



Teacher education at a distance; impact on development in the community:

Country report – Guyana

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1 Introduction

This country report forms a part of an international research study involving Guyana, Nigeria and Uganda. Its purpose is to find out how teacher training at a distance has impacted on the development of the school and wider community. The research is funded by the British Department for International Development (DFID), through IEC (the International Extension College) to which the lead researchers are attached.

The report begins by presenting the background to the research, which includes a history of teacher education by distance in the country and the needs and rationale for the use of distance education as a methodology for teacher training. This is followed by a description of the methodology used. The findings are then presented and discussed. The final section of the report presents the conclusion, which includes statements on implications for the country, institution and teacher education.

2 Background/context of research

2.1 History of distance education for teacher training in Guyana

Distance education (DE) methodology as a means of upgrading/training teachers was placed on a firm footing with the establishment of the Guyana In-service Distance Education (GUIDE) project in 1995. This, however, was not the first initiative in its use for teacher training. At least two other initiatives at training teachers by distance methodology had been attempted. However, the performance of students of the GUIDE project in the teacher training programmes served to give some prominence and legitimacy to DE as a reliable means of education delivery. Using the structures and systems developed by GUIDE, the Ministry of Education has now launched a more permanent and ambitious teacher training programme implemented by the Distance Education Unit of the Cyril Potter College of Education.

The Emergency Science Programme

As mentioned before, GUIDE was not the first attempt by the Ministry of Education in Guyana to use DE as a means of delivery of quality education for teachers. The Emergency Science Programme (ESP) was launched in 1977. The Cyril Potter College of Education (CPCE), the institution charged with the mandate to provide trained undergraduate teachers at the nursery, primary and secondary levels, and the University of Guyana had been unable to fulfil the demands of the system for science and mathematics teachers. This initiative was therefore set up as an effort to alleviate this problem. Using DE the ESP trained a number of science and mathematics teachers during the period 1977–1985. However, after the first batch (1977–1980) much of the DE aspect of the programme was phased out, as the programme became more and more integrated with the conventional college-based system.

The Project for Hinterland and Deep Riverine Teachers (PHDRT)

Another attempt to use DE in teacher education was started in 1994. This was an upgrading programme in English, mathematics, science and social studies for teachers in the remote hinterland and deep riverine areas of the country. While the programme was overseen by CPCE, the Regional Education Departments provided the tutorial staff. The students were provided with printed modules and supported by a staff of regional coordinators, tutors, and lecturers from CPCE. Seventy-nine teachers eventually completed this upgrading course and became available for initial teacher training.

The Hinterland Teacher Training Programme (HTTP)

This project was introduced in 1996 and was again overseen by CPCE. It was implemented on a similar basis to the PHDRT. Unlike the PHDRT, however, the students upon successful completion of this programme received a Trained Teachers' Certificate (TTC). Like the ESP, the teachers on this programme were exposed to both academic and pedagogical courses. Forty-five students from Regions 1, 2, 4, 7, 8 and 9 eventually earned themselves a TTC in 1999.

The Guyana In-service Distance Education (GUIDE) Project

The GUIDE Project was established in 1995 with joint funding by the British government, under the then Overseas Development Administration and the government of Guyana. Its establishment was in response to two perceived needs: to increase teacher competence at the lower secondary grades in English, mathematics and science; and to strengthen the capacity of the National Centre for Educational Resource Development (NCERD) to achieve its mandate by introducing a means of systematic delivery of distance education by print.

GUIDE is an upgrading programme with a minimum completion time of around 3 years and a maximum completion time of 6 years. Unlike many other teacher upgrading programmes, GUIDE gives attention to both pedagogical and academic issues. Initially its main target audience was the unqualified but serving teachers in the lower levels of the general secondary and community high schools and those in the secondary departments of primary schools. However, due to the large numbers of unqualified teachers in the system, the programme is now open to all such teachers in the whole of Regions 3, 5, 6 and the riverine areas of 4 and 10. About 500 students have so far accessed the programme.

In addition to its printed modules this programme offers support to the students through a system of face-to-face sessions, local tutors, mentors, regional coordinators and senior course tutors. Over 126 teachers have so far successfully completed the programme. All of these teachers are now eligible for teacher training. In fact many of them have already earned their TTC.

The Guyana Basic Education Teacher Training (GBET) Project

This project was established in 1999. Its goal is to improve the quality of basic education in Guyana. The project has four components: delivering a Distance Education Foundation programme for unqualified teachers in the hinterland regions, implementing a Distance Education Teacher Certificate programme for untrained teachers, implementing a Distance Education School Management programme for school inspectors and head teachers and Strengthening of Educational Stakeholders (GBET Draft Project Implementation Plan, 1999).

The first of these components commenced in 1999 and so far around 430 students have accessed the programmes in Regions 1, 7, 8 and 9. Around 115 are expected to complete the programme in 2003. The second component commenced in 2001 and around 331 students have accessed the programme. This certificate programme is of three years' duration. The School Management programme was piloted in 2002.

The fourth component will see the establishment of a Distance Education Unit (DEU) at CPCE. This will enhance the capacity of CPCE to deliver the Distance Education Teacher Certificate programme.

In the past DE teacher upgrading/training has been undertaken on an ad hoc basis. The GUIDE and GBET projects now serve to put some permanence into the activity.

The establishment of the DEU on a permanent basis should see the institutionalisation of DE as an important method of delivering teacher training.

2.2 Rationale for the use of distance education for teacher upgrading/training

The national position for the last few years reflects a dire shortage of trained teachers. With the ongoing migration of fairly large numbers of trained teachers, this situation is likely to continue. Another concern is the number of untrained teachers who are academically unqualified, i.e. who do not have the minimum requirements for entry into the teacher training programme.

The conventional college-based programme offered by CPCE cannot accommodate the numbers that would need to be upgraded and then trained to meet the demands of the system. Even if this were possible it would be economically unfeasible to bring all the academically unqualified and pedagogically untrained teachers together for face-to-face studies. Innovative strategies are therefore required if teacher upgrading and training is to be significantly expanded.

The proportion of trained teachers at every level is unsatisfactory. In 1997-1998 only about 49% of teachers were trained. Indeed, in spite of an increase in the numbers being trained each year, the proportion of trained teachers has been falling, e.g. the percentage of trained teachers at the primary level has dropped nearly ten per cent (10%) in the last fifteen years. Of equal, if not greater, concern is the number of those untrained teachers who are unqualified. These constituted more than one-fifth of the teaching force (29%) in 1997-1998. The result of this trend is a critical need to be able to train more teachers while they remain on the job (Hamilton et al, 1999, 3).

Distance education, with its stated advantage of making it possible for students to remain on the job and learn, offers this opportunity.

A closer examination of the figures shows that the percentage of untrained and unqualified teachers is even greater in the hinterland and riverine areas of the country. Table 1 serves to illustrate this point.

The regions in which the percentage of untrained and unqualified teachers is highest i.e. Regions 1, 7, 8, and 9, are those with no internal public transport and many creeks and rivers in hilly terrain. This area is also sparsely populated and there is a lack of the basic amenities of modern life in many communities. These conditions make it very difficult to secure equity with schools in the more developed coastal communities. The provision of quality basic education to all Guyanese children requires that the teachers themselves be qualified. Policy makers are cognisant of this and are making every effort to face the challenges and overcome the barriers so that equity in education becomes a reality. A recent consultant to the Ministry of Education noted that distance education is a potent tool for ensuring equity of access (Marcus, 2002).

Distance education does not require new buildings to be built. It can make use of existing facilities. In addition to allowing the teachers to remain on the job and breaking the barriers to equity in access, in both geographical and socio-economic terms, it can also prove cost effective in the long run. Once the teaching materials have been produced and the system is established, additional students can be enrolled with only marginal cost; and the more students there are, the lower the cost per student (Siaciwena, 2000).

Table 1 Number of untrained and unqualified teachers (1997-1998) by education district

Education district	Untrained	Unqualified	Total	Total number of teachers	% untrained, unqualified teachers
Region 1	16	138	154	217	71
Region 2	169	227	396	775	51
Region 3	202	420	652	1164	53
Georgetown	369	435	804	1993	40
Region 4	242	443	685	1366	50
Region 5	164	149	313	663	47
Region 6	475	305	780	1470	53
Region 7	35	87	122	197	62
Region 8	2	77	79	97	81
Region 9	17	134	151	209	72
Region 10	149	106	255	565	45

Source: Table prepared from data extracted from Ministry of Education (1998).

2.3 Guyana

Guyana is an English speaking country occupying approximately 215 000 km² of land space on the north-eastern shore of the South American continent. It is bounded on the north by the Atlantic Ocean, on the east by Suriname, on the south and south-west by Brazil and on the west by Venezuela. It is divided into four natural geographic regions:

- the coastal plain
- the hilly sand and clay areas
- the highland region
- the interior savannahs

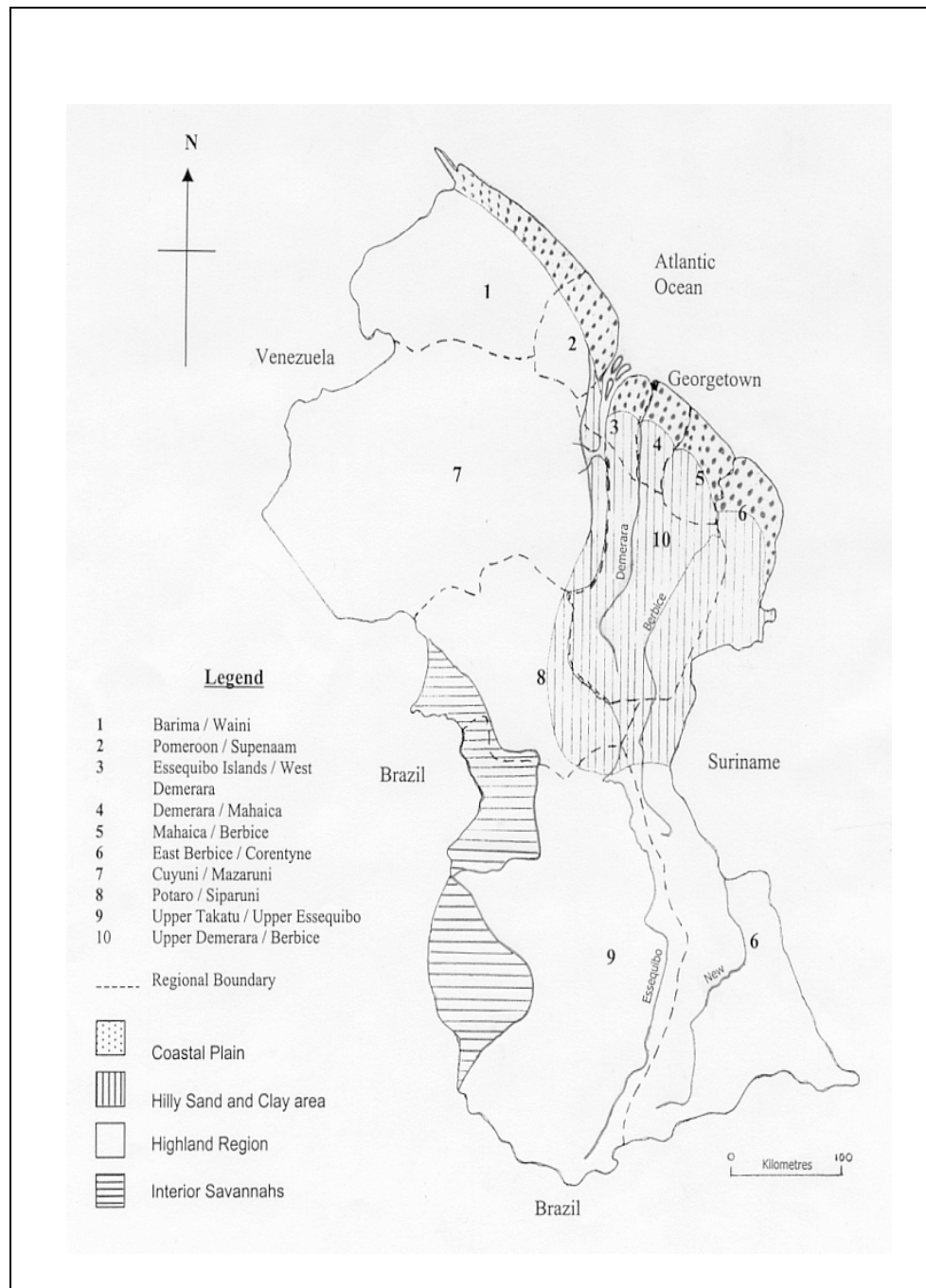
The coastal plain, which lies below sea level, is a narrow piece of land situated along the northern coast. It takes up about 10% of the total land space and varies in width from 16 km in the west to as much as 64 km in the East (UNDP, 1996). It is in this natural region that most of the land suitable for farming is situated. Since Guyana is basically an agricultural economy, it is also the region in which most of the major economic activities take place. The level of economic activity, the location of educational facilities and seat of government, the transportation and communication network, all contribute to this being the most developed and populous natural region of the country. About 85% of Guyana's population of approximately 800,000 live on this narrow coastal plain.

