



CHAPTER-I
INTRODUCTION

INTRODUCTION

1.0 INTRODUCTION

Education is a process of human enlightenment and empowerment for the achievement of a better and higher quality of life. Sound and effective system of education results in the unfoldment of learner's potentials , enlargement of their competencies and transformations of their interests , attitudes and values.

Education in India has continued to evolve , diversify and extend its reaches to longer number of students from different socio economic status . In addition to provide deeper knowledge and understanding in the subject areas , it is expected to promote teacher's performance and competency. In the Indian way of thinking a human being is a positive asset and a precious national resource which needs to be cherished and developed with tenderness and care.

1.1 Education Commission (1964-66) thus aptly remarked,

“Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of the teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions at work in which they can be fully effective.”

In the entire teaching learning process, the teacher is a powerful agent who can inculcate the democratic ideas of nationhood in children, the future citizens of the nation. High achievements of the students, better school performance, moulding of children into better citizens and exposing them in the arena of growing competition are some of the major issues lying at the hands of the teacher.

A skillful management of the teaching-learning process can only bring about success in justifying these issues, for which the teachers have to become master as well as skillful technicians, particularly in the wake of the fast growing intervention of the information and communication technologies as inputs in the education process, despite their pressures and perils vis-a-vis the traditional practice of schooling. That apart, though

present day teachers are themselves conscious of what is expected of them as teachers in the new social order, they are also concerned with innumerable pressures, tensions and worries about their own status in today's society and proper working conditions in their school environs that often divert and distract them from their real aim as teaching. As a result, by and large, they tend to work mechanically just to receive their salaries as a mere labour force. Their dissatisfaction with the working condition in schools in particular has significant impairing on the quality of their teaching and in turn on the students' performance. This cannot as such be deemed as the hallmark of an effective teacher.

The teacher's competency and capability is then a very important essential input to provide an effective learning environment. It could act as a catalytic agent in the promotion of achievement of learners as well as of teachers . In the context of providing "Quality education for all" environment existing in our institutions and classroom has a crucial role.

1.2 EFFECTIVE TEACHING

It is very difficult to define good teaching. This term is so value-laden that what appears to be good teaching by one person may be considered poor teaching by another, because each one values differently on the process of teaching - its techniques, outcomes or methods. One teacher may run the classroom in an organized, highly structured manner, emphasizing the intellectual content of academic discipline, while another may manage it in a less structured environment, allowing the students much more freedom to choose subject matter and activities that interested them personally. One observer, because of one's personal values in favour of more intellectual attainment as the end of teaching,

may identify the first teacher as a 'good' teacher, while criticizing the second teacher for running "too loose a ship" sheerly to cater for individual interests in the name of education. Another observer may come to the opposite conclusion with respect to which teacher is better; again, because of a different set of values that govern one's choice.

While it remains difficult to agree on what constitutes 'good' teaching, effective teaching can nearly be demonstrated in terms of what is really intended as the outcome of teaching. An effective teacher is able to bring about intended learning outcomes, though the nature of learning be still more important. The two different teachers, as in the example above, may strive for and achieve different outcomes and both be judged effective.

The two critical dimensions of effective teaching are 'intent' and 'achievement'. Without intent, student achievement becomes random and accidental. However, intent is not enough by itself. If students do not achieve their intended learning goals, the teacher cannot be truly effective. Thus, effective teachers may be defined as those who can demonstrate the ability to bring about intended learning outcomes that enable them to achieve the desired results for their students. This, once again, refers to the role performance of teachers vis-a-vis the making of good and effective teachers.

Ryans, puts forth : “Teaching can be effective to the extent the teacher acts in ways that are favourable to the development of basic skills, understandings, work habits, desirable attitude, value judgment and adequate personal adjustment of the pupils”. But such a definition is very general and abstract because a teacher’s role may vary in relation to the characteristics of the pupils, to grade level, and to the field of learning, that is, of the subject matter. For example, an aloof academic teacher might be liked by students who are bright and academically-minded. But such a teacher is not suited to teach those students who need sympathy and understanding about every thing else. Therefore, according to **Ryans**, effective teaching should be relative to three major sets of conditions:

- i) The social or cultural group in which the teacher operates, involves social values which frequently differ from person to person, community to community, culture to culture and time to time.
- ii) The grade level and subject matter taught; and
- iii) Intellectual and personal characteristics of the pupils taught.

