

# A COMPARATIVE STUDY OF THE LEVEL OF TEACHING EFFICIENCY BETWEEN DIFFERENT STREAM AND DIFFERENT MEDIUM OF TEACHING OF DIET'S TEACHER TRAINEES OF IMPHAL WEST DISTRICT, MANIPUR

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**Abstract:** The present study investigates the level teaching efficiency of prospective primary school teachers towards teaching profession in relation to their stream and medium of study. Survey method was used by the researcher. Self-developed checklist known as "Self-Evaluation of lesson" was used for the purpose of data collection and Mean, S.D, and T-ratio were used for the analysis of the data. A sample of 40 Science and Arts teacher trainees as well as 40 English medium and 40 Manipur medium teachers of DIET (District Institute of Educational Training), Imphal West District was taken through random sampling method. Research findings revealed that there was no significant difference in the teaching efficiency of prospective primary school teachers related to their medium of study.

**IndexTerms** - Teachers, teaching efficiency, prospective primary teachers, Imphal-West District Manipur.

## I. INTRODUCTION

Education enriches the enormous knowledge of human life. It develops manpower and enables the poor masses to become self-reliant so as to participate in the process of national development. Education is thus an instrument for developing an economically prosperous society and for ensuring equity and social justice (BhaskaraRaoDigumarti and HorshithaDigumarti., 2000).

Teachers in India have come to assume new roles for which the traditionally designed age-old teacher training programmes would not be adequate. For instance, the expanded function of education in India when it is directly linked to national development requires a broadening and deepening of the teacher's own knowledge and understanding. It also requires that the teacher sees himself not as a prime source of knowledge but as an organizer of learning and leaning experiences. This calls for a change in the concept of teacher education and a consequent reorientation of the teacher education curriculum, both for enhancing the teacher's educability as well as his contribution to development.

District Institutes of Education and Training (DIET) were created following the National Policy on Education 1986 (NPE86) as a part of the Indian States first and to date only significant institutional investment in elementary teacher education. They are written large into the Sarva Shiksha Abhiyan framework, and many of its aspects require their involvement (DEEL 2002).

In Manipur, the need for giving training to the teachers was felt by 1906. Around this time the Department of Education organized a training course for Teacher for 4 months for the important of the method of teaching. 20 (twenty) primary school teacher attended the course of which 9 (nine) teacher passed after the completion of course. This was the beginning of teacher education in Manipur. After 1947, the State Government took keen interest in teacher training programme. A humble beginning of training the elementary teachers in Manipur was made in 1950-53 by starting Normal Training Institute in 1956. Since then the Basic Training Institute (BTI) is giving training to Elementary school teachers in the State.

For Teacher Education to primary teachers, BTI was established in 1956. Three more BTI Institutes were established in 1960, each at Canchipur, Kakching and Ukhrul with the establishment of the three more institution, 300 primary school teacher given training every year. The BTI at Canchipur was shifted to Imphal and was amalgamated to BTC. Now in Manipur BTI and BTC are replaced by DIETs. There are 9 (nine) districts in Manipur. At first Imphal DIET was established in 1991 by upgrading the erstwhile Basic Training Institute. After that 4 (four) DIETs were added in 4 (four) districts namely – Churachandpur, Moirang, Senapati and Kakching. The other three DIETS were established in Chandel, Tamei and Ukhrul. Now there are 8 (eight) DIETs in Manipur.

They are – Imphal DIET – 1991 Churachandpur DIET in Churachandpur district – 1992 Kakching DIET in Thoubal District – 1992 Moirang DIET in Bishnupur District – 1995 Senapati DIET in Senapati District – 1997 Chandel DIET in Chandel District – 2002-2003 Ukhrul DIET in Ukhrul District – 2002-2003 Tamei DIET in Tamenglong District – 2002-2003

The SCERT is implementing pre-service and in-service training course in 8 (eight) DIETs. The DIETs have been established as a centrally sponsored scheme. These institutions are especially for the education of primary teachers. Both pre-service and in-service course are conducted and orientation, workshop programme for Elementary stage are also imparted (Bidyalakshmi, 2016).

