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## Teaching Proficiency of the Primary School Teacher of Nadia District of West Bengal.

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### Abstract:

*The central concern of the paper is an analysis of the teaching proficiency of primary school teachers of Nadia District of West Bengal. The study explores this theme with the help of numerous primary school teachers, interaction with teachers during they were teaching the students, interaction with the Headmaster of the concerned schools. The aim is to investigate the content for the teaching proficiency of the primary school teachers. The investigator's self-developed instruments with modifications were used to determine teaching proficiency by analyzing 150 primary schools teachers of 32 primary schools. The teaching proficiency needs were identified were 'teaching methods adopted by the primary school teachers', 'computer based teaching method', 'using of micro-teaching in the classroom', 'availability of reward and punishment', 'teaching skills implemented by the teachers during teaching. The analysis and prioritised teaching proficiency provide content and direction for the investigation of the teaching proficiency of the primary school teachers.*

### Introduction:

It is said that education is the backbone of the society. To erect the backbone of the society education is playing a vital role. Education is the weapon which can bring a change in the society. The upliftment of the society is greatly depends on free and compulsory education of children of age of 6-14. In this sense education will play a pivotal role to change the fate of the nations. It means the fate of the nation is built in the early stage of the child. It means primary education plays an important role in laying out the proper foundation for the child's cultural, emotional, intellectual, moral, physical, social and spiritual development. It produces the children with sound and balanced personalities. The development and the progress of a country depend solely on the primary education. In the word of J.P.Naik "The progress of primary is an index of the general and economic development of the country as a whole". D.S.Kothari also said "The destiny of the nation is shaped in her classroom". It is cleared that the fate of the classroom is greatly shaped by the teachers. The role of primary teachers shapes the fate of the nation. A proficient primary teacher can change the fate of the nation.

**Key words:** Teaching, Proficiency, Teaching method, Micro-Teaching, Teaching skills.

**The objectives of the present study were;**

1. To find out the teaching methods adopted by the primary teachers in Nadia District.
  - a. Different teaching methods.
  - b. Most influencing method.
2. To find out the most popularized method adopted by the primary teachers and the reason.

- a. Students' nature during teaching.
3. To find out how much the primary school teachers are aware of the modern teaching method.
  - a. Micro teaching acquainted.
  - b. Showing picture on model.

**Methodology:**

**Population:**

All the primary school teachers of Nadia District is the population of the present study.

**Sample:**

In the present study descriptive survey method was used. Multistage stratified random sampling technique was used to select the sampling technique was used to select the sample of 150 primary school teachers of Nadia District of West Bengal. Out of 18 blocks of Nadia District the study was conducted in the four blocks were taken as the sample of the study.

A survey was conducted by using the questionnaire technique. The subjects that participated in this research included primary school teachers (I-IV) including Headmaster of the selected schools. A total of 150 primary school teachers were administered the questionnaire. The questionnaire were divided into four sections -1.(I-V) had teaching methods,section-2.(VI-XI) had micro-teaching, section-3.(XII-XV)had teaching technology,section-4.(XVI-XX)had the most influencing method.

A two-tier concept attainment test consisting of structured multiple choice questions was used to elicit the alternative conceptions among primary schools teachers. The first tier includes multiple choice items followed by a second tier of fill-in the blanks with proper information for choosing the option as the right answer. The advantage of using this approach is that it considers teachers' reasoning and interpretations behind with specific consideration to the identified alternative conceptions.

The study is divided in two parts. First is constructing tool and second is to find out the teaching proficiency of the teachers of the selected primary schools. The population of the present study is the teachers of the primary schools serving in the Nadia District. The sample to the try out was drawn randomly. The number of the sample was 50 primary school teachers for try-out of the test. The sample for the final administration of the test 150 teachers were selected using random sampling technique. Thus the selected sample was sufficient representative and unbiased of the schools of Nadia District. Out of 150 selected teachers for the study 35 were urban teachers and 115 teachers from rural area, 38 female and 112 were male teachers.

A sample of 150 teachers drawn from schools in Nadia District. The teachers were selected randomly. The selection of the teachers for the sample was from higher, middle and backward localities.