The next three natural regions account for the remaining 90% of the country. This part of the country is comprised of forests teeming with wildlife, savannahs, hills, mountain ranges and numerous rivers and streams that may flood during the rainy season. Unlike the coastal plain this area is relatively underdeveloped. The topography and lack of infrastructure make transportation and communication difficult and costly. Except for a few 'interior townships' the basic amenities of modern life are mainly lacking. Relative to the coastal plain this portion of the country is sparsely populated.

For administrative purposes the country has been divided into ten administrative regions. A part of each of the Regions 1–6 lies on the coastal plain. However these regions each have what can be termed a riverine or interior portion. Regions 7, 8, 9, and 10 all lie outside the coastal plain. Approximately 92% of the population lives in Regions 2, 3, 4, 5, 6 and 10. The remaining 8% lives in Regions 1, 7, 8 and 9. These four regions make up about one fifth of Guyana's total land space and are the least developed.

The decline in the economy over the last two decades combined with political problems has had a negative impact on the country's development. This has impacted on the education sector and the teaching profession has been affected by the migration of trained teachers as they seek to improve their economic circumstances. The poor remuneration and physical conditions are unattractive to the better qualified individuals in society. It is these circumstances that have led to the large number of academically unqualified and pedagogically untrained teachers in the system.

Map of Guyana showing the natural and administrative regions



3 Methodology

3.1 Scope

The research attempted to capture the views of a sampled number from the population of those either directly or indirectly involved in the various DE programmes discussed in Section 2.1. The population included the teachers, who were the direct beneficiaries of the programmes; other educators within the school and wider education system; community leaders, and users or providers of services in the various communities/regions where the programmes operated. Staff members of the two main DE Units involved in the provision of DE for teacher training were also included.

In-Country Research Personnel

Numbers: 9

Selection Criteria:

The personnel selected were all involved in the DE programmes and, with the exception of 2 individuals, had been involved in 4 researches commissioned by the GUIDE Project in conjunction with the International Extension College (IEC) and the Department For International Development (DFID) in 1999.

Roles:

Research coordinator (1)

- Coordinating country implementation strategy, including the development of research workplan
- Identifying research participants and target respondents
- Preparing quarterly reports
- Communicating with lead researchers, in-country research team members and international team members
- Participating in field research work
- Monitoring, supervising and providing guidance for project field activities
- Facilitating the data/information storage, compilation, collation and analysis
- Organising the development of and facilitating training activities deemed necessary for the implementation of the research project
- Producing project documentation based on guidelines supplied by the lead researchers.

Research Assistants (3)

- Assisting in the development of the in-country research workplan
- Participating in and facilitating training activities e.g. workshops
- Assisting in identifying target respondents and suitable field workers
- Monitoring and supervising field workers
- Assisting in the administration and retrieval of questionnaires

- Participating in field research work
- Assisting in the compilation, collation and analysis of the data/information
- Communicating with research coordinator
- Assisting in piloting data collection instruments

Field workers (5)

- Participating in training activities e.g. workshops
- Administering and retrieving questionnaires
- Conducting interviews
- Communication with research assistants and research coordinator

Training

Research coordinator

One-week training workshop in UK with the two IEC lead researchers (What is action research? Methods of data collection. Developing research questions and indicators. Developing sample instruments for data collection). A second one-week training programme in which lead researchers and in-country researchers looked at the compiled data and first draft of country reports. Lead researchers and in-country research coordinators deliberated and finally agreed on a common format for presenting individual country reports.

Research assistants

Two two-day training workshops with Research Coordinator (Familiarisation with the research proposal. What is action research? How to administer data collection instruments. Adapting, developing instruments for data collection. How to compile, collate and analyse data/information).

Field workers

Telephone contact was made with field workers. Briefed by research assistants on administering questionnaires and conducting interviews. Guidance and help were provided via telephone as needed.

Summary of the in country implementation process

The stakeholders were made aware of the research project. Training and planning workshops for team members were conducted. Team members adapted, developed and refined data collection instruments. Field workers were identified and trained. Questionnaires were piloted and modified. Field work was implemented: questionnaires were administered and retrieved and interviews were conducted. Data were collated. A summary of the findings was prepared. A country report was produced along the guidelines agreed upon by the research coordinator and lead researchers.

3.2 Sampling and the rationale

Research target population

(1) Past students of DE teacher upgrading/training programmes

- GUIDE (Guyana In-service Distance Education)
- HTTP (Hinterland Teacher Training Programme)
- ESP (Emergency Science Programme)

Since there were relatively a small number of graduates of DE programmes, it was agreed that the entire group of teachers be targeted. Review of available providers' records showed that this number was around 185. There was some amount of uncertainty about the number of ESP graduates who were still in the country.

Sampled (number): 181 past students of DE from GUIDE, HTTP and ESP
99 questionnaires were retrieved (55%).

(2) Current students of DE teacher upgrading programmes

Ten per cent of the current DE students were targeted. Of this number 60% were selected from GBET and the other 40% from the GUIDE programme.

This proportion was chosen because the current DE programmes were focused on upgrading of academic standard of the teachers, rather than actual pedagogic skills. Nevertheless it was felt that some useful data could still be gathered from these students.

Sampled (number): 50 current students of DE from GUIDE and GBET
50 questionnaires were retrieved (100%).

(3) Head teachers of schools with past and current DE students

The number in this category was again determined from available records. Students were scattered across the country in about 115 schools. Since most of those who were actually teaching were from the GUIDE, GBET and HTTP programmes, schools with these teachers were selected. Systemic sampling was used and every other school was chosen.

Sampled (number): 58 head teachers
51 questionnaires were retrieved (88%)

(4) Other educators/personnel involved in the training programmes

- tutors
- mentors
- colleagues
- education officers

These were selected from across the various regions. Although an effort was made to include people from the really remote communities of the country, most were chosen from the more accessible regions. However it was felt that the sample population was representative because the individuals chosen were from each administrative as well as each geographical region of the country.

Sampled (number): 55
48 questionnaires were retrieved (87%)

(5) Entrepreneurs in communities where the DE programmes operate

Individuals/agencies directly involved in providing services on a regular basis to the programmes were targeted. They were selected from Regions 1, 8, 9 and 10. These were the regions where students and facilitators were dependent on the providers of various services. In other regions students met their tutors for one day on a fortnightly basis.

Sampled (number): 22 entrepreneurs
22 questionnaires were retrieved (100%)

(6) Members of the community in which students live and work

- captains of communities
- members of PTAs
- pastors/priests
- elders of villages etc.

The target population identified in this category was relatively small. The communities chosen were situated mostly in the riverine and hinterland areas of the country. The reason for this was that these communities were small and integrated. In such communities the teacher is known and recognised as being a member of one category of public servants that is always under public scrutiny. It was felt that this would provide a better picture of the kind of contribution the teacher would make to his/her community. The interviewees were all exposed to the same wording and sequence of questions which was determined in advance.

Sampled (number): 25 community leaders
all interviewed (100%)

(6) Staff of the DE units (providers of the programmes)

Members of the DE Units were new to the delivery of teacher training by distance. They needed to develop skills and a level of understanding that would ensure the success of the programme. In addition they would have ample opportunity to interact with the teachers and members of the various communities.

Sampled (number): 9
100% rate of return

Researchers used disproportionate stratified random sampling to cover 3 geographic regions – coast, riverine and hinterland.

3.3 Data collection methods

Methods

- standardised open-ended interviews
- questionnaires
- document review

Tools/instruments

- structured interview (standardised open-ended) – community leaders

- structured questionnaire
 - head teachers
 - heads and teachers of teacher training and other educational institutions
 - students
 - entrepreneurs
 - ESP trained teachers

Instruments and collated data are attached as Appendices 1 and 2

4 Research questions

4.1 Does training at a distance empower the teacher in the school/educational system?

This question arises directly from research objective 1 of this study which is stated as follows:

to improve understanding of how training the teacher using distance education methodologies impacts on his/her community and his/her role in it.

One such community is the school and education system in which the teacher operates. Empowerment suggests that the teacher is provided with the tools to function more efficiently and effectively in this community. In an attempt to ascertain whether this was so or not the researcher identified a number of elements that could be used to measure this level of empowerment. These elements include:

- teacher's performance in the classroom
- changes in professional attitudes
- teacher's participation in non-teaching activities
- change in teacher's status

Teachers' performance in the classroom

As noted above, one way of determining whether the teacher has been empowered by distance training is to find out how effective the programme has been in improving the teacher's performance in the classroom. There is no single act in the teaching process that can be identified as an indicator of effective classroom performance. For this reason the researchers chose what they considered to be the main elements of the teaching process that could provide information on classroom performance.

Current and past distance education students were asked to say to what extent the training had impacted upon their performance in specifically identified areas in their teaching. The head teachers of the school to which the trainees are attached were also asked to respond to the same questions. A summary of the responses from each category of respondents is shown in Tables 2-4.

From the details presented in the tables it can be posited that the majority of the respondents in each of the three categories felt that the training/upgrading programme had a positive impact on the teachers' classroom performance.

Table 2 Past students' assessment of the extent of the impact of the DE upgrading/training programme on their classroom performance

Indicators of teaching performance	Extremely well	Very well	Satisfactory	Little	Very little	Totals
Lesson planning	28 30%	42 46%	22 24%	0	0	92 100%
Selecting appropriate lesson activities	24 26%	50 54%	16 18%	2 2%	0	92 100%
Selecting appropriate teaching methods	26 28%	47 51%	18 20%	1 1%	0	92 100%
Use of appropriate instructional materials	26 29%	46 51%	18 20%	0	0	90 100%
Classroom organisation and management	50 54%	32 35%	8 9%	2 2%	0	92 100%
Confidence in the classroom	38 41%	44 48%	8 9%	2 2%	0	92 100%
Consideration of pupils' needs	44 48%	38 41%	8 9%	0	2 2%	92 100%

Table 3 Current students' assessment of the extent of the impact of the DE upgrading/training programme on their classroom performance

Indicators of teaching performance	Extremely well	Very well	Satisfactory	Little	Very little	Totals
Lesson planning	8 16%	14 28%	25 50%	3 6%	0	50 100%
Selecting appropriate lesson activities	5 10%	12 24%	27 54%	6 12%	0	50 100%
Selecting appropriate teaching methods	5 10%	18 36%	19 38%	5 10%	3 6%	50 100%
Use of appropriate instructional materials	2 4%	18 36%	29 58%	1 2%	0	50 100%
Classroom organisation and management	4 8%	25 50%	18 36%	3 6%	0	50 100%
Confidence in the classroom	9 18%	28 56%	9 18%	4 8%	0	50 100%
Consideration of pupils' needs	2 4%	32 64%	12 24%	4 8%	0	50 100%

While community leaders were not asked to make a value judgment on the teacher's classroom performance, at least 5 of the 25 respondents in this category felt that the DE trained teachers were providing 'better quality teaching'. One leader also observed that the teacher seemed to be more confident in the classroom. These views appear to corroborate the views of the teachers and head teachers.

Table 4 Head teachers' assessment of the extent of the impact of the DE upgrading/training programme on the classroom performance of teachers

Indicators of teaching performance	Extremely well	Very well	Satisfactory	Little	Very little	Totals
Lesson planning	4 8%	14 27%	28 55%	4 8%	1 2%	51 100%
Selecting appropriate lesson activities	5 10%	16 31%	23 45%	7 14%	0	51 100%
Selecting appropriate teaching methods	4 8%	16 31%	26 51%	4 8%	1 2%	51 100%
Use of appropriate instructional materials	4 8%	14 27%	26 51%	6 12%	1 2%	51 100%
Classroom organisation and management	6 12%	13 27%	25 51%	4 8%	1 2%	49 100%
Confidence in the classroom	9 18%	18 35%	21 41%	2 4%	1 4%	51 100%
Consideration of pupils' needs	1 2%	22 43%	21 41%	5 10%	2 4%	51 100%

Changes in professional attitudes

Teachers who have gone through a period of training are likely to show some form of improvement in their professional attitudes and personality and the way they approach their duties and responsibilities. This would affect their relationship with children, colleagues and parents.

Current and past distance education students were asked to say to what extent the training had affected their willingness to share their knowledge and discuss problems with their colleagues. The head teachers of the school to which the trainees are attached were also asked to respond to the same questions.

The details presented in Tables 5-7 suggest that the distance education upgrading/training programme had a positive impact on the teachers' professional relationships. The views of the head teachers were not dissimilar to those of the students and generally supported those of the DE trained teachers. This corroboration is quite important when one recognises that over 90% of the head teachers were trained through conventional face-to-face methods. This has implications for the acceptance of distance education as a legitimate form of teacher training.

