

# A Comparative Study of the Methods of Teaching and Evaluation by Trained and Untrained Teachers: a case Study of Secondary School Teachers in Imphal East District, Manipur

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## Abstract

*This paper focused on to find out the differences in the methods of teaching and techniques of evaluation adopted by trained and untrained teachers. Survey method was used by the researcher. Self developed questionnaire used for the purpose of data collection and percentage (%) was used for data analysis and interpretation. Here 100 trained and 100 untrained teachers of secondary schools in Imphal-East District of Manipur chosen for the purpose of Sample of the study with the help of simple random sampling method. From this study, it was observed that the trained teachers were doing better than the untrained teachers, especially in the methods of teaching and evaluations.*

## Keywords

*Teachers, Trained, Untrained, Evaluation, Techniques, Imphal-East District Manipur.*

## I. Introduction

As it is said that God created man in his own image, so also the teacher fashions his student after his own image. Though the child receives his birth from his parents, the teacher is given the higher position than parents because he opens the pupil's eyes of knowledge and moulds his character. The teacher is the backbone of the educational system, maker of the mankind and architect of the society. The American commission on Teacher Education rightly observes that the quality of a nation depends upon the quality of its citizens, the quality of its citizens depends upon the quality of their education and the quality of education depends upon the quality of their teachers.

Since the status of teachers and conditions of teachers' education has had a direct bearing on the quality of education and many ills of the society are attributed to the existing defects in the educational system, efforts have been made after independence for improving the quality of education, particularly of teacher education. However, the status of teachers deteriorated over the last few decades mainly due to poor service conditions of teachers, phenomenal expansion of the educational system, lowering standard of teacher education, negligence of duty by many students/teachers and changes in the value system of the society.

One of the basic objectives of teacher education is to make the teachers acquaint with the modern techniques of teaching and evaluation. It is expected that a trained teacher as different from untrained teacher should apply the knowledge and skills acquired by her/him from her/his teacher education or training in the actual school situation, failing which, the training itself is of little or of no value at all and the investment made in her/his training would be a wastage. Here it may not be out of place to mention briefly the difference between training and education. The phrase 'teacher training' was formerly used but it has been changed to teacher education now. The term 'training' has very limited boundary and is specifically defined and explained in the Glossary of training terms published in 1971 in London by the Department of Employment as "systematic development of attitude, knowledge, skill, behavior patterns required by an individual in order to perform adequately a given job or task". Thus, training emphasizes specific attitude, specific knowledge and specific skills for getting efficient performance of that particular job but the objective of a

training program is very limited.

While the term 'education' is very broad and comprehensive term aiming at developing knowledge, moral values and understandings required and goes beyond the boundaries of one particular job. It also emphasizes knowledge, skill and attitude, but it stresses refinement in behavior, development of personality, understanding values, etc. With the changing concept of teacher education, the scope of professional education of teacher has widened. The importance of teacher education has been emphasized by the Kothari Commission 1964-66 that "investment in teacher education can yield very rich dividends because the resources required are small when measured against the resulting improvements in the education of millions. In the absence of other influences, a teacher tries to teach in the way in which himself was taught by his favourite teacher and this tends to perpetuate the traditional methods of teaching in a situation like the present when new and dynamic methods of teaching are needed, such attitude becomes an obstacle in progress. He can be modified only by effective professional education which will initiate the teacher to the needed revolution in teaching and lay the foundations for their future professional growth".

Peach & Bamforth (2002) presented the contextual framework and rationale that underpins an assessment management and pupil profiling system (AMPPS) and to discuss how this system is being used as a mechanism to improve the quality of physical education (PE) trainees' ability to assess, record and report pupil progress and achievement at the College of St Mark and St John in Plymouth, UK. The first part of the paper identifies the current issues and problems associated with assessment, recording and reporting in PE and initial teacher training (ITT) and how this has been compounded and impacted upon by practice in schools. The second part of the paper discusses the underpinning assessment philosophy and rationale of the AMPPS to develop a conceptual understanding of the assessment process. Finally, the paper outlines an innovation which has been initiated by the College of St Mark and St John's ITT partnership. Senne & Rikard (2002) conducted a comparative analysis of two PETE portfolio models to determine the impact on intern perceptions of the value of the teaching portfolio, intern professional growth, and portfolio representation in single and dual internship site placements. The portfolio model served as the curricular intervention during the