**Selection of sample for the study:**

In 2016-2018 there were 2474 number of primary schools in Nadia District which were run by Nadia District Primary Education Council, West Bengal. These schools were belong to 18 blocks. Grampanchayats under all these blocks were 391. For this study four blocks were selected and from every blocks two grampanchayats were randomly selected. After that two primary schools from every grampanchayat were randomly selected. All these schools were under Government Aided Bengali Medium Schools. Majority of the primary schools are situated in rural area. Some schools are in urban area. So the teachers from rural and urban area use to come to the schools and teach the students. Most of them are acquainted to the rural atmosphere. Some teachers come from rural to urban area, some from urban to rural area.

**Data collection:**

The primary education is considered the basis for the formal education system in which a child gets opportunities to participate and to contribute to the social welfare activities are available to the citizen of the society. The survey in primary education indicates the progress of the society also.

In the proficiency of the teachers the teaching –learning process is very essential. To be proficient a teacher plays a very vital role. One to make teacher proficient in teaching –learning process is identifying the competences needed and developing in them what they are facing lack and strengthening the adequate competencies that they possess through periodical in-service training programme. The

periodical enhancing teaching ability and refining the teacher training programme can be done during supplement of in-service training and school based support programme.

It is considered after receiving the teacher training programme the primary school teachers are appointed to enhancing the teaching proficiency and to make the teaching-learning process more effective. As they teach, they could clearly perceive the proficiency needed for teaching and knowledge, perception which are required in describing teacher training programme. So the present study involves teachers who are proficient.

### DISCUSSION:

The tabulated data are subjected to statistical analysis and the obtained results are examined up to the level of significance. In this light of framed assumptions or hypotheses are tested for either accepted or rejected. The results are discussed keeping in view the inherent facts or factors affecting the results and on the predicting assumptions.

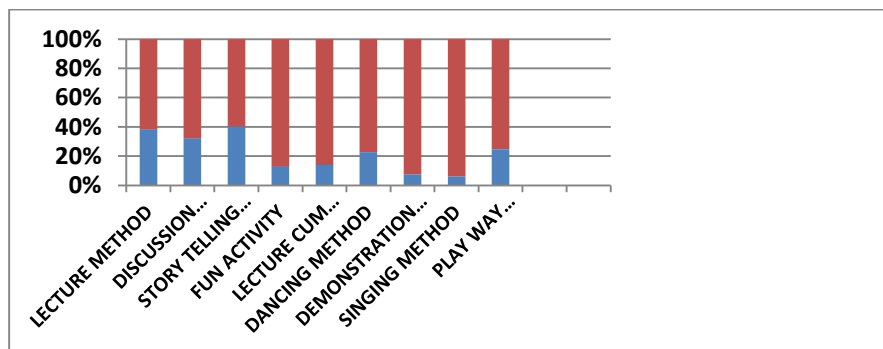
Analysis of data involves selection, ordering and presentation of collected data in such a manner that any interested viewer of the data is able to infer some statistical truths or make some prediction about the variable to be investigated. This includes the section of proper statistical tools and techniques for the analysis of the collected data. Throughout this chapter the collected data are put through a series of statistical procedure with a view to verify the framed questionnaire constructed in the first chapter of the analysis. The data for the analysis in this chapter was collected from 150 primary school teachers.

#### Views of primary school teachers on teaching methods adopted in teaching the students:

Answer of the first question i.e. "what are the teaching methods adopted by the primary school teachers?" is narrated here. To find the answer of this question the teachers were asked to respond through given the questionnaire to know their views on different teaching methods adopted by them. Their responses were analyzed and same has been tabulated in Table.

#### Views of primary school teachers on teaching methods adopted in teaching the students:

Teaching methods	Lecture method	Discussion method	Story telling	Fun activity	Lecture cum discussion	Dancing method	Demonstration method	Singing method	Play way method
Frequency	57	48	60	19	21	34	11	9	37
Percentage	38%	32%	40%	12.67%	14%	22.67%	7.33%	6%	24.67%
Total	150	150	150	150	150	150	150	150	150



#### . Views of primary school teachers on teaching methods adopted in teaching the students:

##### Interpretation:

The forgoing Table indicates that 38% teachers adopt the lecture method, 32% teachers adopt discussion method, 40% teachers adopt story telling method, 12.67% teachers adopt fun activity method, 14% teachers adopt lecture cum discussion method, 22.67% teachers adopt dancing method, 6% teachers

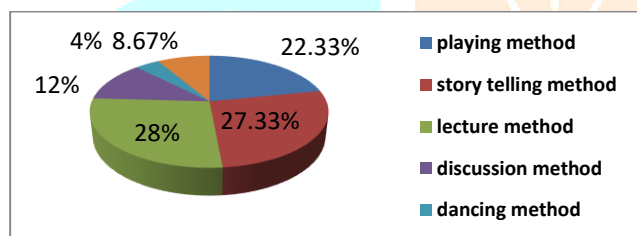
adopt singing method, 24.67% teachers adopt play way method in teaching the students. It is also cleared from the table that lecture method is widely implemented in the higher education level but primary school teachers are using this method. It is seen in the table that some newly invented methods are used in teaching the students such as fun activity, dancing method, singing method, storytelling methods. These methods were unknown before last decade. Playing is the inborn instinct of the children so this method is comprehensively used by the primary school teachers.

