Assessing the Needs of Literacy personnel in Non Formal Basic Education

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INTRODUCTION

Due to population explosion and swiftly increasing demand for education even developed countries are unable to overcome the prevailing challenges through formal system of education. Most of the developing countries are in miserable situation regarding level of education and literacy. Attacking poverty has become an international concern for placing in the paradigm of 'education and learning for sustainable development' in consideration of the reality that almost half of the world's population live in poverty. Unfortunately, more than half of the population is living below the poverty line in Pakistan.   (World Bank, 2000) Due to scarce resources and financial constraints developing countries are unable to cope with the drastic demand for education and consequently non formal education (NFE) seems blessing to meet this challenge of poverty alleviation.

NON FORMAL EDUACETION

Non-formal education is an organized educational activity outside the established formal system whether operating separately or as an important feature of some broader activity that is intended to serve identifiable learning clients and learning objectives. (Combs as quoted by Rashid 2000, p.21)The major advantage of non-formal education in the training of teachers or instructors is its relative cheapness. Formal education being institutionalized, need a cadre of professionally trained full-time teachers and has long cycles of general education, which add to its operating costs. Non-formal education being capable of mobilizing resources from a variety of sources, using building and facilities that are not used in the evening and employing voluntary help cuts down on its costs. It is basically for this reason, that the developing countries can mobilize support for a sizeable enlargement of rural non-formal education, provided that the political climate it's favorable and the leaders and people are strongly determined to build a better life.

Existing formal system of education especially in developing countries obviously cannot cope with the drastic demands of trained personnel. The demand for the trained personnel in Non-Formal Education as an alternative of formal education is being increased throughout the world. NFE consists of assortment of organized and semi organized activities operating outside the regular structure and routine of the formal system, aimed at serving a great variety of learning needs of different sub-group of population both young and old. NFE consists of assortment of organized

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ROLE OF INSTRUCTOR, SUPERVISOR AND MANAGERS

1.   Instructors

Doubtless to say that no system of education is better than its teachers, stress, therefore, should be laid upon their pivotal role and it should be emphasized that none of the proposed reforms will succeed unless we are able to recruit to the teaching profession at all levels men and women of the highest abilities, and train them and those already in service to the same standards as are expected in other countries and, at the same time, give them that status in society which their national importance warrants. Instructor's competencies include preparing performance objectives, question, asking, creatively, sequencing instruction, evaluating student progress, assessing intellectual levels, and human interaction. The list of desirable instructor qualities is long but, usually a good instructor should have; good knowledge of the subject matter, and teaching expertise, some knowledge of distance education systems, warmth, enthusiasm and empathy, acquaintance with distance learning techniques, good knowledge of evaluation techniques, a constant source of inspiration, up-to-date knowledge of all the learning material available, an ability to imagine what the students need, awareness of the students, difficulties, a skill in communication, an interest in the students and their study progress, an ability to explain fault, and readiness at providing helps.

2.   Supervisor

 According to Bhatt (1998, p.117) these roles are to be followed by supervisor; selection and appointment of class four or supporting staff, sanction and payment of school grants, providing facilities to school, supervising the developmental tasks of school, recognition and gradation of school, holding the scholarship examination and awarding scholarships, approval of the resolution of management committee, checking the accounts and records of the school, checking the safety and security of the school plant, maintaining proper service conditions for teachers, checking proper distribution of workload, reporting to the higher authority about the instructor promotion on the basis of their performance, welfare of the instructors, supervision of teaching learning activities, enhancing and maintaining the educational standard, evaluating and improving the teaching learning process, orientation of instructors through in-service teaching courses, evaluating and assessment of learner's achievement, arranging the researchers, experiments and surveys, should links with the secondary board of Education, preparing the instructional material model lesson and providing the A.V aids and organizing the co-curricular activities (Naveed, 2004). As result of the considerations enumerated above, supervision has been identified in the minds of most people, both lay and professional, as a process in which the supervisor visits a teacher's classroom, observes his teaching for a half hour or more, and then conducts with him a discussion in which the lesson is analyzed and instructions for improvement are given. Thus the supervisor as group leader works continuously to release the potential of groups seeking to improve the curriculum and instruction. To perform this role he must be knowledgeable about group dynamics and must demonstrate leadership skills.

