

PERFORMANCE OF TRAINED TEACHERS AND OUT-OF-SCHOOL ACTIVITIES

ANITA KANGABAM*

ABSTRACT

The present study aimed to investigate the performance of B.Ed trained teachers regarding the out-of-school activities. For this purpose, a sample of 210 trained teachers working in the schools of Imphal West district, Manipur were selected. A questionnaire consisting of 4 items was developed by the researcher as the tool of 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 do not perform the out-of-school activities in a satisfactory manner. Further, it was concluded that the trained teachers need to pay emphasis on their out-of-activities for the effective learning outcomes of the students.

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

* Asst. Professor, D.M.College of Teacher Education, Imphal, Research Scholar, School of Social Sciences, Manipur University

INTRODUCTION :

The performance of the trained teachers is very crucial in shaping the future of the nation and education being considered as child-centred. Teachers' performance is important in the classroom as well as outside the classroom. In fact, teachers have to perform a number of activities inside and outside the four walls of the classroom. Students need to be exposed to a variety of situations to make them learn. Learning takes place as a result of perceptions which are directed to the brain by one or more of the five sense organs. The process of learning completes very rapidly when information is received through more than one sense organ. Learning also takes place through experiences. Learning experiences are to be provided by the teachers under different situations. This will enhance or facilitate the students' learning process.

Kochhar (1995), stated that learning occurs on three levels :

1. Direct Experiences : having immediate sensory contact with the actual object.
2. Vicarious or Contrived Experiences : second hand experience ; edited, abridged ,etc.
3. Symbolic or Abstract Experiences: oral or written symbols.

More emphasis should be laid on direct experiences in junior stage and then vicarious or symbolic experiences as the students move to higher stages.

Apart from these, a trained teacher should also attend in-service teacher education programmes in order to improve their knowledge and competencies and to make the teaching-learning process effective. So, professional development is also very much needed for the trained teachers.

NEED OF THE STUDY :

Taking the students out of the school campus and expose them to learning experiences that cannot be duplicated in the classroom will be of great advantage to the teaching –learning process. Taking the students for field trips like museum, libraries, zoo, and historical places will provide opportunities to the young minds to have direct contact with the actual objects. This will have a lasting perception on the part of the students. Besides this, when teachers update their professional competency through various in-service teacher education programmes regularly, there will be great improvement in the field of school education. With this point of view, this research focuses on the performance of trained teachers regarding the out-of-school activities.

REVIEW OF RELATED LITERATURE:

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

When students and teachers are together outside the classroom, new educational environments and experiences are possible (Miller,2012).Researchers have documented the cognitive and affective benefits of field trips, including increased motivation for learning (Kern and Carpenter , 1984). Claiborne, Morrell, Bandy and Bruff (2012) stated that teaching and learning can become inherently spontaneous and student-centred when moved from the confines of the classroom into the world at large. Holtschlag (2001) remarked that when students are taken to the actual world settings, they reach depths of learning that she could not do when confined to the four walls of the classroom; and their learning is multigenerational, multicultural, and as expansive as the wide world.

Michie (1998) found out in a study that the teachers who were interviewed all undertook field trips and there was a general agreement that field trips were valuable for students' cognitive and affective development

OBJECTIVES OF THE STUDY :

The following are the objectives of the study :

1. To find out the performance of trained teachers in taking the students to the museum.
2. To examine the performance of trained teachers in taking the students to the libraries.
3. To analyse the performance of trained teachers in taking the students to the zoo.
4. To find out the performance of trained teachers in taking the students to historical places.

HYPOTHESES :

1. The trained teachers take the students to the museum regularly.
2. The trained teachers take the students to the libraries regularly.
3. The trained teachers take the students to the zoo regularly.
4. The trained teachers take the students to historical places regularly.

METHODOLOGY :

The study will follow the descriptive survey method

Sample:

The sample of the study comprise of 210 trained teachers working in the schools of Imphal West district , Manipur .

Tools : A questionnaire for the trained teachers was developed by the investigator in consultation with the experts. The questionnaire consists of 4 items. This was administered to the trained teachers by the researcher personally.

Statistical techniques used :

For the analysis of the data, frequency , simple percentages and chi-square were used .

RESULTS AND DISCUSSIONS :

Table 1 :The trained teachers taking the students to the museum.

	Regularly	Sometimes	Never	Total	χ^2
Frequency	24	21	165	210	193.46
Percentage	11.43 %	10%	78.57%	100%	

Calculated field study in 2008-11 $df= 2$ 0.05 level = 5.991

Table 1 shows that out of 210 trained teachers. 24 (11.43%) of them take the students to the museum regularly ; 21 (10%) of them sometimes do so and 165 (78.57%) of them never take the students to the museum. The calculated value of χ^2 is found to be 193.47 which is greater than the table value at 0.05 level. This inclination of the respondents (78.57%) is towards the rejection of the statement. Hence, the hypothesis, “ The trained take the students to the museum regularly ” is rejected.