#### Views of primary school teachers on the method influencing most the students:

Answer of second sub question i.e. "which teaching method influences the students most?" is discussed here. To find out the answer to this sub question the teachers were asked to respond to question of the questionnaire for the teachers to know about their views about most influencing method adopted by the primary school teachers. Their responses were analyzed and same has been tabulated in Table .

#### . Views of primary school teachers on the method influencing most the students:

Teaching method	Playing method	Story telling method	Lecture method	Discussion method	Dancing method	Fun activity
number	32(150)	41(150)	42(150)	18(150)	6(150)	13(150)
percentage	22.33%	27.33%	28%	12%	4%	8.67%
total	150	150	150	150	150	150



#### Views of primary school teachers on the method influencing most the students:

##### Interpretation:

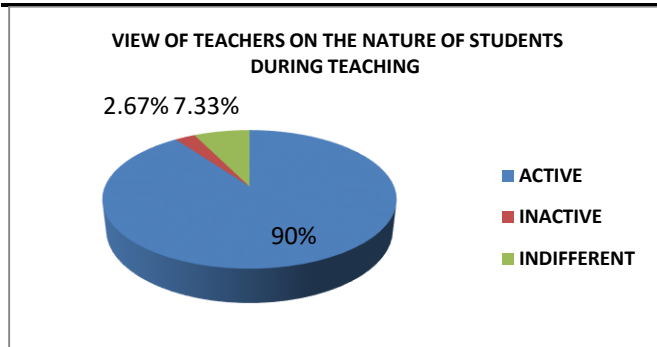
The above Table illustrate that 22.33% primary school teachers thinks that playing method influence the students most, 27.33% teachers thinks storytelling method influences the students most, 28% teachers thinks lecture method influences the students most, 12% teachers thinks discussion method influences the students most, 4% teachers prefer to use the dancing method, 8.67% teachers think fun activity method influence the students most. Generally we know that lecture method is widely used in higher education level. But in this Table we see that 28% teachers use this method in teaching the student. Here we also see that some newly invented methods are used in teaching the primary level students. It is inborn instinct of the child to hear the story from elder. So with taking this instinct some teachers use to teach the students.

#### Views of primary school teachers on the nature of the students during teaching:

Answer of fourth sub question i.e. "What is the nature of the student during teaching?" is narrated here. To find out the answer to this sub question the teachers are requested to answer to Question to know about their views on the nature of the students during teaching. Their responses were analyzed and the same has been tabulated in Table .

#### . Views of primary school teachers on the nature of the students during teaching:

NATURE OF STUDENTS	ACTIVE	INACTIVE	INDIFFERENT	NO ANSWER	TOTAL
NUMBER	135	4	11	0	150
PERCENTAGE	90%	2.67%	7.33%	0%	100%
TOTAL	150	150	150	150	



**Views of primary school teachers on the nature of the students during teaching:**

**Interpretation:**

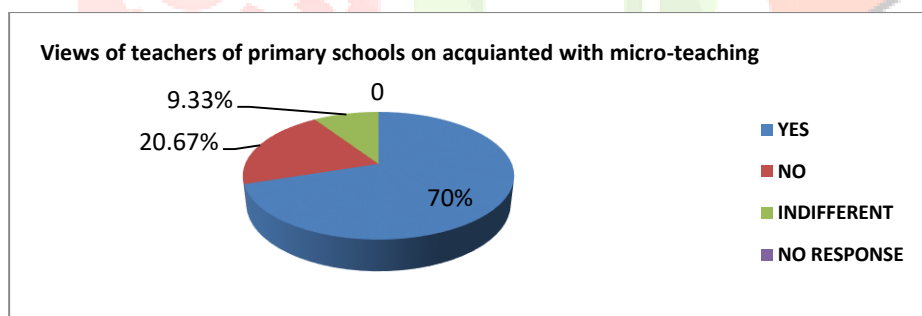
The forgoing Table indicates that 90% of the teachers express their view on active of the students while they teach. And 7.33% of the teachers give their opinions on indifferent during teaching. Only 2.67% of teachers express their opinions on inactive mode of the students while the teachers teach. No teacher remained without any answer. It is cleared from above discussion that maximum students remained active when teach the students. Some students were inactive in their class. It means they cannot suit with the teaching method or classroom environment.

