

PERFORMANCE OF B.ED TRAINED TEACHERS AND CLASSROOM ACTIVITIES

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ABSTRACT

The present study aimed to investigate the performance of B.Ed trained teachers regarding the classroom activities. A sample of 420 trained teachers working in the schools of Imphal East and Imphal West districts of Manipur State were selected. A self developed questionnaire consisting of 5 items was used as the tool for the study. Frequency, percentages and chi-square were used for the analysis of the data. The overall results of the study revealed that the trained teachers performed their classroom activities well. Further, it was concluded that the trained teachers need to improve their classroom activities as they were given proper training rather education during their B.Ed course.

Key Words: Performance, Trained teachers, B.Ed (Bachelor of Education), NCTE (National Council for Teacher Education), NCERT (National Council for Educational Research and Training).

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INTRODUCTION:

The most important performance of a teacher is carried out in the classroom. It is in the classroom that maximum interaction takes place between the teachers and the students. Here, the teachers use various strategies and techniques of teaching in order to make the teaching-learning process effective. Formal teaching takes place in the classroom. According to Dahiya (2005), phases of teaching is divided as follows:

Pre-active Phase of Teaching: It is the preparatory or planning stage for teaching. It consists of the following sub-stages:

- i. **Formulating Objectives:** As the first step, the teacher prepares the instructional objective during the course of instruction in a systematic way in behavioral terms.
- ii. **Deciding the content:** The content to be taught is decided on the basis of the objectives. The content should be from the prescribed curricula. Needs of the learners and their motivational level should be taken into account.
- iii. **Deciding the strategy:** Appropriate strategies and tactics of teaching should be decided by the teacher. The teacher needs to plan the lesson, how to introduce the topic, how to motivate the learners, what method to be followed to carry out the lesson, how to evaluate the students' progress, whether to use teaching aids or not, if yes, whether it is readily available or to be prepared, at what time, which teaching aids to be used, etc. Teacher should also anticipate the probable questions to be raised during the instruction and should be well prepared for that. Thus, everything about the lesson should be well planned in advance.

2. Interactive Phase of Teaching : It is at this stage that actual teaching takes place and includes all those activities which a teacher use after entering the classroom. The teacher performs the following functions at this stage :

- i. **Perception:** Perception of the classroom climate and size of the class, makes a view of the faces of the students.
- ii. **Diagnosis:** At this stage, the teacher assesses the mental ability, attitude and interest of the pupils so as to make the teaching-learning process easy. The learners also try to know the teacher and also themselves. Thus, everyone in the classroom tries to see within one's own self and others. It is organizing the best possible diagnosis for learners to maximize the learning outcomes.
- iii. **Reaction:** This stage is the actual stage of interaction between the teacher and the students. The teacher presents varieties of stimuli of both verbal and non-verbal types to the student in terms of

verbal praise, writing on chalk board, gesture, facial expression, eye contact, etc. The reactive process gains momentum when there is better participation. This can be possible through question-answer method, demonstration, and discussion method. Action-reaction between the teacher and the taught make the teaching-learning process successful.

3. Post-active Phase of Teaching: This stage is also known as the evaluation stage. The teacher evaluates the students' performance based on classroom teaching. The teacher, in turn also assesses the effectiveness of his/her teaching. He analyses whether the students grasped the teaching or not. Accordingly, he gives the remedies and makes necessary modification in his teaching in future. The assessment of the learners should be based on the prefixed instructional objectives.

All the three stages of teaching are inter-related, inter-dependent and sequential. They are important in their own ways.

NEED OF THE STUDY :

Teachers play a very crucial role in classroom teaching. Right from planning the lesson to evaluation stage, teachers' competencies and performances are very important. Considering these, teachers of high and higher secondary schools are being trained in the teacher education colleges through the B.Ed course. During the course, the teachers are given proper training and education regarding classroom activities. They are sent for internship in different schools for about a month. The researcher, being a teacher educator was very much keen to find out whether these trained teachers really implement what they had learnt during the course in actual classroom teaching. With this point of view, the present study focuses on the performance of B.Ed trained teachers regarding their classroom activities.

REVIEW OF RELATED LITERATURE :

The review of related literature is confined to a few studies that have relevance to the study.

Stella (2012) studied how much the teachers enjoyed planning for teaching chemistry and found out that 83% of the chemistry teachers enjoyed planning the lessons. Further, the study also investigated teachers' interest in making the lesson plan and results showed that majority (83%) of the chemistry teachers had interest in making the lesson plan.

Teaching aids help the teacher to convey a message to students in an accurate, proper, clear and understandable manner. Yousaf, Aziz and Hassan (2012) studied the effectiveness of maps and globes in social studies' teaching and on the basis of the findings, concluded that the use of

maps not only improved the achievement level of students but also improved the class participation, class attendance, behavior and home-work abilities.