## II. REVIEW OF RELATED LITERATURE

Rai (1983) reveals that the self-concept of prospective teachers was positive. Females, unmarried, post graduate and Hindu prospective teachers had significantly better self-concept than their male, married, graduate and non-Hindu counterparts respectively. The relationship between self-concept, adjustment and intelligence was positive and significant. The investigator found by calculating multiple R and setting a prediction equation that self-concept could be very well predicted from an individual's intelligence and adjustment score. Bhide (1987) mentioned that the comparisons among the participants groups did not show accountable changes in self-concept. Intra-group comparisons showed that post-graduate students had the highest degree of development. Followed by fresh pupil teachers in that order. Only untrained teachers had shown increase in variability of performance. Change in self-concept due to training in education was inconsequential. Training could bring modification in self-concept but better results could be produced by modification in the training programme. Bhatnagar (1988) emphasized the need of developing common tools for assessment of activities under student - teaching and other practical work for all Universities in the country. Common areas in which the tools were required to be developed were lesson planning, supervision/evaluation of actual teaching by student - teachers, co-curricular activities, SUPW and community work arising out of theory papers including assignments. Hemochandra (1990) suggests that the teacher has to be trained to operate with the modern gadgets and feel confident in handling the same. The essential unity of subject, like ancient and modern history, literature, fine arts and science should all be correlated in teaching which has been made easy due to the development of science and technology. There up to date devices mark the emergency of a novel method of teaching with automatically lead to modernization of teacher education. Surendra (2013) suggests the level of classroom teaching efficiency need to be raised for DIET centers in Manipur. It will help teacher educators and trainees greatly to improve the level of classroom teaching efficiency. The teaching efficiency of female is higher than male teacher trainees. More improvement is needed as far male teacher trainees concerned, so that more teaching efficiency will be there. Science and Arts teacher trainees working in Imphal-DIET had a difference in the level of classroom teaching efficiencies, therefore, the result of the study shows the teaching performance of Science teacher in better than arts teacher trainees. Nevertheless, both Science and Arts teachers are equally responsible for the betterment of students and they should work towards the achievement of the common goal. Emphasize more on the pupils' participations. Need to reform the present system of lesson planning. He further emphasized the teachers should have the skill of drawing as well as painting to prepare teaching aids as well as drawing on the black board. The colourful teaching aids should be used and prepared. Teacher should be resourceful at the maximum level. To give more opportunity to the students to ask to the teachers to clarify their doubts. Special care should be as far as dress and voice as a teacher.

## III. OBJECTIVE OF THE STUDY

The objectives of the study are:

1. To identify the level of effectiveness of DIETS teacher trainees.
2. To compare the level of teaching efficiency between Science and Arts teacher trainees of DIET in Imphal West District.
3. To compare the level of teaching efficiency between English and Manipuri medium teacher trainees of DIET in Imphal West District.
4. To find out the suggestive measures for more improvement of the teaching efficiency.

## IV. HYPOTHESIS OF STUDY

1. The level of teaching effectiveness of DIETS Teacher Trainees is much high in their teaching efficiency,
2. There is significant difference in teaching efficiency between Science and Arts teacher trainees of DIET in Imphal West District.
3. There is significant difference in teaching efficiency between the English and Manipuri medium teacher trainees of DIET in Imphal West District.

## V. METHODOLOGY

The population consists of all the total 100 Teacher Trainees of DIET in Imphal West District. From amongst the population, 80 teachers for the session of 2006-2007 of DIET Centre in Imphal West District were selected as samples of the study through simple random sampling. The tools which was used by the researcher for the collection of data from Imphal West DIET's trainees was self-developed questionnaire known as "Self-Evaluation of lesson" which consisted of 21 questions relating to different areas of teaching effectiveness in order to assess the level of teaching efficiency. For the interpretation of data, the following statistical techniques were used as (i) Mean, (ii) S.D, and (iii) 'T'-ratios were calculated.

## VI. FINDINGS OF THE STUDY

Random collection and analyses of 80 samples of teachers (40 Arts trainees + 40 Science trainees) as well as (40 English medium trainees + 40 Manipuri medium trainees) had been done.

### 6.1 OBJECTIVE-1: TO IDENTIFY THE LEVEL OF EFFECTIVENESS OF DIETS TEACHER TRAINEES.

Table 1: Showing Self-evaluation of lessons by Imphal DIET's Teacher Trainees on overall Teaching Components.

Sl.no.	Questions	Right response	%	Wrong response	%	No.
1	Did I achieve the objectives of my lesson?	76	95	4	5	80
2	Did I motivate effectively at first?	80	100	0	0	80
3	Did I encourage the student to further learning?	80	100	0	0	80
4	Did I consider the individual difference among the student?	79	98.75	1	1.25	80
5	Did I ask question at maximum level?	71	88.75	9	11.25	80

6	Did I rectify the student's faulty responses with suitable examples?	80	100	0	0	80
7	Did I utilize the student's response in developing the day's lesson?	78	97.5	2	2.5	80
8	Did the student ask question?	74	92.5	6	7.5	80
9	Did I use right and relevant audio-visual teaching aids in the right time?	80	100	0	0	80
10	Did I summarize the main concepts of the lessons?	79	98.75	1	1.25	80
11	Did I give home assignment?	80	100	0	0	80
12	Did I follow the systematic procedures of lesson plan in Presenting the lesson?	80	100	0	0	80
13	Did I control and supervise the class during the teaching?	80	100	0	0	80
14	Did I maintain the discipline properly?	80	100	0	0	80
15	Could I improve the lesson if I have second opportunity to teach the lesson?	77	96.25	3	3.75	80
	Total	1,174	97.83	26	2.16	

