

Overall Quality and Standard of DSD's Mentoral Support Program at Cluster Training & Support Centers: CTSC Heads Opinion and Perception

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Abstract

The study was 'Overall Quality and Standard of DSD's Mentoral Support Program at Cluster Training and Support Centers'. Objective of research was to judge the Overall Quality and Standard of DSD's Mentoral Support Programme at Cluster Training and Support Center in light of Cluster Training & Support Centers Heads opinion and perception. Stratified systematic sampling technique was employed hereby. The Sample consisted of the Heads of 40 Cluster Training & Support Centers of Mandi Baha-ul-Din district. Cluster Training & Support Centers (CTSCs) have been established at grass-root level to impart mentoring support to all Primary School Teachers (PSTs). Structured interview was used as instrument in this study. During the analysis of data, the percentage was used as a statistical measure tendency of the respondents and the overall standard of mentoring program. Major findings of the study indicated that Cluster Training & Support Centers' Heads were satisfied about the overall standard of Directorate of Staff Development mentoral program development. But they were not satisfied about the eligibility criteria of District Teacher Educators qualification, DTEs mentoral methodology, the effectiveness of mentoral program of PSTs professional development through mentoral support program and the DTEs professional performance. Conclusions of the study indicated that Cluster Training & Support Centers' Heads were not satisfied regarding the DTEs mentoral methodology.

Key words: Mentoring, Training support, District teacher educators

Introduction

The professional development of teachers both at pre-service and in-service level is the need of hour. The professional development begins with in service training and continues throughout the career (Saeed, 2000). The professional development of teachers both at pre-service and in-service

level is the need of the hour. The professional development begins with in service training and continues throughout the career (Saeed, 2000). Grosser, Spafford and Paesce (1998) says that Mentor term is often used in education to designate a teacher who serves as a model for a less

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experienced professional. The Directorate of Staff Development (2007) relates that a conceptual frame work for continuous professional development (CPD) of teachers has been developed. Cluster Training & Support Centres (CTSCs) have been established at grass-root level to impart mentoring support to all Primary School Teachers (PSTs). Mentors have been made responsible for the progress of the PSTs (Mentees) through mentoring process (National Centre for Women Information Technology, 2011).

Punjab Government's Continuous Professional Development Program has been initiated on behalf of DSD. For this purpose, DTEs have been recruited in three phases across the Punjab in all districts (Directorate of Staff Development, 2007). Five years have passed since the start of this program. High expenditure is going to be consumed for this task. Its effectiveness or the impact of this program needs to be assessed.

Statement of the Problem

The purpose of this study was to assess overall quality and standard of DSD's mentor support Program at cluster training and support center.

Objectives of Study

1. To seek the opinion of CTSC Heads about the standard of DSD's mentor material;
2. To seek the opinion of CTSC Heads about the given eligibility and prescribed qualification of DTEs;
3. To seek the opinion and perception of CTSC Heads about the suitability and usability of mentor methodology;
4. To seek the opinion of CTSC Heads about the available facilities at their respective CTSC;
5. To seek the opinion about and perception of CTSC Heads about the available educational essentials related to the PSTs, DTEs and CTSC Heads.

Significance of the Study

Mentoring program provides professional support for teachers. Sound, comprehensive and up-to-date mentoring program for Punjab education will be helpful for increasing students' literacy-rate and decreasing students drop out rate.

Review of the related literature

The review section discusses the definitions of Mentor, Mentee, and District Teachers Educators, the concept of mentor support program and professional progress. It also discusses in detail the role and responsibilities of CTSC Heads and the

introduction and implementation of mentorship program in district Mandi Baha-ul-Din.

Background of Mentoring Program

Odell (2012) says that just as the profession, s understanding of the teacher development phenomena and of the necessary of creating conditions to facilitate this development has evolved, so has its recognition of the need for professional standards to guide practice in each phase of the teacher development continuum.