Table 5 Past students' assessment of the extent of the impact of the DE training/upgrading programme on their professional relationships

Indicators	Extremely well	Very well	Satisfactory	Little	Very little	Totals
Willingness to share knowledge	40 45%	43 48%	6 7%	0	0	89 100%
Willingness to discuss problems with colleagues	44 48%	44 48%	2 2%	2 2%		92 100%
Relating to outside observers	20 22%	40 44%	28 30%	4 4%	0	92 100%

Participation in extra-curricular activities	32 35%	42 46%	14 15%	3 3%	1 1%	92 100%
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Table 6 Current students' assessment of the extent of the impact of the DE training/upgrading programme on their professional relationships

Indicators	Extremely well	Very well	Satisfactory	Little	Very little	Totals
Willingness to share knowledge	14 28%	28 56%	5 10%	3 6%	0	50 100%
Willingness to discuss problems with colleagues	9 18%	27 54%	14 28%	0	0	50 100%
Relating to outside observers	6 12%	12 24%	23 46%	3 6%	6 12%	50 100%
Participation in extra-curricular activities	3 6%	19 38%	14 28%	8 16%	6 12%	50 100%

Table 7 Head teachers' assessment of the extent of the impact of the DE training/upgrading programme on the improvement of professional relationships

Indicators	Extremely well	Very well	Satisfactory	Little	Very little	Totals
Willingness to share knowledge	8 16%	21 41%	19 37%	3 6%	0	51 100%
Willingness to discuss problems with colleagues	13 26%	16 31%	19 37%	3 6%	0	51 100%
Relating to outside observers	2 4%	15 29%	25 49%	9 18%	0	51 100%
Participation in extra-curricular activities	10 20%	24 47%	15 29%	1 2%	1 2%	51 100%

When questioned further, the teachers said that the training had been very significant in engendering this change. Their opinions are tabulated in Table 8.

Table 8 Effect of the DE training/upgrading programme on the willingness of the participant to be more open with their colleagues

Indicators	Very significant Past Current		Significant Past Current		Not significant Past Current		Totals Past Current	
Help unqualified colleagues	60 65%	18 36%	24 26%	23 46%	8 9%	9 18%	92 100%	50 100%
Share knowledge/skills with colleagues	65 70%	18 36%	20 22%	21 42%	7 8%	11 22%	92 100%	50 100%

This willingness to put their knowledge and skills in the open and to have others express their opinions certainly shows that the teachers themselves had developed some amount of self-confidence. One teacher expressed it in this way:

‘This type of training helped me to improve my self-concept and this has made me more willing to work and share ideas in groups.’

Although the head teachers were not asked to respond to this particular item, 88% of them said that they were now more inclined to give the teachers positions of responsibility. 67% of the head teachers said that this was because the teacher showed a greater degree of self-confidence while another 25% said that the teachers had showed a willingness to take on added responsibilities.

The ESP trained teachers also expressed opinions similar to those of their more recently trained counterparts. They felt that the training had imparted to them qualities that were useful in their interactions with other individuals. One of them wrote that the training ‘provided me with an understanding of human behaviour: this has helped me to deal with individuals from various social and cultural backgrounds’. This quality is important. Teachers are usually part of a larger group which may consist of individuals from varying social and cultural backgrounds. Being able to tolerate and respect these differences augurs well for the development of a congenial relationship between the teachers and their colleagues.

The views of community leaders corroborated the views of the other respondents. All 25 of the respondents in this category said they had observed a change in the teachers’ attitudes since they became involved in the training programme. The majority were positive attitude changes. The comments related to professional attitude changes are summarised in Table 9.

Table 9 Community leaders’ perceptions of changes in professional attitude changes in the DE trained teacher (n = 25)

Comments	Frequency
Change in attitude professionally	2 (8%)
Now more regular at school	1 (4%)
Now more committed to work/job	8 (32%)
Has developed better relationship with pupils	3 (12%)
Now more confident	3 (12%)
Provides better quality teaching	5 (20%)

This overwhelmingly positive view of the impact of the training on the teachers’ professional attitude does demonstrate acceptance of DE as an acceptable method for teacher training.

Teachers’ involvement in non-teaching activities

Involvement in school and related educational activities other than actual teaching was seen as another form of empowerment of the teacher in the educational community outside the classroom. Items 3 and 4 on the students’ questionnaire and item 12 on the head teachers’ questionnaire sought to determine whether the DE teacher had become more involved in non-teaching activities as a result of his/her training. Data gathered from these items also provided information on the kinds of non-teaching activities and the nature of the teacher’s involvement in these activities. The results are tabulated in Table 10.

Table 10 Has the DE trained teacher become more involved in non-teaching activities as a result of being involved in the training programme?

Response	Head teachers (n = 51)	DE teachers (past and current)
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		(n = 142)
Yes	40 (78%)	113 (79%)
No	11 (22%)	29 (20%)
Totals	51 (100%)	142 (100%)

The results presented in the table show that the majority of the teachers had become involved in non-teaching activities as a result of their training. This view was corroborated by 78.4% of the head teachers.

The respondents in these two categories were asked to specify the types of non-teaching activities in which the teacher had become involved since their involvement in the training programme. They were provided with three identified options but also had the opportunity to identify any other activity. The results for the three options are tabulated in Table 11.

Table 11 Types of non-teaching activities in which the teacher became involved

Activities	Frequency of responses	
	Head teachers (n = 51)	DE teachers (n = 142)
School sports/concerts/fairs	31 (60.8%)	105 (73.4%)
Staff development activities	28 (54.9%)	53 (37.1%)
PTA	19 (37.3%)	26 (18.2%)

From the results it could be deduced that the majority of the students had become involved in co-curricular activities. They had also become involved in other professionally related activities. It should be noted that more than half (54.9%) of the head teachers said that the teachers had become involved in professional activities while only about 37% of the teachers themselves stated that they had become involved in this type of activity.

Other types of non-teaching activities were also identified. Some of these activities were directly related to the school and wider education system, while others were more related to the villages/communities of the teachers.

- Fund-raisers/staff socials/ graduation exercises
- Field trips
- School farm
- Peer teaching
- National celebrations e.g. republic anniversary celebrations
- Community based activities e.g. socials, self-help
- Religious functions
- Adult education classes
- Youth camps

The data gathered showed that the students' involvement in the activities mentioned were more than just participatory.

Table 12 Teachers' view of the nature of their involvement in non-teaching activities (n = 142)

Nature of involvement	Frequency of response
Planning/organising	68 (47.5%)
Facilitating	55 (38.5%)
As convener	22 (19.9%)
Participating	36 (25.2%)

Community leaders also observed that the teachers had become more involved in non-teaching activities. Two leaders noted that they had observed that the teachers in question had become involved in fund-raising activities for the school while one indicated that the teacher had become involved in PTA activities. Their level of involvement was also remarked on when one leader observed that students were no longer content to let things happen around them but took the initiative to make things happen.

Empowerment of the teacher in the wider educational system was evidenced by the various positions within the system that were filled by graduates of the Emergency Science Programme. (See Annexe A, item 4 of questionnaire for graduates of the Emergency Science Programme.) They were unanimous in their view that the programme was effective in preparing them for the responsibilities with which they were entrusted.

In addition a Trained Teacher's Certificate (TTC) is vital if a teacher is to progress through the hierarchy of the teaching service. The DE upgrading course provided an opportunity to earn a TTC for teachers who did not possess the entry qualification for the teachers' training college. Completion of the upgrading programmes provided this access. The former head of the GUIDE Unit, in her report at the 1998 graduation ceremony, noted that of the 56 students who had completed the programme 30 were already at the training college and that although the next 26 were not attending they were eligible for admission. It was some of these very students who noted that the programme provided them with an 'opportunity for further training that seemed impossible at one point'. The HTTP took the students even further as those who completed were awarded a TTC on a par with those gained by students attending the conventional face-to-face training programme.

Change in teachers' status

Empowerment of teachers can also be measured by whether they experience any kind of improvement in their status. A promotion, enhanced salary, new or added responsibilities, improved self-perception or how others perceive the teacher, are all indicators of improvement of status. The researchers attempted to find out whether the teachers' status had improved as a result of their training. This question was directed at the DE students, head teachers and community leaders. The findings are summarised in Table 13.

Table 13 Change in the status of teacher upgraded/trained by distance – response of past students

Indicators of improvement in status	Yes	No	No response
Change in the way you are treated	81 (88%)	9 (10%)	2 (2%)
Promotion/ other form of recognition upon completion of training programme	83 (90%)	2 (2%)	7 (8%)
Salary advancement upon completion of training	88 (96%)	2 (2%)	2 (2%)

The results indicate that an overwhelming majority of the teachers had experienced a change in their status. They had received promotion and other forms of recognition, as well as salary advancement. In the case of the upgrading programme the teachers had now become eligible for entry into the various teacher-training programmes offered by CPCE at its main and regional campuses.

The current students were not asked to respond to questions about promotion and salary advancement but they were asked whether they had experienced any change in the way they were treated as a result of becoming involved in the upgrading/training programmes. Their responses followed the same pattern as the past students, in that the majority (64%) responded in the affirmative. However, a greater percentage (28%) of the current students replied in the negative while 8% did not respond at all.

When asked to elaborate on the way in which they were treated differently, the students indicated that their opinions were now more solicited and considered by family and members of the community. They also indicated that they were held up as role models in their communities and that their participation in community activities was often sought. Some also indicated that their families were proud of their achievements and that their colleagues now listened to and sometimes acted on their suggestions.

Table 14 In what way have you sensed or experienced a change in the way you are treated?

	Frequency of response	
	Past students (n = 92)	Current students (n = 50)
Opinions solicited and considered by community leaders	19 (21%)	9 (18%)
Opinions solicited and considered by family members	54 (59%)	27 (54%)
Held up as role model in community	48 (52%)	8 (16%)
My family are proud of my achievements	63 (68%)	20 (40%)
My participation in official community functions is often sought	28 (30%)	5 (10%)
Other colleagues now listen to and sometimes act on my suggestions	7 (8%)	3 (6%)

As noted previously, 88% of the head teachers indicated that they were more inclined to give the teachers greater levels of responsibility because of the changes observed since their involvement in the upgrading/training programmes. One noted that the teacher in question, although never volunteering for additional tasks would be diligent in completing a given task. This willingness is demonstrative of the appreciation of the head teachers for the enhanced capabilities of the teachers. The head teachers' views also give credence to the teachers' opinions about their enhanced status as a result of the training programmes. The positive views about the effect of the DE training on the teachers' performance in the school and educational system by the various categories of respondents are corroborated by the view of a group of principals who were exposed to a pilot DE course for school managers. In reflecting on the benefits of this programme they made the observations in Table 15.

Table 15 Region 2 School managers' perception of the principals' training programme

Exposure to management skills	Schools effectively run	Networking among heads
Better management of resources Acquired information on various aspects of school management More linkages with the community Become more confident	Better staff relationships More equipped to solve issues and delegate Better organisation of the whole school Better able to evaluate teacher performance	Opportunities for heads to come together to plan Sharing of experiences

Source: Paul (2002).

Paul (2002) also reported that a discussion with the Regional Education Officer, who was mentor to the participants, revealed that there was a change in the behaviour of 23 out of the 26 principals who participated in the training programme.

The view of these principals and that of the Regional Education Officer lend support to the findings that DE training empowers the teacher to function effectively in the education system.

Key findings

- Teachers' performance in the classroom improved.
- The DE programmes had a positive impact on the teachers' attitude to work and overall professional conduct.

- The training resulted in an improvement of self-confidence reflected in the teachers' willingness to participate in activities other than actual teaching and accept other responsibilities.
- The teachers were empowered financially, socially and professionally.
- Teachers' self-esteem improved.
- School administrators observed positive changes in the teachers and as a result were inclined to give them more responsibilities.

4.2 Does training at a distance empower the teacher in the local community?

Research question 2 focuses on the teacher's role in the specific locality in which he/she lives. This community comprises the immediate family and other members of the local neighbourhood. This second question seeks to determine the role and contribution of the DE trained teacher to family activities and cohesiveness. It assesses the level of teacher's participation in community activities and the type of interactions and relationships developed with friends and other members of the community, both during and after the period of training.

In this section the impact of the DE trained teacher on family and life-style and the community is evaluated.

Impact on family and life-style

The immediate family unit can be considered as the group of individuals who are specifically related to the teacher by blood, marriage, adoption or some other factor.

Empowerment of the teacher might allow the teacher to make a positive impact on this group of people and the way in which they live.

It is evident from the data that the DE training had a positive impact on the role in and contribution of the teacher to the family unit. A majority of the students indicated that their family members were proud of their achievement and were consulting them more often in decision-making in the home. Data from Table 14 provide support for this conclusion.

When students were asked to give reasons why they would recommend this method of training to other teachers many of the respondents focus on how it affected their family life.

Table 16 Students perceptions on the impact of training programme on family and life-style (n = 142)

Comments	Frequency
I can remain at home and continue to support my family financially	53 (37%)
My family life is not affected	23 (16%)
My family provides support for me	16 (11%)
Improved life-style for me and my family	09 (6%)
Training results in job security	21 (15%)

It should be noted the phrase 'family life is not affected' implies that the structure of the family unit is not interrupted or broken up by the teacher having to leave for training. In addition to the teachers 40% of the community leaders also expressed this same view. One leader also noted that, 'with DE family relationships are strengthened'.

The positive impact of the training programmes is also reflected in comments such as:

- 'I find it easier to share my feelings with my friends and family.'
- 'There is improved and more open communication with my friends, family and colleagues.'
- 'I have gained respect from my friends and family.'
- 'Our life-style has improved in terms of educational achievement and financial rewards.'

