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Study of Teacher Effectiveness for Classroom Transaction with Constructivist in Secondary School

ORIGINAL ARTICLE



Author

Praween Singh Kushwaha,
Assistant Professor
Sahdeo Chandravansi B.Ed College,
Bishrampur, Jharkhand, INDIA

Abstract

The study attempts to self intelligence and creativity of secondary school teachers relation to gender and type of school. The sample for the study consisted of 200 secondary school teacher of Garhwa District of Jharkhand. The finding of the study revealed that there is significant difference in teacher intelligence and creativity of male and female secondary school teacher. There is significant difference in intelligence creativity of male and female secondary school teacher, female teacher being more intelligent and creative as compare to male teachers both in case Government and private school. The result also show that male teacher of private secondary schools are more creative than female teacher but not in case of Government and secondary schools. The private school teacher more creative than Government teacher.

Key Words

Self Intelligence, Creativity, Interesting, Classroom Transaction, Secondary School, Constructivism.

Introduction

The strength of an educational system largely depends upon the quality of its teachers. Teacher's performance is the most crucial input in the field of education. However lofty the aims, however modern and abundant the equipment, the effective administration, whatever policies may be laid down in the ultimate analysis there have to be interpreted and implemented by teachers. The net outcome would be futile in absence of a corps of competent teachers. In the absence of an effective teacher all these will prove anfractuous so far as pupils learning are concerned.

The Directorate principles of state education policy embodied in Article 45 of the Indian Constitution state that "the state shall endeavour to provide within a period of ten years from the commencement of the constitution for free and compulsory education for all children until they complete the age of fourteen years".

Teachers are the most important input of any educational system. Particularly in the secondary education. They have a very important role to play in all the respects of secondary education i.e. enrollment, retention and enhancing learning achievement of the secondary school students. The secondary teachers should be effective and must have proficiency in teaching the very young students.

The competency of secondary teachers effects the quality of secondary education.

Teachers are responsible to maintain a healthy balance among demands of modern society. He/She has to help in socialization of the children, as well as prepare them for the type of modernizing society that is before him. He/She has also to take due note all the demands of the future society and assume the responsibility of developing proper values, attitudes and skills among children. In future, only tactful, resourceful, highly educated and disciplined persons who can cope with changing situation will be able to function effectively. Hence, the role of the teacher is to socialize, judge, select and classify the students, promote equality of opportunity, impart training in democracy or indoctrinate the pupils, and make them sensitive to the needs and expectations of the modernizing society of the future. The society has undergone drastic and dynamic change in various fields of its activities. The noblest of all, is the building of the little minds for the destiny of the nations. It can be achieved only by the teachers to the needed resolution in teaching and lay foundations for their future growth. The teacher is the magnet, the pupils are the magnetic substance and the school is magnetic field. Teacher must posses the requisite training and technical know-how required to discharge his duties.

The progress of the nation, directly or indirectly depends on the quality of teachers. By improving the quality of teaching the teacher attempts to change the behaviour of students along with the intended direction, trains them for good habit and social conduct, helps in development of the personality. In this connections the Education Commission (1966) remarked

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

Review of related Literature

Intelligence and creativity are studied with teacher effectiveness and teaching competence. Creativity and intelligence take jointly are better predictor of teacher effectiveness (Elvain et.al. 2017, S.nair 2019, Singh 2019, Gurdeep 2020, Kaur and Mittal 2020, Kanda 2021, Chadha & Sen,2021, G.Jain 2022)

Needs of Study

The useful the effectiveness of the teacher of the education system largely depends upon active, resourceful competent and effective teacher. One can say that teacher effectiveness is the capability of teacher to teach in such a manner that he get success through self intelligence and creativity and he can changed student behavior.

Objectives of Study

1. The objectives of the study are as follow: To study a teacher use of the self intelligence and creativity for interesting classroom transaction in secondary school.
2. To study a teacher use of the self intelligence and creativity for interesting classroom transaction in secondary school in relation to type of school.
3. To study the relationship between self intelligence and creativity for interesting classroom transaction in secondary school.

Hypothesis of the Study

The Hypothesis formulated for the study are:

1. There will be significant difference between male and female secondary school teachers use of

self intelligence and creativity for interesting classroom transaction.

2. There will be significant difference between Government and private secondary school teachers use of self intelligence and creativity for interesting classroom transaction.
3. There will be significant relationship between use of self intelligence and creativity for interesting classroom transaction.

Research Methodology

Sample

A total of 10 secondary school were selected for the purpose of the study. From these schools all the who taught the 9th &10th classes were selected for participation in the research. In 120 secondary school teacher from 10 secondary schools 200 teachers are represent of approx 2300 teachers of 13 blocks in Garhwa district of Jharkhand were included in the sample.

Tool used

Teacher intelligence tests scale by Kumar and Mutha (1999). The standered general progressive matrixess and divergent production abilities by Sharma (2006) were administered individually for collection of data.

Attitude of Teachers

Attitude have been defined as ideas with emotional content, important beliefs, prejudices, biases, predispositions, appreciations, and as states of readiness or set. Allport has defined an attitude as a “mental and rural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects with which it is related”. Attitude as an internalized counter part of an external object, representing the individuals subjective tendencies to act towards that object.

Interest of Teachers

A man’s day-to-day life is shaped by his interest and attitudes. His day-to-day relations with other member of the society, his educational and vocational adjustment, his attitudes and values depend upon his interest.

