CHAPTER V

- FINDINGS
- DISCUSSION OF EACH FINDINGS
- EDUCATIONAL IMPLICATIONS
- SUGGESTIONS
FINDINGS

The present chapter attempts to highlight categorisation of findings and investigations in respect of various aspects of teacher education as well as to discuss their significant findings which can further enhance improvement of primary education.

A. Class Room Practices:

➢ **Lesson plans:** Lesson plans are either not maintained or if maintained, introducing the lessons are not in order.

➢ **Method adopted:** Though the lecture method to some extent is being substituted by demonstration method, the strategic as explained during the training are not adopted by many teachers. The reasons attributed to this by the teacher are – larger strength of the class, poor infrastructure of the school, syllabus completion and lack of training in preparation of activity packs. Of course maximum trained teachers are applying activity based teaching in various subject and learner centered approach methods.

➢ **Grouping:** Grouping technique is not being adopted, that is interfering with the disciplines of class.
Individual differences: An individual difference is not tackled properly. Learner are getting extra attention while gifted are neglected.

Rapport: In spite of certain drawbacks a good rapport was visible between the teachers and parents.

Evaluation: Evaluation was totally done through questions. Activities, if used were only used during the introduction and explanation of concepts.

B. Community Participation:

Support from community: School in rural and urban areas is getting good support from the community like helping in the upkeep of campus and sending children to school. While it is not the same with school in tribal areas.

Meeting of school committees: In rural and in same tribal areas, school committee are meeting with cohesion while in urban areas it is mandatory.

Role played to improve enrollment and retention: Door to door surveys and community meetings are conducted by school committee for improvement of enrollment and retention. This has a good impact in rural and urban areas and as such there is no problem of either child labour or girl child education in
these areas but it is not the same with tribal areas where the problem of girl child and child labour is still continuing.

➢ Relationship of Teacher - Pupil and Teacher Parent:
Teacher has become easily approachable both to the pupil and to the parent. An awareness of the importance of education has started to emerge among parent as expressed by the committee members.

C. Academic awareness of teachers:

The academic awareness of the teachers related to the in-service training is moderate with the average score being around 60% which is also evident from some of the classroom activities of teachers like spelling out innate abilities, taking individual differences, use of grouping technique, local environment and evaluation through questioning etc. OBB material is not supplied to many schools and where it is available it is not being used.

The study reveals that the role perception of Tribal teachers is better than that of non-tribal teachers, which implies that the status enjoyed by the Tribal teachers in their society is higher than that of the non-tribal teachers.
Tribal area teachers, who have attended teacher training feel that the only in-service training is insufficient to learn the mechanics of using the items and how to relate materials to the child and teaching. Basically, the training does not appear to tackle the problems they have faced in their daily work, which seem irrelevant in them. In that area, the teachers generally meet with limited success in their teaching of tribal children, which they explain in terms of the backwardness of the local community, the language problems and the lack of parental support for children. So for their effectiveness in their schools, all the teachers have stressed the need to mobilize members living within the local community.

Most teachers interviewed have felt that their training is not suitable for the situations in which they worked. Trainees are not in touch with the realities of small school with single rooms and no other required facilities and hence does not offer teachers strategies for working in such conditions.

D. The Status of Teaching:

Teacher's dissatisfaction with status is a social reality of some importance. It means that in a greater or less degree teachers are at odds with the community, and that is something, which is bound to affect adversely their work, the social groups with which they are
most in contact and probably also recruitment. It is therefore important to get into the minds of teachers and discover the source of their status grievances.

However, inquiry into what teachers in general understand by “profession”, and further more the extent to which variable such as sex, qualifications and experience bear on this understanding, may well produce some highly differentiated results, and enable us to discern what the impediments are and where they mainly lie.

The date obtained through the administration of achievement test were analyzed qualitatively and quantitatively. Hard spots on various parts of the content in the subject were identified on the basis of percentage of incorrect responses. An item that could not be attempted contently by 50% or more teachers has been regarded as difficult.

