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CHAPTER I

The teaching process is inherent to society. There has been a vast change in the quality of this activity since the beginning of the human race. According to the changes in the process, the inter-relationships of the participants in this program have also changed. The teacher is considered as the kingpin of the whole process. In the olden days, he was the most venerated person in society. Even in the early twentieth century the teacher was a venerated member of society. It is in the later period of the twentieth century that the teaching profession is losing the exalted status in society and has to face severe criticism. It is not that other professions are not having similar deficiencies, but they do not come in for such critical appraisal. The expectations from the teachers work are more articulate and so they come in for freer criticism. The aim of educational research is now oriented in identifying the lacunae in the educational system and to try and find solutions for it. The New Education Policy is one of the concrete steps in this direction.

One of the major projects of the New Education Policy is the special training programs and refresher courses organised for teachers. These plans have been proposed on the consideration that it is the existing group of teachers who are in need of immediate attention. They are already in
service and will remain so for a considerable period too. They come into contact with the new generations year to year. The deficiencies of their work will be reflected in the development of the children. So it is logical to start the improvement programs with these groups of teachers. The newer generation of teachers have the benefit of the modified pattern of training. So we can expect them to be better able to carry out their responsibilities because there will be no handicap of previous training or habit. All this has been planned on the basis of the importance of the teacher.

The National Policy on Education 1986(1) states:

"The status of the teacher reflects the socio-cultural ethos of a society. It is said that no people can rise above the level of its teachers. The Government and the community should endeavour to create conditions which will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of the community".

The above statement shows that the teacher is considered not only important in the educational field but also for society. If we look back on the history of the world, we find that the teacher has held a very high, in fact, in

many periods of time, the highest place in the hierarchy of societal status. He has always been the instrument of change. Every change and progress in society has been either the direct result or the final result of the impact of the teacher on the pupils. Naturally whenever we think of any consideration of society and any implications in the context we are consciously or unconsciously considering the effect of the work of the teacher.

The conduct of a society depends on the way the members of that society carry out their responsibility. These members have been made fit to carry out their responsibilities and the manner of its execution is only the result of their education. Education is the result of the teachers' efforts. Thus the teacher is the kingpin of society. The teacher's work is considered the main spring which regulates and controls society in all its manifestations. In essence we can assume that the work of the teacher is very important for the welfare and progress of society.

There are many ways in which any work can be performed. But all these ways do not necessarily have the same success. Some ways are the path to quicker and better results while others sometimes do not lead to the desired goals. This can be taken to be the efficiency we associate with any
human activity. The teachers' activity of teaching being so important, the quality of his work, i.e. efficiency is a very important factor of educational planning. Educational planning involves not only the decisions regarding educational aims and its various components, but one of the main concerns is the training of teachers. The training of teachers involves the development and practice of qualities required for the efficient work of the teacher. The knowledge explosion and the variations in the pupil population from generation to generation requires certain modifications in the quality of performance of the teacher's work. It is this quality in the teacher which enables a teacher to be consistent in the quality of development of the pupils taught by him/her. In simple words we can say that the efficiency of a teacher must be maintained. There cannot be any laxness in the quality of the work of the teacher. Naturally when we want to analyse the shortcomings of any educational enterprise our first point of investigation is the efficiency of the teacher.

Efficiency is the ratio of output to input. In relation to the teacher's work efficiency is considered to be the quality and quantity of acquisition of knowledge in the pupils. The measure of this acquisition of knowledge of the pupils is generally taken as the performance of the pupils in the public examinations. There are many factors
affecting the performance of pupils in examinations, so a more reliable measure has now been conceived and has been proposed for measurement of efficiency. The quality and level of certain characteristics in the teacher have been identified as being associated with teaching efficiency. This has enabled researchers to measure the efficiency of teachers. In fact, most of the work in the field of research on teaching efficiency has been conducted for construction of tests for measuring teaching efficiency on the basis of such characteristics. Jayamma (1962), Prasad (1970), Debnath (1971) are people who conducted researches related to teaching efficiency and the main results of their work are discussed in Chapter II.

Measurement of efficiency alone cannot give a clue to where remedial measures are needed. The factors involved in the establishment and continuation of efficiency have to be identified. The nature of these factors can tell us where remedial measures have to be introduced.