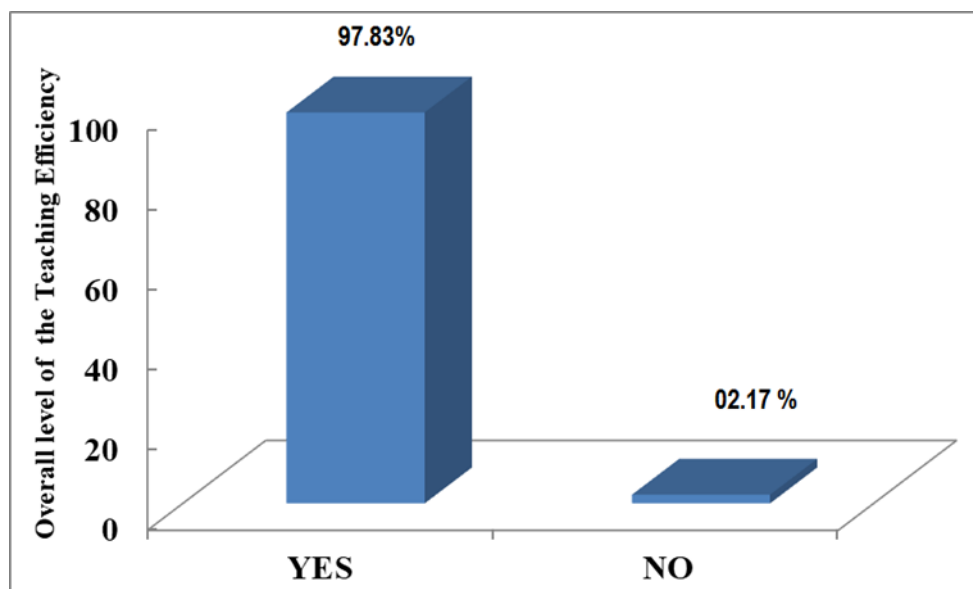


Figure No. 1: Showing the overall level of teaching efficiency of the teacher trainees of Imphal DIET centre.

## 6.2 INTERPRETATION (TABLE 1)

In question No.1, 95% of trainees has achieved the objective of the planned lesson. Regarding question no. 2, of the questionnaire which is shown on the above table, 100% i.e. cent percent of the teacher trainees motivated effectively at first. In regards to question no.3, 100% i.e. cent percent of the teacher trainees encouraged the student to further learning. In question no.4, 98.75% of trainees considered the individual difference among the student and taught according to it .Concerning question no. 5, 11.25% of the trainees did not ask question at maximum level whereas, 88.75% of total trainees asked question at maximum level. Regarding question no. 6, of the questionnaire which is shown on the above table, 100% i.e. cent percent of the teacher trainees rectified faulty responses with suitable examples. In question no.7, 2.51% of trainees did not utilize the student's responses in developing the day's lesson. Thereby 97.5% of the trainees utilized the student's responses in developing the day's lesson. In connection with Question no.8, 92% of trainees responded that the student asked question to them. For question no. 9, 100% i.e. cent percent of trainees used right and relevant audio-visual teaching aids in the right time. In connect to question no. 10, 1.25% of trainees did not summarized the main concept of the lessons. Thereby 98.75% of the trainees summarized the main concepts of the lessons. Regarding question nos. 11,12,13 and 14which is shown on the above table, 100% i.e. cent percent of the teacher trainees gave home assignment, followed the systematic procedures of lesson plan in presenting the lesson, controlled and supervised the class during the teaching and maintained the discipline properly. Concerning question no. 15, 3.75% of the trainees did not want to improve the lesson if they had second opportunity to teach the lesson. Hence, the overall level of the teaching efficiency of Imphal DIET Teachers Trainees was at the percentage of 97.83 % whereas, 2.16% of the teachers were very low in their teaching efficiency level. They need further improvements while teaching. The success rate of the DIET'S trainees in respect of teaching component is high at 97.83 %.

### 6.3 OBJECTIVE-2: TO COMPARE THE LEVEL OF TEACHING EFFICIENCY BETWEEN SCIENCE AND ARTS TEACHER TRAINEES OF DIET IN IMPHAL WEST DISTRICT

Table 2: Showing the Comparison the level of teaching efficiency between Science and Arts teacher trainees of DIET, Imphal West.