It is revealed from the teacher’s responses that the majority of the teachers were able to attempt simple items involving basic mathematics operation but in some areas teachers found it difficult to understand operations and therefore committed mistakes.

Teacher teaching at the primary level are supported to teach all the subjects even though they teach all subjects without having access to adequate specialization.
E. Facilities Available in School:

It is cleared from the study that teachers are not even provided with a place, a desk and a chair where they can prepare their daily lessons and activities for classroom teaching learning transactions. There is no provision for each teacher for safe keeping of textbooks; reference books etc. and students copy books.

The supervision work hardly takes care of the academic deficiencies and needs of a school.

It is cleared that most of the teachers themselves are demanding training in each of the areas – namely – content, its associated methodology, activity-based teaching and techniques of evaluation to empower them to be very effective in classroom teaching-learning transactions and to be competent professionals as teachers in school.
DISCUSSION OF EACH FINDINGS

A. Factors related to Efficiency of Teaching:

- Teacher domination was high in the classroom of male teachers while children participation and silence were high in the classrooms of female teachers. Male teachers followed direct style of teaching while female teachers followed indirect style.

- Teachers who had joined teaching as a first choice were more concerned with positive motivation and reward, talked less in the class and gave more chance to students to speak. Teachers who had not joined teaching as a first choice talked more in the class by giving lectures, gave less time to students to talk and created silence or confusion.

- Teacher-trainees, trained through micro teaching and activity based teaching approach showed a significant difference from teacher-trainees, trained through conventional teaching on positive verbal reinforcement statement, prompts and probes to help pupils ideas to arrive at appropriate answers and prompting questions.
- There was significant difference in direct and indirect behaviour of Rural and Urban schoolteachers in teaching lessons.

- Teachers having higher amount of verbal creativity did not non-verbal creativity appeared to become more democratic and sincere to their jobs. Teachers with originality had increased total classroom flexibility.

- Significant and positive relationship between verbal creativity in teachers and their indirect-direct teaching behaviour and their using classroom ideas was reported. Negative and significant relationship was found between teacher’s verbal creativity and teacher talk in the class.

- Experimental group and control group differed significantly in the pattern of cognitive interactions.

Significant improvement in teacher’s ability to deal with inadequate pupil responses through prompting, seeking clarifications etc was noticed when micro-teaching technique was applied. Micro-teaching appeared to be the best treatment in acquiring the skill in asking probing questions and divergent questions when tried in the beginning of the academic year. For developing general teaching competence and in developing the ability of integration of teaching
skills, the practice of microteaching, lesson plans and practice of skill integration gave a significant effect.

B. Factors related to Quality Teaching:

- Factors contributing to effective teaching were reported to be expressiveness, schoraliness, considerateness, sense of humour, co-operative ness, dependability, emotionality, stability, objectivity physical energy etc. Superior efficiency in teaching requires sound personality.

- Teacher training had considerable impact on the attitude, skill and knowledge of teachers.

- Desirable qualities in a teacher were reported to be intellectual attainment, through knowledge of the subject content, positive attitude towards teaching, interest in co-curriculum activities, command over Language and use of different methods to provide realistic teaching. Teachers possessed general behaviouristic and personal characteristics also.

C. Factors related to Job satisfaction:

- Male teachers were more satisfied with their job than female teachers. Teachers of Rural areas had more job satisfaction than those of Urban areas primary schools.
Factors causing dissatisfaction with the job were related to mal-practices in examination, higher teacher-pupil ratio, low social prestige, low salary, lack of facilities, heavy work load etc.

Experience, age, marital status and salary were not related to job satisfactions.

**D. Factors related to Attitude towards the teaching profession:**

- Prospective teachers as well as teachers in service had a focusable attitude towards the profession.

- Love for teaching profession, service to the nation, scope to improve professional qualification, besides social and personal factors, motivated the trainees to join this profession.