Natarajan (1984) in one of his findings found that the lecture method was effective as a group method. Mohanty (1985) found out in his study that various methods of teaching were not used in teaching lessons. It was also found that the lecture method was in vogue. Bhalwankar (1985) in his study mentioned as one of the educational implications that one cannot be rigid in the use of teaching methods. All teaching methods are effective in other situations. Content and objectives determine the methods of teaching.

Samnithan and Mohan (2002) in their investigation, used achievement tests as their tool and found that the students' performance in post-test mean (57.9) was higher than that of the pre-test mean (26)

OBJECTIVES OF THE STUDY:

The following are the objectives of the study :

1. To find out the performance of trained teachers in planning the lesson
2. To examine the performance of trained teachers in using lecture method of teaching in the classroom.
3. To analyze the performance of trained teachers in using appropriate teaching aids in the classroom.
4. To study the performance of trained teachers in asking questions to the students in the classroom.
5. To find out the performance of trained teachers in conducting class tests.

RESEARCH HYPOTHESES :

1. The trained teachers plan the lesson before teaching in the classroom.
2. The trained teachers use the lecture method of teaching in the classroom.
3. The trained teachers use appropriate teaching aids in the classroom.
4. The trained teachers ask questions to the students in the classroom.
5. The trained teachers conduct class tests.

METHODOLOGY: The study will follow descriptive survey method.

SAMPLE OF THE STUDY: The sample of the study consisted of 420 B.Ed trained teachers working in the high and higher secondary schools of Imphal East and Imphal West districts of Manipur.

TOOLS: A questionnaire for the trained teachers was developed by the investigator in consultation with the experts. Then, it was administered to the respondents by the investigator personally.

STATISTICAL TECHNIQUES USED : For the analysis of the collected data, frequency, simple percentages and chi-square were used.

RESULTS AND DISCUSSIONS:

Table 1 : The trained teachers plan the lesson

	Very Often	Sometimes	Never	Total	x^2
F _o	100	287	33	420	247.56
F _e	140	140	140	420	
Percentage	23.81%	68.33%	7.86%	100%	

df=2 x^2 at 0.05 level=5.991

The above table shows that out of 420 trained teachers, 100(23.81%) planned the lesson very often while 287(68.33%) responded that they planned the lesson sometimes and 33(7.86%) never planned the lesson before teaching in the classroom. The calculated value of x^2 was found to be 247.56 which is greater than the table value at 0.05 level. The inclination of the respondents was towards the acceptance of the statement. Hence, the hypothesis, “The trained teachers plan the lesson is accepted”

The visual representation of the data is shown in the figure below :

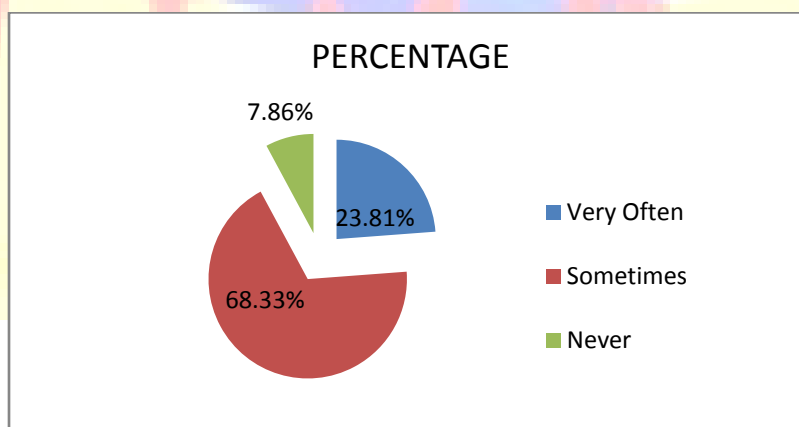


Figure 1 : The trained teachers plan the lesson before teaching in the class.

Table 2 : The trained teachers use lecture method of teaching

	Very Often	Sometimes	Never	Total	x^2
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F _o	290	106	24	420	265.08
F _e	140	140	140	420	
Percentage	69.05%	25.24%	5.71%	100%	

df=2 χ^2 at 0.05 level=5.991

Table 2 shows that out of 420 respondents, 290(69.05%) used lecture method of teaching very often while teaching in the classroom but 106(25.24%) used it sometimes and 24(5.71%) never used so. The calculated value of χ^2 was found to be 265.08 which is greater than the table value at 0.05 level. The inclination of the respondents was towards the acceptance of the statement. Hence, the hypothesis, “The trained teachers use lecture method of teaching”. is accepted.

