



IGNITED MINDS
Journals

*Journal of Advances and
Scholarly Researches in
Allied Education*

*Vol. IV, Issue VIII, October-
2012, ISSN 2230-7540*

REVIEW ARTICLE

**REVIEW OF PROBLEMS OF ITINERANT
TEACHERS IN INDIA**

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Review of Problems of Itinerant Teachers in India

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INTRODUCTION

Each of the study of related literature implies locating, reading and evaluating report of research as well as reports of casual observation and opinion that are related to individually planned research. It will render valuable clues to the investigator. In the words of Good "the key to the vast store house of published literature may open door to sources of significant problems and explanatory hypothesis, and provide helpful orientation for definition of the problem, background of selection procedure and comparative data interpretation of results. In order to be truly creative and original one must read extensively and critically as a stimulus to thinking.

Study in India and abroad:

In a study by **STONEMAN** (1993) found that "teachers with extensive experience in inclusive classroom report continuing difficulty in finding the time for planning and for coordination with other service providers.

In a study by **Hegarty** (1994) found that the high quality education for pupils with special needs in regular schools, whether or not this happens depends critically on teacher variables, specifically their willingness to take on this task and their ability to carry it out.

In a study conducted by UGC by S.P. Anand (1989) on "A study of attitude of teachers towards pupils and their job satisfaction" the following result for the poor performance and job satisfaction of the teachers are enumerated as follows -

- Financial incentives
- Status assurance
- Adequately equipped school
- Congenial working atmosphere
- Men of character are to be brought in this field

In a critical study of the social economic condition of the Primary school teachers of khairagarh janpad, district -Durg(MP) by N.N **karmahe** (1987) found the following results

1. temporary service
2. lack of good policy
3. literacy among parents
4. large size of the family
5. rank of teaching profession among others . low income

Guidance teachers' problems in providing guidance services ill educational opportunity expansion school under the Office of Phrae Provincial Primary Education by Miss Jaruwan Tawichai

In this research the findings were follows:

1. Problems in guidance services over the 5 services that guidance teachers faced at the high level; that was problems about the place (or office) that can offer the questionnaires to use in collecting data and analyze data. The helping hand from other teachers in school and times for information services lacked of supporting and paying attention from school administrator in guidance services and also about the tools in placement services for example; questionnaires about interests, questionnaires about skills and follow-up the continuing study of the students from Prathom Suksa 6 and Mathayom Suksa

2. Opinions. about problems in guidance services of the guidance teachers found that guidance teachers has many kind of works in school and they also had no time to provide their guidance services and activities. The other important one was guidance teachers had not trained professionally in guidance teachers. So it affects some teachers lost their confidence in service. The last one are those schools don't provide budget for the school. Most guidance teachers suggested that their teaching period should be less than it used to be and also the special works

in schools should be less, too. There should be training or seminar about guidance to all teachers in schools. There should be the office that has responsibility about guidance directly. Public relations in guidance are also needed in continuing. Specific budget for guidance service should be attached. Monitoring and evaluation of guidance service should be systematically and consistently conducted.

In an article by Raphael Chigadula on "The Ivlalawi Itinerant teaching Programme - The Gateway to Inclusive Education" for Educator (January-june 2003) states the following problems of an itinerant teacher

1. The blind visually impaired children with additional handicaps might not benefit from the programme.
2. The support from regular class teacher to the blind and visually impaired might be difficult in situations of large class environment.
3. The mobility of the itinerant teachers who rely on push bikes is restricted and this limits the schedule of visits to the schools that is possible.

In an article by Eamonn Fetton on "No room for complacency: issues in training teachers to meet the needs of visually impaired children" for the British journal of Visual impairment writes the following problems for the teachers of the visually impaired.

1. The changing demands of the visually impaired students.
2. Multiple disabled students pose a challenge to the teachers.
3. Changing trends in curriculum which states that a visually challenged student should be able to access mainstream subjects.
4. Expectations of the teacher to play many a roles for the VI child (assessment, training, support etc)

According to **Yarger & Luckner, (1999)** Itinerant teachers rarely work with other teachers from the same field, which can lead to feelings of isolation and the lack of opportunity for professional development.

According to **(Corn & Patterson, 1994; Luckner & Miller, 1993)** Itinerant teachers work with a wide variety of educational personnel and must therefore be skilled in collaboration and consultation.

Silvia Maria Correa-Torres and Jennifer Johnson Howell (2004) in their study done on itinerant teachers in Colorado found out the following results:

- teachers were under constant pressure to show that they are worth the money given to them

- varying political climate at different place where they went to teach the disabled children.
- lack of understanding of disabilities by the administrators too much of paperwork
- big number of class loads
- non support from the general classroom teachers
- on availability of the disabled student at the location where he should be.

Spungin (1990) stated one of the major problems of itinerant teachers that is there is the difference between the roles of itinerant teachers and teachers in other settings.

