

DIMENSIONS OF TEACHERS EFFECTIVENESS AMONG TEACHERS OF NORMAL AND SPECIALLY CHALLENGED CHILDREN

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ABSTRACT: The present study viz., dimensions of teachers effectiveness among teachers of normal and specially challenged children in Chennai city is an attempt to find out if there is any significant difference in the To ascertain if there are differences between teachers of normal and special children as perceived by himself on Self-perception, Students' relation, Teachers' professional commitment. The investigator constructed a scale to measure the effectiveness of the teachers based on Patted G.M (1974) Majagi I.M (1982) V. Rama Chandra Rao (1984) and H.S. Jayappa (1990) was administered to The sample consisted of normal education teachers and special education teachers totally numbering 200/of these 100 are normal and 100 are special education teachers. Mean, Standard Deviation and 't' test were calculated to test the hypotheses. There is significant difference between teachers of the normal children and those of handicapped children in the importance given by them to self-perception in teacher effectiveness. Normal teachers give greater importance to self-perception than special teachers. There is no significant difference between teachers of the normal children and those of special children in the importance given by them to teachers-pupil relationship for teacher effectiveness. Special teachers considered students relationship for teacher effectiveness. Special teachers considered students' relation is important for the teacher effectiveness to a greater degree than normal teachers. There is significant difference between teachers of the normal children and those of special children in the importance given by them to teachers' professional commitment. Teachers for the normal children considered as professional commitment as more important for teacher effectiveness than special teachers.

Key words: *Special Education Teachers, Normal Education Teachers, Professional Commitment, Teacher Effectiveness.*

1.0 INTRODUCTION

All students require the support from their teachers, classmates, friends and family to thrive and gain the full benefit from their school experience. Some students have specific needs which require supports beyond those ordinarily obtained in the school setting. In one school, students who have behavioural, intellectual, communicational, physical or multiple exceptionalities, may have educational needs which cannot be met through regular teaching and assessment practices. These needs may be met through accommodations, and an educational programme that might be modified above or below the age-1 appropriate great level expectations for a particular subject or position. Such student may be formally identified as exceptional pupils. The ministry sets out definition of exceptionalities that must be used by school boards after determining that a student is an "Exceptional people".

All students identified as exceptional by an Identification Process, Placement and Review Committee (IPRC) should have access to the education that enable them to develop their knowledge and skills they need so as to participate in the life of the communities. The educational act on special education and regulations made under that act require school boards to provide differently abled students with special education programs and special education services appropriate for their needs. Specific procedures for the identification and placement of differently abled children are set out in that regulation. This regulation also provides for the regular review of identification and placement of a pupil and for the appeal of identification and placement decisions with which parents disagree.

2.0 NEED FOR THE STUDY

Education of the handicapped has not been given its due importance in our country. For educating this various kinds of handicapped children, the blind, the deaf and dumb, the mentally retarded and the orthopedically handicapped, normal teachers cannot be employed. Teachers who possess specialized skills in the teaching of the handicapped and the requisite personality studies towards identifying the special skills and traits required of teachers of handicapped children.

Taking this lead, the present study is attempts to investigate the difference, if any, about the correlation of teaching effectiveness among the teachers of normal children and handicapped children as perceived by the teachers themselves, it has been held that the teachers handling normal children and those who deal with handicapped children may be similar with regard to their mastery in their subject.

However, special education teachers would have to show high teaching effectiveness for high attainment of pupils and understand that apart from skills other related factors also contribute to student's attainment. Thus it is expected theoretically that teachers of special education will differ significantly from teachers handling normal children in a number of characteristics.

The present investigation aims at a comparative study of normal and special education teachers with regard to certain correlation of effectiveness as perceived by themselves.

3.0 REVIEW OF RELATED LITERATURE

According to the study conducted by **Ellias Avramidis, Phil Baylis and Robert Burden** during 2004 in Netherland on teacher effectiveness, attitude of main stream teachers towards the inclusion of children with special needs in the ordinary school where surveyed soon after the release of the green paper, the survey was carried out in one local education authority in the south-west of England and the sample consisted of 81 primary & secondary teachers. The analysis revealed that the teachers who have been implementing inclusive programs, and therefore have active experience of inclusion, possess more positive attitudes. Moreover, the data discovered the importance of professional development in the formation of positive attitudes towards inclusion. Particularly, teachers with university-based professional development appear both to hold more positive attitude.

4.0 SPECIFIC OBJECTIVES OF THE STUDY

To ascertain if there are differences between teachers of normal and special children as perceived by himself on the following dimensions.

1. Self-perception
2. Students' relation.
3. Teachers' professional commitment.

5.0 METHODOLOGY

➤ Method

Normative survey method was adopted for the present study.

The investigator constructed a scale to measure the effectiveness of the teachers based on Patted G.M (1974) Majagi I.M (1982) V. Rama Chandra Rao (1984) and H.S.Jayappa (1990) the teachers are expected to give their responses along a 3 scale point

➤ Sample of the study

The sample consisted of normal education teachers and special education teachers totally numbering 200/of these 100 are normal and 100 are special education teachers.