Besides the training given to teachers for ensuring efficiency there are two other factors which contribute both to efficiency and the maintenance of continued efficiency. One of these is Teaching Aptitude and the other the experience of the teacher. Aptitude has been defined by
"Aptitude may be defined as the potential to master a specific series of skills". (2)

"An aptitude may be defined as a person's capacity or hypothetical potential for acquisition of a certain more or less well defined pattern of behaviour involved in the performance of a task with respect to which the individual has had little or no training". (3)

Thus aptitude tells us whether the teacher has the innate qualities for teaching. This aptitude ensures that with proper training efficiency will be ensured. In fact the latest pattern of B.Ed. entrance examination has been changed to include measurement of aptitude of teacher trainees. The efficiency of our future teachers in regard to aptitude is assured. But the teachers selected for training till now and those who are actually in the profession have not been tested for teaching aptitude. Thus a study of the teaching aptitude of these teachers can tell us whether there is scope for better efficiency in the teacher or not. For, if the inherent quality of aptitude is not present, then any amount of training cannot give the full desired result.

The other factor viz. experience is effective in relation to efficiency as the effect of practice. With practice all the initial fumblings and indecisions are smoothened out. By repeating an activity the method of performance generally improves, i.e. the worker becomes

(2) Mitzel, H.E., (Ed. in Chief), Encyclopedia of Educational Research, p. 413.
(3) Harris, C.W., "Encyclopedia of Educational Research".
more efficient. Naturally it would be expected that an experienced teacher would be more efficient than a less experienced one. Hence when we try to estimate the quality of efficiency of teacher the factor of experience can also be an indicator of the manner and kind of remedy to be applied.

Most of researches till now have been conducted on either various attitudes of teachers or on teacher trainees. The studies on qualities of teachers in service have been few in relation to efficiency. Today the teaching profession is in a sad state, the teacher, the taught and the society are all dissatisfied. One of the first factors that comes to mind is to investigate the quality of the teacher's work. Various agencies have organised special short term and long term refresher and special training courses for all secondary level teachers. A study of their aptitude and efficiency can tell us whether we have been successful in these endeavours and how far we have achieved our target. Actually remedial measures are needed more for the teachers already active in the profession. So the present work has been conceived to study the teaching aptitude and efficiency of teachers active in the profession.

When we look back to the selection of teachers in the olden days and in fact in the earlier twentieth century
we rarely come across the comment that a teacher is inefficient. One of the reasons for this is that teaching was a highly selective profession of a choice. Only those people with a genuine dedication and love for teaching came into the profession. This love and dedication can be understood as owing, at least to a large extent, to the existence of teaching aptitude in the teachers. Another reason for having only efficient teachers was that education was restricted to a few and not universal as it is now. Students and their guardians were also selective to the type and level of education. Education was not free or compulsory for all. Thus we had more ideal conditions. Today our democratic attitude has widened the scope of pupils accepted for education. This is turn has increased the number of teachers needed. In addition the increasing industrialisation and vocationalisation trends in society have given a different slant to the quality of work of the teachers. Initially the teacher's work emphasis was on the academic aspect of the subject. It is now oriented towards the more practical application of the subject. Naturally the teacher who was efficient 20 years back will not be efficient in today's circumstances. This circumstance can be adjusted to if the teachers have the quality of adaptability to changing circumstances. The refresher programs, special training programs all help the teacher to be aware of the changes
that are being implemented and also how to adopt to them. So a study of the efficiency of the teachers of various experience groups can indicate how they have responded to the training programs.

SELECTION OF THE PROBLEM

The above consideration point out that the first area to be investigated in the field of Education is research related to teachers. In trying to find out the quality of the result of the teachers' work the three basic factors that seem to have priority are teaching efficiency, teaching aptitude and experience. In the present study these three factors have been chosen for investigation. The teachers selected are from Higher Secondary colleges. The title of the project is as given below:

STATEMENT OF THE PROBLEM

"A STUDY OF THE TEACHING EFFICIENCY AND TEACHING APTITUDE IN RELATION TO EXPERIENCE OF MALE AND FEMALE ARTS AND SCIENCE TEACHERS OF INTERMEDIATE COLLEGES OF KANPUR"