Sixty-seven per cent of the head teachers also saw DE as a means of allowing the teachers to keep the family unit together. They felt that this was possible since the teachers did not have to leave home and could continue to earn a salary as they studied. However, it should be noted here that approximately 24% of head teachers believed that this method of training might have some adverse effect on the family unit. Although teachers do not have to leave their family and so interrupt the family structure and lessen finances, there is the perception that, in order to find time to study, teachers, the majority of whom are females, have to cut back on the time spent on interaction with the family and taking care of the house. Given the tradition and culture of our rural communities, where the woman has the major responsibility for family welfare, anything that causes her to spend less time on the family's physical and emotional well-being would be perceived as neglect of the family.

Other respondents also felt that the DE programmes had a positive effect on the teacher and family. Two community leaders noted that the teacher was 'more sober'. This phrase refers to the teachers' state of intoxication and has a direct bearing on life-style. Another group of respondents – the entrepreneurs – also saw this method of training as having a positive impact. Their comments are summarised in Table 17.

Table 17 Entrepreneurs' perceptions of the impact of training programme on family and life-style (n = 22)

Comments	Frequency
Teachers can work and study at the same time	15 (68%)
Increase in family income	6 (27%)

This view coupled with the comment that the 'training results in job security for teachers' by 15% of the teachers themselves, is seen as reflecting some form of empowerment for the teachers. This is especially significant, given that in the hinterland and riverine communities from which most of the respondents come, the choice of jobs is not wide. Job security would ensure a steady income for the family.

Impact on the community

The data gathered show ample evidence that the DE trained teachers had a positive impact on their communities and had also become more involved in community activities than before training.

Item 5 of the student's questionnaire shows that approximately 89% of those who responded felt that the training programme had had a significant or very significant effect on their willingness to participate in community activities. This view was corroborated by the views of the community leaders. Their views are tabulated in Table 18.

Table 18 Community leaders view on DE teachers' participation in community activities (n = 25)

Views	Yes	No	No response
Teacher more willing to accept responsibilities	24 (96%)	1 (4%)	
Teacher more involved in community activities	19 (76%)	4 (16%)	2 (8%)

It should be noted here that the community leaders who responded in the negative said that the teachers were very involved before they participated in the programme. A minority (10%) of the teachers said that the training had no significant effect on their willingness to participate in such activities.

With the exception of one, graduates of the ESP felt that the training programme had provided them with knowledge and skills that enabled them to function effectively in local initiatives and responsibilities.

The types of community activities in which the teachers became involved are tabulated in Table 19.

Table 19 Types of community activities, as reported by students, head teachers and community leaders, in which the DE teachers has become involved as a result of their training programme

Students	Head teachers	Community leaders
- Youth camps - Other community based activities e.g. sports, community rehabilitation, adult education classes	- Community social activities e.g. fun day, cricket matches and other sports - Religious activities	- Leading role in sports club - Attend village meetings, providing advice to village council and captains - Religious activities - Fund-raising and self-help activities - Community based rehabilitation group - Local politics e.g. vice chairman of community development council, candidate for post of village captain - Youth groups e.g. junior wildlife club

The evidence suggests that the teachers were now more self-confident, more open and more willing to participate in the life of the community. This is reflected in the wide range of community activities in which they had become involved. The acceptance of the teacher by the community is also indicative of a perceived improvement in the competence of the teacher as a result of exposure to the DE training programme. This perception is reflected in the comments in Table 20.

Table 20 Community leaders' perception of the competence of the DE teacher (n = 25)

Comments	Frequency
More confident	3 (12%)
Now qualified and competent	6 (24%)
Community now has more confidence in teacher	4 (16%)
Teacher is more respected	4 (16%)
Teacher is now more responsible	1 (4%)
Teacher is seen as young leader	11 (44%)
Community respects teacher equally to 'coastlanders'	1 (4%)

About 12% of the community leaders stated that full time training was better because it provided the student with greater exposure and wider and varied experiences. Such a teacher was more rounded and professional. At the same time, however, such a teacher can become distant from the community and may not even return to serve. The DE trained teacher was therefore in a better position to contribute more effectively to community affairs.

The head teachers' opinions add credence to the view expressed by the community leaders. Their opinions in relation to how the community now views the teachers are tabulated in Table 21.

Table 21 Head teachers' opinions on how the community views the DE trained teacher (n = 51)

Comments	Frequency
Proud of teacher's achievement	18 (35%)
Greater respect for/confidence in teacher	10 (20%)
Held in high regard – often involved in decision-making process	11 (22%)
Responsible and valued member of community	10 (20%)
Reliable and dependable	10 (20%)
A leader in the community	4 (8%)
As role models for youths in community	12 (24%)

These opinions were supported by the observations of approximately 75% of the heads that members of the community were more willing to cooperate and be supportive of the teachers.

Key findings

- Teachers able to maintain family commitments
- Teachers more involved in community affairs
- Teachers held up as role models for other members of the community e.g. the youths
- The improvement in level of qualification allows teachers to play a greater role in the affairs of the community
- Family and community members demonstrate more respect for and confidence in the teacher
- Teachers contribute more effectively to the community

4.3 Who/what apart from the teacher is developed due to the training operation?

This question arises from Objective 2, which seeks to develop an understanding of how the infrastructure of a distance education programme for teachers contributes to the community inside and outside schools. This question seeks to determine the categories of people/institutions that benefit from the DE programmes apart from the primary beneficiaries.

Who, apart from the teacher, is developed?

Information obtained shows that various categories of people other than the teacher benefited from the systems and materials put in place for the DE teachers.

Evidence gathered shows that these people benefited in many different ways from their involvement in the DE programmes. Staff of the various educational institutions were or

are involved in the DE programmes, as tutors, programme coordinators and mentors. Many indicated that they had benefited professionally, socially and financially.

Another category that benefited was the entrepreneurs in the local community. They indicated that the programme had a positive effect on their enterprises, so that they benefited financially.

Table 22 Who apart from the teacher benefited from the DE programme?

Categories of beneficiaries	Benefits derived from involvement in the DE programmes
Staff members of other educational institutions and members of the wider education system	• Improved lesson/lecture preparation • Better able to organise content to meet maturation levels of learners • Better time management skills • Improved communication with colleagues, forging new relationships with colleagues • Being able to provide better quality feedback to students other than the DE learners • Use of the DE materials other than for their immediate intended purpose e.g. use with students for CXC examinations • More confidence in approach to job and in working with groups • Better able to supervise teachers within the education system • Offer a better level of clinical supervision for student teachers other than those of the DE programmes • Learning how to meet the needs of adult learners more effectively • Improved study skills • Improved knowledge of teaching methods and child development • Appreciating and interacting with individuals from different social, cultural, ethnic and economic backgrounds • Acquiring and improving skills in information technology • Improved management/organisation skills • Research skills • Financial • Improved relationship with parents of school children • Seeing other parts of Guyana
Staff members of DE Units	• A clearer understanding of the dynamics of isolated communities and strategies that could be used to help them • Opportunity to try out new ideas • Recognising the need for and providing effective learner support • Appreciation of the need for quality management in all areas of one's job • Acquired skills in: -editing and designing print-based distance educational materials -typing and using the computer -budget preparation -materials production -report writing • Understanding the nature of people • Improved ability to deal with adult learners • Better communication skills • Better time management • Learning about and becoming involved in action research leading to publish articles • Financial help to pursue higher learning • Opportunities to supplement regular earnings • Confidence in facilitating workshops/seminars
Local entrepreneurs	• Increased income • Gained new skills and customers • Increased volume of business which led to purchase of new equipment • Providing improved facilities and service to customers' equipment • Providing improved facilities and service to customers

In addition to these individuals family members of the DE teacher also benefit. Evidence to support this conclusion was provided in section 4.2. The evidence there shows that

training resulted in job security and increased income for the teachers. This financial benefit accrues not only to the teacher but to other family members as well.

Evidence gathered from the research also indicates that involvement in the DE programme resulted in a domino effect, so that other individuals also benefited. In the interview, community leaders said that the teachers were more involved with the children and were relating better to them. It was their opinion that the teachers were providing 'a better quality of teaching', with a resulting improvement in performance by pupils. Such observations suggest that the pupils of the DE teacher were also indirect beneficiaries of the training programme. Observations that the teachers were involved in youth groups suggest that other youths in the community also benefited as a result of the training received by the teacher.

In Table 22 it was also noted that teachers were able to use the materials in preparing candidates for the Caribbean Examination Council (CXC) examinations. In a way these students were also benefiting from the materials prepared for the DE programme, and in fact were indirect beneficiaries. In addition discussions with DE students revealed that teachers other than those involved in the training programme used the materials in their work and studies. These other teachers also benefited from the programme. Trainee teachers in the conventional training programmes also benefited from the improved level of supervision provided by their tutors.

What is developed due to the training operation?

Teachers involved in the DE training programmes come mainly from rural and remote parts of the country. Many of the schools to which they are attached are lacking in up to date educational resources. Textbooks and other materials, such as science equipment, are provided as support materials for the DE teachers. In the GUIDE programme these materials are not the property of the teachers but of the school. Textbooks are placed in the libraries or book collections of the school, and other equipment and/or materials are integrated into the school's inventory.

Head teachers and community leaders noted that the school did not suffer from the absence of a teacher: the school curriculum was not disrupted and the teachers were constantly in a position to immediately share their newly acquired knowledge with their charges and the rest of the community. There was also the observation that recruitment of new personnel was not necessary.

Regional education departments and resource centres also benefited from the supply of textbooks and equipment such as photocopiers, printers, computers and educational software. In Sub-region 2 of Region 10 a computer, educational software and books were presented to the community resource centre. Staff members were provided with training in library skills and were taught to use the computer.

The supply of literature pertaining to DE was also enriched by the acquisition of related books for the GUIDE resource centre.

Direct evidence from the research points to the community on the whole as a beneficiary of the DE training programmes. Each category of respondents in this research noted that the community benefited in one way or the other. The entrepreneurs noted that this was one way of getting more trained teachers in the community. They also observed that this method of training lends itself to improving the relationship between teachers and members of the wider community. They see it as a means of allowing members of the community to 'get to know' the teachers in the community/region. These very respondents noted that they were forced to improve the services they offered to the public as a result of the presence of the programme in their community.

Community leaders also made the observation that the teachers were more involved in community affairs. Their improved level of education had enabled them to make a greater contribution to the life of the community. They were also able to provide better services in the school.

The data provide overwhelming evidence that the DE training programmes are beneficial to members of the community and the community in general. However, it must be noted that there is room for improvement, especially in the organisation and support structures that have been put in place.

Key findings

- A wide cross section of persons benefited from the training programmes:
 - in the school environment: pupils/students and other teachers
 - providers of the DE programmes
 - staff members in other educational institutions functioned as tutors, mentors and coordinators of the DE programmes
 - family members of the DE teacher
 - family members and colleagues of the DE providers
 - players in the local economy: local entrepreneurs
- schools to which the DE teachers were attached and those which functioned as tutorial centres
- local resource centres
- the community in general

4.4 How is the resources/capacity developed for training teachers being used? How widespread is their use? What is the potential for their use?

In the context of Guyana resources are seen in the light of the materials used for the course of study and the cadre of persons trained in management and organisation of DE programmes/institutions. Therefore the researchers concentrated on these aspects of the DE programmes.

Evidence presented in the foregoing sections indicates that the print-based and other materials developed and provided for the DE programmes have provided help in content to students of the conventional face-to-face study programmes. Other teachers and educators have also made use of these materials either to improve the presentation of their lessons/lectures or for their own educational purposes.

The skills acquired by persons trained to function in a DE learning environment have been transferred to their full time work environment. Information gathered and presented earlier in this study gives evidence of this transference of skills. A tutor on one of the programmes whose substantive position is as an education supervisor noted that the training regime to which he was exposed enabled him to be of greater help to teachers within the education system. Others noted that they were able to improve the level of feedback to their students. Still others indicated that they were able to plan better in-class activities to meet the needs and maturation levels of their students.

Staff members of the DE Units noted that they have used the skills they have acquired to help a variety of persons including their family members, colleagues, other student

teachers, and members of their churches. Those with more experience have been able to share with others who are new to the DE experience. Their knowledge and expertise are also used by other DE agencies in workshops and seminars.

Although the resources were developed and provided primarily for use in the DE programmes, evidence shows that they have been used beyond this. Modules and other written materials have been used in the formal education system at the primary, secondary and tertiary levels. People pursuing higher education have also used literature made available through the DE programmes in their own personal research.

Potential for use of DE resources

Guyana has experienced and continues to experience a high level of migration from the teaching profession. Many secondary schools do not have adequate numbers of teachers to teach the various subjects. Since the content of the modules used in the upgrading programmes is at the CXC level, students may be able to use these materials on their own as they prepare for the CXC examinations. On the other hand teachers may be able to use the modules in preparing CXC candidates in schools where there is a shortage of adequate textbooks.

The Ministry of Education is now focusing on the capacity of the distance education mode of delivery as a means of providing access to quality education by all Guyanese. The skills and experience developed by those involved in the provision of DE training for teachers could be used in the formulation of a national policy and development of guidelines to ensure the maximum use of the available resources.

Key findings

- Print materials (modules, supplementary materials) used by teachers and students of conventional institutions
- Equipment supplied to schools and resource centres available for multiple use
- Human resources available for the organisation and management of a structured and integrated system for the delivery of teacher training at a distance.

5 Shortcomings of the research

This research has been limited by the fact that no provision was made for specific response by gender. It would have been interesting to compare the impact made by male and female respondents.