Category	N	Mean	Standard Deviation	Standard Error	T-ratio
Science	40	19.18	1.77	0.38	0.58
Arts	40	19.4	1.67		

Level of significance	T Value	Degree of freedom (df)
0.05	2.00	78
0.01	2.64	

Remarks: Insignificant

### 6.4 INTERPRETATION

It can be observed from the Table 1 that the level of teaching between English and Manipuri medium teacher trainees of DIET, Imphal West are found to have mean scores 19.18 and 19.4 with standard deviations of 1.77 and 1.67. The T-Ratio of the two mean scores comes out to be 0.58 with standard error (SED) of 0.38, which is lesser than that of the level of significance at 0.05. So, it is not significance. It indicates that both Science and Arts teacher trainees have equal level of teaching efficiency.

On the above reasons, the hypothesis of the study that "There will be a significant difference in the teaching efficiency between Science and Arts teacher trainees of DIET in Imphal West District." is rejected.

### 6.5 OBJECTIVE-3: TO COMPARE THE LEVEL OF TEACHING EFFICIENCY BETWEEN ENGLISH AND MANIPURI MEDIUM TEACHER TRAINEES OF DIET IN IMPHAL WEST DISTRICT.

Table 3: Showing the Comparison the level of teaching efficiency between English and Manipuri medium teacher trainees of DIET, Imphal West.

Category	N	Mean	Standard Deviation	Standard Error	T-ratio
English	40	19.25	1.87	0.36	0.62
Manipuri	40	19.48	1.32		

Level of significance	T Value	Degree of freedom (df)
0.05	2.00	78
0.01	2.64	

Remarks: Insignificant

### 6.6 INTERPRETATION

It can be observed from the Table 1 that the level of teaching between English and Manipuri medium teacher trainees of DIET, Imphal West are found to have mean scores 19.25 and 19.48 with standard deviations of 1.87 and 1.32. The T-Ratio of the two mean scores comes out to be 0.62 with standard error (SED) of 0.36, which is lesser than that of the level of significance at 0.05. So, it is not significance. It indicates that both English and Manipuri teacher trainees have equal level of teaching efficiency. On the above reasons, the hypothesis of the study that "There will be a significant difference in the teaching efficiency between English and Manipuri teacher trainees of DIET in Imphal West District." is rejected.

### VII. MAIN FINDINGS

The First hypothesis constructed for testing that "The overall level of teaching efficiency of DIET's Teacher Trainees in Imphal West District is much high." is accepted, as there is significant high level of teaching efficiency, while trainees are taking the class at the level of 97.83 %, which is very high.

The Second hypothesis of the study that "There will be a significant difference in the teaching efficiency between Science and Arts teacher trainees of DIET in Imphal West District." is rejected, as there is a slightly difference between the teaching efficiency of Science teacher trainees and Arts trainees of Imphal West DIET which can be neglected.

The Third Hypothesis constructed for testing that "There will be significant difference in the levels of teaching efficiency of English and Manipuri medium teacher trainees of DIET in Imphal West District in Manipur" is rejected, as the teaching efficiency of English and Manipuri medium teacher trainees have slightly difference in level of teaching efficiency which can be neglected.

### VIII. EDUCATIONAL IMPLICATIONS

The practical aspects of training such as demonstration lesson, observation lesson, criticism lesson, practice teaching etc., have been given due importance to develop general and specific skills of teaching in the teacher trainees. Although almost all the teacher trainees had shown a significance level of teaching efficiency, some few trainees still lack to developed a general and specific skills of teaching such as in the case of achievement of objectives of lesson, asking of question towards the student as well as student

towards the teacher, used of relevant audio-visual teaching aids, chalk board and finishing of the lesson in time. These are very much important for effective teaching process. So, it required an immediate remedial measures and the situation should be improved by the teacher educators taking appropriate steps in this regards.

Government of India revealed 100% funds required for the operationalization of 8(Eight) DIETs through the State Government while seeking fund authorization, expenditure sanction and moving for obtaining special encasement permission from the Finance Department for encasement of the sectional amount for any activity/programme, it takes a long time and the funds are generally relevant just at the fake end of the Financial Year and hence activities/programmes cannot be taken up in time. Meanwhile regarding the payment, the contract teacher educators were not given salaries in time. So, it may lead to job dissatisfaction which may in turn affect the teaching efficiency level. To eliminate/root out such problems, a specific immediate measure needs to be taken up from the Government.

#### IX. SUGGESTIONS FOR THE IMPROVEMENT

Suggestion for the improvements the teaching efficiency among the DIET teacher trainees:

1. The policies should be developed by government to recruit qualified competent, efficient, dedicated and professional teachers.
2. Evaluation may be taken up in micro-teaching level.
3. The recommendation of National Council of Teacher Education may be verified for their implication in teacher education institutions in Manipur.

#### X. CONCLUSION

From the above study, it was concluded that there was hardly any different among the Science and Arts as well as the English and Manipuri medium teacher trainees of DIET, Imphal West in the level of teaching efficiency.

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