

**PROBLEMS FACING DURING HUMAN RESOURCE DEVELOPMENT TRAINING PROGRAMMES BY THE
PRIMARY SCHOOL TEACHERS IN VIJAYAPURA CITY OF KARNATAKA STATE: A STUDY**

Dr. R.V.Gangshetty

Assistant Professor, Dept. of Economics, Karnataka State Women's University, Vijayapura (India).

Reshma S. Gajakosh

**Doctor Research Scholar, Dept. of Economics, Karnataka State Women's University, Vijayapura
(India).**

1. Introduction :

Human Resource Development is covered with organization of man power, planning, training, performance appraisal and organizational development. Human Resource Development is closely related to education. Formal as well as informal education goes a long way in developing the valued human resource available in the country. The major aim of education in the qualitative improvement in curricular and teaching methods to ensure relevance and importance to students, workers and artisans of values, knowledge and skills required for emerging task, which have been imbibed in the new education policy. Now a day's training is most important to teachers. HRD enables the teacher to improve his/her productivity and makes him/her an effective teacher. HRD is, thus, a continuous process to ensure the development of teachers' competencies, dynamism, motivation and effectiveness in a systematic and planned way. At the primary level, teachers deal with raw mindset of children. They, therefore, have to play an important role in molding the future of children. The purpose of training is to achieve a change in the behavior of those trained and to enable them to do their jobs better. Training is necessary for old workers to refresh them and to enable them to keep up with new methods and techniques' as well as new equipments to do the teachers. Human Resource Development programmes for students can be successfully implemented only if there be required HRD training programmes for the teachers. HRD training schemes for students are dependent on HRD plans for the teachers. Without transforming the teachers into a dynamic force, the students cannot be turned into national assets. The HRD programmes for teachers should be such that ultimately they benefit the students also and not only the teachers.

Training is most important to the in-service primary school teachers. A teacher can never truly teach unless he is learning himself. 'A lamp can never light another lamp unless it continues to burn its own flame'. But the teachers cannot learn everything by themselves. Certain aspects of learning require guidance from expert or any kind of training institutions. So, in-service training is of key importance to the maintenance of importance of standards in the schools. Teachers should not be expected to implement new methods of teaching or tackle new curricular without in-service training. The in-service teachers training programs aims at providing knowledge, principles, laws and others regarding to teaching activity to the prospective teachers. These teachers go in to the field of technology is going to be increased day-by-day. But Problems Facing During HRD Training Programmes by Primary School Teachers.

2. Review of Related Literature :

Myageri C.V. (1999) in his book *Teacher Education Programmes in India* explains that the teacher education programmes are expected to provide some 'training' not only in pedagogy but also in the behavioral attributes including motivation perceptions, preferences and value orientation.

Pushkin Dave (2001) in his work on *Teacher Training* is of the view that elementary school teacher education is unfortunately too genetic because they are all educated alike certified alike, and hired alike.

Singh Jyoti (2004) in his book *Education and Human Resource Development* maintains that in practice the human resource development remains a neglected area.

Ram S. (2007) in his work *Current Issues in Teachers Education*. Explains the details of the teacher education. The efficacy and strength of an educational system largely depend upon the quality of its teachers.

Naga Battu Raju (2008) in his work on *Human Resource Development* maintains that the main purpose of the training is to provide learning operations and resources.

3. Objectives of the Study :

The present paper is designed with the following important objectives.

1. To understand the Human Resource Development Training for primary school teachers.
2. To analyze the problems facing during HRD training programmes by primary school teachers in Vijayapura City.
3. To suggest remedial measures to solve the problems during the HRD training programmes.

4. Research Methodology :

For the present study, the following methodology is adopted. In primary data 30 in-service primary school teachers selected from Govt. primary schools of Vijayapura City. A suitable questionnaire has been prepared for field study to generate primary data. Secondary data have been collected using books, research papers and website etc. Percentage method used to analyze data so generated.