Although family members of the teachers were mentioned as one of the target groups of this research, researchers in Guyana were unable to obtain a representative sample. Responses from this target group would have provided a more comprehensive picture of the impact on family life-style.

The logistics of getting to this target group and gathering reliable data proved to be quite difficult. Questionnaires, which would have been the most cost effective method of reaching this target group, were not deemed possible because of the differing levels of literacy within the group. On the other hand to conduct face-to-face interviews with family members of the teachers was impossible within the scope of this research, since many live in far-flung and in some cases isolated communities, where transportation is very expensive and quite unreliable.

6 Conclusions

Teacher training by distance does impact on community development. The teachers have developed a sense of fulfilment and security – both self-perceived and externally acknowledged. This has allowed for greater participation in and contribution to the school/wider education and local community. In addition, a wide range of other persons also benefited from the resources and capacity that were developed for the DE programmes.

6.1 Overall impact statements

- The teacher has been equipped to function more effectively in the school and wider education system.
 - DE training empowers the teacher to take an active role in the affairs of the community. The community is therefore enriched.
 - The training has contributed to the improvement in self-esteem of the majority of the teachers. They have been empowered to function more effectively in school and community.
 - There is an improved quality of interaction of the trained teachers within the community.
 - The training programmes benefited a range of categories of people other than the direct beneficiaries.
 - The resources developed for the DE programmes are utilised beyond their intended use. There is potential for wider use of both physical and human resources.
-

6.2 Implications for country/policy makers

1. Distance education will allow for equal access to quality education. However, this can only be achieved through the rationalisation of the services that now exist so that there is maximum use of both physical and human resources for the provision of quality education.
2. Distance education will allow for a well-trained and qualified cadre of teachers/education personnel (Education Policy 1996) without significantly expanding the physical facilities that currently exist. Distance education does not need new buildings but could make use of existing schools and other community buildings. This will reduce wastage and allow for maximum utilisation of existing resources.
3. The potential of the DE training to create a better relationship between teacher/school and community makes it an effective tool for use in 'strengthening partnership with community action groups, the private and business community and religious and secular organisation' (Education Policy, 1996).

4. Strategic planning will allow for a collaborative approach to and the mainstreaming of DE, rendering materials production and provision of services more cost effective.

6.3 Implications for institute/policy makers

1. Teacher training by distance is relatively new to Guyana, yet the evidence shows that it can empower the teacher in the school and wider community. However, realisation of its full potential requires the creation of an enabling environment. e.g. effective support services – academic, organisational and emotional.
2. Institutions (NCERD and CPCE) need to be more responsive to the national needs, in planning the content and structure of the programmes they mount.

6.4 Implications for teacher education

While the need for the conventional face-to-face delivery of teacher education will remain, distance education will significantly expand teacher training and allow for a more equitable distribution of trained teachers since:

- Teacher training/upgrading will be more accessible to teachers in the hinterland and riverine areas.
- DE will allow teachers with family commitments to improve their level of qualification without having to disrupt the family unit.
- Teachers will be able to make a meaningful contribution to the school and community even during the training process.

6.5 Implications for planning of distance education programmes

Whilst most of our distance education programmes have been planned around teacher training and upgrading, the facilities and infrastructure put in place have had a wider impact than on the immediate beneficiaries. The research has shown that we can reach into far-flung communities and touch persons and areas in a way that was probably not envisaged by the planners of the various projects/programmes. It is prudent, therefore, for policy makers and planners not only to put in place measures to improve the system, but also to ask: How can we use existing infrastructure/systems to facilitate the development of the wider community? In the planning of any new programmes or initiatives this should be an integral part of the planning process.

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Appendix 1: Research instruments

RESEARCH PROJECT

TEACHER EDUCATION AT A DISTANCE (T-ED) IMPACT ON THE COMMUNITY

GUIDE/GBET/CPCE

Dear respondent,

This questionnaire seeks your opinion and perceptions about Distance Education. It is part of an international research which seeks to identify the impact of distance trained teachers on their communities.

Your honest responses will be greatly appreciated as this will help to inform educators, policy makers and funding agencies on the role distance education plays in community development.

Please read each question carefully before giving your responses. There are no right or wrong answers and your name is not required.

I would be grateful if this questionnaire could be returned to the GUIDE Office, Upper Flat 4, Queen's College Compound. Camp Road, Georgetown, by the 23rd November 2001.

Thank you for your cooperation.

Yours truly,

.....
Debbie Thomas
Research Coordinator

Questionnaire for Head Teachers

A

1. Region:
2. Location of school: ☐ coastal ☐ riverine ☐ hinterland
3. No. of teachers on staff:
4. No. of teachers trained by or are involved in Distance Education:
.....
5. Highest qualification of respondent:
.....
6. Mode of training for your qualification: (*please tick one*)

☐ Full time ☐ In-service Part-time

☐ Distance Education/Correspondent
7. For how long have you held your present post?
.....
8. For how long have you worked with the teacher?
.....

B

9. What do you think is involved in teacher training by Distance Education methodology?
(Please tick the appropriate box or boxes)

☐ On the spot training

☐ Training away from place of work

☐ Immediate application of new knowledge and skills

☐ Application of knowledge after period of training

☐ Teacher engaged primarily in self-study

☐ Teacher attending daily classes

10. Would you recommend/encourage other teachers for training by Distance Education?
- ☐ Yes ☐ No
11. Outline what you feel would be the main advantages and disadvantages of this type of training.

Advantages

.....

.....

.....

Disadvantages

.....

.....

.....

C

Please tick the appropriate box in each case.

12. To what extent has the Distance Education training improved the teacher's effectiveness in the following areas?

	Extremely Well	very well	satisfactorily	little	very little
Lesson planning	☐	☐	☐	☐	☐
Selecting appropriate lesson activities	☐	☐	☐	☐	☐
Teaching methods	☐	☐	☐	☐	☐
Use of appropriate instructional materials	☐	☐	☐	☐	☐
Classroom management and organisation	☐	☐	☐	☐	☐
Confidence in the classroom	☐	☐	☐	☐	☐

Consideration of pupil's needs	☐	☐	☐	☐	☐
Willingness to share knowledge	☐	☐	☐	☐	☐
Willingness to discuss problems with colleagues	☐	☐	☐	☐	☐
Relating to outside observers in the classroom	☐	☐	☐	☐	☐
Participation in extra-curricular activities	☐	☐	☐	☐	☐

13. Has the teacher been more involved in non-teaching activities since becoming involved in the distance education programme?

☐ Yes ☐ No

If your answer is 'yes', specify what type

- ☐ School sports/concerts/fairs
- ☐ Staff development activities
- ☐ PTA
- ☐ Other. Specify:
-

14. Are you now more inclined to give the teacher any position of responsibility?

☐ Yes ☐ No

15. What changes in the teacher's attitude and/or personality have prompted this response from you?

☐ Teacher shows a greater degree of self-confidence

☐ Teacher has a more focused approach to his/her work

☐ Teacher demonstrates willingness to help in improving the school's public image.

☐ Other
Specify:

.....

.....

16. Do you think that these changes are related to the type of training to which the teacher was exposed?

☐ Yes

☐ No

17. Describe how you feel the community views the teacher now that he/she has been trained

.....

.....

.....

.....

Thank you for taking the time to respond to this questionnaire.

RESEARCH PROJECT
TEACHER EDUCATION AT A DISTANCE (T-ED)
IMPACT ON THE COMMUNITY
GUIDE/GBET/CPCE

Dear respondent,

This questionnaire seeks your opinion and perceptions about Distance Education. It is part of an international research which seeks to identify the impact of distance trained teachers on their communities.

Your honest responses will be greatly appreciated as this will help to inform educators, policy makers and funding agencies on the role distance education plays in community development.

Please read each question carefully before giving your responses. There are no right or wrong answers and your name is not required.

I would be grateful if this questionnaire could be returned to the GUIDE Office, Upper Flat 4, Queen's College Compound. Camp Road, Georgetown, by the 23rd November 2001.

Thank you for your cooperation.

Yours truly,

.....
Debbie Thomas
Research Coordinator

• **QUESTIONNAIRE FOR HEADS AND TEACHERS OF TEACHER TRAINING
AND OTHER EDUCATIONAL INSTITUTIONS**

(Please tick the appropriate box)

1. To what type of educational institution are you attached?

- ☐ Teacher training
- ☐ Secondary school
- ☐ Primary school
- ☐ Other tertiary training institution
Specify

2. Mode of training for your qualification

- ☐ Full time
- ☐ Part time
- ☐ Distance education/correspondence

3. Present position in the institution

- ☐ Head
- ☐ Lecturer
- ☐ Tutor
- ☐ Teacher
- ☐ Other please specify:

4. What is the nature of your involvement in the Distance Education Programme?

- ☐ Writing materials
- ☐ Trainer of trainers
- ☐ Mentoring
- ☐ Local tutoring
- ☐ Examiner

☐ Other please specify:

5. Has your involvement in the DE programme improved your professional performance?

☐ Yes ☐ No

6. What has been the nature of this improvement?

- ☐ Better time management
- ☐ Improved communication with colleagues and students
- ☐ Providing better quality of feedback to students
- ☐ Improved lesson/lecture preparation
- ☐ Better organisation of content to meet maturation levels of lessons
- ☐ Other
Please specify:

7. Have you used any of the materials developed for distance education in your work?

☐ Yes ☐ No

8. What benefits did you derive from the materials?

.....

.....

.....

.....

9. What aspects of the programme, other than the written DE materials, have you made use of?

- ☐ Supplementary texts in the school, resource centre or tutorial centre
- ☐ Other resources such as computer software or science equipment
- ☐ Communication channels

☐ Other please specify:

10. Would you recommend the DE materials to students involved in full time study in the conventional education system?

☐ Yes ☐ No

11. Would you recommend these materials and/or resources to your colleagues?

☐ Yes ☐ No

12. Have you gained any benefits other than the professional ones as a result of being involved in the DE programme?

☐ Yes ☐ No

13. If your answer is yes please indicate how you have benefited.

.....

.....

.....

.....

Thank you for taking the time to fill up this questionnaire.

**RESEARCH PROJECT
TEACHER EDUCATION AT A DISTANCE (T-ED) IMPACT
ON THE COMMUNITY
GUIDE/GBET/CPCE**

Questionnaire for entrepreneurs

- This questionnaire is part of a research being carried out by GUIDE, GBET and CPCE as part of an international research involving Guyana, Nigeria and Uganda. Its purpose is to find out how training teachers by distance has affected or is affecting the development of the wider community. We are therefore seeking information on whether the training programme has had any impact on your business and if it has, what has been the nature of this impact.
- You are not required to write your name and we assure you that any information that you may provide will be treated with strict confidence and will not be used in any other way than for the purposes of the research.
- It will only take you some 15 minutes to fill out this questionnaire and your contribution will really help us to provide information to educators, policy makers and funding agencies on how this type of teacher training can help in community development.
- Thank you for taking the time to fill out this questionnaire.

.....
Deborah Thomas
Research Coordinator

QUESTIONNAIRE FOR ENTREPRENEUR

Please tick (✓) the appropriate box or boxes.

1. In what type of business venture(s) are you involved?

- ☐ Transportation (bus, boat, aircraft)
- ☐ Grocery business
- ☐ Fast food business
- ☐ Catering
- ☐ Hotel/ guest house/ accommodation
- ☐ Other. Specify.
-

2. Are you aware of the Distance Education training programme(s) for teachers that have taken place or are taking place in your community/ region or place in which you operate your business?

- ☐ Yes ☐ No

3. Which Distance Education programme for teachers have you been aware of?

- ☐ HTTP
- ☐ GUIDE
- ☐ GBET

4. What made you aware of the programme(s)?

- ☐ I worked for the programme
- ☐ I have done business with the programme
- ☐ A family member/ friends/ some people I know, have been on the programme.
- ☐ I heard about the programme.
- ☐

Other. Please state

.....

5. Has your business been affected in any way by any of the programmes?

☐

Yes

☐

No.

If “yes”, in what way has this happened?

☐

Improved production

☐

Increased income

☐

Improved services/facilities

☐

Gained new skills

☐

Increase in business size/volume

☐

Purchase of new equipment

☐

Gained new customers

☐

Other. Please state

.....

6. Would your business be affected if the programme were to close down?

☐

Yes

☐

No

7. Would you like this type of teacher training to continue?

☐

Yes

☐

No

Why?

☐

It has provided an opportunity for many more persons to improve their education.

☐

Business people can earn more.

☐

It has resulted in the establishment of new business ventures in the community.

☐

Other. Please state

.....

8. Would you encourage any member of your family to undertake a Distance Education teacher training programme?

☐

Yes

☐

No

If 'Yes', which of the following would you give as your reason(s)?

☐

It is a good way of getting more trained teachers in the community.

☐

Teachers can be trained without leaving home for any length of time.

☐

Teachers can work and study at the same time.

☐

Increased income for the family

☐

Other. Please state

.....

Thank you for taking the time to respond to this questionnaire

RESEARCH PROJECT
TEACHER EDUCATION AT A DISTANCE (T-ED)
IMPACT ON THE COMMUNITY
GUIDE/GBET/CPCE

Dear Colleague,

Guyana is part of a research project which seeks to evaluate the impact of teachers trained by distance methods on the community in which they live.