Concept of Mentoring

Holmes (2009) points out that the Mentoring is no longer a new concept in the teaching profession and has been the subject of much research in recent years, perhaps reflection the fact that the role involves far more than simply coordinating the support that you receive.

Grosser, G, (1998) says about the concept of mentorship that A specially trained teacher who serves as a special supervisor to a provisional or otherwise not fully certified teacher.

Jarvis (2002) says that the term of mentor has rapidly become a word used for a variety of roles and occupations in the last ten years.

Role and responsibilities of Mentor

Balasubramanian (2004) says that the role of mentor in bringing about the change is very significant. However, it is unfortunate that adequate initiatives are not taken to bring about the change in the attitude.

Frazer & McGee (2001) notes that in order to function as a profession, teachers form communities of practitioners who collectively assume responsibility for their own standards of practice.

Responsibilities of Mentee

Gentzler (2008) remarks that equally important is mentee desire and commitment to keep up to date on new instructional methods and educational strategies by determining how well they facilitate student learning.

Research Methodology

The research was connected to descriptive survey type study. Its function was to judge the Overall Quality and Standard of DSD's mentorship Support Program at Cluster Training and Support Center Level. In this context overall quality and standard of Directorate of Staff Development's mentoring support program at Cluster Training and Support Centre were investigated in the light of Cluster Training

and Support Centre Heads opinion and perception.

Population and Sampling

The study was conducted in one District of Punjab.

1. All District Teacher Educators rendering duties in Mandi Bahauddin district for Mentorship Support of Primary School Teachers.
2. All Cluster Training and Support Centre (CTSC) Heads working as Headmaster, Senior Headmaster and Principal in high and higher secondary schools in public sector in Mandi Bahauddin district.

District Mandi Baha-ud-Din had three tehsils i.e, Phalia, Malakwal and Mandi Baha-ud-Din. There were 40 CTSCs working in Mandi Baha-ud-Din. Out of 40 CTSCs, 16 were in Tehsil Phalia, 10 in Tehsil Malakwal and 14 in Tehsil Mandi Baha-ud-Din. All were selected as sample

Data collection

Data was generated from Cluster Training and Support Centre Heads.

This research was a descriptive survey type research. Structured Interview was used as an instrument which was relevant tool for this task.

Structured Interview was planned for seeking feedback responses from CTSC Heads about the DSD's Mentorship Support Program. It consist one open ended question. Open ended Question, further sub-divided into five parts, was related to CTSC Heads proposals for the improvement of this program. The open-ended Question was about:

1. Mentorship material;
2. DTEs qualification;
3. DTEs guiding methodology ;
4. The facilities needed at CTSCs;
5. Educational facilities needed for CTSC Heads, DTEs, and PSTs.

Validation of interview

A small focus group was involved to refine interview Question-statements. One assessment expert/ statistician (Senior Subject Specialists Statistics) was also consulted to determine whether the resulting data can be quantified and analyzed in the manner intended.

Analysis and interpretation of data

Data analysis was based on information received from the responses of Cluster Training Support Centre Heads (CTSCHTs). Data was analyzed through percentages.

Table .1 *Descriptive Analysis of CTSC Heads Opinion and perception about Mentorship Support Program*