According to **Southern** (1974), an effective teacher is the one who has a sense of humour, ability to understand the students and their problems, ability to explain things clearly so that students can easily understand what is being taught, ability to make any subject interesting to learn, ability to control the class, ability to be ready and willing to help students when they need, and ability to be as fair as possible in dealing with students.

The acronym used by **Pritam Singh** (1998) for the teacher spells out certain attributes of an effective teacher such as: T for Temperance; E for Empathy; A for Academic Aristocracy; C for Commitment; H for Humour; E for Ethics; R for Reflection. Although this acronym does suggest some characteristic of a good teacher, it is not comprehensive enough to enliven the teacher to his ground level task of teaching in the classroom.

In the words of **Anderson** (1991), "An effective teacher is the one who quite consistently achieves goals, which, either directly or indirectly, focus on the learning of their students"

Fullan (1990) wanted to understand what it is about such teachers that makes them effective. The knowledge and skills being taught to teachers are linked with what they already know and can do, teachers are encouraged to apply what they have learnt from their in-service experiences in their own classroom; actually, teachers should be encouraged to "*try, evaluate, modify, try again*"

THE NATIONAL POLICY ON EDUCATION (1986) has also rightly stressed the significant role that teachers need play in the improvement of the educational system and in the development and growth of education. The teacher's role is viewed in terms of a mediator, a facilitator and a director of learning; a helper and controller of the learning behaviour of the learner; a dispenser of knowledge; a counsellor; an evaluator of the learner's performance in the academic field; an expert in class management activities; and a link between school, parents, community and society. In fact, this policy perspective gives a very comprehensive operational definition of the role

performance of teachers vis-a-vis what really makes them effective teachers in the context of the new emerging social order and the building of a learning society in this age of global communication and software technology in education and teaching.

1.4 THE CONCEPT OF TEACHERS' PERFORMANCE- PERFORMANCE-

The action or process of performing a task or function is known as performance. There are certain preset known standards of accuracy . Performance is deemed to be the fulfillment of any obligation , in a manner which releases the performer from all the liabilities .

The performance of any teacher or of any person is very important to check or to observe the performance of other related people . If a teacher is competent and his/her performance is upto the level , then the learner present in the classroom will get good learning environment. Competency of a teacher directly influence his/her performance inside and outside of the classroom.

Teachers should be skilled in developing valid pupil grading procedures which use pupil assessments. Grading students is an important part of professional practice for **teachers**. Grading is defined as indicating both a student's level of performance and a **teacher's** valuing of that performance.

1.5 TEACHERS PERFORMANCE-

Teaching field is considered as a professional area nowadays. A behavioural philosophy underlies performance of teacher which manifests the teacher's role in terms of discrete competencies with specific objectives. Trainees are held accountable for demonstrating performance objectives but there is no specified manner or time period for their acquisition. Such flexibility is provided by personalised teaching learning based on learning packs. Each competency is acquired through learning packs comprising an explanation of the competency and its purpose, a behavioural objective, a pretest of proficiency, concepts to be learned, questions to be answered, required learning activities, optional learning activities and a description of the evaluation.

Assessing teachers' performance needed to check certain things which can affect the teaching learning process.

Teacher performance is apparently an umbrella describing a teacher's work performance in various areas of the job. The term 'teacher performance' is a very ambiguous and a differentially defined concept. There is no universally acceptable definition of teacher performance. Thus, various questions arise such as, what constitutes effective teacher performance? What are the characteristics of effective teacher performance? and who can be the ideal model of effective teacher performance? Many times, the terms teacher performance and teacher effectiveness are used synonymously.

Medley (1982) made an attempt to clear the distinction between teacher performance and teacher effectiveness, saying that teacher performance is "*what a teacher does in the job, rather what she or he can do. Teacher performance is specific to the job situation; it depends on the competence of the teacher, context in which the teacher works, and the teacher's ability to apply his or her competencies at any given point in time*" (Milan and Darling, 1990). Further, reached" effectiveness is "the effect that the teacher's performance has on pupils. Teacher effectiveness depends not only on competence and performance but also on the responses pupils make."

Teacher performance, thus, implies what a teacher does on the job, the ability to apply his/her competence to his task, at any given point of time. Teacher effectiveness includes both teacher performance and its effect on pupils, while on the job.

