

## Opinion of Participant Teachers towards Appropriateness of Orientation Course

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### Abstract

The purpose of the study was to explore the opinion regarding the opinion of teachers regarding the Appropriateness of the Orientation Course running through Humana Resource Development Centres (HRDC). A survey method was employed to accomplish the objective of the study. ‘Orientation Programmes Feed Back Questionnaire’ was implemented to know the aptness of various components of Orientation Programme. A purposive method of sampling was used in this study. 38 teachers have been selected for the study out of them 18 were male and 20 were female teachers. These faculty members just attended Orientation course at HRDC Kumaun University, Nainital in December 2020-21. Findings revealed that male and female teachers agreed equally about the appropriateness of evaluation of the Orientation course. Their views were similar about evaluation system of orientation course of HRDC.

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**Key Words:** Orientation Course, Humana Resource Development Centres, Appropriateness

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### Introduction

The higher education system in India is perceived as the prime contributor to national development as it enables the dissemination of specialized knowledge and imparting skills (NPE, 1986). Disseminating knowledge and imparting skills to the young enable them to be effective partakers of national development. Teachers play a key role in the system. The standard of education depended on competent teachers. Teachers become competent when they take training regularly. It seems that all over the world, the need for in-service training of tertiary teachers is strongly felt by education planners, and therefore, various models are practiced in different countries. This trend would ultimately lead to the formulation of some kind of formal professional development program.

It has been felt very seriously now-a-days in India, about the quality control of higher education to improve the teaching standard. Dhupiker (1993) in her study “Vitalizing the

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Academic Staff College for improving the quality of teaching and teachers” suggested of focus attention on the target areas. Hence, in order to improve the quality of education in our country, the need for training teachers in higher education becomes a very vital phenomenon. The need for training programmes for higher education after independence the intake of new entrants increased and knowledge explosion created a wide gap between the teachers and changing environment conditions. James’ report (1972), Mayer’s report (1972-73), and National Policy on education (1986) has noted that there are no training and Orientation for teachers in higher education.

For the professional development of teacher University Grant Commission, in pursuance of the National Policy on Education (NPE)1986 established UGC-HUMAN RESOURCE DEVELOPMENT CENTER (UGC-HRDC) formerly Academic Staff Colleges (ASC). UGC-HRDC has been assigned the task to organize Orientation Programme for young newly recruited teachers and Refresher course for an experienced teacher. It organized many academic activities for teachers. At present 66 UGC-HRDCs were established in different universities all over India (UGC-report,2001-02).

Passi and Pal (1994), Rao and Palsane (1994), Mavi (1995), Rai and Rai (1995), Gupta (1995), Yadav and Panda (1996), Sisodia (1997), Mohanty (1997), Verma (1998), Kundu (1999), Sail (1999), Dutta (2000), Joshi (2000), Dhawan (2000), Trivedi (2000), Das and Gogio (2001), Jyoti (2001), Ramalingam (2009), Behera (2009) and Goswami (2010) found that orientation programs conducted by Academic Staff Colleges(UGC-HRDC) improve the skills, the methods of teaching, broadening the attitude, personality, and horizon of the teachers. But, still, there is an immediate need to study the utility and acceptability of activities which is conducted by ASC (UGC-HRDC) need to be examined in the context of changing situations. So, this study was undertaken keeping in mind this question.

### **Objectives of the study**

1. To know the opinion of participants about usefulness of different component of orientation course conducted by the Human Resource Development Centre (HRDC).
2. To compare the opinion of male and female teachers about appropriateness of evaluation system of orientation course conducted by the Human Resource Development Centre (HRDC).

## **Hypothesis**

There is no significant difference between male and female teachers' opinion about evaluation system of orientation course.

## **Methodology**

Survey method of research was used for the study.

## **Population and sample**

All the teachers who have participated in the orientation course organized by UGC-HRDC Kumaun University, Nainital were identified as the population of the study.

Researcher used a purposive sampling method and chose 38 teachers who were taught in different universities and colleges of which 18 were male and 20 were female teachers. Researchers take as sample only those teachers who attained orientation course, organized by UGC-HRDC Kumaun University, Nainital in December 2020-21.