student teaching experience of 67 interns (33 from George Mason University and 34 from East Carolina University, USA) in two PETE programmes. A mixed method was used to discern the impact of each portfolio model. The Defining Issues Test, weekly reflection logs, and a culminating questionnaire served as data sources. One programme employed extensive reflective writings and single placement sites; the other programme used less extensive reflective practice and dual placement sites. Although interns showed no change in moral judgment reasoning, most valued the portfolio process as an indicator of professional growth. Differences in reflective practice and similarities in dual versus single-site placements were noted. Ward & Barrett (2002) provided an overview of behaviour analysis, reviewing its history and the experimental research conducted in physical education settings. Articles were selected from 5 journals by looking through each issue to identify those that used a single-subject design to assess the effects of behavioural interventions in P-12 or teacher preparation settings. 34 studies met the inclusion criteria. Studies were categorized according to their focus: (a) Preserve or inservice teacher behaviour; (b) Student learning; (c) Class management; or (d) Student learning specifically focused on students with disabilities in adapted or inclusive settings. The review describes the scope of the behavioural interventions and examines the research designs used. A methodological critique suggests that while findings have been robust and the designs used were typically rigorous, researchers have not assessed generality, maintenance, or social validity as well as they might. The article closes with recommendations for reviewers and authors. Clark (2003) recommended specific activities for the training and practice of observation skills in order to enhance the teaching effectiveness of educators as well as discussed a variety of observation strategies to use while teaching. These activities and strategies take into account the visual and auditory perceptual skills needed for observation, the teacher placement and mobility within the class in order to enhance observation, the various ways in which dance language is used for effective observation, and the issue of teacher bias in observation. Wiegand et al. (2004) discussed observations on a number of critical issues that have emerged from a teacher education curricular review and covered the following traditional areas of professional preparation: (1) Foundational sub-disciplinary coursework; (2) Curriculum and instruction coursework; (3) Pedagogical content knowledge coursework; (4) Field placement experiences. The above areas of professional preparation were also included in a physical education teacher training. Stidder & Hayes (2006) highlighted issues relating to Initial Teacher Education (ITE) over the last ten years. The discussion is based upon data collected from three separate surveys of trainee teachers and their teaching experiences of teacher education during statutory periods of school-based training. The samples used in this, the most recent survey and in our previous surveys, were four-year undergraduate trainee PE teachers studying a Bachelor of Arts Qualified Teacher Status (QTS) degree course at a university in the southeast of England with a strong tradition of teacher training. The secondary schools used for school-based training by the university covered the south-east region of England and included state, independent and single-sex schools. The trainees had all completed the statutory thirty-two weeks of school-based experience. A questionnaire was formulated after discussions with trainees based on their continued professional development. The results of this latest survey (2000–2004) have been analysed in the light of our previous two surveys (1994-8; 1997-2001). Hence,

this article constitutes a longitudinal study covering the period 1994-2004. Key findings are identified in the areas of gender, examination experiences, and the use of information and communications technology (ICT) and national curriculum activity areas of study. This article identifies areas where there have been some changes to practice, as well as demonstrating aspects where little has changed in the last ten years of ITE. Ward & O'Sullivan (2006) discussed need of trained teachers and impact of pre-service and in-service teacher education on the education development and skill development of the professional teachers. The focus points were professional development capacities of the education teachers, assessing changes in teaching practices, factors that influence the design and implementation of effective professional development programmes in teacher education, examine the influence of professional development initiatives on the thinking, beliefs, and practices of experienced teachers, assessed what teachers learn and use from professional development workshops, critical discourse framework to examine the nature of professional conversations that occurred in a professional development activity, to assess the effects of a year of professional development intervention focused on technology use and integration of technology into teaching by teachers. Davis et al. (2007) described responsibilities and training needs of teachers in education. Para educators (n=138) employed in 34 Midwestern schools received 27 items questionnaire. Of the 138 Para educators contacted, 76 responded, resulting in a 55.1% response rate. Only 16% of the total respondents (n=76) reported receiving specific training in physical education; however, 68 (90%) indicated a willingness to be trained. Less than half (n=29, 38%) indicated participating in physical education by escorting students, providing cues, and working individually with student IEP suggestions, or helped implement behaviour modification programs. The most desired training areas included activity modifications, attributes of students with attitudes, and knowledge of personal development. Fewer than eight (28%) of the physical education Para educators assisted with assessments, shared IEP suggestions, or helped implement behaviour modification programs. The most desired training areas included activity modifications, attributes of students with attitudes, and knowledge of personal development. Malik Ghulam (2011) described that the results of English subject of both the systems of the sessions 2001-2002 to 2005-2006 revealed that the academic achievement of both the programmes was different. The result of GCE O-level was better than S.S.C level. It is inferred that the better result is due to the competency of the teachers and better governance and management of the GCE, O level institutions. The result of the sampled years of GCE O level institutions was 100 % whereas the aggregate of the results of the session 2002-2003 to 2006-2007 of the SSC level institutions was 77 %. It is concluded the comparatively poor result is due to lack of competency on the part of teachers and language based equipments in schools. According to Faride Hashemiannejad et al. (2012) were indicated that some investigations must be performed to assess job performance of teachers who have received sufficient training in information and communication technology in order to evaluate the efficiency of the implemented trainings. Muhammad Arshad & Muhammad Akramnaseem (2013) were concluded that there is a significant difference between the performance of trained and untrained teachers in specific performance areas. Taorem Surendra Singh (2013), the main findings of his study : 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” was accepted, as there was significant high level of teaching efficiency, while trainees were taking the class at the level of 77.68%, which was very high. The Second Hypothesis constructed for testing that “There was significant difference in the levels of teaching efficiency of Male and Female teacher trainees of DIET in Imphal West District in Manipur” was accepted, as the teaching efficiency of Female teacher trainees were higher than Male teacher trainees of Imphal West DIET. The Third hypothesis of the study that “There will be a significant difference in the teaching efficiency between Arts Science teacher trainees of DIET in Imphal West District.” was accepted, as the teaching efficiency of Science teacher trainees were higher than Arts trainees of Imphal West DIET. Emmanuel Huze (2014) suggested that the teacher who must vary methods by which ideas and skills are presented. The skilful teacher uses several methods during the same lesson to avoid monotony. Methods should be related to the stages of growth and development of learners. Selection of a particular lesson method depends on the duration of the lesson, materials and equipments available in the school and the number of teachers teaching the lesson. Hossein Jamshidi Avanaki & Bahador Sadeghi (2014), were suggested that teacher education can make to the quality and effectiveness of the educational experience and wider personal development of the learners, drawing on effective practice.

