stress is normal, such as before a test, stage performance or an athletic event.

Stress is unique and personal to each of us. What is relaxing to one person may be stressful to another. But too much stress can have physical and psychological effects that interfere with the health and well-being of an individual. Overtime, repeated stress can lower self-esteem, decrease academic performance and create a cycle of self-blame and self-doubt.

The key to reducing stress is to find strategies that help you as an individual. The best way to cope with unhealthy stress is to recognise when your stress levels are building. While we often think of stress as the result of external events, the events themselves are not necessarily stressful. It is the way we react to an event that causes stress.

APPENDIX 8

SIGNALS OF STRESS

Feelings

- Irritability / Anger
- Anxiety
- Fear
- Moodiness
- Feeling Low

Physical

- Headaches
- Back, neck problems
- Sleep disturbances
- More colds, infections
- Trembling
- Dry mouth
- Cold, sweaty hands
- Pounding heart

Thoughts

- Poor concentration
- Self-criticism
- Forgetfulness
- Fear of Failure
- Reduced self-esteem

Behavioural

- Increased or decreased appetite
- Increasing smoking, alcohol/drug use
- Accident-prone
- Acting impulsively

APPENDIX 9

FEATURES OF STRESS

Stress signals fall into four categories: thoughts, feelings, behaviour and physical symptoms. When you are under stress you may experience the following feeling, thoughts, behaviours or physical symptoms:

Feelings: Anxiety, Irritability, fear, moodiness, embarrassment.

Thoughts: Self- criticism, difficulty concentrating or making decisions, forgetfulness, pre-occupation with the future, repetitive thoughts, fear of failure.

Behaviour: Stuttering, difficulty speaking, crying, acting impulsively, do not feel like talking to anyone, nervous laughter, yelling at friends and family, grinding teeth, jaw clenching, increased smoking, alcohol or drug use, increased or decreased appetite.

Physical symptoms: Tightmuscles, cold or sweaty hands, headache, back or neck problem, sleep disturbances, abdominal pain, more colds and infection, fatigue, rapid breathing, pounding heart, trembling, dry mouth.

APPENDIX 10

MANAGING ANGER

Anger is a completely normal, usually healthy, human emotion. But when it gets out of control and turns destructive, it can lead to problems. Anger is an emotion that ranges from mild irritation to intense rage. Like other emotions, it causes physical changes. When you get angry, your heat rate and blood pressure level go up. Anger can be caused by both external and internal events. You could be angry at a specific person or event or your anger could be caused by worrying about personal problems. Memories of traumatic events can also cause you to feel angry.

Anger is a natural, adaptive response to threats and inspires powerful, often aggressive, feelings and behaviours, which allow us to defend ourselves when attacked. A certain amount of anger is necessary for survival. We cannot, however, physically attack every person or object that irritates or annoys us, laws, social norms and common sense place limits on how far our anger can take us.

People use a variety of both conscious and unconscious processes to deal with their angry feelings. The three main approaches are expressing, suppressing and calming.

1) Expressing your angry feelings in an assertive, non aggressive manner is the healthiest way to express anger. To do this, you have to learn how to make clear what your needs are, and how to get them met, without hurting others. Being assertive doesn't mean being pushy or demanding; it means being respectful of yourself and others.

2) Anger can be held in by not thinking about it or focusing on something positive. The purpose is to convert your anger into more constructive behaviour. Ir anger is not allowed out it can cause physical and emotional harm. Or people can become hostile and critical which can negatively affect their relationship with others.

3) You can calm down inside by controlling your behaviour and your internal responses. Try to take steps to lower your heart rate calm yourself down and let the anger go away.

You cannot get rid, or avoid, the things or the people that make you angry, nor can you change them, but you can learn to control your reactions.

Sometimes, our anger and frustration are caused by very real, unavoidable problems in our lives. Not all problems have a solution. In these situation, try not to focus on finding the solution, but on to handle the problem. Make a plan, and check your progress along the way. Try your best, but do not punish yourself if an answer does not come right away. If you can approach the problem with your best intentions and efforts and make a serious attempt to face it, you will be less likely to lose patience and become angry, even if the problem does not get solved right away.

All anger is not bad. Often it is a healthy, natural response to difficult times. For example, anger can be helpful when some injustice is being done and we want to counter it, or when it pushes us to do better because we failed the first time, or when it energizes us in an emergency situation to get things done. Anger is bad when it gets out of control.