Biddle (1964) says, one or more abilities of a teacher to produce agreed upon educational effects and teachers behaviour to achieve educational goals constitute teacher effectiveness; and to **Gage ^ (1972)**, teacher effectiveness is a teacher's effect to bring about a set of changes in the pupils' behaviour, under his charge. According to **Flanders and Simion (1969)**, teacher'^ effectiveness is an area of research which is concerned with the relationship between the characteristics of teachers, teaching acts and their effects on the educational outcomes of classroom teaching.

Somers and Southern (1974) maintained that the identification of the effective teachers has been approached mainly through two avenues subjective evaluation and

objective evaluation. The former measures, that is, of subjective evaluation are based upon the recommendations of the teacher, and upon the judgments of the members of the school administration while the latter, objective evaluation, is concerned with the training and experience of teachers. The performance of teaching may be gauged on the basis of identifying their effective behavior.

1. **ROLE ANALYSIS** — Observing what teachers actually do.
2. **THEORITICAL MODEL ANALYSIS** — Assumes certain teacher behaviors.
3. **NEEDS ASSESSMENT** — Considers what teachers ought to do to meet their students' needs.
4. **COURSE TRANSLATION**— Considers what teachers should do during the transition from traditional teacher training.

1.7 CONCEPT OF ELEMENTARY TEACHERS-

Elementary school encompasses a wide range of grade levels. In some regions, it includes kindergarten through eighth grade. In other areas, it goes through the fifth grade, and sixth, seventh and eighth grades are considered middle school. Elementary school teachers interact with students of vastly different age groups, from the early ages of five or six, to the cusp of adolescence at 11 or 12.

Students in elementary schools are all at different phases of development, and their needs vary greatly. However, most elementary school teachers focus on a specific grade level, teaching one class of students who are around the same age. In fact, some states require teachers to be certified to teach a particular grade.

Elementary school teachers usually have one class and they teach their students several different subjects. The curriculum is usually structured around the fundamental subjects of mathematics, science, social studies, language arts, music, art and reading. The exact structure and pedagogy can vary from school to school, but for the most part, elementary school focuses on building the foundation for a well-rounded education overseen by teachers who follow students closely through their development. Elementary school teachers are expected to be very hands-on, creating fun and enthusiastic atmospheres within their classrooms and adapting to meet the needs of their students.

From the historical point of view, the term competency is not new, Killney (1952) used the term in his study, "The measurement of Good Teacher." Although educators have referred to competencies over two decades, still there is lack of agreement among educators to what constitutes competencies and how to describe them, according to Butlar (1978) "To some educators. competency is seen as the application of knowledge; to others maintain that knowledge and skills constitute separate competencies. Some equate competencies with behavioral objectives; others see competencies as more global and general in concept. Some hold that competency like a behavioral objective, demands a very specific set of knowledge, while others state that competencies address only broad process skills that are essentially content and knowledge free. Some claim that only directly measurable performance comprises competency; while others maintained that unexpected and unmeasurable learning outcomes are included in the concept of competency". according to Flanders (1970), teacher effectiveness is an area of research which is concerned with relationship between the characteristics of teachers, teaching activities and their effects on the educational outcomes of classroom teaching. There is no clear-cut definitions of competency. The opinions are so different among teacher educators, and administrators, that each person can be said to have been using his own definition. On the other hand the ambiguities may arise due to lack of interest, adaptability, determination and the initiatives taken by the education ICT. There are always been a quest for quality-education which let a set of competent teachers to translate the national objectives into action in the classrooms. Questions automatically arise as to what this competency means and how it could be generated in the teachers ? This questions has attracted the attention of teachers*administrators, researchers and others, who are interested in the quality of education since several decades as it is directly related with the quality of education as well as the qualities of teachers.

A teachers must have to be competent in his/her specialized area. The competency of any teacher to deal with the teaching learning process must be very well developed as it directly influence the learning of the student.

Competency is the ability of an individual to perform a job properly. It is a combination of personal knowledge, ability, skill, attitude, values, motivation, belief,

experience and behavior used to improve performance or quality of being adequately or well qualified for the professional advantage, to incur the development according to the required purposes or specific role.

Teachers competencies are the requirements of a competency based teacher education, which includes knowledge, ability, skill, attitude, and behaviour of the development of students in every aspect according to the required purposes.