3.   Managers

The management of education is known as administration because of the benevolent nature of educational enterprise and the professional character of its work, the direction of educational organization is entrusted to administrator rather than mangers, to minister, to lead, to aid and help is the inherent meanings of the administrator's role. Earlier connotations of the word manager - one who controls to direct subordinates towards the accomplishment of the objectives of the organization, have changed with the development of organizational theory and the application of science of management. Administrative processes are seen as organizational variables which include organizing, goal setting making decisions, building morals or climate, communicating

initiating changes, negotiating, resolving conflicts, supervising and evaluating. The task of administration includes curriculum planning and instructions, finance and business management, legal responsibilities, staffing, learning process, accounting, institution plant services, institution community relations and implementation of state programmes.

PROBLEMS INVOLVE IN THE TRAINING OF NFE PERSONNEL

Niptipulu (1987, p.219) indicated following problems arise in the training of NFE personnel:

a)   Lack of physical facilities.

b)   Lack of trained personnel.

c)   Lack of incentives.

d)   Job satisfaction.

e)   Integral part of the development system.

f)   Financial constraints.

OBJECTIVES OF THE STUDY
The study sought to achieve the following main objectives.
- To evaluate the role of instructors, supervisors and managers.
- To specify the needs of administration personnel involved in NFE literacy programmes.

METHODOLOGY

Population and Sampling

Populations of the study consisted of as following:

1.   08 Executive District Officers (literacy) and District Literacy Officers of Faisalabad, Tobatak Singh, Jhang and Sargodha districts in the year 2005.
2.   42 Managers of NGOs in the respective districts in the year 2005.
3.   17 Tehsil Literacy Officers in the year 2005.
4.   83 supervisors of NGOs in the respective districts in the year 2005.
5.   100 Instructors of Non Formal basic education schools in the year 2005.

Since the populations of the study were small therefore, 100% of the populations were taken as sample.

Instruments and Their Development
To elicit the opinions of the respective respondents, three questionnaires were developed on five-point scale.

- Questionnaire for Managers
- Questionnaire for Supervisors
- Questionnaire for Instructors

All the statements of the questionnaire were close-ended except the last one, so that respondents could write a free response in his/her own words.

Analysis of Data

Data collected through the questionnaires were presented in tabular form and analyzed by applying percentage and mean score formulas.

Table 1

QUESTIONNAIR FOR INSTRUCTURES

Sr. No	Statement	SA	A	UNC	DA	SDA	MEAN
1.	Instructors are familiar with the system of non formal education.	5	5	16	40	34	2.31
2.	Training programmes for instructors are not launched regularly.	31	39	10	12	8	3.73
3.	Instructors need training for the procedure of students support services.	38	41	10	6	5	4.01
4.	Internet is used as teaching aids during the training.	10	10	10	40	30	2.3
5.	Instructors need training in guidance and counseling techniques.	24	48	10	12	6	3.72
6.	Special incentives are needed to be introduced for effective instructors.	50	28	5	9	8	4.03
7.	Instructors need training of guidance and counseling to learners.	30	52	6	6	6	3.94
8.	Instructors need training in planning of students activities.	40	43	6	5	6	4.06
9.	Instructors need training in administration of classroom.	37	46	5	6	6	4.02

It is evident from table 1 that instructors are not familiar with the system of non formal education (mean score is 2.31) and training programmes for instructors are not launched regularly (mean score is 3.73). Instructors need training of student services (SSS) and guidance and counseling (mean score is 4.01 and 3.94). Radio, TV and Internet are not used in training and teaching learning process (mean score is 2.3). It seems there is need of incentives and training of administration of class for the instructors mean score is 4.02 and 4.03).