APPENDIX 11

ANGER MANAGEMENT TIPS

- Ask yourself if this will matter in ten years. You may see things form a calmer perspective.

- Acknowledge that it is frustrating, and it's understandable that you would be uspset about it. At the same time it is not the end of the world and getting angry is not going to fix anything.

- Think about whether you have ever done a similar thing to someone else, even if by accident.

- Did you get angry at yourself? Ask yourself if the person did it purposefully. In many cases, you will see that they were just careless or in a rush, and really did not mean you any harm.

- Remind yourself that getting angry is not going to fix anything and will not make you feel better (and may actually make you feel worse0

- Try counting to ten before saying anything. This ma6y not address the anger directly, but it can minimise the damage you will do while angry. Or try counting to ten with a deep slow breath in between each number. Deep breathing helps people relax. Imagine a relaxing experience. Close your eyes, and travel there in your mind. Non-strenuous physical activities, like walking, can relax your muscles and help you feel calmer.

- Give yourself time and space alone. Physically move away from situations that make you angry.

APPENDIX 12

PASSIVE

Passive means to communicate in a 'weak' way. You are afraid to address the issue or problem. You are not stand with your opinion and you do not want to upset or disappoint the other person. You exhibit confused body language, which should are weak, timid, undecided and have low self - esteem.

AGGRESSIVE

Aggressive means to communicate in a way that threatens or punish the other person if your feelings, opinions or decisions to accepted. You try to discourage the other person, and insist your rights while denying their rights. Only your ideas, words, opinions and thoughts are correct. You have threatening and forcefully use language.

ASSERTIVE

Assertive means to communicate in a way that does not seems threatening to others. You are firm in standing up for your own ideas, feelings, and for your rights without endangering feelings of others. You tell someone exactly what you want in a way makes it clear that these are your ideas, words, opinion and thoughts and you believe them to be correct for you. You have become study, but non-threatening, body language.

APPENDIX - 13

EFFECTIVE AND EFFICIENT USE OF TIME

1. How long you are able to
   - Relax in week
   - Sleep in week

2. Do you keep a list of goals for the year
   Yes/No

3. Do you keep of list of aspirational goals for long term for example: learning a new language
   Yes/no

4. Do you consciously try to reduce a time taken for the routine task?
   Yes/No

5. How long it takes for you to pack or get ready to school/work?
   ½ an hour, 1 hour, 2 hour or more

6. How many hours a week are you able to read a book?
   Zero, less than 1 hour, more than 2 hours

7. How long it takes you to complete your assignments?
   ½ an hour, 1 hour, 2 hour or more

8. How many hours a week do you spend reading a magazine?
   ½ an hour, 1 hour, 2 hour or more

9. How many hours a day do you spend chatting/messaging?
   a) In mobile
   b) Internet
   c) With friends

10. What method do you use to pay bills?
    Internet payment, single point collection centre, by going to each vender's location

11. How long does it take you to pay all the monthly bills?
    ½ an hour, 1 hour, 2 hour or more

12. How do you buy your railway tickets?
    Online from home, online from nearby center, by going to railway station

13. How do you buy your other tickets?
    Online from home, online from nearby center, call the travel agent

14. How long does it take you to commute to school/work?
    ½ an hour, 1 hour, 2 hour or more

15. Can you drive a two wheeler or a car? If you could, would you save time? Do you think there is age beyond which you cannot learn to drive?

16. Do you exercise every week?
    Less than 2 hours a week, 2-5 hours in a week, more than 5 hours in a week

17. If you able to generate 4-6 additional hours a week how would you spend it?
    Reading books, learning something new, with family, entertainment or sports

18. How often do you listen to music in a week
    Less than 2 hours a week, 2-5 hours in a week, more than 5 hours in a week

19. While doing this I have always thought if the day had been a little longer
    Being friends, leisure time, previous day of an engagements, using mobile/internet

20. What cost s you the most time per week?
    Less than 2 hours a week, 2-5 hours in a week, more than 5 hours in a week

APPENDIX 14

FOUR QUADRENT OF TIME

Things **Very Important** **Very Urgent**	**Things** **Not Important** **Very Urgent**
Things **Very Important** **Very Urgent**	**Things** **Not Important** **Not Urgent**

APPENDIX 15

TIPS FOR STRESS MANAGEMENT

There are many ways to manage negative stress. Everyone needs to find ways that work best for them.