The visual representation of the data is shown in the figure below :

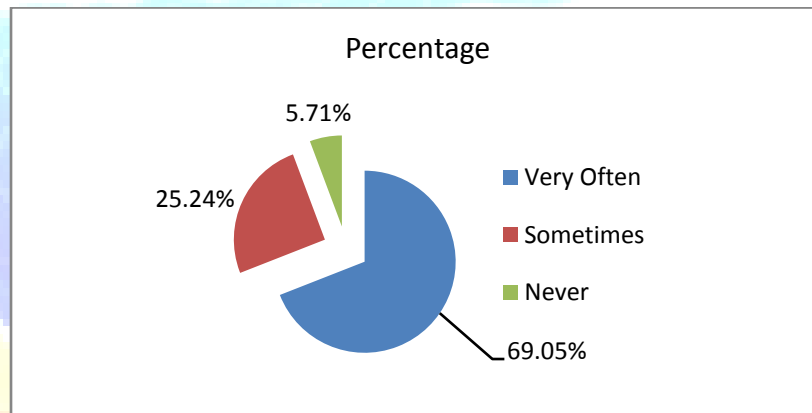


Figure 2 : The trained teachers use the lecture method of teaching in the classroom

Table 3: The trained teachers use appropriate teaching aids in the classroom.

	Very Often	Sometimes	Never	Total	χ^2
F _o	326	71	23	420	378.9
F _e	140	140	140	420	
Percentage	77.62%	16.90%	5.48%	100%	

df=2 χ^2 at 0.05 level=5.991

Table 3 shows that out of 420 trained teachers, 326 (77.62%) used appropriate teaching aids while teaching in the classroom very often whereas 71 (16.90%) used it sometimes and 23(5.48%) never used teaching aids while teaching in the classroom. The calculated value of χ^2 was found to be 378.9 which is greater than the table value at 0.05 level. The inclination of the

respondents was towards the acceptance of the statement. Hence, the hypothesis, “The trained teachers use appropriate teaching aids in the classroom” is accepted.

The visual representation of the data is shown in the figure below :

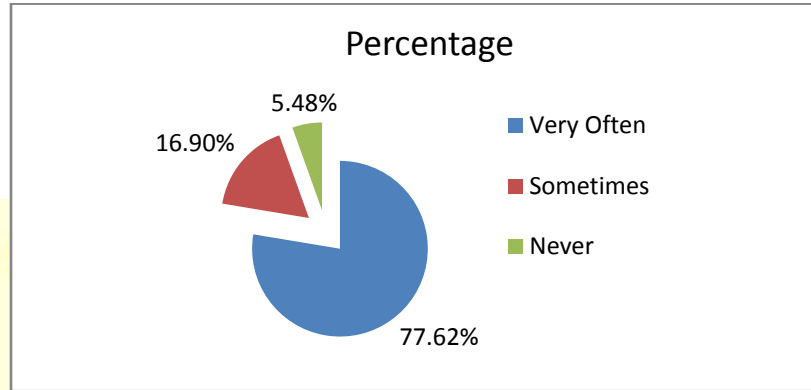


Figure 3 : The trained teachers use appropriate teaching aids while teaching in the classroom.

Table 4: The trained teachers ask questions to the students in the classroom.

	Very Often	Sometimes	Never	Total	x^2
F _o	102	297	21	420	287.54
F _e	140	140	140	420	
Percentage	24.29%	70.71%	5%	100%	

$$df=2 \quad x^2 \text{ at } 0.05 \text{ level} = 5.991$$

The above table 4 shows the trained teachers asking questions to the students. Out of 420 trained teachers, 102 (24.29%) asked questions to the students very often in the classroom while 297(70.71%) did so sometimes and 21 (5%) of the respondents never asked questions to the students in the classroom. The calculated value of x^2 was found to be 287.54 which is greater than the table value at 0.05 level. The inclination of the respondents was towards the acceptance of the statement. Hence, the hypothesis. “The trained teachers ask questions to the students in the classroom” is accepted.

The visual representation of the data is shown in the figure below :

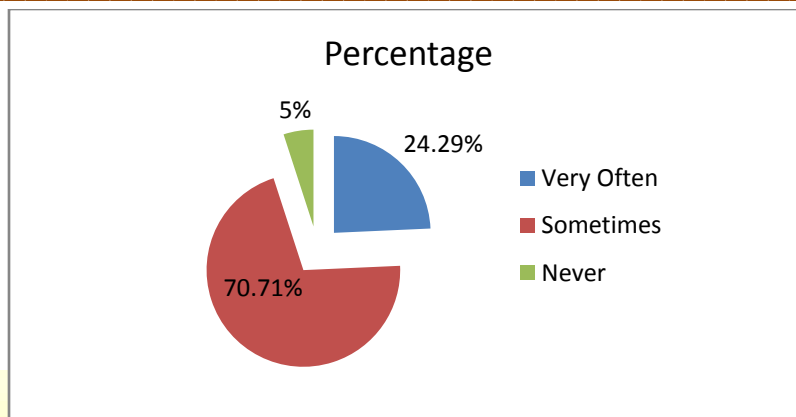


Figure 4 : The trained teachers ask questions to the students.

