

Teaching Effectiveness of D.El.Ed. Trained and Untrained Primary School Teachers of South 24 Parganas District, West Bengal

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Abstract -Teaching effectively requires practice and is not a simple task. In general, a teacher imparts knowledge to increase a student's level of learning. Effective teaching is a crucial requirement for making learning more significant, intelligible, and beneficial for students. Through the present study the researcher attempted to study the teaching effectiveness of Primary school teachers in the district of South 24 Parganas, West Bengal. The researcher has used descriptive survey method for the present study. The effectiveness of both trained and untrained teachers' instruction was assessed in this study. Fifty teachers working in 5 different Primary schools in the district of South 24 parganas were taken as sample. The stratified random sampling technique was used for the selection of samples. The researcher developed a scale by herself to measure the teaching effectiveness of teachers by Likert five-point scale, i.e. Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. For the analysis, t-test was used by the researcher in the present study. The result reveals that there is a significant difference among the Primary school level trained and untrained teachers.

Index Terms- Teaching, Teaching effectiveness, Primary school teachers, Quality of teachers.

I. INTRODUCTION

Teacher is the torch bearer of any nation. The advancement of any nation depends on its teachers due to their noble service towards building a nation. They are the creators of an intellectual society. The benchmark of educationist determined by the quality of teachers. So, teachers are vital for any education system. They are the persons who provide the teaching learning process. The foundation of the educational system is its teachers. The academic success or failure of a pupil depends very much on the efficiency of a teacher. it is right to say that there exists a significant relationship between teacher's teaching effectiveness and student's achievement. Students' academic graph depends on teacher-related, environment related, family-related and

school-related variables. Among these variables, one of the most important teacher-related variables which contribute immensely to boost students' academic performance is Teaching Effectiveness.

REVIEW OF RELATED LITERATURES

Clotfelter, Ladd and Vigdor (2007) suggested that effective teachers use new teaching strategies to pay more attention to student learning and use assessment to change their practice. These scholars insist in order teacher to be effective on students' performance is supposed to use modern teaching and learning methods like in Nigeria system of education now days insist the use of competent base curriculum which is being implement in primary schools which emphasis the development of certain specific key competences relate with pupils learning environment and to make sure teaching in the class widening and deepening mental horizon of the student, in addition to that assessment is done to know the student's progress in academic matters.

Sodhi (2010) conducted a study on "The effectiveness of Punjabi secondary school teachers in relation to the organizational climate of the school." The study's conclusions show that there were no appreciable variations in secondary school teachers' levels of effectiveness across groups based on gender, region, stream, and amount of teaching experience.

Kiadese (2011) "The study's conclusions showed that most prevocational subject teachers had poor teaching effectiveness. It was discovered that prevocational subject teachers' teaching effectiveness did not significantly differ by gender. Additionally, the Teaching Effectiveness of graduate and non-graduate prevocational subject teachers was shown to be same.

Dabas, N. (2011) conducted a study on teacher effectiveness among elementary school teachers of Haryana in relation to their attitudes towards teaching and self-concept and found that positive attitude towards teaching can be increased effectiveness of teachers.

Tyagi (2013) conducted a study on "In order to determine how secondary school teachers are seen in terms of their teaching efficacy, the study "Teaching Effectiveness of Secondary School Teachers in Relation to Their Demographic Characteristics" looked at their demographic characteristics. The results of the study showed that the teaching effectiveness of secondary school teachers was significantly influenced by their qualifications, stream, teaching experience, and school location.

Chowdhury (2014) The majority of instructors, male and female, had an average level of effectiveness in their teaching-learning process, according to a study on the "Effectiveness of Secondary school teachers in relation to their Gender, Age, Experience, and Qualification." The study shows that there was no discernible difference in secondary school teachers' efficacy based on their gender, age, experience, or qualifications.

Kumar S. (2018) conducted a study of sample comprised of 400 elementary school teachers, 200 male and 200 females. Descriptive survey method has been applied in this study. This study revealed many conclusions 1) It was found that there exists a significant difference in teaching effectiveness of male and female elementary school teachers. Female teachers are more effective than male teachers in teaching. 2) It was found that elementary school teachers having different personality factors differ significantly in (TE) teaching Effectiveness.

SIGNIFICANCE OF THE STUDY

The impact of teacher effectiveness in determining students' achievement is one such topic that may generate heated argument, the researcher opines those results from research findings concerning teacher effectiveness, if articulated properly, can be used to organize classroom atmosphere, to increase the students' level of skill and to motivate students in their learning abilities.

OBJECTIVE OF THE STUDY

1. To find out the difference between trained and untrained school teachers regarding their teaching effectiveness at primary level

HYPOTHESES OF THE STUDY

H01: There is no significant difference between trained and untrained schoolteachers regarding their teaching effectiveness at Primary level.