CTSC Heads Respondents	Suggestions about the Mentorship Material (Item 1)	Suggestions about the Eligibility/ Qualification of DTES (Item 2)	Suggestions about the DTES Mentorship Methodology (Item 3)	Suggestions about the Facilities Required at CTSC Level (Item 4)	Suggestions about the Educational Essentials Needed for CTSC Heads / DTES/ PSTs (Item 5)
R 1	Mentorship material is excellent. However, much more A.V. Aids may be provided and used in schools.	No Suggestion	DTES mentorship programme needs to be properly supervised.	They are adequate at CTSC level.	No suggestion
R2	No suggestion	DTES recruitment criteria may be improved.	DTES usually do not seek counseling from CTSC Heads.	Facilities are available.	PSTs deficiency may be made up.
R3	No suggestion	No suggestion	No suggestion	No suggestion	No suggestion
R4	Mentorship material is adequately better one. But teachers do not avail of it.	Intelligent, ethically elevated and highly qualified teachers may be appointed as DTES.	Mentorship methodology is reasonably better. But Lady DTES may be recruited for lady teachers.	Facilities are very less. Separate conference rooms equipped with the latest facilities should be built.	DTES should be well-versed and well-informed. CTSC Heads should be very capable and active.
R5	Guide lines should be simplified and clarified further.	Minimum eligibility for DTES qualification should be declared M.A English M.Sc.	DTES mentorship methodology is correct.	A separate unit block of two rooms equipped with multi media and generator may be construed.	Library, Math Teaching kit and Science kit may be provided.
R6	Supply of mentorship material on regular basis and in time be ensured.	DTES remain busy mostly in their personal affairs while quitting their official duties.	DTES remain busy mostly in tests taking. Rather they should impart model lessons. DTES should mark attendance at CTSC in the morning time. Then they should leave for	Computers in larger numbers and one photo state machine may be made available.	An instructional / curricular kit aligned with revised curriculum may be provided to CTSC Heads.

			mentoring.		
R7	Good mentoral material is being presented.	DTEs educational qualification is adequate.	DTEs should provide friendly environment to PSTs.	Chalk, duster, marker , white board, projector, VCR, cassettes, CDs diary, training room, A.C, fans, and water cooler, sufficient funds and reasonable refreshment, should be provide to CTSC Heads /DTEs/PSTs.	PSTs training performance should be evaluated during and at the end of course.
R8	No Suggestion	No Suggestion	No Suggestion	No Suggestion	No Suggestion
R9	Mentoral material is good but guidance is not provided in schools.	No Suggestion	DTEs prior role as teachers was good. Now, they render only mentoral service. Department has been deprived of able teachers by this conversion.	No Suggestion	No Suggestion
R10	Mentoral material should be available in Urdu language.	DTEs qualification is excellent.	DTEs mentoral methodology should be somewhat stern.	Better facilities are available.	Study-leave with pay should be approved for the needful DTEs.
R11	Mentoral curriculum should contain uniformity.	DTEs holding equaling level qualification should be appointed.	No Suggestion	Chairs, cool water, charts, refreshment may be made available at CTSC level.	No Suggestion
R12	Mentoral material is good.	Those DTEs who wish repatriation they may be repatriated and new DTEs may be recruited against them.	DTEs do less mentoring and more assessment.	Multimedia should be made available.	CTSC Heads/ DTEs/PSTs all should be held responsible and accountable.
R13	Training curriculum for PSTs should be decided at district level. SLOs description for PSTs is	No Suggestion	No Suggestion	Training material, AV-aids, library books, and teaching material should be made available at	Admin orders cannot change values and behaviors'. Rather need self-realization and significance work for it.