We are attempting to capture how those trained by the Emergency Science Programme (ESP) have contributed to their communities. We hope that you will share this with us.

Your honest responses will be greatly appreciated as this will help to inform educators, policy makers and funding agencies on the role distance education plays in community development.

Please read each question carefully before giving your responses. As this is a tracer study your name is required. **Please note that the information given will be strictly confidential and use only for the purpose of this research.**

Thank you for your cooperation.

Yours truly,

Deborah Thomas
Research Coordinator
Guyana

TRACER STUDY

Questionnaire for ESP trained teachers

1.	Qualifications	Institution
		
		
		
2.	Present post:	
	Organisation:	
		
3.	Responsibilities of present post:	
		
		
		
		
		
		
4.	Other positions held since training	
	Post	Main responsibilities
		
		
		
		
		

5. Kindly identify ways in which your training prepared you for the various responsibilities with which you were entrusted.

.....

.....

.....

.....

.....

.....

6. How has training by DE affected your level of involvement in local initiatives and responsibilities? e.g. membership of community-based organisations, membership of professional teacher development initiatives

.....

.....

.....

.....

.....

7. What effects did your training have on your lifestyle? e.g. relationships with family, friends, wider community.

.....

.....

.....

.....

.....

8. Have you been in contact with any of your colleagues trained by ESP?

☐

Yes

☐

No

Please share with us any information you may have about how their training by ESP contributed to personal and profession development.

.....

.....

.....

.....

.....

.....

9. What is your opinion about using distance education to train teachers in Guyana?

.....

.....

.....

10. Give reasons for your opinion.

.....

.....

.....

.....

.....

Thank you for taking the time to fill up this questionnaire.

Appendix 2: Collated data

RESEARCH PROJECT – T-ED TEACHER EDUCATION AT A DISTANCE – IMPACT ON COMMUNITY DEVELOPMENT

TYPE OF INSTRUMENT: Questionnaire

TARGET GROUP: Distance trained/upgraded students
(past and current)

NUMBER OF RESPONDENTS: 142

Summary of responses to questionnaire

1. Past student (p)= 92 Current (c) = 50

2. To what extent has the distance education training improve your effectiveness in the following areas?

	EW –extremely well	VW – very well	S – satisfactory	L – little	VL –very little)
	EW	VW	S	L	VL
	p/c	p/c	p/c	p/c	p/c
Lesson planning	28/8	42/14	22/25	0/3	0/0
Selecting appropriate lesson activities	24/5	50/12	16/27	2/6	0/0
Selecting appropriate Teaching methods	26/5	47/18	18/19	1/5	0/3
Use of appropriate instructional materials (2 no response – past students)	26/2	46/18	18/29	0/1	0/0
COM	50/4	32/25	8/18	2/3	0/0
Confidence in c/room	38/9	44/28	8/9	2/4	0/0
Con. of ppl needs	44/2	38/32	8/12	0/4	2/0
Willingness to share Knowledge (3 no response – past students)	40/14	43/28	6/5	0/3	0/0
Willingness to discuss problems with colleagues	44/9	44/27	2/14	2/0	0/0

Relating to outside observers	20/6	40/12	28/23	4/3	0/6
Participation in extra curricular activities	32/3	42/19	14/14	3/8	1/6

3. Have you become involved in any non-teaching activities as a result of your training programme?

	YES	NO
p	76	16
c	37	13

Specify type of non-teaching activity

	p/c
School sports/concerts/fairs	73/32
Staff development activities	38/15
PTA	16/10
Peer teaching	10
Adult education classes	6
Youth camps	11/4
Other com. based activities	4/3

4. What has been the nature of your involvement in these non-teaching activities since your training?

Planning/organising	57/11
Facilitating	40/15
Convenor	17/10
Participating	20/16

5. How significant has been the effect of the training programme on your willingness to:

	VS	S	NS
-volunteer for non-teaching tasks	49/11	40/28	3/11
-help unqualified colleagues	60/18	24/23	8/9
-share knowledge/skills with colleagues	65/18	20/21	7/11
-become involved in prof. dev. activities outside of school	25/9	50/25	10/13
-be involved in com activities	36/14	45/25	7/6

(no response in the last two categories – 7/3 and 3/5 respectively)

6. Have you sensed or experienced any change in the way you are treated as a result of your training?

	YES	NO	no response
p	81	9	2
c	32	14	4

In what way?

Opinions solicited & considered by com. leaders	19/9
Opinions solicited & considered by family members	54/27
Role model in the community	48/8
Family proud of achievements	63/20
Participation in official com. function often sought	28/5
Other colleagues listen/act on my opinions	7/3

7. Have you earned promotion or any other kind of recognition since completing upgrading/training?

YES	NO	no response
83	2	7

Have you earned salary advancement since upgrading/training?

YES	NO	no response
88	2	2

8. Would you recommend/encourage other teachers for training by DE?

YES	NO
131	11

Why?

Tr. can remain at home with family	50
Family life not affected	23
Tr. can have support of family	16
Tr. have support of community members	11
Tr. remains in a familiar environment: feel more comfortable	31
Provide opportunity for academic improvement	25
Provides opportunities for further training that seemed impossible at one point	06
Engenders independence	05

Makes one more open and willing to ask for help when needed	10
Makes available resources (teaching materials) to the school/community	13
Develops in tr. confidence for further training	35
Tr. obtain improved professional status/salary	60
Training results in job security for teacher/s	21
Provides opportunity to get to know members of the community	05
Can contribute to community life while being trained	34
Trs. can become discouraged	02
Learn to work in groups to help each other succeed	23
Can lead to increase number of trained trs. in community	63
There is flexibility in time to study	37
It helps teachers to provide better standard of education for children in community	28
Community will not have to depend on trained teachers from coastland	10
Trs. don't have to spend time getting to know members of the community	13
Since trs. are from community they can better pass on traditional values	05
Helps to improve lifestyle for tr. and family	09
Can support family while training	03
Costs less	33

Why not?

Qualification gained through DE not as acceptable as that gained through face-to-face methods.	05
Little time available for study after work	10
Health reasons: villages are not electrified (strain on eyes)	09
Takes a longer time to complete	07
Family support not available: wives and mothers expected to provide the same type and level of services provided before.	05
Poor planning on the part of the providers of the programme	01
Does not provide a wide experience to participants.	10
Materials do not arrive on time	08

Takes too long to know results	06
Tr. does not get to know other people	01
No help when needed	04
Resource persons not qualified/competent	09
Face-to-face is better	01
Not enough teaching/guidance	09
Very costly to get to tutorials (time/finance)	03

SUMMARY OF FINDINGS

Classroom performance

The majority of the teachers of the DE training programmes were indicated that the programmes had contributed greatly to the improvement of their performance in the classroom. This was more so for past than current students, the majority of whom indicated that the improvement was satisfactory.

Involvement in non-teaching activities

It would seem that the majority of the teachers tended to become more involved in non-teaching activities as a result of their training. Most of these activities were related to the school. However a few did indicate that they were now more involved in community based projects and activities.

Teachers indicated that the nature of their involvement was more of a planning and organizational nature, especially for those activities that were school related. A smaller percentage was also involved as facilitators or convenors of small groups. Others were participants and for those who we were able to talk with, they felt that their selection to participate in such activities were as a result of their improved status.

The teachers also noted that their training has had a positive effect on their ability and willingness to help others and volunteer for non-teaching tasks. It also increased their willingness to participate in community activities.

Teachers' perceptions of themselves

A majority of the teachers reported that they sensed some form of increased respect from family members, friends and community members.

Their opinions were often sought and seriously considered in many decision making process in school and in some cases the community. Many reported that

their families were proud of their achievement and they were held up as role models in their individual communities.

The majority reported that they were promoted and had received some form of salary advancement as a result of completing the programme. A few reported no such recognition/promotion or financial improvement.

Teachers' perceptions of DE as a method of teacher training

The majority of the respondents saw DE as a viable and sensible way of providing training for teachers especially those in the more remote regions of the country. Many indicated that studying in a familiar environment with family and friends to support them was helpful. Some also felt that it was less costly. However it must be noted that for the majority of the students the cost of travelling materials were either subsidized or borne by the providers through project funds.

Some respondents who indicated that they would recommend this method of teacher training did add a note of caution. They felt that for success one needed strict self-discipline and strong support from the providers of the programme. They also noted that a clear pathway of progression must be evident or students could become discouraged.

There were some respondents who indicated that although they were trained through DE methodology they would not recommend this method to other teachers. They gave a number of reasons for this (see summary of Q 8). It should be noted that the majority felt that this method of training did not provide enough exposure to different teaching situations/environment. Many of the teachers also felt that this method of training was not as acceptable as that received in a face-to-face situation.

TEACHER EDUCATION AT A DISTANCE – IMPACT ON COMMUNITY DEVELOPMENT

TYPE OF INSTRUMENT: Questionnaire

TARGET GROUP: Emergency Science Programme (ESP)
Teachers

NUMBER OF RESPONDENTS: 8

Summary of responses to questionnaire

•		
•	1. Level of qualification attained	
•		
•	Trained Teacher's Certificate	8
•	1 st Degree	4
•	Pursuing Post Grad Dip in DE	1
•	Pursuing 1 st degree	1

- Completed 3 of 4 years 1st degree 1
- Did courses at the Masters level 1
-
- 2. Present positions held
-
- Academic Instructor – Guyana Defence Force (GDF)
- Regional Coordinator GUIDE Project – Ministry of Education
- Senior Education Officer (Maths/Science) – Ministry of Education
-
- Project Manager – Basic Needs Trust Fund
- Education Supervisor – Ministry of Education
- Heads of Department (Maths/Science) – Secondary schools to which attached. (3)
-
- 3. Responsibilities of present post:
-
- -Teaching Cadets/Junior Ranks of the GDF
- -Managing the day to day activities of the GUIDE Programme in one Administrative Region of the country.
- -Supervising the delivery of the Science and Maths curricula in secondary schools in Guyana.
- -Selecting and supervising eligible projects in the Education, health and Road works sector of the country.
- -Supervising training programmes for disadvantage youths and women.
- -supervision of teachers in one Administrative Region of the country.
- -Managing Science Laboratories and the delivery of the Science/Maths curricula in the secondary school to which they are attached.
- -Helping in the administration of the day to day activities of schools.
-
- 4. Other positions held since training
-
- Assistant Master/Mistress
- HOD Science/Maths
- Acting Principal/Deputy Principal
- Coordinator Science/Math/Technology Fair
- Accounts/Finance Manager
- Coordinator Learning Resource Centre
- Tutor GUIDE (part time)
- Senior Course Tutor GUIDE (part time)
- Lecturer Cyril Potter College of Education CPCE (part time)
- Biology Panelist, Marker, Member CXC, CSEC, CAPE CAS
-
-
- 5. Kindly identify ways in which your training prepared you for the various responsibilities with which you were entrusted.
-

- - -Providing management and organizational skills
 - -Developed within me a positive attitude which stood me well in certain circumstances
 - -Provided me with an understanding of human behavior: this helped me to deal with individuals from various social & cultural backgrounds.
 - -An improved self-concept which has made me more willing to work and share ideas in groups
 - -All round development as a science teacher and administrator
 - -By making me aware that one can use available resource/improvise to achieve goals
 - -Improved people skills
 - -Clinical supervision provided during the programme has helped me in my work with teachers/students.
-
- 6. How has training by DE affected your level of involvement in local initiatives and responsibilities? e.g. membership of community-based organisations, membership of professional teacher development initiatives
-
- -Not much. I was already involved in such initiatives in my community.
 - -Provided me with a sense of ownership of programmes with which I have become involved since training.
 - -The training provided me with improved communication skills which have served me well in the various positions I have held.
 - -Has taught me to be more democratic in my dealings with people/consultation to reach consensus in decision-making (wherever possible).
 - -I have been able to improve my problem solving skills: this has helped me in dealing with various groups in my community.
 - -I have since been able to view situations in a broader perspective.
 - -I have been able to provide assistance to members of my church in which I have become more involved.
 - -Organisation/management skills gained have been invaluable: have helped me in dealing with community and church groups.
 - -Has been able to take up leadership position in community and church based groups.
-
- 7. What effects did your training have on your lifestyle? e.g. relationships with family, friends, wider community.
- - -Interaction with my colleagues and tutors of the programme has improved my ability to interact with others who may be of different social/cultural/ethnic background.
 - -I find it easier to share my feelings with friends and family.
 - -The helping sharing relationship developed on the programme has helped me to recognise that I need to provide support and 'be there' for those around me.
 - -Improved and open communication with friends, family and colleagues.

- -I now listen closely to what people are really 'saying'.
- -Have made me more respectful of the feelings and views of others: can relate with persons at different strata of society.
- -Gained respect from friends, family members and others in my community.
- -Improved lifestyle in terms of educational achievement and financial reward.

8. How has the training help your colleagues in their personal and/or professional development?

- -Those I have been in touch with are always ready to help and serve in their own communities.
- -They are respectful of authority
- -Improved study habits as they pursued higher education and other life goals in and out of the country.
- -Provided the impetus for them to avail themselves of opportunities for further training.