The result of the study reveals that the trained teachers do not take the students to the museum. One of the reasons could be that the present state of the Manipur State Museum is not properly taken care of ,another reason could be financial problem of the school to organise such visits and another could be the trained teachers’ lack of commitment towards the students’ learning.

Table 2: The trained teachers take the students to the libraries.

	R	S	N	Total	χ^2
Frequency	8	34	168	210	210.62
Percentage	3.81%	16.19%	80%	100%	

Source: Calculated field study in 2008-11 $df = 2$ χ^2 at 0.05 level= 5.991

The result obtained (Table 2) shows that out of 210 trained teachers 8 (3.81%) responded that they take the students to the libraries regularly while 34 (16.19 %) of them responded that they do so sometimes and 168 (80%) of them responded that they never take the students to libraries. The calculated value of χ^2 is found to be 210.62 which is greater than the table value at 0.05 level. This inclination of the respondents (80%) is towards the rejection of the statement. Hence, the hypothesis, “ The trained teachers take the students to the libraries” is rejected.

The above result suggests that the trained teachers do not take the students to libraries.

Table 3 : The trained teachers take the students to the zoo.

	Regularly	Sometimes	Never	Total	X ²
Frequency	25	157	28	210	162.26
Percentage	11.90 %	74.76 %	13.33%	100%	

Source: Calculated field study conducted in 2008-11 df=2 X² at 0.05 level = 5.991

Table 3. reveals that out of 210 trained teachers 25 (11.90%) of them responded that they take the students to the zoo regularly whereas 157 (74%) of them responded that they do so sometimes and 28 (13.33) of them responded that they never take the students to the zoo. The calculated value of X² is found to be 162.26 which is greater than the table value at 0.05 level. This inclination of the respondents (74.76%) is towards the rejection of the statement. Therefore, the hypothesis, “The trained teachers take the students to the zoo” is rejected.

The result implies that the trained teachers do not take the students to the zoo. This is in sharp contrast to the findings of Davidson, Passmore & Anderson (2009) that students’ perspectives about learning on the zoo trip, ties with the classroom activities, and even learning in general, were strongly influenced by their teachers.

Table 4 : The trained teachers take the students to historical places.

	Regularly	Sometimes	Never	Total	X ²
Frequency	12	24	174	210	232.8
Percentage	5.71%	11.43%	82.86%	100%	

Source: Calculated field study in 2008-11 df=2 X² at 0.05 level =5.991

Table 4 shows that out of 210 trained teachers 12 (5.71%) responded that students are taken to historical places regularly while 24 (11.43%) responded that they do so sometimes and 174 (82.86%) never take the students to historical places. The calculated value of X² is found to be 232.8 which is greater than the table value at 0.05 level. This inclination of the respondents is towards the rejection of the statement. So, the hypothesis, “The trained teachers take the students to historical places is rejected”.

The result implies that the trained teachers do not take the students to historical places.

MAJOR FINDINGS :

The following are the main findings of the study:

- i. Majority of the trained teachers (78.57%) never take the students to the museum, while 11.43% do so regularly and 10% take the students to the museum sometimes.
- ii. Majority of the trained teachers (80%) never take the students to the libraries, whereas, 16.19 % do so sometimes and 3.81% regularly take the students to the museum.
- iii. Majority of the trained teachers (74.76%) take the students to the zoo sometimes, while 13.33% never do so and 11.90% do so regularly.
- iv. Majority of the trained teachers (82.86%) never take the students to historical places while 11.43 % do so sometimes and 5.71% do so regularly.

CONCLUSIONS:

The following conclusions emerged out of the analysis of results:

1. The trained teachers do not take the students to the museum regularly.
2. The trained teachers do not take the students to the libraries regularly.
3. The trained teachers do not take the students to the zoo regularly.
4. The trained teachers do not take the students to historical places regularly.
5. The trained teachers do not attend seminars regularly.
6. The trained teachers do not attend workshops regularly.
7. The trained teachers do not attend orientation programmes regularly.

The trained teachers need to be more seriously concerned in this area of teacher performance and should make it a responsibility to implement whatever they had learnt and experienced during their B.Ed course.

RECOMMENDATIONS AND EDUCATIONAL IMPLICATIONS:

The present study is confined to the trained teachers teaching classes VI to X working in Imphal West District of Manipur State with a sample size of 210. The following recommendations are given for further research as well as for the improvement of the performance of trained teachers regarding out-of-school activities.

1. A similar study can be undertaken in other districts and larger sample size.
2. A study can be carried out for the trained primary school teachers.
3. Field trips should be arranged by the school and organised regularly by the teachers and trained teachers should perform their roles with a sense of responsibility.

4. Field trips or study trips should be organised in the beginning or latest by the middle of the session so that the students will have a clear concept and context of the real world for their classroom lessons.
5. The teachers need to have clear learning goals to have maximum benefits of the field trips.
6. Post-trip activities like writing reports, displaying photographs taken during the trips, writing about the animals, artefacts, etc. can be done for the students.

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