Classroom Transaction

The education commission, 1964-66 in the opening sentence of its report rightly says, “The destiny of India is being shaped in her classrooms.” In fact, classrooms are the places where the future citizens of the country are trained, educated and enabled to meet the new challenges and to face the changing situations in their life. Classroom climate determines to a great extent the effectiveness of the teaching-learning process on the one hand and the social and character building process on the other.

A class is an organization of students who have assembled for the main purpose of being educated. Like any other organization, it has to be directed and controlled in order to achieve its objectives efficiently. Improving the class-room is an important function of the teacher.

An effective teacher is not only the master of his subject, but also the master of his classroom situations. The effectiveness of class management can be judged by the effectiveness of the teaching-learning process. The effectiveness of this process depends on the efficiency and competency with which it has been organised and the quantity and quality of learning that has taken place in the learners. Teachers play an important role in improving the class-room teaching-learning process, intervention, eliminate, control and human relations. The qualities of their head, heart and hand influence classroom atmosphere and transaction ensuring desired effectiveness. It is rightly said that ordinary teachers

speak, average teachers explain, good teachers demonstrate and outstanding teachers inspire. Cain (1992) found that children learned better when they received a good deal of support from the teacher in each stage of learning. Alexander (1995), evidences the classroom transaction pattern by setting tasks, questioning editing and feedback within the task, time and task framework for promoting children's understanding.

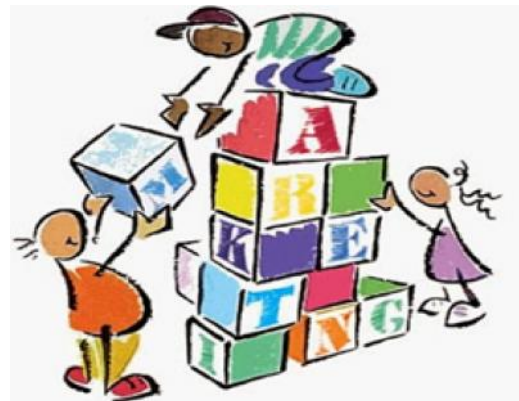
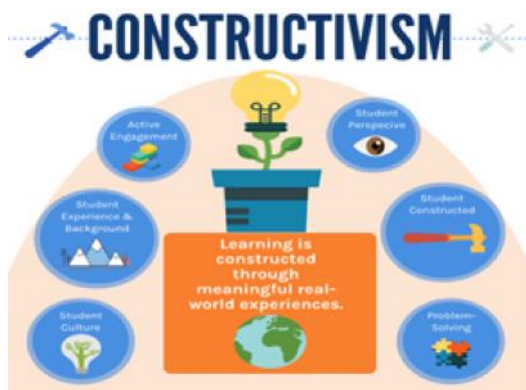
Teaching

Teaching ability is largely innate and the born teacher owes little to training. But it is not possible to be an innate teacher for everyone. So a teacher who does not have the innate quality can improve his teaching skills through training and will improve the class-room transaction. Teaching should be always proceed from known to unknown, simple to complex, concrete to abstract, particular to general, analysis to synthesis, empirical to national, psychological to logical. Teaching tries for all round growth and development in cognitive, affective and psychomotor domain. In teaching importance is attached to social descriptive as well as classroom discipline in a democratic way. Teaching is an intimate contact between a more matured personality of a less matured one which is designed to further the education of the later.

Constructivism



- Constructivism is a learning theory that states that the people learn by actively constructing their own knowledge, based on prior knowledge.
- Constructivist learning is a process of active construction and transformation of knowledge.
- Its encourage thoughtful reflection on experience. Constructivism provides a new theory of learning and also a new theory of teaching.
- It also provides a major shift from teacher centered instruction towards learner-centered instruction.
- It emphasizes joyful learning and knowledge construction in the classroom.



Finding of the Study

Following are the important finding of the study:

1. There is a significant difference in the use of self intelligence and creativity for interesting classroom transaction of Government and private secondary school.
2. There is no significant difference between male and female secondary school teachers use of self intelligence and creativity.
3. There is significant difference in general intelligence of Government and private secondary school.
4. There is no significant difference between male and female secondary school teachers use of self intelligence and creativity.
5. There is no significant difference between male and female secondary school teachers use of creativity.
6. There is significant difference in creativity among Government and private secondary school teachers. Government secondary school teachers are more creative than private secondary school teachers.

Conclusion

The finding of the present study conducted by Singh (1987) that there was no significant difference in male and female teacher in their teacher effectiveness. Further Krishnan and Singh (1994) concluded the main effect of the sex of the teacher of the other effectiveness was significant. There was no significant difference between male and female teacher in respect of dimension of teacher efficacy (Sridhar and Badel 2007). Kagathala (2002) has also reported that sex of the teacher does not affect the teacher effectiveness while type of management has significant impact on teacher effectiveness (Roul 2007). Karla (2010) and (Sidhi 2010) concluded that there was no significant difference between male and female teachers in their teacher effectiveness.

Recommendations

The result of the present study shows that Government secondary school teachers are more effective and compared to private school teachers, Government secondary school teachers recruited on the basis of merit and teacher eligibility test is being implemented to reference to right to education. Hence policies of characteristics that can contribute towards effecting teaching among private schools should be mentioned as well as recognised by the private authorities also. Teacher effectiveness also depends upon minority benefits show private schools should enhance salaries of teacher and should be given on time. For increase teacher effectiveness of private school teachers, there should be change in managerial ideology, a good level of personal relationship and democratic school environment should be provided. Government should take opportunities step for securing, nurturing and retraining professional teacher, with ultimate goal of keeping their position in education to deliver good in effective manner.

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