9. What is your opinion about using distance education to train teachers in Guyana?

- -An initiative that should be pursued but needs to be well thought out and carefully implemented.
- -Quality teachers can be produced (ESP teachers) with commitment and dedication of leadership personnel.
- -It can be used to train a greater number of teachers
- -An excellent initiative which allows persons, who do not wish to leave family and other commitments, to receive training.
- -Can get to teachers who are in remote and isolated communities of the country.

10. Reasons

- -It can be cost effective.
- -It can provide equity of access to quality education.
- -It can produce a cadre of teachers with initiative to use indigenous materials to help students understand various concepts.
- -Reduces economic hardship faced by teachers who may have to leave family and give up their jobs to attend face-to-face classes.
- -Provides the opportunity for teachers in remote location to be exposed to teacher training.
- -Can improve the standard of education in the country if there are qualified teachers throughout the education system.

**RESEARCH PROJECT – T-ED
TEACHER EDUCATION AT A DISTANCE – IMPACT ON
COMMUNITY DEVELOPMENT**

TYPE OF INSTRUMENT: Questionnaire

TARGET GROUP: Head teachers

NUMBER OF RESPONDENTS: 51

Summary of responses to questionnaire

Background of respondents

1. Location of school:
The head teachers were selected from school in the various geographic locations of the country.

Coastal schools – 14
Riverine schools – 14
Hinterland schools – 23
2. No. of teachers on staff:
1-5 19
6-10 15
11-15 5
16-20 5
20 and over 7
3. No. of teachers in school trained by or involved in DE
1-3 39
4-6 11
7 and over 1
4. Highest qualification of respondent
Trained Teacher Certificate 43
Graduate qualifications 4
Other 3
No response to question 1
5. Mode of training for qualification
Full time 30
In-service part-time 16
Distance education/correspondent 5
6. Length of time at present post
Less than 1 year 5
1-5 yr 25
6-10yr 13
10 and over 6

- | | |
|-------------|---|
| No response | 2 |
|-------------|---|
7. Length of time working with teacher
- | | |
|------------------|----|
| less than 1 year | 5 |
| 1-5 yr | 33 |
| 6-10yr | 6 |
| 10 and over | 4 |
| No response | 3 |
8. What do you think is involved in teacher training by DE methodology?
- | | |
|--|----|
| On the spot training | 18 |
| Training away from place of work | 14 |
| Immediate application of new knowledge and skills | 26 |
| Application of knowledge after period of training | 15 |
| Teacher engaged primarily in self-/independent study | 34 |
| Teacher attending daily classes | 5 |
9. Would you recommend/encourage other teachers for training by DE?
- | | | | |
|-----|----|----|---|
| YES | 48 | NO | 3 |
|-----|----|----|---|
10. Outline what you feel would be the main advantages and disadvantages of this type of training?
- Advantages**
- | | |
|--|----|
| Teachers have manuals/materials to work from | 23 |
| Heads could help teachers | 31 |
| Teachers use their own time to study in study groups | 16 |
| Teachers not affected by a different environment | 6 |
| Teachers are comfortable during their period of training | 4 |
| Teachers maintain family life/commitments | 35 |
| Teacher remain on the job/trained at home/school & community retains staff/school does not suffer absence of teacher | 43 |
| Teachers can study at their own pace | 21 |
| Better relations with colleagues/more integrated | 16 |
| Teachers encouraged to become trained | 10 |
| Develop self-study skills/promotes self-discipline | 8 |
| Transportation/less costly | 7 |
| Mentor/friends/family members to provide support | 23 |
| Teachers able to immediately apply acquired skills in practical situation | 27 |
| Teacher is familiar with community (culture/values) | 13 |
| Schools benefit from materials/resources made available to DE teacher | 18 |
- Teacher continues to receive a salary/does not loose out

financially 7

Disadvantages

Trs. with Secondary School Proficiency Examination (SSPE) qualifications find it difficult to work on their own	12
Inadequate texts/lack of resources/facilities for trainees	10
Face-to-face sessions infrequent	21
Absence of teaching methodology	8
Loneliness	13
Time consuming	9
Lack of immediate feedback – progress/assignments/exam results	13
Rainy season – transportation difficult	15
Frustration	9
Trainees loose focus without face-to-face supervision	8
Stressful/unfamiliar mode of study/hard to work & study	10
Lends itself to surface learning	2
May lead to neglect of family/other commitments	12
Insufficient opportunity to interact with other trainees/ lack of socialization	10
Not exposed to other teaching situation/environment	7
Tutor/mentor not qualified enough/inexperienced	5
Provides limited exposure for trainees	8

11. To what extent has the DE training improve the teacher's effectiveness in the following areas?

	(Ew –extremely well VW – very well VL –very little)		S – satisfactory	L – little	
	EW	VW	S	L	VL
Lesson planning	4	14	28	4	1
Selecting appropriate lesson activities	5	16	23	7	0
Selecting appropriate Teaching methods	4	16	26	4	1
Use of appropriate instructional materials	4	14	26	6	1
COM	6	13	25	4	1
Confidence in c/room	9	18	21	2	1
Con. of ppl needs	1	22	21	5	2
Willingness to share Knowledge	8	24	19	3	0
Willingness to discuss					

problems with colleagues	13	16	19	3	0
Relating to outside observers	2	15	25	9	0
Participation in extra curricular activities	10	24	15	1	1

12. Has the teacher been more involved in non-teaching activities since becoming involved in the DE programme?

YES 40 NO 11

If 'yes' specify what type

School sports/concerts/fairs	31
Staff development activities	28
PTA	19
Mashramani* activities	1
School farm	1
Community self-help	2
Fundraisers/staff socials/graduation exercises	3
Community socials e.g. fun day, cricket matches	5
Religious functions	9
Field trips	1
Establish new library	1

* Republic anniversary celebrations

13. Are you now more inclined to give the teacher any position of responsibility?

YES 45 NO 6

14. What changes in the teacher's attitude and/or personality have prompted this response from you?

Teacher shows a greater degree of self-confidence	34
Teacher has a more focused approach to work	29
Willingness to help to improve school's public image	25
Qualified before other trained teachers	1
Willingness to take on added responsibilities	13
Teacher lacking in self-confidence	2
Teacher failed to live up to commitments/expectations	4
Teacher still not focused	1
Teacher is responsible but does not volunteer for Additional work	1

15. Do you think these changes are related to the type of training to which the teacher was exposed?

YES 40 NO 3 No response 8

16. Describe how you feel the community views the teacher now that he/she has been trained.

Being better prepared to teach	2
Proud of teacher's achievement	18
Greater respect for/ confidence in teacher	10
Held in high regard – often involved in decision-making process	11
Responsible/valued members of the community	10
Cooperates with teacher	20
Willing to help the teacher/be supportive	18
As being reliable and dependable	10
Pleased with teacher's performance – improvement in pupils' performance at Secondary School Entrance Examination (SSEE)	7
Teacher is a part of their own society/culture therefore they feel more comfortable with the teacher.	15
Someone who is always willing to help in community development activities	9
Held up as role models for youths in the community	12
As a leader in the community	4
In a better position to be of greater help to 'their own' and pass on community values	4
More inclined to seek advice/assistance from teacher	5

SUMMARY OF FINDINGS

Background of head teachers

The target population was determined from available records. There were 115 schools from which head teachers could be chosen. Effort was made to have as representative a sample as possible. Schools were chosen from each Administrative Region in which the teachers of the GUIDE, GBET and HTTP operated.

85% of the head teachers possessed a trained teacher's certificate. 10% of the population possessed graduate qualifications (1st degree or higher). These were mainly from the schools in the coastal regions. However, there was one (1) head from a hinterland location with graduate qualifications.

90% of the population indicated that they received their qualification through traditional face-to-face methods. 59% studied on a full time basis while 31% did so on a part time basis. The remaining 10% of the population indicated that they received their training through distance education methodologies.

Approximately 65% of the head teachers had worked with the teachers in question for a period of between 1 and 5 years. The researchers felt that this was enough time for the head teachers to make objective observations about the teachers' performance in and around the school environment, especially those in the smaller communities.

The responses showed that the target population was quite knowledgeable about distance education methodologies. However, there were indications that some were not too sure about the difference between in service and distance education training.

Their views on teacher training by distance education

94% of the heads indicated that they would recommend/encourage other teachers to access such a programme once it is made available. The remaining 6% said they would not do so. They were not asked to give reasons for their responses. Instead they were asked to list what they thought were the main advantages and disadvantages to this type of training.

An overwhelming majority indicated that the main advantage to this type of teacher training was that the delivery of the school curriculum was not disrupted because the teacher remained on the job throughout their period of training. High up on their list of advantages were also teachers being able to maintain their family life, study at their own pace, have materials to work from and immediately apply their newly acquired skills in the classroom.

The main disadvantage that they associated with the programme was the infrequency of the face-to-face sessions provided by the various programmes. They also noted that the isolation of the teacher during the period of training might not provide the variety of teaching experiences necessary to become a 'good' teacher.

On the whole however, the head teachers seem to favour this method of teacher training and feel that it can contribute meaningfully to the personal development of the teacher and by inference to the community.

Teacher effectiveness in the classroom

The majority rated the effect of DE training on the teacher's performance in the classroom as satisfactory.

Teacher involvement in non-teaching activities

78% felt that the teacher had become more involved in non-teaching and community related activities as a result of their training. The majority of the non-teaching activities were related to the school and its welfare. However, a few did indicate that the teachers had gotten involved in more community related activities.

Head teachers' perceptions of the DE trained teachers

Approximately 88% reported that they were now more inclined to give the teacher greater levels of responsibilities. Among the reasons given for this were that the teacher demonstrated a greater degree of self-confidence and was more focused on their work.

Those who responded in the negative expressed their disappointment that the teacher did not live up to their commitment. One teacher noted that although the teacher demonstrated quite a responsible attitude when asked to do a specific job he/she never volunteered for any additional work.

78% thought that the changes in the attitude of the teachers were due to the training they had received. Approximately 6% felt that the training did not affect the teachers' attitude. 16% gave no response to the question.

Head teacher's opinion of the community's view of the teacher

It was the opinion of many of the head teachers that the community showed greater respect for the teachers after the teacher was trained. Many of them indicated that the community exhibited more confidence in the teachers and their performance on the job and in the community.

RESEARCH PROJECT – T-ED TEACHER EDUCATION AT A DISTANCE – IMPACT ON COMMUNITY DEVELOPMENT

TYPE OF INSTRUMENT: Questionnaire

TARGET GROUP: Heads & teachers of teacher training and other educational institutions

NUMBER OF RESPONDENTS: 48

Summary of responses to questionnaire

1. To what type of educational institution are you attached?

Teacher training	6
Secondary school	12
Primary school	26
Other tertiary training institution	1
Regional office – Min of Education	3
2. Mode of training for your qualification

Full time	33
Part time	11
DE/correspondent	4
3. Present position in the institution

Head	18
Lecturer	2
Tutor	6
Teacher	19
Deputy head	2
Education Supervisor	1
4. What is the nature of your involvement in the distance education programme?

Mentoring	4
Local tutoring	43
Regional Coordinators	3
5. Has your involvement in the DE programme improved your professional performance?

Yes	44	No	1	no response	3
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6. What has been the nature of this improvement?

Better time management	10
Improved communication with colleagues	19
Providing better quality feedback to students	12
Improved lesson/lecture preparation	12
Better organization of content to meet maturation levels of learners	25
Confidence in approach to job	1
Better supervision within the education system	1
Better planning	1

7. Have you used any of the materials developed for distance education in your work?

Yes	No	no response
39	1	8

8. What benefits did you derive from the materials?

How to manage my time	1
Improved content matter	9
Preparing for learners with different learning style	10
How to meet the need of adult learners more effectively	11
Using materials in school/other classes e.g. CXC	19
Improved word power	11
Clinical supervision of trainees other than those in DE	3
Improved study skills	10
Being able to present more learning activities to students during face-to-face classes.	10
improved lesson presentation	10
Having additional resource materials	16
Improved knowledge of teaching methods & child development	9
Planning in-class evaluation	9

9. What aspects of the programme, other than the written DE materials, have you made use of?

Supplementary texts in the school, resource or tutorial center	36
Other resources such as computer software or science equipment	5
Communication channels	5

10. Would you recommend the DE materials to students involved in full time study in the conventional education system?

Yes	No	1
47	1	

11. Would you recommend these materials and/or resources to your colleagues?

Yes	No	1
48	1	

12. Have you gained any benefits other than the professional ones as a result of being involved in the DE programme?
 Yes 45 No 2 no response 1
13. If yes, please indicate how you have benefited.
- Learning to interact with individuals from different social, cultural, ethnic & economic background
 - Communicating more effectively with adults/understanding adult learning patterns.
 - Developing ability to cope with different levels of educational attainment.
 - Gaining confidence to work with groups
 - Improving organizational skills
 - Getting exposure to research skills
 - Sharing experience with trainees
 - Being recognised as a local resource person
 - Earning additional income/financially
 - Forging new relationships with colleagues
 - working with young people for their development
 - Acquiring/improving skills in information technology
 - Learning to appreciate the living and working conditions of others
 - Being able to write my school improvement plan
 - Improving management/organisation skills
 - Providing timely helpful feedback to my students
 - Improving relationship with parents of school children
 - Seeing other parts of the country

SUMMARY OF FINDINGS

The target population in this category was chosen from the information provided by staff of the various DE Units. They were chosen from across the country and from each of the DE programmes (GUIDE, GBET, HTTP).