Rena B. Lewis and Donald H. Doolrag in their book "**Teaching special students in general classroom**" write the following academic problem areas of special children in general classroom

- listening
- acquisition
- maintenance
- generalization

ICEVI in the 3rd workshop on Training of teachers of the visually impaired in Europe stated the following problems for a itinerant teacher:

- friction with the regular teachers
- insufficient knowledge of the subject
- lack of counseling abilities
- lack of team work ability

Sharon hag writes in an article "relationship with tutors and itinerant teachers: making it work!" for the www.iched.org website, in which the following problems for an itinerant teacher were stated

- Loneliness
- Added responsibilities
- Unclear expectations and agreement on responsibilities - Lack of clarity regarding funds
- Privacy for teacher and family
- Reluctance to handle problems openly

Dinnebeli and Laurie A (2006) in a study named "Shadowing" Itinerant ECSE Teachers: A Descriptive Study of Itinerant Teacher Activities" said as follows:

In an effort to document the responsibilities and professional activities of itinerant early childhood special education (ECSE) teachers, five teachers were asked to participate in an observational study in which they were observed and their behaviors coded. Observations occurred at three different times during the year, during three-week cycles. Trained observers used the Classroom Visit Observation Form (CVOF, adapted from the Home Visit Observation Form, McBride & Peterson, 1997) to code the nature of itinerant teachers' activities when visiting selected target children enrolled in community-based early childhood programs.

Results indicate that despite recommendations from the field for itinerant early childhood special education teachers to provide consultative services, the participants of this study rarely engaged in consultation and interacted primarily with the children. These results also were validated through the participating teachers' responses in structured journals documenting their activities.

Klavin, Thomas N.; Ivlorris, C. S.; Clifford, Jesteene(2004) in a study "A Rapid Ethnography of Itinerant Teachers of the Deaf" found out the following:

A rapid ethnographic study of 10 itinerant teachers in two school districts and 21 other professionals working with the itinerants was conducted. Rapid ethnography starts with the same assumptions about culture as conventional ethnography. However, it is not constrained by the assumption of cultural ignorance on the investigator's part. Thus, it enables better-directed data collection. Interviews with the itinerants and other professionals, direct observation of itinerants at work, and archival

data permitted the authors to generate a list of themes reflecting results of other studies which focused on specific skills for itinerant teaching. While knowledge of specific skills cannot be ignored, the study shows that effective itinerants are ones who, through a personality trait, extensive experience, or a specific value system, can generate a positive composite image of their role as itinerants and are then able to interact on the basis of that image.

Sadler, Faith Haertig (2003), in an article "The Itinerant Special Education Teacher in the Early Childhood Classroom" had the following conclusion:

This article discusses the itinerant model and suggests ways that itinerant teachers might apply best practices in pre-academic instruction to their work within community settings, including: making environmental

adaptations to maximize engagement; improving the social environment; and applying naturalistic strategies to embed specifically designed instruction during free play.

Sadler, Faith Haertig (2001) had to say the following in an article "The Itinerant Teacher Hits the Road: A Map for Instruction in Young Children's Social Skills":

An itinerant special education teacher talks about her changing role in the development of social skills in young children with disabilities. A continuum of social skills interventions is explained and the importance of matching types of interventions to children and settings is stressed. The special challenges of the itinerant teacher role are noted, such as motivating staff and parents.

Dinnebel, Laurie A.; McInerney, William F.; Roth, Jeanette; Ramaswamy, Vidya (2001) in an article "Itinerant Early Childhood Special Education Services: Service Delivery in One State" published in Journal of early intervention found the following findings:

A survey of 229 itinerant early childhood special education teachers found they mostly used direct service strategies. Teachers reported infrequent implementation of indirect services such as modeling intervention techniques and writing intervention plans for teachers or parents. Teachers reported being satisfied with their jobs and being welcomed in classrooms and homes.

Yarger, Carmel Collum; Luckner, John L.(1999) in a research report published in "American Annals of Deaf" said the following :

Interviews with 10 itinerant teachers of students with hearing impairments found participants preferred working directly with students rather than consulting with general education teachers and families. Primary advantages to itinerant teaching included variety, autonomy, time for reflection, and student diversity; Professional isolation was identified as a disadvantage.

Olmstead, J. E.(1995) on "Itinerant Personnel: A Survey of Caseloads and Working Conditions". Said the following findings:

Analysis of 72 questionnaires completed by California itinerant special educators serving students with visual impairments found that most respondents reported they had too many students on their caseloads, served students who could be better served in other placements, and had insufficient time in the school day. Caseload maximums of 8 to 12 students are recommended

In an article by **Schmidt, Tammy; Stine, Marsha (1991)** (ERIC) in a journal "A Clouded Map for Itinerant Teachers: More Questions than Answers." identifies the problems of itinerant teachers of deaf students in rural Oregon and reports on a survey of 98 teachers of the deaf. The study found 66 percent of teachers were working in itinerant positions, that 77 percent had not received any training for the itinerant role, and that 71 percent have some doubts about their effectiveness.

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