Dictionary of Education defines a teacher as *“A person who has completed a professional curriculum in a teacher education institution and whose training has been organized by the award of appropriate teaching certificate and a person who instructs others.”*

The teacher’s task is related to our perception of education. The process of education keeps on changing according to the contemporary demands and needs of the society. Therefore, the present teacher has to play different roles, and he has to be a competent professional, a skilled teacher. He is always expected to be an effective communicator, a designer and user of learning resources, a learning facilitator and an active participant in community life. A teacher in our society today is called upon to do a variety of things viz. -

- > Organize learning resources.
- > Conduct interactive classroom teaching.
- > Cater to special needs of disabled children.
- > Organize and guide a variety of co-curricular activities.
- > Train students in problem-solving, develop in them qualities of democratic citizenship and promote environmental consciousness.
- > Organize and participate in programmes of community service and development.

Contrary to the ancient times, the role of the teacher at present is not only to train and discipline the child’s mind but also to create a classroom environment conducive for a smooth and successful teaching learning process. Whereas in the past children used to attend the school with the major objective of acquiring knowledge in different subjects, the modern era demands, as much as possible, practical uses of the gained knowledge. Therefore, the quality of education today is largely based on the application of ability to transfer the acquired knowledge to cope with problems. Masses are attending regular

schools and hence, large sized classrooms are increasing day by day, together with advanced educational and instructional technology as well as improved teaching strategies.

According to **Barr** (1952), it is customary to think of the teacher as -

- > A director of learning
- > As a friend or counselor of pupils
- > As a member of a group of professional workers
- > As a citizen participating in various community activities -
local, state, national and international.

1.9 TEACHER PERFORMANCE RELEVANT TO TEACHING - LEARNING-

"Good teachers show a balance of qualities-continuous growth for excellence, readiness for guidance; set high value standards so that they can equip the children wisely and effectively; they are purposeful whose energies and values are organized and focused on their teaching work; they are thinkers and constructive workers with intellectual bent for achievements; they warm up the students, appreciate their efforts and encourage them to work harder; they have a hunger for vividness, for wholeness and completeness in their ideas; they are sensitive and responsive, they have a conscience, are patient and persistently curious. " (Sheela Mangla, 2001)

1.10 TEACHERS' OTHER COMPETENCE-

Besides, these effective behaviours, a teacher should have mastery over the subject matter which he/she teaches; possess communication skills; possess good academic record; and have knowledge of the developmental process that takes place in a student. A teacher who has these qualities and exhibits such effective behaviours is likely to exhibit an effective teacher performance.

1.11 EVALUATING TEACHER PERFORMANCE-

Performance of a teacher can be evaluated by

- a) The Principal

- b) The Students
- c) Colleagues
- d) Administrators
- e) Parents of their students
- f) The researches conducted
- g) An external observer or an expert
- h) Self-Evaluation by teachers themselves

1.12 SELF EVALUATION OF TEACHER PERFORMANCE-

Each type of the evaluator mentioned above might give a different pattern or perspective of teacher performance. However, to evaluate teacher performance, the researcher preferred to depend upon teacher's own evaluation of their performance and thus chose to measure teacher performance as perceived by teachers themselves specially for four reasons, which are as follows.

1. It will enable the researcher to understand how a teacher perceives his/her own performance;

2. The other key terms of the study as felt by a teacher are likely to influence his/her teacher performance more directly rather than his/her student's perception of teacher performance;

3. The other Competencies of a teacher would be rated by teacher himself/herself as among the variables of the study, perceived by the teacher himself/herself; and

4. That the prior studies do not indicate any uniform and consistent findings on this issue.

5. **Balachandran** (1981) revealed that though student's rating and self-rating of teacher effectiveness were positively and significantly related, yet self-rating was significantly higher than the students' rating. However, on the other hand, **D'silva** (1987, 1994) revealed that students' rating of teacher performance is higher than teachers self rating.

1.13 THE PROFESSION OF TEACHING-

Teaching is the most arduous and complex profession in our society, and also a important job. Yet teachers are often overworked, underpaid and under-appreciated.

There is a common bond which unites all teachers, i.e. the desire to help students reach their maximum potentials as human beings. When we achieve this goal, when we see students grow as a result of our teaching, we know that all the training and hardwork have been worth the effort. Thus, teaching is a behaviour, an organized set of cognitive acts or operations of teaching, both overt and covert, organized logically and meaningfully. It has a configuration, which can be analyzed, reasoned out, described, explained and changed for improvement. These behaviours can be systematically and hierarchically arranged in categories called taxonomy, ^pne effectiveness of teaching is the competence of a teacher, the attributes of instructional process and the teacher impact on pupil behaviour. The growth of all these dimensions of this broad and diverse discipline of teacher education is, like any other discipline, extensive research savvy, in search of what really contributes to effective teaching.