**Views of primary school teachers on acquainted of micro-teaching:**

Answer to the sub question i.e. “Are you acquainted with the micro-teaching?” is discussed here. To find out the answer to this sub question the teachers of selected primary schools are to respond to Question of the Questionnaire Schedule to know about their opinion on acquainted with micro-teaching. Their responses were analyzed and the same has been tabulated in Table.

**Views of primary school teachers on acquainted of micro-teaching:**

RESPONSES OF TEACHERS	YES	NO	INDIFFERENT	NO RESPONSE	TOTAL
NUMBER	105	31	14	0	150
PERCENTAGE	70%	20.67%	9.33%	0%	100%
TOTAL	150	150	150	150	



**. Views of primary school teachers on acquainted of microteaching:**

**Interpretation:**

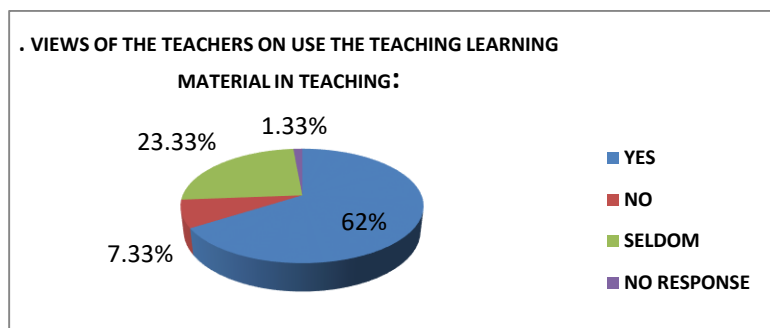
The above Table illustrates that 70% of primary school teachers are acquainted with micro teaching. 20.67% of the teachers are not known with micro teaching. 9.33% of the teachers were indifferent in giving no response. Every teacher of the selected primary schools expresses their opinions. Micro teaching is generally adopted in training session in primary level. So to be proficient in primary level a teacher should be acquainted with micro teaching. But some of teachers are not known to that. Some of them are also not expressing their opinions in the micro teaching.

**Views of the teachers on using Teaching Learning Material (TLM) in teaching:**

The answer of the thirteenth sub question i.e. “ Do you use the TLM During teaching ?” is discussed here. To find out the answer of the sub question the primary school teachers were asked the Question of Questionnaire to respond to know about their opinions on using Teaching Learning Material (TLM) in the teaching process. Their responses were analyzed and the same has been tabulated in Table.

**Views of the teachers on using Teaching Learning Material (TLM) in teaching:**

USE OF TEACHING LEARNING MATERIAL	YES	NO	SELDOM	NO RESPONSE	TOTAL
NUMBER	93(150)	11(150)	35(150)	2(150)	150
PERCENTAGE	62%	7.33%	23.33%	1.33	100%
TOTAL	150	150	150	150	

**Interpretation:**

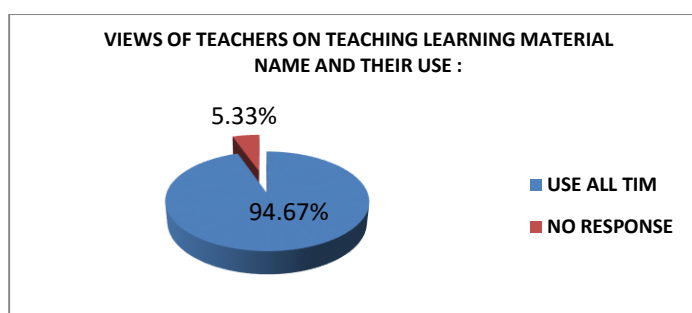
The foregoing Table narrated that 62% of the teachers use the Teaching Learning Material (TLM) in teaching the students. 7.33% of the primary school teachers do not use TLM in teaching the students. 23.33% of the teachers of the selected primary schools do use TLM in teaching the students. About 1.33% of the teachers did not give any response. In training programme the student teachers are taught how to use the TLM in teaching the students. Use of TLM helps the students to appreciate the complex matter. But some school teachers do not use the TLM in teaching.