IMPORTANCE FOR EDUCATION

All research work if worth while must have some contribution to the field of research. The problem that we are facing now is unsuccess of the secondary education. The vast population explosion and the increasing incidence of students not achieving proper educational aims at the
secondary level is a very serious problem. Also the knowledge explosions is necessitating quick finite practical suggestions and implementations of change in the existing system. The new education policy has put forward the special training programs for teachers in service to improve their efficiency. But unfortunately no appreciable improvement is visible. Actually before trying to implement a new plan it is better to study the actual situation. We must know the ability and efficiency of the teachers who are in the actual teaching activity. Are they having efficient potential to benefit by the new special programs. The aptitude testing can give an indication of the ability of the existing teachers to adopt new techniques and modify their methods. For example many of the older teachers having 21 years of experience might be too rigid or set in their ways and not be able to adopt to newer ways. But having near about 10 years more of service their shortcomings will affect 10 groups of children. But an interest and aptitude will make them more responsive to newer practices.

The study of the efficiency can give a clue to the basic nature of the educational system for proper remedial measures. The B.Ed. and L.T. programs are improved and modified, on the findings of the study of the defects in the existing teaching process. So we can expect better teaching efficiency and aptitude in the newer teachers. Efficiency is also the result of practice so in the course
of time we expect a teacher to learn by his experience and improve the general standard of teaching. But this depends to a certain extent on the interest of the teacher for the job. These are a very few teachers who have come into the profession with a dedication for it or a keen interest in it. So the natural course of improvement with experience may be lacking. But when the profession is able to satisfy the needs of the teacher and habit can develop a healthier attitude in the teacher and thus increase the application and therefore efficiency of the teacher.

A study of the teachers aptitude and efficiency of teachers of different experience periods can give an indication of where to start our reformation programmes. It is logical to suppose that the last group of most experienced teachers should be the place where to start our programs for improving teaching process. As already explained this may or may not be true. This project is an attempt to find out which group of teachers must be given the priority in improvement programme. It can tell us also whether the fault lies in lack of aptitude or not etc.

This research project can give two kinds of information. Firstly it can tell us what is the quality of efficiency of the teachers who are already active in the process of teaching. It can also tell us if the lack of testing of aptitude at the time of appointment has any
relation to efficiency. Secondly it can indicate at which level the corrective measures have to be induced first.

Experience while it adds to efficiency by the removal and resolution and sublimation of difficulties, it can also be a deterrent to change. It can cause rigidity in habit. The mark of a teacher can never be carried out on a strict military order. Each generation is different from the other. There is a continual knowledge explosion causing differences in the approaches to teaching a subject. All these required flexibility in the teacher to new requirements. The problem therefore is to find out if the teacher is able to change according to need or not. Experience can help the teacher in understanding the need for adaptability to changing needs. This knowledge can not only give a clue as to what remedial measures are to be instituted but it can also tell us what kind of radical measures will be suitable. In one of the reasons why the remedial measures so far used as special training programmes etc. have not provided effective is because the effect of experience on the teachers has not been considered. If they had initially tried to estimate the adaptability of the teacher to new innovations and tried to implement the new approaches in accordance may be the results would have been more satisfactory.
DELINEATION

The area of any research work is bound to be wide if all the effective factors are studied. The need therefore is to decide what are to be selected for study and what are to be controlled and what can be omitted.

Out of the various people involved in the teaching process - the administrations, the principal the teachers, the non-teaching staff, the students and various other members of society who are connected with the teaching process, the teacher has been selected. The teacher is the pivot of the learning set-up. The others are created by him. They are the results of his educational activities so priority has been given to the teacher is the selection of the object for research in educational field. As already expressed sex of the teacher is another factor that has been values into consideration. There are other qualities which can be effective in the work of a teacher. It is assumed that some of these are the academic achievement of the teacher, the pattern of academic achievement, the socio-economic condition of the teacher, the family and cultural background, the reasons for selection of the profession etc. These are more or less the same among teachers of Higher Secondary Institution so the study of these factors was not included. Similarly there are many characteristics of teachers that are associated with teaching process.
Personality characteristics like extroversion, introversion, ascendency submission, intelligence etc. etc. Two main characteristics aptitude and efficiency along with experience were the only factors considered in this work.

DELIMITATION

For various reasons of time, money and energy, the scope has been restricted to the following areas of study:

1. Teachers of Higher Secondary level
2. Teachers of both sexes
3. Teachers of only two faculties arts (humanities) and science
4. Experience groups of three periods.