The majority of the respondents indicated that their involvement in the programmes had had a positive impact on their professional performance. Training and exposure to good DE practices enabled them to function better in their normal day to day jobs.

They indicated that the materials that were produced for the various programmes were helpful to them professionally and served as resource materials. They were also able to use the materials in their face-to-face classes. Others found that they were able to make use of other aspects of the DE programme such as the supplementary texts provided for the benefit of the DE students.

The respondents also indicated that they recommend the materials to students in traditional classroom settings. They also would recommend them for use by their colleagues.

In addition to the professional benefits respondents indicated that they had benefited socially, financially, and from a better appreciation of the diverse culture and ethnicity of our peoples.

RESEARCH PROJECT – T-ED TEACHER EDUCATION AT A DISTANCE – IMPACT ON COMMUNITY DEVELOPMENT

TYPE OF INSTRUMENT: Questionnaire

TARGET GROUP: Entrepreneurs

NUMBER OF RESPONDENTS: 22

Summary of responses to questionnaire

1. In what type of business are you involved?
Transportation (boat, bus, aircraft etc) = 6
Grocery/shopkeeper = 5
Fast food = 2
Catering = 8
Other: Selling of fuel and lubricants = 1

2. Are you aware of the Distance Education training programme for teachers that has taken/is taking place in the community/region/place in which you operate your business?

YES 22 NO 0

3. Which distance education programme for teachers have you been aware of?

GUIDE = 4
GBET = 15
HTTP = 4

4. What made you aware of the programme/s

I work for the programme 6
I have done business with the programme 12
A family member/friends/some people I know
have been on the programme. 11
I heard about the programme 2

5. Has your business been affected in any way by any of the programmes?

Yes = 16 No = 6

If 'yes', in what way has this happened?

Improved services/facilities/ production	3
Increase in income	12
Gained new skills	1
Increase in business size/volume	2
Gained new customers	4
Purchase of new equipment	3

6. Would your business be affected if the programme were to close down?

Yes = 12 No = 9 No response to question = 1

7. Would you like this type of teacher training/upgrading to continue?

Yes = 22 No = 0

Why?

It has provided an opportunity for persons/teachers to improve their education	17
It provides an opportunity for business people to earn more	6
It has resulted in the establishment of new business ventures in the community	2
It provides members of the community to get to know the teachers in the community/region	2
Establish bond between members of community and teacher	1

8. Would you encourage any member of your family to undertake /become involved in a Distance Education teacher training programme?

Yes = 22 No = 0

If yes, which of the following would you give as your reason/s?

It is a good way of getting more qualified/trained teachers in the community/region	17
Teachers can be upgraded/trained without leaving home for any length of time	12
Teachers can work/earn and study at the same time	15
Increase in family income	6

SUMMARY OF FINDINGS

The respondents in this category were all involved in providing services for the De programmes operating in their communities. 73% of the respondents indicated that the programmes had had a positive impact on their business. 27% said that the programme had no effect on the business. 59% of the respondents reported that their business experienced an increased income as a result of their involvement in the DE programmes.

Although some (41%) indicated that their business would not be affected if the programmes were to close down they were unanimous in their desire to have the programmes continue. This they felt would benefit the communities in many ways especially in providing the opportunity for teachers in the communities to improve their education without having to leave their families.

They were also unanimous in saying that they would certainly recommend family members interested in becoming teachers to access any such programme being offered in their community. They felt that DE is a good way of getting trained teachers in the community without the persons having to leave the community.

TEACHER EDUCATION AT A DISTANCE – IMPACT ON COMMUNITY DEVELOPMENT

TYPE OF INSTRUMENT: Questionnaire

TARGET GROUP: Staff members of the DE Units involved in teacher upgrading/training.

NUMBER OF RESPONDENTS: 9

Summary of responses to questionnaire

•

1. How long have you been associated with the DE programme?

Less than 1 year	2
1 –5 years	6
5 years and over	1

2. What has been the nature of your involvement in the programme?

Academic	4
Managerial	5
Financial	2
Secretarial	3
Skilled	3

3. Have you benefited in any way from being a part of the programme?

Yes 9

Describe how you've benefited: professionally and otherwise.

- Clearer understanding of strategies that could help isolated communities
- Providing opportunities to try out new ideas
- Acquired skills in materials production
- Understanding the importance of student support and quality management measures.
- Clearer understanding of assessment and evaluation measures
- Acquired computer and typing skills
- Acquired skills in budget preparation, editing and designing print materials.
- Understanding the nature of people
- Improved ability to deal with adult learners
- Financial help to pursue higher learning
- Developed better communication skills
- Better time management
- Appreciation of DE as a valid/acceptable means of education delivery
- Research skills
- Report writing skills
- exposure to having written article publish in an international journal.
- Acquired/improved management skills
- Financially
- Better knowledge of hinterland location

-Seeing other places (locally)

4. Have you been able to use the skills, knowledge gained to help anyone other than the students of the programme?

Yes 9

Who have you been able to help and how did you do so?

- Other agencies within the Ministry of Education
- Other DE programmes/projects
- Youths in church
- Other untrained teachers
- Family members
- Other student teachers (in conventional Educational institutions)
- Colleagues/fellow educators

Nature of help provided

- Sharing of reports, facilities and experiences
- Encourage untrained teachers to join programme by explaining the benefit to them.
- Guidance in school work, use of the internet, other computer skills.
- Providing effective support to student teachers especially during teaching practice.
- Training for colleagues in other DE programmes/institutions
- provide electronic database as a tool for management of student records and progress.
- Assisting colleagues acquire computer skills

5. How do you see this type of training programme benefiting the local communities in which the teachers live?

- Some teachers in isolated communities after becoming qualified, tend to take greater responsibilities in the 'running' of communities.
 - Upgraded/trained teachers would be in a better position to help the youths of the community: academically and culturally
 - Family life of the teacher will not be disrupted
 - Qualified teachers can take active role in community development activities
- There can be improved standard of education especially in isolated communities.

RESEARCH PROJECT- IMPACT ON THE COMMUNITY – T-ED

Interviews with Village leaders

TYPE OF INSTRUMENT: Interview

TARGET GROUP: Leaders in the community

NUMBER OF RESPONDENTS: 25

Summary of interviews with leaders in the community

1. What is your role in the community?

Village Captain (Head of the Village)	-6
Priest/Pastor	-3
Community Development Chairman	-2
Community Worker	-2
Village Councillor	-1
Assistant Pastor	-1
Rural Constable	-1
Deputy Captain	-1
Community Environmental Worker	-1
Housewife	-1
Retired Headmaster	-1
Overseer	-1
Community leader	-1
PTA Chairman	-1
PTA Executive member	-1
PTA Member	-1

2. Do you have trained teachers in your community?

Fifteen communities were visited. In 14 of these communities there were thirty teachers trained by distance. In the other there was one teacher who was now in training by distance.

3. Can you name any one of them that spent most of their time teaching and only had to go to the training college during the holidays or on weekends?

Twenty-four trained teachers by distance were identified, while in one community one was still in training.

4. Has the school benefited in any way from this type of teacher training?

Yes – 24. One case- where the teacher was described as not behaving like a trained teacher in the classroom.

5. Have you observed any changes in the teacher's attitude since he/she became involved in the training programme?

Yes –25

6. What type(s) of changes have you observed?

Change in attitude professionally	-2
Now involved in youth group activities	-1
More confident in the classroom	-1
More committed	-8
More involved with the children	-2
Hard working	-2
Involved in activities in school and community	-4
Provides better quality teaching	-5
More involved	-3
Cooperative, willing to assist	-2
Putting more effort into work	-2
Improved performance by pupils	-7
Active in the PTA	-1
More disciplined	-1
More responsible	-1
More 'sober'	-2
Is now regular at school	-1
Involved in Women's Group	-1
More knowledgeable in educational matters	-1
Speaks to parents	-1
Relates well with pupils in his charge	-1
Does not behave like a trained teacher	-1
Involved more in sports activities	-2
Organizes sports	-1
Raises funds for school	-2
Mixes and shares	-2

7. Do you think that these changes are in any way related to the type of training to which the teacher was exposed?

Yes – 22; No response - 3

8. Is the teacher now more willing to accept responsibilities in the community?

Yes – 24; 1 – No response

9. **Has the teacher become more involved in community activities since becoming involved in the training programme?**

Yes – 19; 4 – teacher very involved before and during training; 2 - NR

10. Tell me about some of the community activities that the teacher is now involved in and what role/position do they now play/hold.

Leading role in the Sports Club	-10
Attends village meetings	-5
Involved in the Women's Group	-4
Leaders in church and youth groups	-4
Fund raising	-1
Self help	-4
Advising when asked e.g the village council	-4
Leaders in Junior Wild life club	-3
Encourage parents in gardening	-1
Assist the touchaus (Village captains)	-2
Vice Chairman, community dev. Council	-2
Chairperson, CBR Group	-2
Candidate for Village Captain	-1

11. **Has the community benefited in any way from this teacher being trained by distance instead of having to leave the community to go to college?**

On the job training	-11
Retaining services of teacher	-1
School did not have to employ new teachers	-4
School continued to have successes	-11
Teachers retained positions in the community	-1
Parents did not have to worry about trs. Absence	-1
Knowledge shared immediately with children	-1
Gained confidence to approach parents	-1
Trs. Should be trained in Georgetown	-1

12. Has your perception of the teacher changed as a result of his /her training?

Yes – 17; No – 3; teacher always had a positive attitude. 5 – No response

13. In what ways has your perception changed?

Teacher has a quiet composure	-1
Teacher is shy	-1
Shares ideas/ knowledge	-1

More confident	-3
Performance has improved in the school	-3
Much more is expected of teacher	-1
Now qualified and competent	-6
More serious about profession	-1
Community has more confidence in Tr.	-4
Tr. Is more respected	-4
Tr. Is more responsible	-1
Community respects tr. Equally to coastlanders	-1
Tr. Is seen as a young leader	-11
More cooperative	-1

14. Some teachers had to go off to the college to be trained. Is there any difference in how they relate to the community as against those who stayed on the job during training?

Yes – 13; No – 9; 2 No response

15. Tell me about these differences.

Tries to be helpful	-2
Campus trained teacher cannot share as frequently while learning	-1
Community cannot benefit from tr. being trained unless tr returns	-2
Campus trained teacher has a more professional approach.	-1
Cannot contribute to community while a full time student	-2
Tr. has family support while on DE training	-1
Campus trained teacher benefits from a wider exposure & experience	-3
Equally involved in community affairs	-1
DE student more disciplined	-1
DE student closer to the community	-1
Campus trained trs are more outstanding in all round activities	-1
Campus trained tr wanted special treatment from community	-1
DE trained trs not as competent	-1
DE programme needs to be restructured and improved	-1
DE is better since student can concentrate better	-1
Campus trained tr can be depended upon for his involvement	-1
School benefits from on-the-job training for its teachers	-1
Some campus trained trs do not return or communicate with the community	-1
Campus trained trs respond readily to requests from community	-1
With DE family relationships are strengthened	-1

16. Would you recommend distance training for more teachers in your community? Why?

Yes – 25

DE is less costly, more feasible	-1
Skills and attitudes are developed on the job; school benefits	-10
Family unit is not affected	-10
Without DE some teachers may not be trained	-1
There should be greater exposure similar to on Campus studies	-1
Less frustrations experiences because of family support and home environment	-6
More teachers would access training	-8
Educational level in region would be on par or better than in GT	-2
Improved teacher competence and performance	-2
School will not lose trs.	-2
Tr will not have to face cross cultural issues	-2
No transportation problem	-1
Opportunity for greater success on the part of the teacher	-2
DE is more acceptable	-1
DE is more convenient/ easier	-1
DE is interesting	-1
Trs are trained along with the community	-1

SUMMARY OF FINDINGS

The 25 respondents were taken from 15 communities in Regions 1, 7 and 9 and represented a wide cross-section of the community leaders in those regions. It will be noticed that only about 30 trained teachers were identified and some of these were trained through a full time programme. The majority however were trained by a distance programme. This was purposeful sampling, since the study is not a comparative one.

From the responses it would appear that DE is a preferred mode of training for teachers for the number reasons listed at item sixteen. Most significant, is that it provides on the job training which does not lend to disruption of the school system and a shortage of teachers, nor does it place any undue stress on the family unit due to the absence of a parent.

A number of changes in the attitude of the trained teacher have been identified, the majority of which are positive, and are attributed to the training received by these teachers. It is significant too that there is an increase in the involvement in community activities, in varied spheres and at various levels.

Twenty-four of the twenty-five respondents felt that the DE trained teacher was more willing to accept responsibilities in the community after graduating and also take up leadership positions.

The Community in general and in particular the school benefited from DE trained teachers who were constantly in a position to immediately share

their newly acquired skills and knowledge with their charges and the rest of the community.

There were some who felt that full time training in Georgetown was better because it provided the student with greater exposure and wider and varied experiences. Such a student teacher was more rounded and professional. At the same time however, such a student teacher can become distant from the community, and may not even return to serve.

For the sake of the community, DE was the better option, but the programmes must be well organized, and efficiently run so as to raise the educational level of its trained teachers and eventually the children of the region.