**Views of teachers on the Teaching Learning Material (TLM) name and their use:**

Answer of the fourteenth sub question i.e. “Which are the following do you use ?” is discussed here. To find out the answer of the sub question the teachers of the selected primary schools were asked to respond to the Question to know about their views on the Teaching Learning Material name and use of them. Their responses were analyzed and the same has been tabulated in the Table.

**Views of teachers on the Teaching Learning Material (TLM) name and their use:**

TEACHERS RESPONSES	ALL TLM USE	NO RESPONSES	TOTAL
NUMBER	142(150)	8(150)	150
PERCENTAGE	94.67%	5.33%	100%
TOTAL	150	150	



## Views of teachers on the Teaching Learning Material(TLM) name and their use:

### Interpretation:

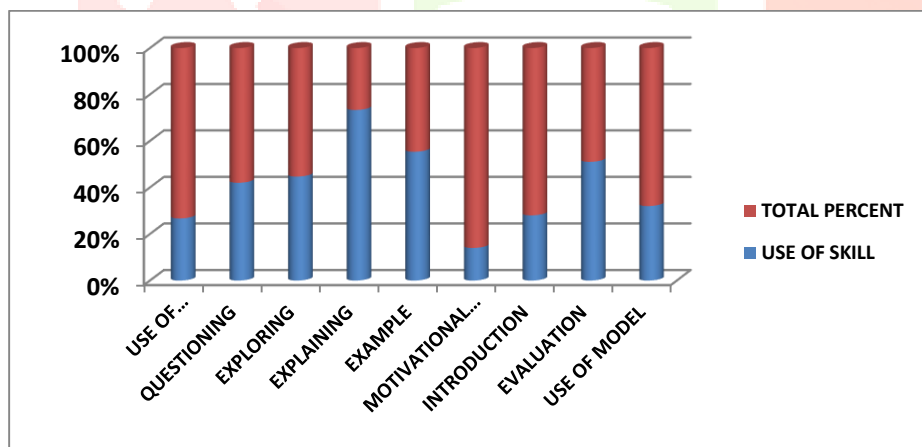
The above Table illustrates that 94.67% of the selected primary school teachers use the Teaching Learning Material when they teach the students. There were some TLMs name chart, model, globe etc. All the teachers are agree in using the TLM in teaching process. Only 5.33% of the teachers did not express their opinions on the use of TLM. It is hoped that using TLM helps the students very much in appreciating the complex subject matter.

### Views of primary school teachers on name of some skills implemented by teachers:

The answer of the fifteenth sub question i.e. “What are the names of teaching skills implemented by teachers ?” is discussed here. To find out the answer to this sub question the selected primary school teachers were asked to respond to Question of the Questionnaire to know about their opinions on name of the teaching skills implemented by the primary school teachers. Their responses were analyzed and the same has been tabulated in the Table..

### Views of primary school teachers on use of teaching model during teaching:

NAME OF TEACHING SKILL	BLACKBOARD USE	QUESTIONING	EXPLORING	EXPLAINING	EXAMPLE	MOTIVATIONAL SKILL	INTRODUCTION	EVALUATION	USE OF MODEL
NUMBER	43	63	67	119	83	21	42	77	48
PERCENTAGE	28.67%	42%	44.67%	73.33%	55.33%	14%	28%	51.33%	32%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%



### Views of primary school teachers on use of teaching skills during teaching:

#### Interpretation:

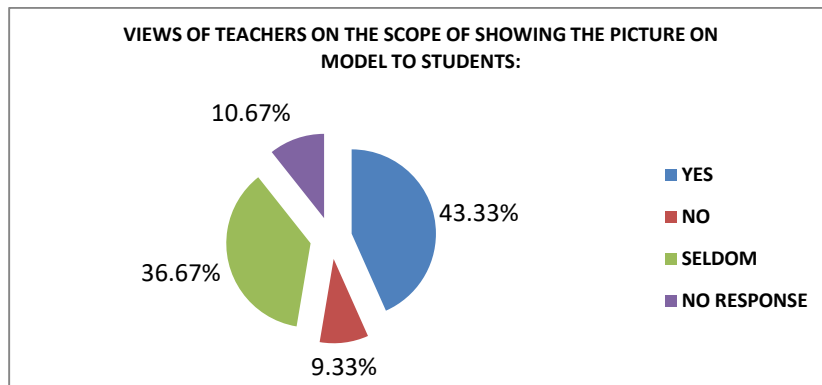
From the above Table it is seen that 28.67% of the teachers use the blackboard as teaching skills. 42% of the teachers use the questioning skill. 44.67% of the teachers use the exploring teaching skill. 73.33% of the teachers use the explaining teaching skill. 55.33% of the teachers use the example teaching skill. 14% of the teachers use the motivational teaching skill. 28% of the teachers use the introduction teaching skill. 51.33% of the teachers use the evaluation teaching skill. 32% of the teachers use the use of model. 8.67% of the teachers use the probing questioning teaching skill. It is cleared from the above table that most of the teachers use the explaining teaching skill. It is also seen probing questioning is used by minimum teachers.