**II. Objective of The Study**

The objectives of the study are:

1. To find out the differences in the methods of teaching adopted between trained and untrained teachers;
2. To ascertain the differences between trained and untrained teachers and in the techniques of evaluation adopted.

**III. Hypotheses**

The following are the working hypotheses:

**Hypothesis-1:** “Trained teachers have more theoretical and practical knowledge and skills about methods of teaching and evaluation than that of Untrained teachers”.

**Hypothesis-2:** “Trained teachers as different from untrained teachers apply their expertise to the actual classroom teaching-learning process”.

**IV. Methodology**

The survey method was adopted in the proposed investigation in which the relevant facts and information were gathered from trained and untrained teachers serving in the secondary schools both private and government. A preliminary survey to find out the total population of trained and untrained secondary school teachers was conducted. From amongst the population, 200 teachers (100 trained and 100 untrained) were selected as samples of the study through simple random sampling and then the case study of these 200 teachers were made. The data were gathered with the help of a questionnaire to be prepared for the purpose. In addition to this, participant-observation technique was used.

**V. Findings of The Study**

Random collection and analyses of 200 samples of teachers (100 Trained + 100 Untrained) had been done and the data has been classified and summarized primarily on two categories i.e. method of teaching and evaluation. All categories are divided as follows:

**1. Used teaching aids**

The Table 1 shows that types of teachers and used teaching aids. This table indicates that trained teachers used 70% frequently ,25% very frequently and 5% sometimes used teaching aids whereas Untrained teachers used 5% frequently ,60% sometimes and 35% not used teaching aids.

Table 1: Used teaching aids

Teachers	Used teaching aids				Total
	FU	VFU	S	NU	
Trained	70 (70%)	25 (25%)	5 (5%)	Nil	100
Untrained	5 (5%)	Nil	60 (60%)	35 (35%)	100

FU- Frequently used, VFU- Very frequently used, S- Sometimes,

NU- Not used.

**2. Step to be followed before teaching**

The Table 2 shows the types of teachers and step to be followed before teaching. This table indicates that all trained teachers used preparation step whereas untrained teachers 90% presentation and 10% preparation step.

Table2: Step to be followed before teaching.

E- Evaluation, P- Presentation, Pp- Preparation.

**3. Used of scientific methods of teaching more by trained teachers than untrained teachers.**

The Table 3 shows that types of teacher and more

Table 3: Used of scientific methods of teaching more by trained teachers than untrained teachers.

Teachers	Used of scientific methods of teaching more by trained teachers than untrained teachers					Total
	A	HA	U	D	HD	
Trained	15 (15%)	80 (80%)	Nil	5 (5%)	Nil	100
Untrained	5 (5%)	Nil	90 (90%)	5 (5%)	Nil	100

A-Agreed, HA-Highly agreed, U- Undecided, D- Disagreed, HD- Highly disagreed.