## **Tool**

To know the opinion of participants about the curriculum and different activities of the orientation course researchers used the 'Orientation Programmes Feed Back Questionnaire' constructed by herself. This Questionnaire consisted of many items which are related to society, the environment, the Indian education system, management, personality development of teachers, and the evaluation system of HRDC. Which used a five-point scale, i.e., very much useful, much useful, average, less useful, and least useful.

## **Analysis and Interpretation of data:**

For the analysis of data, Researchers used percentage and  $\chi^2$  value statistical methods. In order to fulfill the purpose of the first objective data collected with the help of a questionnaire, was analyzed by using the percentage method. For this, items, which were 75% and above were considered most acceptable, items that were secured less than 75% but equal to and more than 50% were considered acceptable and items with less than 50%, were considered short acceptable by the participant. The results pertaining to the acceptability of various components of the curriculum have been presented following:

**Table-1**

**Teachers' opinion for the Topics of Component 'A' Awareness of Linkages among  
Society, Environment and Education**

<b>S.N.</b>	<b>Topics</b>	<b>Percentage (%)</b>
<b>1.</b>	Goals of higher education	85.98
<b>2.</b>	Higher education and future scenario	80.00
<b>3.</b>	Environmental problems and international cooperation	74.44
<b>4.</b>	Indian Identification	81.75
<b>5.</b>	Importance of positive thinking	90.00
<b>6.</b>	Modernization	66.00
<b>7.</b>	Higher Education and Rural Development	71.34
<b>8.</b>	Higher Education and democratic out look	77.54
<b>9.</b>	Role of College and University teachers	82.86
<b>10.</b>	Higher education and value development	78.00
<b>11.</b>	Higher Education and scientific temper	80.66
<b>12.</b>	Unemployment	49.00
<b>13.</b>	Higher Education and Secularism	48.25
<b>14.</b>	Sustainable development	85.00

Component 'A' Awareness of Linkages among society, environment development, and education. The main objective of the component of 'A' is to enhance understanding of the role of college teachers in society with a view to appreciate the interdependence of higher education and various dimensions of society and its development need. It is observed that the participants were given preference for many topics. The topics which were given higher preference by participants are:

- Importance of positive thinking
- Goals of higher education
- Sustainable development
- Role of College and university teacher
- Higher education and future scenario

It is clear from table 1, the percentage of unemployment and Higher education and secularism is (49.00, 48.25) which is less than average. Then we can say that participants of the orientation course were not in favor of these topics. Other items which were preferred by participants are Indian identification, modernization, higher education and rural development, higher education and democratic outlook, higher education, and scientific temper.

**Table-2**

**Teachers' opinion for the Topics of Component 'B' Philosophy of Education, Indian Education System and Pedagogy**

S.N.	Topics	Percentage (%)
1.	Philosophy of education	81.75
2.	Method of teaching	80.66
3.	Model of teaching	74.45
4.	Economical development in India	75.10
5.	Teaching learning process	77.10
6.	Theories of adult learning	49.00

7.	Museum and archeology	62.75
8.	Measurement and examination reform	75.63
9.	Evaluation system	71.65
10.	Non formal Education	63.44
11.	Library and its component	49.22
12.	Preparation of teaching aid	54.00

Table 2 shows the acceptability data for curriculum component 'B' Philosophy of the Indian education system and pedagogy. The purpose of incorporating this component was to develop basic skills that a teacher needs for effective classroom teaching. It is evident from the data given in table 2 that the participants have shown very favorable responses for some topics which percentage was 75 to 100 reached high level of acceptability in order of their ranking are:

- Philosophy of education
- Method of teaching
- Teaching learning process
- Measurement and examination reform
- Economic development in India

It is evident from the table that some topics such as- theories of adult learning and principal of learning could not reach the average criterion. Besides these other topics as: Evaluation system, model of teaching, Economic development in India etc. liked by participant