5. Analysis of Data Interpretation :

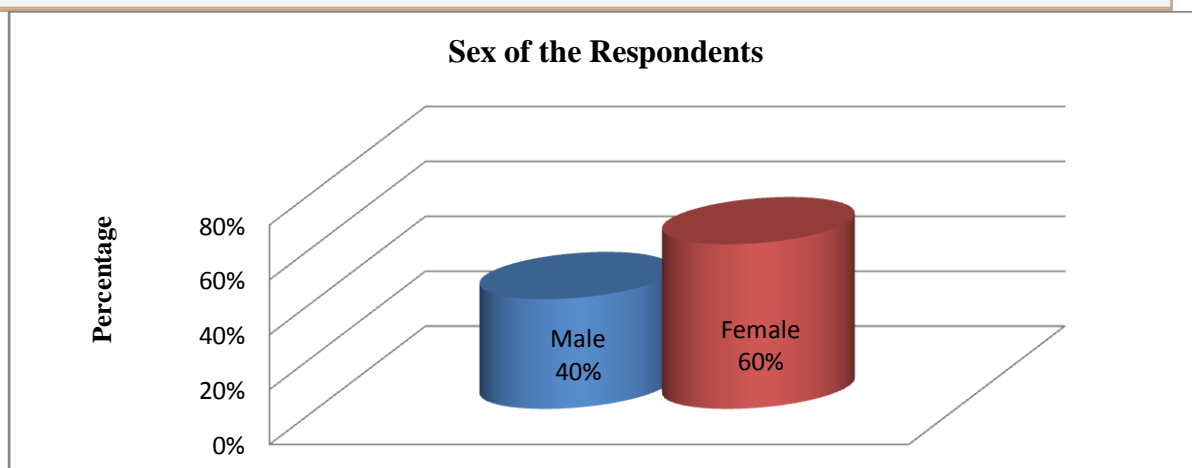
5.1. Sex Ratio:

The sex ratio is important to present study, sex of the respondents divided into two type's male and female.

Table No.1: Sex of the Respondents

Sl. No	Sex	No. of Respondents	Percentage
1	Male	12	40%
2	Female	18	60%
Total		30	100%

Source: Field Study



The figures from the above Table No.1 indicate that proportion of women in education field is more compared to men. Out of a total 30 respondents 40% respondents are Male and 60% respondents are Female. It clear that more number of females are working in primary schools.

5.2. Age of the Respondents:

Age is the length of time that a person or a thing has existed or lived. It usually increases with continued lifespan.

Table No.2: Age of the Respondents

Sl. No	Age Groups	No. of the Respondents	Percentage
1	Less than 32	04	13.33%
2	32 to 60	26	86.67%
3	60 and above	0	0%
Total		30	100%

Source: Field Study

From Table No. 2 it is clear that 13.33% respondents are from the age group Less than 32 and remaining respondents 86.67% are found in the age group 32 to 60 years. It means that more number of middle age teachers is working in primary schools.

5.2. Education Qualification:

In order to make school education effective, it is essential to keep in view the educational qualifications of teachers.

Table No.3: Qualification of the Respondents

Sl. No	Qualification	No. of the Respondents	Percentage
1	PUC	18	60%
2	UG	08	26.67%
3	PG	01	3.33%
4	Others	03	6.67%
Total		30	100%

Source: Field Study

The Table No.3 provides details pertaining to education qualification of the respondents. Each and every teacher has passed PUC. The majority 60% respondent's qualification only PUC and remaining 40% respondents have passed higher education they are UG, PG and other equal degrees.

5.3. Teaching Experience:

Experience is an important aspect of teaching field. Experience held by someone should be given due recognition. Rich teachers teaching experience indicates more knowledge and it leads to increases talent among the students.

Table No.4: Teaching Experience of the Respondents

Sl. No	Teaching Experience	No. of the Respondents	Percentage
1	1-10	07	23.33%
2	10-20	19	63.33%
3	20-30	04	13.34%
4	Above 30	00	0%
Total		30	100%

Source: Field Study

In above Table No. 4 shows that more number of the respondents have 10-20 years of teaching experience (63.33%). It is clear that highly experienced teacher more in the present study and they can give effective teaching to students in the schools.