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	very difficult and hardly understandable			CTSC.	Training being imparted at DSD level is much more generic (not specific).
R14	Mentorl material is suitable.	DTEs qualification is adequate.	DTEs should practically guide PSTs how to give individual attention to the students in the class-rooms.	Facilities are appropriate according to available resources.	PSTs should be mentally and psychologically prepared to act upon DSD,s programme. TE's role should be increased.
R15	OK	At least M.A along with BPS No. 16 should be prescribed qualification	OK	No attention is given towards CTSC needs. Financial allocation for this programme should be devised at CTSC level.	Missing facilities should be provided at primary schools.
R16	Mentoral material should be provided by DSD.	At least M.A; B.Ed.	DTEs should spend 02 hours at CTSC. Mentees should not be on leave on Mentoring Day. Action should be taken against non-attendant PSTs.	Quality furniture for staff should be provided at CTSC.	CTSC Head should check DTEs diary daily. CTSC Heads should take part in training pertinent to the evaluation of teachers performance.
R17			DSDs Programme already in practice is going better.		
R18	No Suggestion	Higher than already set academic and professional qualification is required.	DTEs mentoring should not be only a ceremonial and superficial activity. They should act upon cent per cent of DSDs instructions. They should do their duties with hard work.	These facilities are inadequate.	There facilities are also inadequate. CTSC Heads have not been given training honorarium even after the expiry of one year.
R19	Mentoral material should be presented in simple English or Urdu language.	A specialized mentoring course should be chalked out for DTEs.	Ladies mentor staff should be deputed for ladies. Mentoring should be expanded up to secondary level.	Monthly budget at least worth Rs. 2000 should be sanctioned for each CTSC.	At least 06 teachers should be appointed in each primary school for 06 classes (nursery to Grade v). Mentoring oriented incentive structure should be introduced for mentees mentors, mentoral supervisors.
20	No Suggestion	No Suggestion	No Suggestion	No Suggestion	No Suggestion
21	No Suggestion	At least M.Sc	No Suggestion	Well-equipped training	CTSC Heads monthly

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				room may be built on behalf of DSD.	honorarium, i.e.; 1000/- is very less as compared to his required involvement in this assignment.
22	No Suggestion	No Suggestion	No Suggestion	No Suggestion	No Suggestion
23	No Suggestion	DTEs are able teachers. They should be repatriated into their previous schools. This mentorship programme should be stopped.	No Suggestion	No Suggestion	No Suggestion
24	No Suggestion	No Suggestion	No Suggestion	No Suggestion	No Suggestion
25	No Suggestion	No Suggestion	DTEs should give model lesson on the monthly meeting day.	No Suggestion	Teachers availability according to the students enrolment should be ensured Single teacher is unable to manage whole school activities. PST s should recruited through PPSC teachers should be given reasonable salary. Primary schools should be well equipped and well furnished. Training should be devised for head teachers.
26	No Suggestion	No Suggestion	No Suggestion	No Suggestion	PST s should recruited through PPSC teachers should be given reasonable salary. Primary schools should be well equipped and well furnished. Training should be devised for head teachers.
27	DSD Programme is going on well. It should be launched in full swing.	DTEs should be introduced to modern knowledge.	DTEs may be provided latest educational equipments.	Facilities should be increased at CTSC level.	Training should be devised for head teachers.
28	DSD should be made an autonomous institution.	DTEs entry qualification may be improved. Fresh and well qualified may be recruited for this programme.	Poor performance might be got rid of.	No Suggestion	Promotion opportunities may be given to DTEs. PSTs entry qualification and season should be improved.
29	Mentorship material	No Suggestion	DTEs should be introduced to	Latest facilities like	DSD should make better

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	should be simplified for PSTs.		modern methodology and training skills.	projector and multi media should be provided at CTSC.	the facilities and monitoring of program.
30	Material is better.	Experienced people should be recruited.	No Suggestion	Adverse weather conditions should be kept in view.	Facilities may be increased.
31	No Suggestion	Already OK	DTEs serve as the best medium of communication.	There is severe shortage of building furniture and staff.	Acute deficiency of teachers in primary schools should be made up.
32	No Suggestion	Eligibility and recruitment criteria should be revised.	DTEs mentoral methodology is excellent. It should be practiced upon.	Separate office should be made available for DTEs.	Professional Development Day (PD Day) activities should be made relevant and useful for the mentees.
33	No Suggestion	No Suggestion	No Suggestion	No Suggestion	No Suggestion
34	No Suggestion	Qualification should be kept in view at the time of DTEs appointment.	No Suggestion	No Suggestion	DTSC Heads may be provided letter facilities for the better monitoring of DTEs.
35	No Suggestion	Qualification should be kept in view at the time of DTEs appointment.	No Suggestion	No Suggestion	DTSC head may be provided letter facilities for the better monitoring of DTEs.
36	Detailed mentoral material related to all areas may be provided to all teachers.	At least M.Ed, qualification should be essential.	DTEs should get signed their mentoring by the DTEs. They should impart it as a written document.	Electricity generator photo copies, UPS systems AV-aids should and provided at all CTSCs.	No Suggestion
37	No Suggestion	DTEs should hold at least M.A/M.Ed or M.Sc.M.Ed level qualification because their mentees (teachers) hold at	No Suggestion	There should be made available Science and Maths kit in each school.	No Suggestion

least B.A/B.Sc/B.Ed
level qualification.