6.0 RESULTS

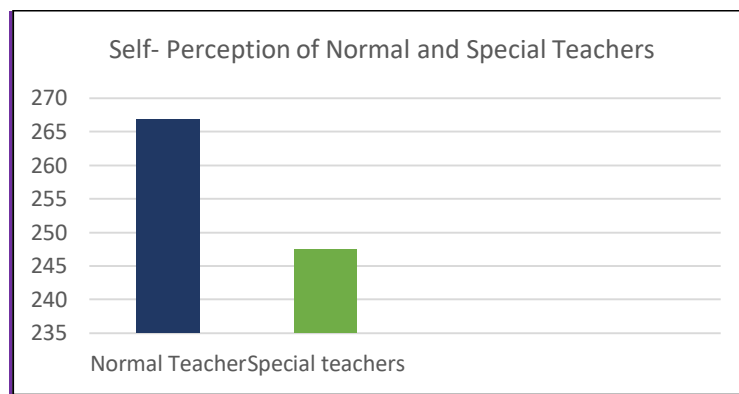
HYPOTHESIS 1

There is no significant difference between teachers of the normal children and those of handicapped children in the importance given by them to self-perception in teacher effectiveness.

Table – 1 Distribution of Importance of Self – Perception Scores among the Teachers

	Mean	N	SD	SED	't' value
Scores on importance of Self-perception of normal teachers	266.80	100	15.11	2.955	6.51
Scores on importance of Self-perception of special teachers	247.54	100	25.40		
					(Significant at 0.01 level P = 2.63)

The mean of the scores on importance of the self-perception among teachers of normal children are 266.80. The S.D is 15.11 the corresponding statistics for special teachers are 247.54 and 25.40. The 't' value is 6.51 which is greater than the table value at 0.01 level. Thus it may be included that the teachers (Normal children and Handicapped children). Hence the null hypothesis is rejected.



Figure– 1 Distribution of Importance of Self – Perception Scores among the Teachers

HYPOTHESIS 2

There is no significance difference between teachers of the normal children and those of handicapped children in the importance given by them to teacher student relations for teacher effectiveness.

Table – 2 Distribution of Importance of Student – Relation among the Teachers of Normal Children

	Mean	N	SD	SED	't' value
Scores on importance of student relation of normal teachers	245.56	100	20.22	2.955	0.1434
Scores on importance of student relation of special teachers	247.54	100	25.40		
					(not significant at 0.01 level)

The mean scores on importance of the student relations among the teachers of normal children is 245.56, S.D is 20.22, and the corresponding statistics for teachers of special children are 247.54 and 25.40. The 't' value is 0.1434 which is less than the table value at 0.01 level. Hence the null hypothesis is accepted. In other words, the teachers of the normal children and the teachers of the special children do not differ in the importance they accord teacher-student relation for teacher effectiveness.

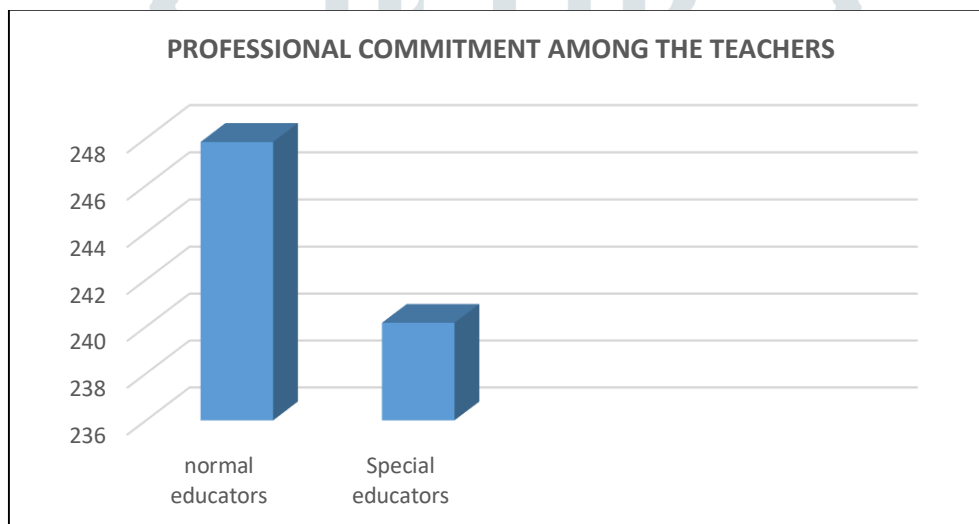
HYPOTHESIS 3

There is no significance difference between the scores of the teachers of the normal children and those of handicapped children in the importance given by them to the teachers' professional commitment among the teachers for teacher effectiveness.

Table – 3 Distribution of Scores on Professional Commitment among the Teachers

	Mean	N	SD	SED	't' value
Professional commitment among normal educators	247.84	100	20.20	2.594	2.96
Professional commitment among Special educators	240.16	100	16.28		
					(significant at 0.01 level)

The mean scores on importance of the Professional commitment among normal teachers 247.84, S.D is 20.22, and the corresponding statistics for special teachers are 240.16 and the S.D 16.28. The 't' value is 2.594 which is greater than the table value at 0.01 level. Thus it may be pointed that the two teachers for (Normal children and Handicapped children) differ significantly. Hence the null hypothesis is rejected.

**Figure– 2 Distribution of Scores on Professional Commitment among the Teachers**

7.0 MAJOR FINDINGS

1. There is significant difference between teachers of the normal children and those of handicapped children in the importance given by them to self-perception in teacher effectiveness. Normal teachers give greater importance to self-perception than special teachers.
2. There is no significant difference between teachers of the normal children and those of special children in the importance given by them to teachers-pupil relationship for teacher effectiveness. Special teachers considered students relationship for teacher effectiveness. Special teachers considered students' relation is important for the teacher effectiveness to a greater degree than normal teachers.
3. There is significant difference between teachers of the normal children and those of special children in the importance given by them to teachers' professional commitment. Teachers for the normal children considered as professional commitment as more important for teacher effectiveness than special teachers.

8.0 CONCLUSION

Teacher-pupil relationship, abilities, required to promote learning and occupational adjustment are considered more important by the special teachers than the normal school teachers. Therefore, in the training situation and the selection of teachers.

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