5.4. Attended the Trainings:

Training enhances efficiency and develops a systematic way of performing duties and assigned tasks. In-service training takes within its ambit such activities as refresher courses, short term intensive curricula, practical knowledge of workshop, seminar and professional refresh courses, etc.

Table No.5: Attended Trainings of the Respondents

Sl. No	Response	No. of the Respondents	Percentage
1	Yes	30	100%
2	No	00	00%
Total		30	100%

Source: Field Study

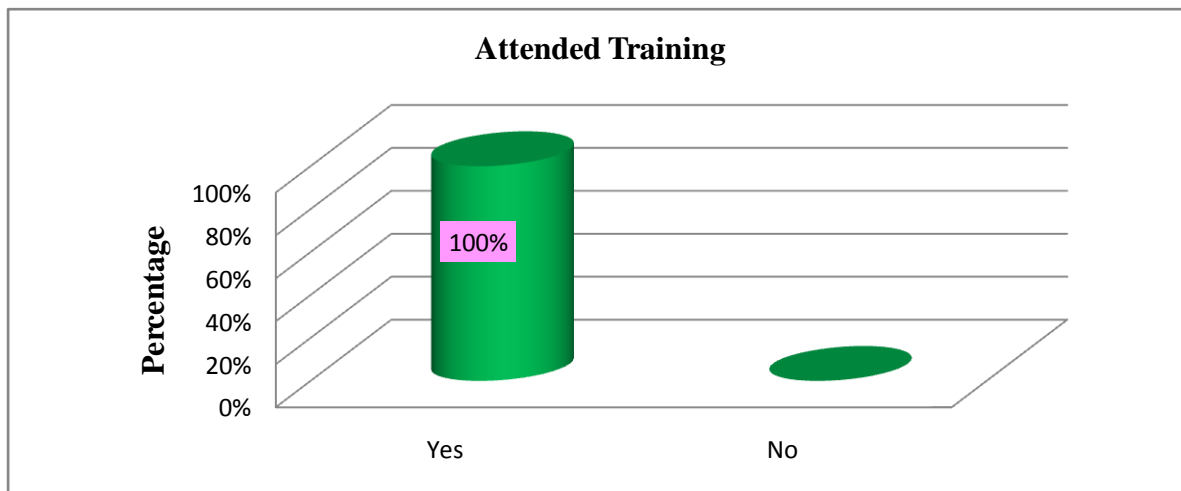


Table No.5 showing that out of total respondents all most all 100% respondents are attended trainings in a year. Because, trainings are most important to each and every teachers so that all the teachers are getting benefits by the HRD trainings.

5.5. Nature of the Training:

In-service training provided with a view to increase knowledge and skill for a specified job. The nature of training is divided into two parts i.e., voluntary and regular.

Table No.6: Nature of Training

Sl. No	Nature of Training	No. of the Respondents	Percentage
1	Voluntary	02	6.67%
2	Regular	28	93.33%
Total		30	100%