**Table-3**

**Teachers' opinion for the Topics of Component 'C' Subject up Gradation**

S.N.	Topics	Percentage (%)
1.	Preparation of various aspects of every discipline, based on recent ideas and innovation	78.56
2.	Preparation of bibliography in the subjects concerned	80.55
3.	Review of Professional Journals	80.55
4.	Becoming a effective teacher	90.00
5.	Project work / seminar presentation	82.55

Table 3 gives the acceptability data for different topics of the curriculum component 'C' i.e. subject upgradation. The purpose of incorporating this component was to develop self-sufficiency in keeping themselves continuously abreast of the new knowledge in their respective subject. For this purpose, a refresher course was organized for every subject. In the initial stages of the ASC (UGC-HRDC) scheme, few content topics were introduced in the orientation programmes. Acceptability criteria for these topics are indicated in Table -3. It is clear from the table that every topic of this component was preferred by the participants. It may be the importance of the topics because participants accepted that all the topics of this component are useful for their professional development.

**Table-4**

**Teachers' opinion for the Topics of Component 'D' Management and Personality Development**

S.N.	Topics	Percentage
1.	Personality development and management	88.75
2.	Community development and extension work in higher education	55.45
3.	Students counseling information services	54.65
4.	Management of communication skills	60.75
5.	Educational management and decision making	81.45
6.	Leadership, team building and work culture	78.66
7.	Total quality management and higher education	54.44
8.	Co-curriculum activities	57.44
9.	Yoga and mental health	92.00
10.	Computer and information technology	91.25

Table 4 shows the acceptability data for different topics of the curriculum component 'D' i.e. Management and personality development. The rationale for adding this component was to familiarize the college teachers with the organization and management of the college/university and to delineate the role and function of a teacher within the system. It is clear from the table varying degrees of acceptability. Some of the topics which reached the highest level of acceptability in order of their ranking are:

- Yoga and mental health
- Personality development and management
- Educational management and decision making
- Leadership team building and work culture



Other topics of this component were got average levels of acceptability criterion. It is noted from the table that all topics of this component attained the acceptability criterion.

**Table-5. Test of  $\chi^2$  value of male and female teachers' Opinion towards mode of evaluation**

Items	Gender	Very much useful	Much useful	Average	Less useful	Least useful	Total	Observed $\chi^2$ value df= 4
Evaluation of seminar presentation	Male	5 27.78	8 44.43	3 16.67	1 5.56	1 5.56	18 100	11.37 *
	Female	9 45.00	3 15.00	3 15.00	2 10.00	1 5.00	20 100	
Evaluation of micro teaching lesson	Male	10 55.55	5 27.77	1 5.56	1 5.56	1 5.56	18 100	3.42
	Female	9 45.00	5 25.00	3 15.00	1 5.00	2 10.00	20 100	
Book review evaluation	Male	9 50.00	6 33.32	1 5.56	1 5.56	1 5.56	18 100	4.24
	Female	9 45.00	6 30.00	1 5.00	1 5.00	3 15.00	20 100	
Interview based evaluation	Male	8 44.44	6 33.33	2 11.11	1 5.56	1 5.56	18 100	5.75
	Female	10 50.00	3 15.00	3 15.00	2 10.00	2 10.00	20 100	
Written test	Male	9 50.00	5 27.77	2 11.11	1 5.56	1 5.56	18 100	0.71
	Female	10 50.00	5 25.00	3 15.00	1 5.00	1 5.00	20 100	

From Table 5, it can be observed that for the items viz. evaluation of seminar presentation, the obtained  $c^2$  value with  $df=4$  is 11.37 which is greater than the table value (9.49) at 0.05 level of significance. Hence  $c^2$  values are found to be significant at 0.05 levels. The null hypothesis is rejected and we can say that there is a significant difference between male and female teachers' opinions for evaluation of the seminar presentation. In other words, male and female teachers' opinion about the 'evaluation of seminar presentation' is not the same.

It is clarified that 44.44% of male teachers accepted that they feel 'evaluation of seminar presentation' is useful for them while only 15.00% of female teachers accepted it. In this way, it is clear that male teachers accepted evaluation of seminar presentations is more useful for them than their female counterparts.