1.   Take deep breath

Stress often causes us to breathe quickly and this almost always causes more stress. Try to take deep slow breaths. Breathe in through your nose and count as you breathe cut through your mouth. Inhale enough so your lower abdomen rises and falls.

2.   Talk it out

When you feel stressed, try to express your feelings. Bottling of feelings can increase stress. Share your feelings. Perhaps a friend, family member, teacher can help you see your problem in new way. Talking with someone else can help clear your mind of confusion so that you can focus on problem solving. Even if it is slightly embarrassing, asking for help soon after a problem occurs may avoid serious problem later. Writing down thoughts and feelings can help clarify the situation and give a new perspective.

3.   Take a break

Recognise when you are most stressed and allow yourself some reasonable breaks. When things seem especially difficult, take a walk or other wise change your scenery.

Create a quiet place in your mind. You cannot always run away, but you can dream, Imagining a quiet place can take you out of a stressful situation. When you have the chance, take a moment to close your eyes and imagine a place where you feel relaxed and comfortable. Notice all the details of your chosen place, including pleasant sounds, smells and temperature.

4.   Pay attention to physical comfort

Be as physically comfortable as the situation will allow. Wear comfortable clothing. If it's too hot, go somewhere where it's not. If your chair is uncomfortable, move. Do not wait until your discomfort turns into a real problem.

5. **Move**

Physical activity can help reduce and prevent stress. When you feel nervous, angry or upset, release the pressure through exercise or physical activity. Try to find something you enjoy and make regular time for it. Running, stretching, walking or dancing can be done anywhere. Working int he garden, cleaning or playing with younger children can relieves stress, make you relax and energise you.

6. **Take care of your body**

Healthy eating and adequate sleep fuels your mind as well as your body. Avoid eating too much caffeine and sugar. Well-nourished bodies are better able to cope with stress.

7. **Laugh**

Maintain your sense of humour, including the ability to laugh at yourself. Share jokes and funny stories with your friends. Laughter is good for you.

8. **Manage your time**

Plan ahead and make a realistic schedule for yourself and include time for stress reduction as a regular part of your schedule. Trying to take care of everything at once can seem overwhelming and may keep you from accomplishing anything. Instead, make a list of what you have to do, then do one at a time, checking them off as you finish. Do the most important ones first. If a particularly unpleasant task faces you, do it early in the day and get over with it; the rest of your day will be less stressful.

9. **Know your limits**

When in a stressful situation, ask yourself : Is this my problem? If it isn't, leave it alone. If it is, can I resolve it now? Once the problem is settled, leave it alone. Do not agonise over the decision, and try to accept situations you cannot change. There are many circumstances in life beyond your control. If a problem is beyond your control and cannot be changed at the moment, learn to accept as it is, for now, until such time when you can change things.

10. **Do you have to be right always?**

Do you get upset when things don't go your way? consider cooperation or compromise rather than confrontation. It may reduce the strain and help everyone feel more comfortable.

11.   Have a good cry

It is normal for people of all ages to cry. A good cry during stressful times can be a healthy way to bring relief to your stress, and may prevent a headache or other physical consequences of stress. However, crying daily can be a sign of depression.

12.   Look for the good things around you

It is easy to see only the negative side when are stressed. You thoughts can become like a pair of very dark glasses, allowing you to see very little light or joy in your life. Decide to notice five good things around you. These can be positive or enjoyable moments or interactions. These may seem like small events but as these good things add up they can often provide a big lift to energy and psirits and help you begin to see things in a new, more balanced way.

13.   Talk less, listen more

Listening banishes stress, makes you more popular, more knowledgeable, more sensitive.

APPENDIX 16

Breathing exercises

This can be practiced just by following the instructions. Breathing is useful in the prevention and control of physical symptoms of stress. It may be desirable to earmark about 15-20 minutes in a day to relax your body through one or a combination of these exercises.

Deep breathing

This can be done anywhere and anytime if one feels overworked in the school, stop for a while and practice this. It may be practiced while watching television, travelling in a bus or train or waiting for our turn in a counter. Deep breathing provides extra oxygen to the blood. This in turn re-energises the body and promotes relaxation.

Simple steps in Deep Breathings: Exercise: I

1)	Slowly inhale though your nose, expanding your abdomen before allowing air to fill your lungs.
2)	Reverse the process while exhaling. Contract your abdomen before allowing air out of your lungs.