Source: Field Study

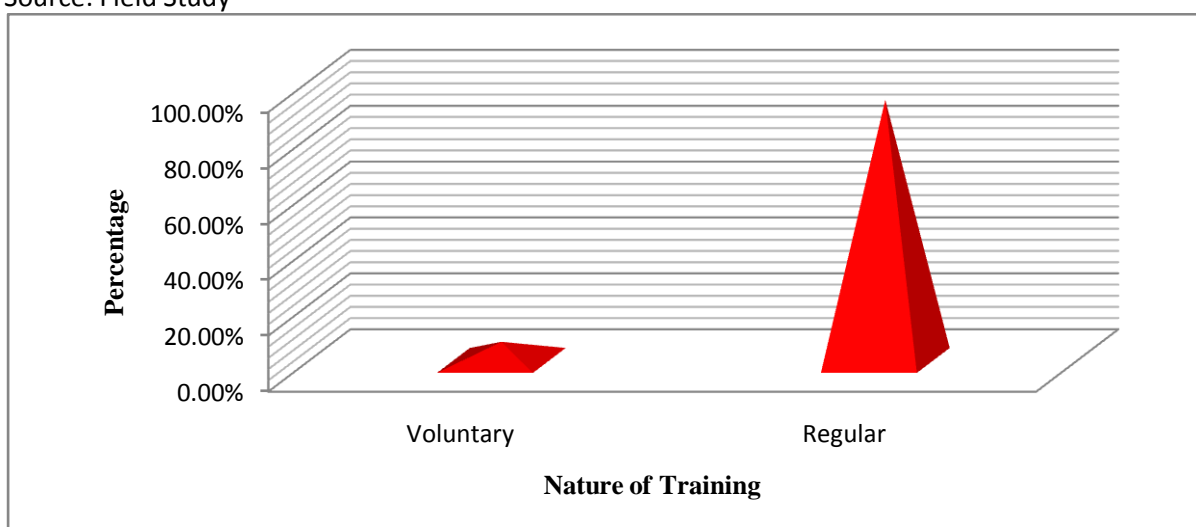


Table No.6 reveals that only 6.67% respondents of Head Masters (HM) attended the training Programmes voluntarily. Because, the Head Masters are having administrative

responsibilities in addition to the regular teaching. Hence, radio is very less. The remaining 93.33% respondents attended training Programmes regularly they normally don't avoid training.

5.6. Attended the Training Sessions:

Training programmes are important to the teachers because help to improve the teaching learning process. It is necessary that every year 20 days trainings are to be attended by the teachers.

Table No.7: Training Sessions

Sl. No	Training Sessions	No. of the Respondents	Percentage
1	One to Three	03	10%
2	Four to Six	21	70%
3	Seven to Nine	06	20%
4	Above Nine	00	00%
Total		30	100%

Source: Field Study

It is observed from the table No.7 that all respondents are attended trainings in a year the details are as under. Out of which 10% of the respondents One to Three trainings were attended; majority 70% of the respondents were attended Four to Six trainings and 20% of the respondents attended Seven to Nine trainings programmes in a year.

5.7. Days of Attended Trainings:

In training institution some in-service primary school teachers attended training minimum number of days and other teachers attended training maximum number of days.

Table No.8: Days of Attended Trainings

Sl. No	Days	No. of the Respondents	Percentage
1	1-5	00	00%
2	5-10	03	10%
3	10-15	03	10%
4	Above 15	24	80%
Total		30	100%

Source: Field Study

The above Table No. 8 explains about that out of 30 (100%) respondents 03(10%) respondents attended 5-10 days of training, 03(10%) respondents attended 10-15 days of training and 24(80%) respondents attended above 15 days of the training.

5.8. Facing the Problems in the Training:

Primary schools teachers are facing so many problems during the training period.

Table No.9: Facing Problems in the Training

Sl. No	Response	No. of the Respondents	Percentage
1	Yes	30	100%
2	No	00	00%
Total		30	100%

Source: Field Study

In the above table clears that 100% of the respondents are facing the problems. This is the major finding in the teacher training programmes which are selected in the present study.

5.10. Different Problems Facing in the Training:

The in-service primary school teachers facing the different problems during the training period like that food problems, staying problems, resource material problems, resource persons problems and basic problems, etc.

Table No.10: Different Problems Facing By Primary School Teachers during Training

Sl. No	Problems	Response	No. of the Respondents	Percentage
1	Food Problem	Yes	24	80%
		No	06	20%
2	Staying Problem	Yes	06	20%
		No	24	80%
3	Resource Material Problem	Yes	21	70%
		No	09	30%
4	Highly Qualified Resource Persons Problem	Yes	10	33.33%
		No	20	66.67%
5	Basic Facilities Problem	Yes	12	40%
		No	18	60%

Source: Field Study

The above Table No. 10 shows that problems facing by Primary school teachers during training those problems the major problems are food and resource material that is 80% and 70% respondents are faced problems and regarding other problems are not have major impact of training.