**Views of teachers on the scope of showing the picture on model to students:**

The answer of the 20<sup>th</sup> sub question i.e. "Is there any scope of showing the picture on model to students?" is discussed here. To find out the answer to this sub question the teachers of the selected primary schools were asked to respond to Question of the Questionnaire to know about their views on the scope of showing the picture on the model to students. Their responses were analyzed and the same has been tabulated in Table.

**Views of teachers on the scope of showing the picture on model to students:**

TEACHER RESPONSES	YES	NO	SELDOM	NO RESPONSE	TOTAL
NUMBER	65(150)	14(150)	55(150)	16(150)	150
PERCENTAGE	43.33%	9.33%	36.67%	10.67%	100%
TOTAL	150	150	150	150	

**.Views of teachers on the scope of showing the picture on model to students:****Interpretation:**

The above Table illustrates that 43.33% teachers think that there was a scope of showing picture on model to the students. 9.33% of the teachers think that there was scope of showing picture on the model. 36.67% teachers think that they use the picture on model seldom. About 10.67% of the teachers did not any response on showing picture on the model to students. It is known that if the picture is used on model to show to the students it will be very interesting to achieve the complex subject matter.

**FINDINGS OF THE STUDY:**

1. The teachers of the selected primary schools adopt different types of teaching methods such as lecture method, discussion method, lecture cum discussion method, dancing method, play way method, singing method, storytelling method etc. Storytelling method implemented by most of the teachers (about 40%). Demonstration method adopted by the minimum number of the teachers (7.33%).

2. The teachers of the selected primary school teachers rest on different type of teaching method to influence the students. No teaching method gets the maximum use for influencing the students. Dancing method is used by the minimum teachers.

3. Most of the students are remained active (90%) in the class. Some students are inactive in the class. Students' activity in the classroom is visible here in a huge range. Very few students (2.67%) are inactive in the classroom. It is noticeable that some students are indifferent in the class.

4. It is found that about 70% teachers are acquainted with the microteaching. Few teachers are not acquainted with the microteaching (20.67%). It may be lack of training programme.

5. To make teaching-learning process more effective most of the teachers (62%) use the teaching-learning material(TLM). Some teachers use the TLM seldom. Some teachers do not use TLM in teaching.

6. The teachers of the selected primary schools know about different teaching skills such as use of blackboard, questioning, exploring, explaining, example, evaluation, introduction etc. most of the teachers use explaining skills(73.33%) in wide range. Motivational skill is used by the minimum if the teachers (14%).



7. There is the scope to show the picture on the model. About 43.33% teachers use this type of showing the picture on the model. 9.33% teachers think that there is no scope to show the picture on model.

### **CONCLUSION:**

There are number of variables affecting the teaching proficiency of the primary school teachers. The present study attempts to investigate the impact of the variables such as teaching methods, microteaching, teaching model, teaching skills which were considered to be very important predictors of teaching proficiency of primary school teachers. Since primary school education lays basic foundation on elementary school students and it was assumed that a proficient teacher acquired good communication skill, have efficient reasoning to teach all the elementary school subjects and gets teaching strategies to develop rapport with children and develop in them decent personality. However the results of the present study expressed that there is good proficiency in the teachers of Nadia District. It also revealed that as the level microteaching, teaching methods, teaching skills increase the teaching proficiency in the teachers of primary schools.

The results of the present study expressed that there is a positive relationship between punishment and reward, showing picture on model, microteaching, teaching skills with the teaching proficiency. But there was no significant relationship between gender and teaching proficiency. It was also found that as the teaching proficiency increases the teaching strategy gradually in primary teachers of selected schools. The present study revealed that there was significant relationship between newly invented teaching methods, teaching skills and teaching proficiency of the primary school teachers.

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