38	Mentoral material is standardized.	DTEs qualification is in accordance with their designation.	DTEs mentoral methodology is suitable.	Electricity generator, Overhead projector science. kit, AV-aids and quality furniture should be provided	Teaching staff deficiency should be managed.
39	No Suggestion	DTEs entry qualification is low. It should be enhanced.	No Suggestion	No Suggestion	CTSC Heads find little time for the visit of cluster schools. PSTs take little interest and they do not become ready for enhancing their professional capability. PSTs themselves are not in mode to gain some skill or knowledge. The rest is ok.
40	On the whole DSD's program is very good.	Ok	Ok	Ok	

Table 2

Statistical Analysis of CTSC Heads Suggestions about Mentorship Support Program

01	Number of Items	Item 5.1	Item 5.2	Item 5.3	Item 5.4	Item 5.5
02	Caption of Items	Suggestion about the Mentorship material	Suggestion about the Eligibility/Qualification of DTEs	Suggestion about the DTEs Mentorship Methodology.	Suggestions about the Facilities Required at CTSC level.	Suggestions about the Educational Essentials needed for CTSC Heads/DTEs/PSTs.
03	Total Number of Respondents	40	40	40	40	40
04	Number of Responses	22	27	24	26	27
05	Number of Satisfactory Responses	20	8	12	8	4
06	Percentages of Satisfactory responses	50%	81%	71%	81%	89%
07	Number of Dissatisfactory responses.	20	32	28	32	36
08	Percentages of Dissatisfactory responses	50%	81%	71%	81%	89%

Note: OE stands for ended responses Fifty percent

Fifty per-cent respondents gave responses in view of satisfaction about Mentor Material. Eighty-nine per-cent respondents who give response in view of dissatisfied about Educational Essential needed for CTSC heads DTEs/PSTs. Among the five items of mentor support program , more satisfaction has been observed about the quality of mentor material. Dissatisfaction has been observed in all remaining four areas, i.e., 2 to 5 of mentor program. However, the highest level of satisfaction has been noted about the educational essentials/facilities needed.

FINDINGS

- 1.** Fifty per-cent of CTSC Heads had been found satisfied about the mentor material being used in mentor support program. Fifty per-cent of CTSC Heads had wanted changes in mentor material like that mentoring material should be presented in simple English or Urdu language. Mentor material should be used by the teachers in class-rooms and its supply related to all areas should be regularized.
- 2.** Nineteen per-cent of CTSC Heads had been found satisfied with the existing eligibility qualification and recruitment criteria of DTEs.

Eighty one per-cent of CTSC Heads had not been found satisfied with the existing eligibility / qualification of DTEs. They had wanted changes in criteria set for the eligibility of DTEs, like enhancement in entry qualification i.e., it should be M.A.; M.Ed at least.

- 3.** Twenty-nine per-cent of CTSC Heads endorsed that they were satisfied with the DTEs mentor methodology.

Seventy one percent of CTSC Heads endorsed that they were not satisfied about the DTEs mentor methodology. They wanted changes like DTEs should provide friendly environment to PSTs. DTEs do less mentoring and more assessment. DTEs should give model lesson on the Professional Development Day.