1.13.1 SELF-EVALUATION

“Self-Evaluation of Teacher Performance Scale ”

A standardized tool of NCERT known as PINDICS (Performance Indicators) is very effective in Self Evaluation of the teachers performance.

1.14 NEED AND SIGNIFICANCE OF STUDY-

Performance assessments that measure what actually teachers do in the classrooms, and which have been found to be related to teacher effectiveness , are a much more potent tool for evaluating teachers ‘ competence and readiness , as well as for supporting needed changes in teacher education.

A standards based approach to assessing the teachers was initially developed and made systematic through the work of the “National Board for Professional Teaching Standards”.

The significance of the present study is to highlight the standards on which a teacher can work and let himself/herself to develop as a professional . By doing so a teacher can not only enhance the teaching learning process but the overall enhancement of Quality education can be done . The objective of the present study in teacher education and training is to impart an adequate knowledge of the subject matter and to develop a good command of the subject knowledge . To provide training to the teacher so as to

... prospective teacher with necessary pedagogic skills . To develop a skill to stimulate experience in the taught , under an artificially created environment , less with material resources and more with by the creation of an emotional atmosphere . The teacher should develop a capacity to do , observe , infer and to generalize. Enabling the teacher to acquire understanding child psychology . To develop proper attitudes towards teaching To maximize the achievements from both the material and human resources . To develop self confidence in the teachers , Adjustment with the physical conditions , healthy adjustment with the social conditions . To enable teacher to make proper use of instructional facilities . To enable the teachers to understand the significance of individual differences of child and to take appropriate steps for their optimum development .

1.15 STATEMENT OF THE PROBLEM-

A Comparative study of the performance of Elementary teachers of different denominations.

1.16 OPERATIONAL DEFINITION OF TERMS-

In the present study, a few terms, like the following, have been used for their specific meaning vis-a-vis the investigation :

1.16.1 TEACHER PERFORMANCE-

Teacher performance is defined as the extent of teacher's mastery over the subject matter, his/her desirable personal qualities conducive to the profession (like confidence, regularity, punctuality and emotional resilience), relationship with student and colleagues, communication skills, planning and preparation and task orientation, as measured by Self-Evaluation Teacher Performance Scale.

1.16.2 ELEMENTARY TEACHERS-

The teachers who are teaching from Std I to Std VIII are known as Elementary teachers.

1.16.3 PINDICS-

Performance Indicators are the standards on which the teacher assess himself/herself.

1.16.4 DIFFERENT DENOMINATIONS-

Different denominations of the schools means the schools having different environment ,curriculum , teaching learning process and the selection of learners also. The performance of teachers depends upon the working area in which they are teaching. So the teachers working in schools of different denominations have variation in their performance.

1.17 OBJECTIVES OF THE STUDY-

Briefly stated, the objectives of the study would be :

1. To study the performance of Elementary teachers of Kendriya Vidyalaya .
2. To study the performance of Elementary teachers of Jawahar Navodaya Vidyalaya
3. To study the performance of Elementary teachers of Demonstration Public school.
4. To study the performance of Elementary teachers of Public school.
5. To compare the performance of Elementary teachers of K.V , J.N.V , D.M.S and Public school.

1.18 RESEARCH QUESTIONS-

- 1 On the basis of the objectives formulated , the following research questions are designed-
 1. Is the performance of Elementary teachers of Kendriya Vidyalaya Satisfactory .
 2. Is the performance of Elementary teachers of Jawahar Navodaya Vidyalaya satisfactory.
 3. Is the performance of Elementary teachers of Demonstration Multipurpose school Satisfactory .
 4. Is the performance of performance of Elementary teachers of Public school.satisfactory .
 5. Is there any comparison in performance of K.V , D.M.S , J.N.V and Public school .

- 1) DETERMINATIONS OF THE STUDY
- 1 Study is confined to Bhopal district only.
 - 2 Study is conducted on Elementary teachers only.
 - 3 Study is confined to K.V , J.N.V , D.M.S and Public school only.
 - 4 Study is confined to teachers and their Self Assessment only.
 - 5 Study is based on the self assessment of teachers.