Exhalation Breathing

The technique shows breathing and calm down by practicing this we are likely to attain a slow rhythm in our natural breathing. This in thus helps on to remain calm.

Exercise :2

Simple steps in Exhalation Breathing

1)	Spread a sheet or mat on the floor Exhalation Breathing
2)	Lie down on your back with your arms at your sides
3)	Begin to breathe in slowly. As you do so, raise. Your arms towards the cling move them all the way up and over your head to the floor complete your inhalation.
4)	Reverse the order. Breathe out slowly and smoothly. As you do so, return your arms to the original position, that is to your sides.
5)	After practicing the several times, try to inhale and exhale without moving your arms.

Stretching Exercise

The exercise is effective for those involved in long hours of a sedentarily jobs. The long rigid postures assumed while working on computers, doing deskwork or assembly long work. Creates tension in certain muscular points. Doing stretching exercises intermittently helps release muscular tension and rigidity of done correctly, the helps in reducing stress and promoting relaxation. One should be careful not to source while stretching, so as to not to injure the muscles.

Exercise – 3

Steps in stretching Exercise

Identify the muscles suffering tension. One may start from the neck and move clownwan or vice-verse.

1) Breathe in slowly and do not hold your breath
2) Stretch your neck to the back, and exhale as your stretch
3) Imagine tension leaving as you exhale
4) Inhale as your release the stretch
5) Close your eyes better awareness of your body's response
6) Take other areas of the body where you feel muscular tension and repeat the process take these areas to this comfortable time.

APPENDIX 17

PROGRESSIVE RELAXATION

The learning process of increasing relaxation to a new level is facilitate by progressive relaxation. Those who have not had an exposure to the exercise may be with the feeling of relaxation of these heights. This not only helps in unfamiliar the physical symptoms of stress like headaches and hypertension, but also reduce anxiety, irritationting and depression.

Relaxation exercise closely remember the technique of neciltation This is a technique of remaking ones body and mind gradually and systematically by choice. Jacobson's relaxation method, Yoganidra and pregremve muscular relaxation exercise are the various approaches to relax the body and mind.

Exercise- 4

Progressive muscular relaxation (resting posture)

1) Please close your eyes and concentrate on the instructions
2) Now, tense your fists--- relax – repeat it, Tense your fist...relax
3) Now, please extend your finger....relax.. repeat it. Extend your fingers again... relax .
4) Now so some exercise with eyes. Open your eyes as wide possible and them look towards your right but without turning your head.. relax by setting back your eyes to the normal position.. again without turning your head look towards your right.. relax....

It refers to the mental technique for quieting the body and mind. Ancient Indian scriptures have heavy reference to the practice of meditation starting from the epics to the recent modern gurus, all have described the positive effects of meditation for physical, mental and spiritual well-being. meditation techniques are increasingly used for relaxation and therapeutic purposes.

APPENDIX - 18

FEED BACK SCHEDULE

- Was this training useful to you?   YES / NO

- Would you thought you need creative change?   YES / NO

- Was this training a good experience for you?   YES / NO

- Could you establish relationship with other trainees?   YES / NO

- Are you satisfied with the manner of conduction of training?

                                                                          YES / NO

- What was the drawback of the training?   YES / NO

REMARKS:

- Environment   VERYGOOD / GOOD / AVERAGE / BAD

- Food   VERYGOOD / GOOD / AVERAGE / BAD

- Accommodation   VERYGOOD / GOOD / AVERAGE / BAD

- Handout/reading materials

                            VERYGOOD / GOOD / AVERAGE / BAD

- Infrastructure   VERYGOOD / GOOD / AVERAGE / BAD

- Activities   VERYGOOD / GOOD / AVERAGE / BAD

Any more to add…………………..

STRESSFUL LIFE EVENTS AND DAILY HASSLES SCALES

Listed below in order of severity are the 10 life events rated as highly stressful by a sample of the US audit population studied by Holmes and Rahe (1967) and the 10 daily hassles endorsed most frequently by a New Zealand student population studied by Chamberlain and Zika (1990) using a scale derived from Kanner *et al.* (1981).