Table 5: The trained teachers conduct class test.

	Very Often	Sometimes	Never	Total	χ^2
F _o	115	284	21	420	253.73
F _e	140	140	140	420	
Percentage	27.38%	67.62%	5%	100%	

$df=2 \quad \chi^2 \text{ at } 0.05 \text{ level} = 5.991$

Table 5 shows that out of 420 trained teachers 115(27.38%) conducted class tests very often while 284 (67.62%) did so sometimes and 21 (5%) responded that they never conducted class tests. The calculated value of χ^2 was found to be 253.73 which is greater than the table value at 0.05 level. The inclination of the respondents was towards the acceptance of the statement. Hence, the hypothesis, “The trained teachers conduct class test” is accepted.

The visual representation of the data is shown in the figure below :

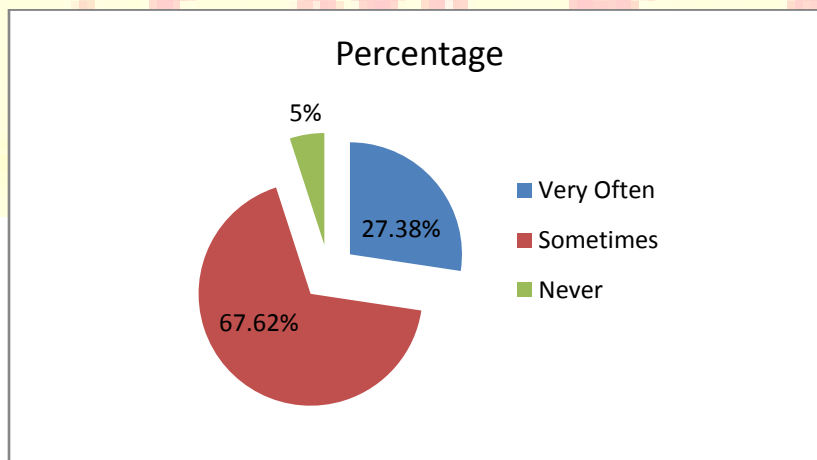


Figure 5 : The trained teachers conduct class tests.

MAJOR FINDINGS :

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The following are the major findings of the investigation:

- i. Majority (68.33%) of the trained teachers very often plan the lesson before teaching in the class.
- ii. Majority (69.05%) of the respondents very often use lecture method of teaching in the classroom.
- iii. Majority (77.62%) of the trained teachers very often use appropriate teaching aids while teaching in the classroom.
- iv. Majority (297%) of the respondents sometimes ask questions to the students in the classroom.
- v. Majority (67.62%) of the trained teachers sometimes conduct class test.

CONCLUSION :

Based on the analysis and findings of the study, the following conclusions were drawn:

- i. The trained teachers plan the lesson before teaching.
- ii. The trained teachers use lecture method of teaching in the classroom.
- iii. The trained teachers use appropriate teaching aids in the classroom.
- iv. The trained teachers ask questions to the students in the class.
- v. The trained teachers conduct class tests.

RECOMMENDATIONS AND EDUCATIONAL IMPLICATIONS:

The present study was confined to the trained teachers teaching in classes VI to XII working in the high and higher secondary schools of Imphal East and Imphal West districts of Manipur State. The following recommendations are made for further research as well as educational implications for the improvement of the performance of trained teachers regarding classroom activities:

1. A similar study can be undertaken in other districts of Manipur.
2. A comparative study of the performance of trained teachers of Imphal East and Imphal West can be carried out.
3. Trained teachers should always plan the lesson before hand; keeping in mind how to achieve the objectives framed in lesson planning and use appropriate techniques of teaching to make the students learn.
4. The school authority should keep enough teaching aids to be used for different classes. The trained teachers should co-operate with the authority regarding this by suggesting appropriate teaching aids.
5. The trained teachers should combine different methods of teaching according to the situations and subjects. No single method is effective in teaching.

6. Regular tests, assignments, project works should be given from time to time in the classroom duly supervised by the teachers. This will help the teachers to understand the students more.
7. The heads of the schools should insist the teachers to make weekly lesson plan, mentioning the chapters to be covered, tests and assignments to be given ,etc. The lesson plan books can be submitted on Friday and return back on Saturday to the concerned teachers after checking.

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