Table 2: QUESTIONNAIRE FOR SUPERVISORS

Sr. No	Statement	SA	A	UNC	DA	SDA	MEAN
10.	Training programmes for supervisors are launched regularly.	34	40	7	10	9	3.8
11.	Supervisors like laissez faire supervision.	5	20	5	49	21	2.19
12.	Supervisors maintain the quality of programmes.	26	50	12	7	5	3.85
13.	Supervisor helps in provision of favorable learning environment.	28	52	10	5	5	3.93
14.	The coordination between supervisors and instructors is necessary.	40	35	5	10	10	4.85
15.	Supervisors need more training in scientific approaches of supervisors in interview.	33	42	6	9	10	3.79
16.	Supervisors need more training in scientific approaches of supervisors in performance tests.	42	42	5	5	6	4.09
17.	Supervisors should have good knowledge of classroom management from point view of health.	34	40	7	10	9	3.8

18.	Supervisors need training in planning of student activities.	40	39	5	8	8	3.95
19.	Supervisors need training in communication skill.	37	38	5	10	10	3.82
20.	Supervisors need training in academic supervision.	39	40	10	6	5	4.02

It is evident from table 2 that supervisors do not like laissez faire type of supervision (mean score is 3.8) and supervisors should have good knowledge of classroom management from point view of health and (mean score is 3.8). Supervisors need training in planning of student activities (mean score is 3.95). Supervisors need training in academic supervision. (Mean score is 4.02). The coordination between supervisors and instructors is necessary (Mean score is 4.85).

Table 3: QUESTIONNAIRE FOR MANAGERS

Sr. No	Statement	SA	A	UNC	DA	SDA	MEAN
21.	Managers are professionally trained.	28	7	5	5	5	3.96
22.	Managers are well familiar with the system of non-formal education.	14	21	5	5	5	3.68
23.	Managers are working to uplift the non formal education system.	19	16	5	5	5	3.78
24.	Managers cooperate with NGOs for the promotion of non formal education.	18	11	11	5	5	3.64
25.	Provisions of financial and economic resources are adequate to promote non formal education in the country.	5	5	11	17	12	2.48
26.	Managers evaluate the non formal programmes in the light of changing needs.	14	17	9	5	5	3.6
27.	Training programmes for manager are launched regularly.	17	18	5	5	5	3.74
28.	Duration of training programmes is adequate.	6	8	6	20	10	2.6
29.	There is need of innovations and modern techniques during the training of personnel.	14	18	8	5	5	3.58
30.	Most of managers have not specialization in education planning and management.	5	5	7	18	15	2.34

It is evident from table 3 that managers are working to uplift the non formal education system. (Mean score is 3.78) and provisions of financial and economic resources are adequate to promote non formal education in the country (Mean score is 3.78) training programmes for managers are launched regularly (mean score is 3.74).

It is very interesting that most of the managers have not diploma or certificate of Educational Planning and Management (Mean score is 2.34).

MAIN FINDINGS

1. Dominant majority of the respondents disagreed with the statement that existing programmes of NFE are enough for the promotion of literacy in Pakistan.

2. **Majority of the respondents agreed that Instructors were not familiar with the system of non formal education.**

3. **Majority of the respondents disagreed that educational technologies like radio, ETV, computer and internet are used in programmes of NFE**

4. Majority of the respondents disagreed that duration for training programmes is enough.

5. **Majority of the respondents agreed that Most of managers have not specialization in education planning and management.**

6. Majority of the respondents disagreed that Instructors trained about various aspects of Non-formal Education System:

- Guidance and counseling to the learner
- Prompt feed back to learners.

CONCLUSIONS

Conclusions from the findings of questionnaires for managers, supervisors and instructors were drawn as under:

1. Existing facilities of NFE are not enough to meet the needs of the community.

2. Duration of training programmes is needed to increase.

3. Instructors are needed to familiar with the system of NFE.

4. Instructors are needed training of guidance and counselling to learners.

5. Instructors are needed training of prompt feedback to learners.

6. There is need of educational technologies like radio, ETV, computer and internet in these programmes.

7. Managers need specialization in Education Planning and Management.

RECOMMENDATIONS

In the light of the analyzed data and on the basis of findings, conclusions and suggestions received, following recommendations were made:

1. **More programmes for the promotion of Non Formal Education may be imparted through radio, ETV, computer and internet.**
2. Time period of training of NFE personnel may be increased.
3. Instructors may be trained about various aspects of Non-formal Education System:
   (a) Guidance and counseling to the learners.
   (b) Prompt feed back to learners.
4. Instructors may be trained in creative teaching strategy.
5. Instructors may be trained in administration of classroom.
6. **Managers may have a diploma of education planning and management.**

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