DEFINITION OF THE TERMS

Teaching Effectiveness:

"Teaching Effectiveness" means the collective characteristics, efficiencies, abilities and behaviors of teachers at educational levels that enable students to get the desired results.

Teacher:

The terminology "Teacher" used here refers to those persons who are engaged to impart education to the students at Primary level schools under the West Bengal Board of Primary Education. In this study the teachers were categorized as trained teachers who have D. L. Ed. degree in Teacher Training and untrained teachers who do not have any such degree of Teacher Training like trained teachers.

METHODOLOGY OF THE STUDY

The present study is descriptive in nature. The researcher used the descriptive type of survey method. So, the researcher had used different tools and methods of descriptive survey research to collect, analyze and interpret the data.

POPULATION OF THE STUDY

All the teachers of Primary Schools under the West Bengal Board of Primary Education in the district of South 24 Parganas were the population of the present study.

SAMPLE OF THE STUDY

The researcher selected 50 teachers from five selected Primary Schools which were situated in the district of South 24 Parganas as a sample for the present study.

SAMPLING TECHNIQUE

The Stratified Random Sampling technique was applied in selecting the sample.

TOOL OF THE STUDY

The researcher used a self-made Teaching Effectiveness Scale as a tool for collecting the data in the present study. The Scale consisted 50 items, 35 positive and 15 negative items. The scale was constructed following Likert's five points scale, i.e. Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD). The reliability of the Teaching Effectiveness Scale was found by Split-half method which was 0.91.

DATA ANALYSIS

The present investigators performed t-Test analysis by using SPSS-version 26

DATA COLLECTION PROCEDURE AND SCORING

The tool was administered on the sample of the five selected Primary schools in the district of South 24 Paargans. The school authority and the concerned teachers of each school were met by the researcher for collecting data. After getting the permission from the school authority, the researcher distributed the questionnaires among the selected teachers and were instructed to read all the items of the questionnaire carefully and give their opinion. There was not fixed time allotted for answering the questionnaire. After the teachers completed answering the questionnaire, the filled in copies of the questionnaire were collected from them. Finally, the teachers and authority of the school were thanked by the researcher for their cooperation that they extended in collecting the data for the present study. After collecting all the 50 questionnaires from the five selected schools, 10 samples from each school, the researcher calculated the total score of a questionnaire by calculating the total score of all 50 items. In computing the score of each item of the questionnaire, the researcher used direct scoring method, i.e., 5-4-3-2-1 for positive item and, reverse scoring method, i.e., 1-2-3-4-5 for negative item.

RESULT AND DISCUSSION

Table – 1: Difference between Trained and Untrained of Primary School Teachers in Teaching Effectiveness.

Trained Teachers	Untrained Teachers	M	D	f	t-va	
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n ₁	M _{ea} n	S D	n ₂	M _{ea} n	S D			S E D	lu e	Sign ifica nce
25	236.55	29.65	25	218.02	23.54	18.85	4.88	7.59	2.44*	Sig. at 0.05 leve l

*t-criterion value at 0.05 level is 2.01 for df 48.

There is significant difference between the mean scores of trained and untrained Primary school teachers in teaching effectiveness as the t-value of 2.44 is greater than the t-criterion value of 2.01 at 0.05 level for df48. Hence the null hypothesis H01 is rejected and the alternative hypothesis H1 is accepted. The trained Primary teachers are better since the mean score being 236.55 is higher than that of untrained Primary teachers being 218.02 in the district of South 24 Paargans, West Bengal.

CONCLUSION

The factors that influence teacher's effectiveness in primary schools include low intellectual capacity, inadequate training, resistance to modern pedagogical methods, negative attitude towards the teaching profession, lack of dedication to professional duties, lack of appropriate teaching and learning tools and overcrowded classrooms. The possible ways through which teacher effectiveness can be improved in primary schools are provision of adequate training, teachers' motivation, adequate provision of appropriate teaching and learning tools, and appropriate classroom management.

It is concluded that there is no statistically significant difference between trained and untrained school teachers regarding their teaching effectiveness at Primary level. Based on their obtained mean scores, it can be said that the level of teaching effectiveness of trained Primary school teachers is comparatively better than the untrained Primary school teachers in the district of South 24 Parganas, West Bengal.

In fine, it can be said that as teachers play a very important role in shaping the future citizens of nation, so it is essential to improve the quality of teaching. What we sow in the present reaps in the future. Our future generation relies immensely on the quality of teaching that they are going to get from their teachers.

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Appendixes, if needed, appear before the acknowledgment.

ACKNOWLEDGMENT

The preferred spelling of the word 'acknowledgment' in American English is without an 'e' after the 'g'. Use the

singular heading
 even if you have many acknowledgments.
 Avoid expressions such as "One of us
 (S.B.A.) would like to thank..." Instead, write "F.A. Author thanks..." Sponsors
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