Life events

1. Death of spouse
2. Divorce
3. Marital Separation
4. Jail term
5. Death of close family member
6. Personal injury or illness
7. Marriage
8. Fired at work
9. Marital reconciliation
10. Retirement

Daily hassles

1. Not enough time
2. Too many things to do
3. Troubling thoughts about future
4. Too many interruptions
5. Misplacing or losing things
6. Health of a family member
7. Social obligations
8. Concerns about standards
9. Concerns about getting ahead
10. Too many responsibilities

പ്രിയപ്പെട്ട രമ,

എങ്ങനെപോകുന്നു ജീവിതമൊക്കെ. കഴിഞ്ഞ് ട്രെയിനിംഗ് ക്ലാസ്സിൽ കണ്ടി ല്ലല്ലോ. ആകപ്പാടെ ഉള്ള Relief വിശേഷങ്ങളൊക്കെ ചോദിച്ച് നിനക്ക് ഈ കത്ത് എഴുതുന്നതാ. ശരിക്കും ട്രെയിനിംഗിന് മാത്രമാണോ ഇത്രയും പിരിമുറുക്കം അനുഭവിക്കുന്നത്. അതോ, നമുക്ക് തോന്നുന്നതാണോ. അതോ നമ്മൾ ഉണ്ടാക്കു ന്നതാണോ ഈ പിരിമുറുക്കം? എത്രയോ ക്ലാസ്സുകൾ കേട്ടു. എന്നിട്ടും, പഴയ പടി തന്നെ. ആലോചിക്കുമ്പോൾ ശരിയാ, രമ ടീച്ചറേ, ശുചിത്വത്തെക്കുറിച്ച് പഠിപ്പിക്കു മ്പോൾ നമ്മൾ ശുചിത്വം പാലിക്കേണ്ടേ. പ്രകൃതിയെ സ്നേഹിക്കാനും, വെള്ളം പാഴാക്കാതിരിക്കാനും പഠിപ്പിക്കുമ്പോൾ നമ്മളും അത് ചെയ്യേണ്ടേ. കഴി ഞ്ഞദിവസം എന്റെ മകൻ എന്നോട് ചോദിക്കാ, കേബിൾ ടി.വി. വാങ്ങിതന്നിട്ട് എന്നോട് അത് കാണരുതെന്ന് പറയുന്നതിന്റെ ന്യായം എന്തെന്ന്. കുട്ടികൾ നമ്മ ളെപ്പോലെയല്ല. എത്ര പെട്ടെന്നാ വളരുന്നേ. . കഴിഞ്ഞ ദിവസം ഞാൻ ക്ലാസിൽ ചെല്ലുമ്പോൾ ബാക്ക് ബഞ്ചിലിരുന്നു ഒരുത്തൻ സിഗരറ്റ് വലിക്കുന്നു. ദേഷ്യപ്പെട്ട പ്പോൾ അവൻ, കൂളായി ക്ലാസ്സിന് വെളിയിൽപോയി. ഹോ, നമ്മളൊക്കെ പഠിച്ച കാലം ഓർത്തുപോകുന്നു. അന്നാ നിർത്തട്ടെ ടീച്ചറേ, 8ബി.യിലെ കുറച്ചു കൂടെ പേപ്പർ നോക്കാനുണ്ട്, കാണാം.

സ്നേഹത്തോടെ,

സത്യ

APPENDIX

ROLE-PLAY SITAUTIONS

1. A person of the opposite sex has asked you to go out with him/her. You don't know anyone who is going, which makes you feel a little uncomfortable. You have also heard that this person likes you; however he/she does not have a very good reputation at school. You decide to be assertive and say 'no' to him/her.

2. You have decided to get a tattoo. Your friend has told you that you can get it done in a nearby shop. You arrive, but the place does not look very clean. You have heard about the link between HIV/AIDS and unclean needles, so you ask the shop person whether the needles are clean and to see the equipment used for cleaning. When the person can't show you this, you decide to say 'No' assertively, even if your friend says there is no problem with tattoos.

3. You are talking to a number of your friends. Most of them have lady friend/girl friend and are teasing you because you do not have one. Rest of the group members hurts you with a taunting remark. You decided to make an assertive reply.

4. Two of your friends have started smoking and are showing off in front of others. Others in the group want to try smoking and ask you to join with them. You do not want to smoke and decide to say so.

5. A friend of your family meets you after school and asks if you wanted home on his scooter. You don't feel very good about this person and feel uncomfortable about the situation. You decide to be assertively refusing the ride.