- No relationship was found between sex and teachers attitude, economic status and teacher's attitude, between attitude of prospective school teachers and teachers in rural and urban areas and qualifications and teachers attitude.

**E. Factors related to teachers personality:**

- The society expected a teacher to be a friend, philosopher and guide of children and to satisfy the needs of pupils for the all-round development. He should abide by the social code of behaviour in the school and community.
Popular teachers had self-confidence of a high degree and were well adjusted in the society. They were popular among students and teachers.

Female trainees were more anxious than male trainees. Married trainees were more anxious than unmarried ones.

No relationship between sex and anxiety and between marital status and anxiety was found. Experience, status in the family and academic level did not affect adjustment. Negative relationship between personality, adjustment scores and attitude towards teaching profession was reported. Significant relationship was observed between attitude, efficiency and personality adjustment among student teachers of language group.

Primary school teacher's felt that they adopted the practices developed during training to a considerable extent.

F. Factors related to Methods of Teaching and problems involved:

Teaching through integrated approach was superior to the disciplinary approach on the development of concept formation, achievement motivation and understanding of the children.
- Activity based method was found to be efficient than lecture method. Microteaching treatment was better than traditional treatment.

- Group method was found most effective for teaching understanding of concepts while individual method was effective for teaching unit based experiment. Personalized system of instruction was better than traditional method of teaching.

- Activity method was found more effective in the development of concepts in science and mathematics than the traditional method.

- Some of the teachers handled such branches of subjects in which they were not qualified or specialized. They also had not used the skills and techniques, found in training period. They faced insufficiency of knowledge, application and problems connected with over-crowded classes.

- In teaching language, many teachers faced situational problems and also with regard to their own performance. They were not satisfied with the training they had received.

- Teachers faced certain problems in teaching mathematics in primary stage. Effectiveness of lecture method, demonstration method and group activity method differed
from treatment to treatment but not from group to group and between units. Children target through programmed learning material performed better in comparison to those thought through the traditional way of teaching.

- Many teachers were not aware of the possible teaching aids while other did not feel the necessity to use it in the teaching.

- Teachers have said that in-service training programmes are essential for all teachers. These programmes helped to raise their morale, upgrade teaching profession and increase their classroom teaching. Extension programmes are realistic in terms of classroom needs.

- Teachers welcomed in-service training programme as a teaching agency as it made the schools attractive and resulted in increased enrolment. This programme enhanced their knowledge of different subjects.

- Primary school teachers face problems with regard to textbooks, in-service training programmes, science equipment, eliciting co-operation from the heads of schools, school supervision, library, laboratory aids etc.
G. Factors related to qualifications of Teachers:

The relationship between student performance and teacher qualifications was investigated in this study also mainly in terms of the qualification variables like teacher educational attainment and knowledge (level of qualification) training (credentials and certification), in-service training and teaching experience.

- As regard teacher educational attainment and knowledge, the study indicated a differential association with student achievement. Increasing the percentage of teachers with educational qualification has a strong positive effect on student achievement in schools with inexperienced teaching staff but does not seem to have an effect in schools with experienced teaching staff.

- Median teacher professional qualifications are not significantly correlated with achievement of pupils at the primary level. Again, it was found that no significant relationship between the degree of schooling of teachers or the performance in academic and educational subjects and achievement of pupils.
EDUCATIONAL IMPLICATIONS

From our research and observations, it is clear that most of the teachers themselves are demanding training in each of the areas namely content, its associated methodology, activity based teaching and techniques of evaluation to empower them to be very effective in classroom teaching learning transactions and to be competent professionals as teachers in schools.

- Class I and II be each made a single teacher class. Qualified, motivated and preferably younger teachers be exclusively provided for these classes so that they can give undivided attention to the learning of each child who have just joined the primary school for initiation into learning.