HIGHER SECONDARY LEVEL

There are 3 levels of education. Primary, secondary and higher. Primary has not been taken for study as the children involved are of 6 to 11 years and are not at a very problematic stage. At this stage the child is educated with the aim of acquiring a minimum of basic knowledge. It is a clean plate to start with and help through parents is more easily available at this stage. The secondary stage is divided into two - the first Junior High School of VIth to VIIth class. The second
stage of 4 classes 9th to 12th the Junior High School stage the pupils are of 11 to 13, 14 years of age. This is also a relatively quiescent period in the development of the child, so does not have as many problems as the higher secondary stage of High School and Intermediate of classes from 9th to 12th.

At the higher secondary stage the child is at the adolescent stage; which has its own emotional problems. Besides these developmental problems of the child, educationally also this a very crucial stage. The diversification begins at this stage the decision of which direction the future education of the child should take is taken at this stage. The type of success at this stage is responsible the whole future career and life of the pupil. It is the bottle neck which if crossed assures future success. So it is clear that the problems of the Higher Secondary level especially the teachers there is more vital.

SEX

The child's first and strongest bond is with the mother. In fact all the personal needs are related to the mother. The father is more important in the establishment of relationships outside of the family. Learning is more or less an internal phenomenon for the child. So when a female teacher is given the responsibility for teaching
the child, the acceptance is more satisfactory than for a male teacher. The female teacher takes the mother form while the male teacher is a father form. So the impact of a male or female teacher can be different so naturally their efficiency can also be expected to be different.

The teaching learning process involves emotional rapport. It is evident from the study of the psychology of sexes, that the physical differences in the sexes, their different roles in the framework of society and in the life of a child have different emotional impact on the development of the personality of the child. So we can assume that there can be difference in the efficiency due to sex. This has been accepted in educational planning as is evident from the total exclusion of male teachers in the nursery grades. In fact in countries like India where segregation of the sexes is still very rigid, male teachers are still appointed for boys in primary schools. It has been shown that for subjects which have an emotional impact on the child like literature (especially poetry) arts etc. women are generally to be preferred to men. For teaching subjects such as Mathematics, Science, Physical training etc., men are preferred, may be this is due to the attitude that science and mathematics are the domain of males and females are generally deficient in this area.
In other countries the preference is given to females upto the higher secondary level. In fact the teachers upto the primary level (upto 5th) are generally all female. At the secondary stage teachers of both sexes are acceptable. In India according to our commissions, the proposal is that even in the rural areas we should try to develop in the community the need for female teachers at least for a few subjects till the higher secondary level. This will have a two fold benefit. One of course is that we will have teachers who can be more efficient. The other is that in the rural areas this will free the men for the heavier work in the fields. Another benefit is that it will encourage the female rural population to acquire education. It will give a useful fulfilling occupation to the educated women of rural India. There is now a visible growth in the incidence of female teachers at all levels of education in India. So it seems logical that when we take up the study of any problems in the fields of teaching profession the sexes have to be taken into account. In the urban areas it is now become a necessary almost for all women in the middle class of society to become wage earners. Teaching is the most acceptable vocation for them in society, so the number of female teachers is on the increase.
FACULTIES - ARTS AND SCIENCE

At the beginning of the Higher Secondary stage the courses are divided into 7 streams. But the two commonest faculties of maximum pupil strength are the Arts and Science streams. These are therefore the logical choice in the priority of selection of streams.

EXPERIENCE GROUPS

Generation to generation, there is difference in not only the inherent qualities but in the whole pattern of society. So it is evident that both the teachers work and work conditions will differ from generation to generation. So the two extreme spans of upto 10 years of experience and above 20 years of experience have been chosen for the period of experience for the teachers to be chosen as sample. The intermediary group of teachers of 11 to 20 years is also included in the study. Thus we have 3 experience span of service for selection of teachers. First group of teachers of upto 10 years experience. The second group having 11 to 20 years and the third group having 21 years and above experience.

OBJECTIVES OF THE WORK

The objectives of this work are as follows:

(1) To study the aptitude of the 12 groups of teachers.

(2) To study the efficiency of the 12 groups of teachers.
(3) To find the difference in aptitude due to sex, faculty and experience level.
(4) To find the difference in efficiency due to sex, faculty and experience.
(5) To study the relationship between teaching aptitude and teaching efficiency.