Rest of the cases viz. evaluation of micro-teaching lesson, book review evaluation, interview-based evaluation, and written test, it can be observed that obtained  $c^2$  value with  $df=4$  is 3.42, 4.24, 5.75, and 0.71 which is lesser than table value (9.49) at 0.05 level of significance. Hence, obtained  $c^2$  values are not significant. The null hypothesis is accepted and we can say that there is a significant difference between male and female teachers' opinion about these items. It can be interpreted that similar opinions of male and female teachers regarding these items.

In these cases, most of the male teachers as well as most of the female teachers equally accepted that evaluation and grading system is helpful to grow their academic activities and make them aware towards their profession, So the order of their ranking is:

Evaluation of micro teaching lesson	50.00
Book review evaluation	47.37
Written test	47.37
Interview based evaluation	50.00

**Table-6**

**Test of  $\chi^2$  Value of Male and Female Teachers' opinion about Appropriateness of  
Evaluation system of Orientation Course**

Participants	Very much useful	Much useful	Average	Less useful	Least useful	Total	Observed $\chi^2$ value df= 4
Male Teachers	7 38.89	7 38.89	2 11.11	1 5.56	1 5.56	18 100	1.31
Female Teachers	9 45	6 30	2 10	1 5	1 5	20 100	

▪ Significance at 0.05 level

From Table 6, it can be observed that obtain  $\chi^2$  value is 1.31 with df= 4 was lesser than (9.49) table value. Hence, the obtained  $\chi^2$  value is not significant at 0.05 level. The null hypothesis is accepted. We can say that there is no significant difference between male and female teachers' opinions about the appropriateness of the evaluation system of HRDC. In other words, it can be said that the opinions of male and female teachers regarding the appropriateness of evaluation do not differ from each other. It means their opinion is the same about the appropriateness of evaluation of the Orientation course.

From Table 6 it is clear that most of the male teachers (38.89) as well as most of the female teachers (45.00) perceived that evaluation in the Orientation course is very much useful for them.

**Table-7**

**Test of  $\chi^2$  Value of Male and Female Teachers' opinion about Evaluation and Grading System**

Items	Gender	Very much useful	Much useful	Average	Less useful	Least useful	Total	Observed $\chi^2$ value df= 4
Keeping you active in your participation in ASC	<b>Male</b>	9 50.00	5 27.77	2 11.11	1 5.56	1 5.56	18 100	5.15
	<b>Female</b>	10 50.00	5 25.00	2 10	2 10	1 5	20 100	
Helping You to know your strength and weakness in academics activities	<b>Male</b>	11 61.11	4 22.21	1 5.56	1 5.56	1 5.56	18 100	24.37*
	<b>Female</b>	9 45.00	8 40.00	1 5.00	1 5.00	1 5.00	20 100	
Giving opportunity in improve teaching competency	<b>Male</b>	8 44.44	5 27.78	2 11.11	1 5.56	2 11.11	18 100	3.83
	<b>Female</b>	10 50.00	5 25.00	2 10.00	2 10.00	1 5.00	20 100	
Develop insight for taking research /project	<b>Male</b>	11 61.11	4 22.21	1 5.56	1 5.56	1 5.56	18 100	10.78*
	<b>Female</b>	9 45.00	5 25.00	4 20.00	1 5.00	1 5.00	20 100	
Developing of co-operative spirit in preparation for evaluation	<b>Male</b>	8 44.44	5 27.78	3 16.66	1 5.56	1 5.56	18 100	5.15
	<b>Female</b>	9 45.00	5 25.00	4 20.00	1 5.00	1 5.00	20 100	

*Significance at 0.05 level.*

From Table 7, it can be observed for the items viz. helping you to know your strength and weakness in academic activities and developing insight for taking research/project own doctoral works, obtained  $\chi^2$  value with (df=4) are 24.37, and 10.78 which is greater than table value (9.49) at 0.05 level of significance. Hence  $\chi^2$  value is found to be significant at 0.05 level. The null hypothesis is rejected and we can say that there is a significant difference between male and female teachers' opinions on the same item. In other words, male and female teachers' opinions about these items are not the same.