- A training manual apparently for use by trainers, seeking to offer a training methodology as well as to define the knowledge and skills is required by teachers in the implementation of the new approaches should be prepared.

- Training programme intended to develop necessary orientations, understandings, skills and attituditional disposition should not be once – and – for-all exercises, confined to the training period. Relevant training elements are required to be built into existing teacher education programme
ensuring the presence of a continuous supply of teachers with required the knowledge.

- The curriculum and the strategies used in in-service training programme to make children learn effectively shall be of great help to the teacher who handle these children.

- The activity-based approach motivates children to learn better and hence leads to better achievement. It provides immense opportunities for the children in solving problems.

- The training may provide feedback to teacher to develop alternative remedial strategy and use it if a set of activities fail to help the learners for better learning. The teachers may take up action research to find solutions of the problems encountered by them in the class-room.

- Metacognitive training through co-operative instructional approach, involving group interaction, may provide them better awareness of semantic content and memory with response strategy, processing strategy and summarization aspects of learning processes on a task, which may further contribute in task performance.

- Appropriate remedial intervention strategies such as teacher - guided learning activities in lower classes help in bringing improvement in the cognitive processes of children to the
extent of attaining mastery over the competencies in a specific subject area.

- Extensive in-service teacher training on MLS (Mastery Learning strategy) should be taken up to make the teacher aware about it.

- Teacher needs to be provided with teacher’s guide in the form of TLM (Teaching Learning Materials) in addition to textbooks.

- Norm-referenced testing should be replaced by criterion-referenced testing in primary schools.

- Classroom teaching would be more effective if it has discussion, seminars and the like. More interactions with children will help them to make use of their previous experience and knowledge to understand the text well.

- With a great concern to attract children into field in dependence educational administrators should make serious and sincere efforts to provide the necessary congenial academic learning environment in all type of schools since the variable type of school has emerged to be a greater determining factor for establishing better learning style among all the children.

- Teacher training programmes in the teacher training institutes should have a component of research methodology in their
curriculum to provide opportunity for trainees to undertake short-term research and action research to improve their own teaching by reflecting the practice.

- The textbooks should contain pictorial presentation along with tips to demonstrate specific concepts in a classroom situation.
- At the primary level, teaching of both facts and as well as thinking processes is equally important. Therefore, the teacher has to analysis the content of each school subject and decide which topics are more suitable for the development of convergent and critical thinking abilities and which units can be used more effectively for the development of creative thinking abilities.

The learning environment in the class becomes game-like, enjoyable, self-paced and learner-centered. The pupils are self-motivated so that their divergent thinking continues even after school hours.

Looking to the problems of large-sized classes, the strategy belonging to creative activity seems to be more appropriate. Individualization is taken care of and the teacher is less pressed.

- Involvement of parents in the school programme can strengthen the school community relationship.
A special training methodology, termed 'spot training' should be devised for use at the local school level, involving a group of teachers and Head teachers from some neighboring schools. It will be a useful experience for Head teachers and teachers, as it enables them to gain an understanding of learning difficulties specific to students in their schools and to evolve participatively, methods suitable for dealing with them.

**SUGGESTIONS**

To have total quality management in teacher training, some suggestions and strategies have been worked out on the basis of research evidence.

A. The **Instructional strategy:**

The instructional strategy for school experience programmes must be made an integral part of elementary teacher training institutions.

B. A **need-based lesson plan format:**

A need-based lesson plan format should be provided to teachers as a guideline. It was found that the preparation of need based lesson plan helped in visualizing and organizing child-centered activities. Lesson plan should be simple, giving clear guidelines and
directions for teaching-learning process and should match with actual teaching.

C. Increased duration of teacher education programmes:

Increased duration of teacher training programmes to accommodate proper assimilation of the emerging professional inputs. The practicing schools are to be made an integral part of teacher training institutions. On the basis of supervision, observation and difficulties encountered, it was felt that six months should be for field experiences. Appropriate time period for teaching practice is after the first semester since by that time the student teachers would be familiar with theoretical background of pedagogical courses, methodology, teaching skills and strategies, measurement, evaluation etc.