Table 4: Conduct classroom tests

Teachers	Conduct classroom tests			Total
	F	S	N	
Trained	100(100%)	Nil	Nil	100
Untrained	70(70%)	30(30%)	Nil	100

F-Frequently,S-Sometimes,N-Not

Teachers	Step to be followed before teaching			Total
	E	P	Pp	
Trained	Nil	Nil	100 (100%)	100
Untrained	Nil	90 (90%)	10 (10%)	100
Trained	100(100%)	Nil	Nil	100
Untrained	70(70%)	30(30%)	Nil	100

trained teachers used scientific method than untrained teachers. The tables indicates that trained teachers 15% agree, 80% highly agree, 5% disagree, undecided and highly disagree is nil whereas untrained teachers 5% agree, 90% undecided, 5% disagree, highly agree and highly disagree is nil.

Table 5: Techniques of examination or Evaluation most used

Teachers	Techniques of Examination or Evaluation most used			Total
	O	P	W	
Trained	80(80%)	10(10%)	10(10%)	100
Untrained	90(90%)	Nil	10(10%)	100

O-Oral, P-Practical, W-Written

Table 6: More trained teachers used modern techniques of evaluation than untrained teachers

Teachers	More trained teachers used modern techniques of evaluation than untrained teachers					Total
	A	HA	U	D	HD	
Trained	10(10%)	90(90%)	Nil	Nil	Nil	100
Untrained	30(30%)	10(10%)	60(60%)	Nil	Nil	100

A-Agreed, HA-Highly agreed, U-Undecided, D-Disagreed, HD-Highly disagreed

#### 4. Conduct classroom tests

The Table 4 shows that the types of teachers and classroom tests. The table indicates that all trained teachers (100%) frequently conduct classroom tests whereas untrained teachers 70% frequently and 30% sometimes.

#### 5. Techniques of examination or Evaluation most used

The Table 5 shows that the types of teachers and techniques of examination or evaluation. The table indicates that trained teachers 80% oral, 10% practical and 10% written whereas untrained 90% oral and 10% written and no practical examination.

#### 6. More trained teachers used modern techniques of evaluation than untrained teachers

The Table 6 shows that the types of teachers and more trained teachers used modern techniques of evaluation than untrained teachers. The table indicates that trained teachers 10% agreed, 90% highly agreed whereas untrained teachers 30% agreed, 10% highly agreed and 60% undecided.

#### VI. Main Findings

1. Maximum trained teachers used teaching aids frequently, some used very frequently and very less used sometimes whereas maximum untrained teachers used teaching aids sometimes, less did not used and very less used very frequently.
2. All the trained teachers used preparation step before teaching whereas untrained teachers used very less preparation step and maximum used presentation step.
3. Maximum trained teachers highly agreed, less agreed and very less disagreed used of scientific methods of teaching more by trained teachers than untrained teachers whereas maximum untrained teachers undecided and very less agree

and disagree.

4. All trained teachers frequently conducted classroom tests whereas maximum untrained teachers conducted frequently and some conducted sometimes.
5. Maximum trained teachers conducted oral and some are both practical and written whereas untrained teachers maximum oral, some written and no practical.
6. Maximum trained teachers highly agree and some agree more trained teachers used modern techniques of evaluation than untrained teachers whereas maximum untrained teachers undecided, some agree and less highly agree.

#### VII. Suggestions

During this research, it found many flaws in education system. Although training plays important role in effectiveness of the teaching and learning process, there is a need of many improvement in education system regarding training program. The following suggestions we suggest for the betterment of the education in private and government secondary schools.

1. There should be continued and pre scheduled in service training system for both private and govt. secondary school teachers.
2. There should be a monitoring system that can evaluate the performance of the teachers in all specific performance areas.
3. Continuous improvement system should be developed that can evaluate the performance of each teachers, through that the improvement of the teachers' performance is evaluated.
4. More teaching aids should be increased/ provided to both private and government secondary schools.
5. Government managed/ arranged training sessions both private and govt. secondary untrained teachers.
6. The policies should be developed by government to recruit qualified and professional teachers.
7. To increase the performance of secondary school teachers, the targets should be assigned to teachers by the head of institutions. After that a control of monitoring system should be implemented for achieving the goals.
8. New teaching methods should be developed, that can increase the educational outcomes. Teachers should be trained on new and advanced standards of education.

#### VIII. Conclusion

From the above study, it was concluded that maximum Trained Teachers used teaching aids frequently than untrained teachers. All trained teachers frequently conducted classroom tests than untrained teachers. More trained teachers used scientific methods of teaching and modern techniques of evaluation than untrained teachers. The performances of trained teachers are better than the performance of untrained teachers who are working in the secondary schools of Imphal East District of Manipur. Therefore, trained teachers are more efficient than their counterparts, i.e. untrained teachers.

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