In these cases, 61.00% of male teachers reacted that the evaluation system is helping to know their strengths and weakness in academic activities and developing insight for taking research/projects whereas only 45.00 % of female teachers accepted that. In this way, it is clear male teachers accepted that these items are more appropriate to develop their academic competency than their female counterparts.

In other cases, viz. keeping active in their participants in UGC-HRDC, giving opportunity in improving teaching competency, developing of co-operative spirit in preparation for evaluation. It can be observed that obtained  $\chi^2$  value with df= 4 is 5.15, 3.83, and 5.15 which is less than the table value (9.49) at 0.05 level of significance. Hence, obtained  $\chi^2$  value is not significant. The null hypothesis is accepted and we can say that there is no significant difference between male and female teachers' opinions for keeping them achieving in their participation in UGC-HRDC, giving opportunity in improve teaching competency and develop a cooperative spirit in preparation for evaluation. It can be interpreted that male and female teachers' response patterns regarding these topics are similar. In other words, we can say that male and female teachers are equally perceived the above topics are useful for them. In these cases, most of the male and female teachers have equally perceived that evaluation and grading system is helpful to grow their academic profession, in order of their ranking are:

Keeping you active in your participants in UGC-HRDC	50.00%
Giving opportunity in improve teaching competency	47.36%
Developing of co-operative spirit in preparation for evaluation	44.73%

## Discussion

The result shows that teachers had not accepted topics such as unemployment and higher education and secularism. It is possible that the teachers were less sensitive regarding these issues. In the next component, they did not accept some topics such as theories of adult learning and the library, and its components were not appreciated by teachers. This finding gets support from Passi and Pal (1997) who found in their study that theories of adult learning and principles of learning could not be liked. It means they did not favor its inclusion in the orientation course.

From the result, it is clear that all topics of component 'C' were accepted by participant teachers, which may be due to these topics being associated with their expertise areas. It may, therefore, be concluded that the topics of curriculum component C are most appreciated by participant teachers. It may be due to the fact that teachers accepted that component 'C' really fulfilled their academic need and this component gives a chance to improve their professional competency. It is also to be noted that all the topics of component D were accepted by participants. Some topics of this component get higher acceptability criteria such as yoga and mental health and computer and information technology. It may be due to the importance of these topics participant teachers are aware of their physical fitness because they accepted that yoga makes them physically and mentally healthy. The majority of teachers accepted that digital skills are necessary for them because it keeps them continuously updating their knowledge in all subjects. These findings get support from R. Singh. & Sahoo. P.K. (2006) found in their study higher education level teachers accepted that computer and information technology and Yoga related activities are necessary for them because computer knowledge keeps them updated in their subject and yoga becomes them healthy.

Participants of the orientation course revealed that the evaluation system of the orientation course is very useful for them. Results show reaction towards the usefulness of the evaluation system was partly affected by gender differences i.e., with regard to the evaluation of seminar presentations, helping to know their strength and weakness in academic activities, and developing insight for taking research projects/own doctoral work. The male teachers found more useful this evaluation mode more than their female counterparts. There was a homogeneous response pattern in male and female teachers' rating with regard to rest component i.e., evaluation of micro-teaching lesson, book review evaluation, interview-based

evaluation, written test, improve their teaching competency, co-operative spirit in preparation for evaluation and appropriateness of evaluation system. These findings were supported by Sahoo and Singh's (2006) findings who find in their work that ACS (UGC-HRDC) participants liked the evaluation system of the orientation course. The findings have significant implications for incorporative-specific curriculum input for teachers' empowerment in the higher education stage.

On the whole, it can be concluded that participants in the orientation course give the most appreciation for some topics such as yoga and mental health, computer, and information technology, the importance of positive thinking, becoming an effective teacher, the goal of higher education, and sustainable development. It means they are aware of their health, profession, social duty, and the next generation. These findings also get support from the finding of P.K Sahoo and R. Singh (2006) who find in their study that orientation participants liked such topics as yoga and mental health, the importance of positive thinking, computer and information system, and topic of personality development. The quality assurance body such as Academic Staff College (UGC-HRDC) and other academic bodies must take note of these findings to evolve the course and its component for enhancing teaching competency.

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