5.11. Impact of the Highly Qualified Resource Persons:

Resource persons are very important in the every training programme so highly qualified resource persons provided quality of knowledge to teachers trainers.

Table No.11: Impact of Resource Persons

Sl. No	Impact	No. of the Respondents	Percentage
1	V. Good	00	00%
2	Good	02	20%
3	Better	08	80%
4	Best	00	00%
Total		10	100%

Source: Field Study

It is clear from table No.11 that 02 (20%) respondents expressed their opinion that the impact of resource persons was good and remaining 08 (80%) respondents said that the impact of resource persons was better.

5.12. Training Suitable time Schedule:

Time is very precious once past cannot be brought it back by any means and it is important to understand the value of time and time is more valuable than money.

Table No.12: Training Time Schedule

Sl. No	Response	No. of the Respondents	Percentage
1	Yes Sufficient	10	33.33%
2	Not Sufficient	20	66.67%
Total		30	100%

Source: Field Study

The above table No. 12 shows that few respondents are satisfied with time tables of training programme and remaining 20 (66.67%) respondents are not satisfied because availability of time is not sufficient during the programme period.

6. Major Findings of the Study:

1. The present study found that female teachers are more in this field compared with male teachers.
2. Each and every teacher has passed PUC i.e 60% but very few teachers 26.67% are interested for complete further Under Graduate degree. 3.33% Post Graduate degrees and 6.67% have intended to complete degree for promotion purpose.
3. The majority of the respondent's 63.33% teaching experience 10 to 20 years in the field of teaching.
4. Training is compulsory for the every in-service teacher so, 100% of the respondents attended training.

5. Out of total 6.67% of the respondents attended training voluntary because who is head master in their school that teachers attended training voluntary and remaining 93.33% of the respondents attending regularly.

6. The total 100% of the respondents are facing the different so many problems during the training period. This is the major finding in the teacher training programmes in the present study.

7. The maximum 24 (80%) of the respondents are faced food problem in the training period.

8. Only 06 (20%) of the respondents are faced staying problem during the training programme.

9. The majority of respondents 21 (70%) have not got sufficient resource materials.

10. Out of a total 30 respondents 10 (33.33%) were expressed their opinion regarding unqualified resource persons and local resource persons.

11. The number of respondents 18 (60%) have got basic facilities during the training period.

7. Suggestions:

1. Governments should facilitate and provide required resource material for all the teachers during the training period.

2. Skilled and experienced qualified resource persons may be arranged during training.

3. The session should be more interactive and should have more involvement of teachers.

4. Government should solve the all problems one by one and provides basic facilities to the trainers.

5. Government should introduce new policy for solve the existing problems.

6. Quality training should be given to teacher they can mould the students.

8. Conclusion:

From the above analysis of existing problems facing during HRD training programmes by in-service primary school teachers, it can concluded that there is a maximum numbers of in-service teachers are faced so many problems during the training period. The total 100% of the respondents are facing the different problems during the training period like that food problem, accommodation problem, resource material problem, unskilled resource person and other basic problems facility problems. But training is important to teachers than teachers got more knowledge than create great students.

References:

1. Batta Naga Raju (2008). *Human Resource Development*, APH Publication Corporation Ansari Road Darya Delhi, Ganj, New Delhi.

2. Mishra Lokanath (2013). *Teacher Education*, Atlantic Publication, New Delhi.

3. Myageri C.V (1999). *Teacher Education Programmes In India*, Vidyanidhi Prakashana Gadag.

4. Rao Digumarti Bhaskara (2010). *Education employment and Human Resource Development*, Discovery Publication, New Delhi.



5. Sharma S. R. (2004). *Education and Human Resource Development*, Anmol Publication Pvt. Ltd, New Delhi.
6. Siddiqui Mohd Akstar (2008). *In Service Teacher Education*, APLT Publishing Corporation Ansari road Darya Ganj, New Delhi.
7. Venkataiah S. (2005). *Teacher Education*, Anmol Publication, New Delhi.