It is acknowledged that formal professional training on continuous basis is necessary for becoming a good teacher as it caters to the development of one’s personality and sharpening of communication skills and commitment to a code of conduct.

Education of teachers needs to be straightened and the main attributes of a profession such as the systematic theory, rigorous training over a specified duration is required.
D. Developing a repertoire:

A confirming complex image of teaching is needed that includes a repertoire of techniques for working with children. There is need of stage specific theoretical and practical components, transactional strategies and evaluation. Teachers need a range of strategies for dealing with curriculum, pedagogy, and assessment in varied school context. To build a repertoire, teachers need feedback from colleagues with significant expertise.

Sufficient experience and training in the use of play way techniques for teacher at lower classes, more exposure to instructional material and teaching aids during the internship are required.

Training in teaching skills through micro teaching under simulated conditions as well as preparation of instructional support material-cum-audio visual aids, model-cum-demonstration lessons from teacher educator and experts, freedom to experiments with innovative ideas or techniques, training in handling large classes and pupils with special needs etc are important components.

Community efforts should be made available to improve the school complex and the classrooms should be provided with environmental infrastructure facilities with the use of innovative techniques and low cost locally available material.
E. An interconnected system of support:

Once student teachers are learning and building a powerful repertoire, there is a need to connect the pieces that support them. All parties need to unite active review of their work. Intensive involvement of the whole faculty and staff of co-operative schools is required. Systematic supervision of practice teaching through observational schedule incorporating relevant teaching competencies, writing objective comments is required.

F. Professional development of teacher educators:

The teacher educators need intensive training in various aspects related to new innovations / techniques like micro-teaching, diagnosing testing, action research, multiability group based teaching / co-operative learning, models of teaching, besides organization of activity / competency-based teaching in primary classes.

The teachers need to be suitably trained and oriented to overcome their crisis of confidence, illusion of non-ignorance, transactional deficiencies and lack of crucial competencies.

G. Monitoring and support by teacher educators during teacher preparation:

Reviewing the guidance and support given to teachers by teacher educators during teaching practice reveals the dire lack of
exploring human potential at present. During teaching practice, repeated practice would develop insight into complexities but also stabilize the skills and lead to individualistic style.

New teachers need to learn how to learn about their students. They need to learn to use the available data.

Monitoring programme needs to explicitly help teachers learn that any new approach to curriculum or pedagogy or assessment will have corresponding implications for other dimensions of teaching, with this kind of focuses support, new teachers shall have a greater sense of how to organize their teaching career.

If the present rate of explosion of knowledge continues, in a world where their present knowledge and teaching skills, to an extent, would become obolete. They will have to face the challenges of the electronic media and information technology and use them meaningfully for education purposes.

The teacher education curriculum is expected to develop the competencies, identified by NCTE (1996) – namely-content, concept, context, transactional, evaluation, management as well as preparation, collection and use of competency based instructional material, competency in other educational activities, parental contact and competencies related to community contact and cooperation.
The teacher preparation programmes have not changed much during the recent past and are therefore, under severe criticism for being static, unresponsive to the emerging challenges of the present time. The successive five years plans highlighted the need to clear backlog of untrained teachers by offering teacher training programmes through distance mode which have launched by various states.

Since one teacher teaching all subjects in lower Primary classes, teaching –learning at primary stage should be organized in all integrated manner. This will suit our multi-grade context and interdisciplinary blending of competencies; new integrated process of knowing, learning, doing and performing should be the focus.

There is need to formulate teacher policy by the government to improve working conditions and to enhance job satisfaction and motivation since these are inter linked.

With the demand from education for bringing about quality and harmony in human life under trying situations, the need for stepping up of teacher education to foster the spirit of creative and aesthetic awareness has become a must.