- 4.** Nineteen percent of CTSC Heads reported that they were satisfied about the facilities available at CTSC level. Eighty one percent (81%) of CTSC Heads reported that they were not satisfied about the facilities required at CTSC level. They wanted facilities like provision of funds, furniture, office, water-cooler, VCR, multimedia, overhead projector, AV-aids and construction of training room at CTSC Headquarter. Moreover, a budget of two thousand rupees should be provided to each CTSC.

5. Eleven percent of CTSC Heads replied that they were satisfied about the availability of educational essentials needed for CTSC Heads, DTEs and PSTs.

However, eighty nine percent (89%) of CTSC Heads replied that they were not satisfied about the availability of educational essentials needed for CTSC Heads / DTEs/ PSTs. They wanted reforms like (a) PSTs deficiency may be made up; (b) DTEs should be well versed, and well-informed, (c) CTSC Heads should have been found very capable and active.

Conclusions

Conclusion reached through the findings of CTSC Heads opinion is as under:

According to CTSC Heads perceptions, overall standard of DSD's mentor support program is good. But so far its impact on the mentees on behalf of DTEs is concerned, it has not been perceived significant rather it has been noted weaker in all areas.

Moreover, standard of mentor material has also been noted reasonably better. But CTSC Heads have proposed amendments and improvements in the DSD's ongoing mentor support program with reference to:

- (a) Entry qualification /eligibility of DTEs;
- (b) Formal mentor methodology of DTEs;
- (c) Facilities required at CTSC level;
- (d) Educational essentials needed for CTSCs / DTEs / PSTs:

Mentor impact was analyzed less dominant and comparatively weaker in all these regiments

Discussion

The review of CTSC Heads responses, opinions and comments about "The Impact of District Teacher Educators Mentoring Support upon Primary School Teachers Professional Progress in District Mandi-Baha-ul-Din" reflected in the findings indicated that the standard of mentor material was desirably positive.

However, CTSC Heads satisfaction about the prescribed eligibility qualification of DTEs mentor methodology, facilities available at CTSC level, supply of educational essentials needed for CTSC Heads/ DTEs/ PSTs were all found comparatively at lower level. The CTSC Heads had not been found satisfied about the Overall Quality and Standard of DSD's Mentor Support Program at Cluster Training and Support Center Level in

District Mandi Baha-ul- Din and expected achievements in these areas.

Its reasons might be less qualification of some DTEs, DTEs formal mentoring methodology, lack of proper facilities at CTSC and staff deficiency, in particular.

Recommendations

1. Highly qualified teachers, at least M.A M.Ed should be appointed as DTEs.
2. Need-based logistic and instructional facilities should be provided at Cluster Training and Support Center for improvement of mentorship programme. Monthly budget at least Rs. 10000/- should be sanctioned for each CTSC.
3. DTEs should be provided friendly environment for mentoring of PSTs. It will increase the DTEs mentorship methodology for Primary School Teachers professional progress.
4. Furthermore, due facilities, furniture, computer, AV-aids, water-cooler, chairs, white boards and multi-media should be provided at CTSC level. It will improve the quality of mentorship program.

5. DTEs should be well-versed and well-informed and CTSC Heads should remain very capable and active to unify the DTEs mentorship support program.

Recommendations for further research

1. In this study the Subjects (Respondents), i.e., CTSC Heads and DTEs were male. In further research, Subjects (Respondents) may be taken from female cadre, too. So that gender wise impact may be investigated.
2. The sampling in this study was small. In further research, this study may be spanned over province.
3. Students' achievement results/annual marks or scores may be included in the further researches.

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Structured Interview for CTSC

1. Name of Head with Designation.....
-
2. Name of School
-

Note:- DTEs are providing you Mentoral Support in eight (8) areas. Your opinion is required hereby about these questions. Would you please give the proposals for this betterment /amendment of DSD's mentoral support program particularly about?

1. The mentoral material
2. The qualification of DTEs
3. The mentoral methodology
4. The facilities required at CTSC
5. Educational essentials needs for of PSTs, DTEs, and CTSC Heads

Signature & stamp

Head of Cluster Training & Support Centre