

TEACHING EFFICIENCY IN RELATION TO SOME DEMOGRAPHIC VARIABLES

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Abstract:

Teaching is a very complex activity and multidimensional in nature. This paper deals with knowledge in theory, demanding teacher's variety of skills and abilities to be displayed. As the skills and efficiency of the teacher largely influences the pupils learning, recruitment of efficient and skilled teacher in to the educational system becomes an essential pre requisite for improvement of the system. Therefore, it becomes primarily an obligation of education to obtain capable and efficient teachers as learning by pupils depends very much upon the skill and potentiality of the teacher, how he exploits potentialities of his pupils to acquire knowledge and skill. While selecting the teachers the qualities and characteristics that are considered to be potential factors for teaching efficiency are to be taken into account. Keeping in this view, the present study aimed to explore the gender variation, educational qualification and place of habitation variations in the teaching efficiency of secondary school teachers. To ascertain teaching efficiency of secondary school teachers the study was conducted on a sample of 150 Secondary School Teachers from Malda District, West Bengal. Teaching Efficiency Inventory developed by Dr. A.S.Patel was used for data collection. The variables like age, experiences etc. were considered in this study. Data were analyzed using descriptive statistics such as Mean, S.D. and t-test. The main finding indicates that there was a significant difference between PGT and TGT teachers of their efficiency.

Key Words: Teaching Efficiency, Demographic Variables like Gender, Educational qualification and Place of habitation of the teachers.

1.0 Introduction

The development and progress of a nation depends upon the quality of its education which is dependent on several factors including inherited traits and potentialities of the learner, the environment, type of schooling and the quality of teachers. The most important function of a teacher is teaching which is highly complex and multidimensional in nature. Besides knowledge in theory, it demands on the part of the teacher a variety of skills and abilities to be displayed because the skills and efficiency of the teacher largely influence the pupils' learning. Hence, the teacher requires considerable knowledge of subject, a wide variety of skills to teach and positive attitude towards teaching and pupils along with should have teaching efficiency

Teaching Efficiency: The concept of teaching efficiency would be clear if attempts would be made to define what teaching is firstly and secondly whether efficiency in teaching has been attained or not? So it becomes evident first of all to define what teaching is. "Teaching is fundamentally a social process involving communication and interaction between at least two people, a teacher and a student. It is a kind of dialectic in which both serve as teacher and student at different times and different levels".

"Teaching efficiency is a degree to which an agent produces effects". (Rammaers, 1992). It is a demonstrated repertoire of competences involved with teaching plan and teaching material, classroom procedures, learner reinforcement involvement reflected teacher behaviour.

1.1 Review of related Literature:

Devnath (1971) developed a scale to measure teaching efficiency. He found out some important correlates of teaching efficiency such as, knowledge of the subject, sincerity in teaching, mastery over the methods of teaching, academic qualifications, mode of exposition, sympathetic attitude towards students, discipline, student's participation and art of questioning.

Prakasham(1986) found that teachers working in an open school climate were better in Teaching Competency and Teacher effectiveness than those employed in schools with autonomous, familiar, controlled, parental and closed climates.

Mohapatra(1988) found out intelligence, attitude and interest of the teacher in teaching profession is to be contributors to teaching efficiency.

1.2 Rationale of the Study:

There are many studies have been conducted on the teacher effectiveness, teachers' adjustment, job satisfaction of teacher but teaching efficiency remains an essential part which is helpful for better learning out put. Hence, the investigator aimed to find out teaching efficiency of secondary school teachers and its relation to their demographic variables.

1.3 Statement of the problem:

In view of the above rationale of the study, the problem has been entitled "TEACHING EFFICIENCY IN RELATION TO SOME DEMOGRAPHIC VARIABLES".

1.4 Objectives of the Study:

The following objectives have been formulated

1. To assess the difference in the teaching efficiency of secondary school teachers due to gender variation.
2. To assess the teaching efficiency of secondary school teachers in relation to educational qualification variables.
3. To assess the difference in the teaching efficiency of secondary school teachers due to place of habitation variation.
4. To assess the teaching efficiency of secondary school teachers in relation to their demographic variables.

1.5 Hypotheses of the Study:

On the basis of the objectives of the study the following hypotheses have been formulated in the null form.

Ho-1 "There is no significant difference in the teaching efficiency of secondary school teachers in relation to gender.

Ho-2 "There is no significant difference in the teaching efficiency of secondary school teachers in relation to their educational qualification".

Ho-3 "There is no significant difference in the teaching efficiency of secondary school teachers in relation to their place of habitation.

1.6 Methodology of the Study:

The total sample of the study comprised 150 secondary school teachers of Malda district in West Bengal. From place of work male and female and post graduate teacher and graduate teacher (PGT& TGT) were selected randomly through simple random sampling technique and then they were categorized under gender variation, educational qualification and place of habitation variation as per the following table. The tool used for data collection is Teaching Efficiency Inventory (TEI) developed by Dr. A.S.Patel(1966)

Table-1
Distribution of Sample

Place of Habitation Variables	Number	Gender Variation	Number	Educational Qualification	Number
Rural	73	Male	90	PGT	86
Urban	77	Female	60	TGT	64
Total	150		150		150

1.7. Analysis and Interpretation of Data

The Mean, S.D and t-test were calculated for the statistical analysis of data. The Mean score, S.D. score and t-test score have shown respectively in the following table.

Table No-2
Demographic variables wise difference of the scores on teaching efficiency inventory

Variation	Sub sample	N	M	SD	SED	t- value	Remarks
Gender	Male	90	16.19	5.21	0.83	0.13	NS
	Female	60	16.01	5.01			
Qualification	PGT	86	15.85	4.8	0.81	0.49	NS
	TGT	64	16.32	4.7			
Place of habitation	Urban	73	15.64	5.4	0.95	1.97	S
	Rural	77	14.53	5.6			

As shown in table 2. That there does not exist difference in the teaching efficiency of male and female teachers that means both of them are equal in displaying teaching efficiency in the same degree and same kind .Thus , the null hypothesis (HO-1) is accepted.

When the educational qualification was considered the 't' ratio 0.49 which is not significant at the level of 0.05 level of significance which indicates that there is no significant difference between teaching efficiency and educational qualification of secondary school teacher. Hence, the null hypothesis (HO-2) is accepted. Both are mastery in teaching competency in classroom situations.

The 't' ratio calculated for teaching efficiency of rural and urban teachers has shown 1.97 which is significant in 0.05 level of significance. Thus, the null hypothesis (HO-3) is rejected. In other words, there was a significant difference between the teaching efficiency of secondary school teachers and their place of habitation variation

1.7 Findings Discussion and Conclusion

The finding and discussion in the study reveal that gender variation is not a decisive factor in the view of teaching efficiency. Both male and female teachers are equal in displaying their efficiency in the classroom situations and help the students for their all round development. Educational qualification is not also a factor for influencing their efficiency. Though, both TGT and PGT are appointed to impart education for different level of education yet mastery in teaching competency by both remains in the same. But in the case of place of habitation it is shown that urban secondary school teachers have more efficiency than rural counterparts. It is noticed that urban teachers have used more technology for improving their efficiency in the field of education rather rural teachers are used some traditional methods in the real class room situations that is why, they are less efficient in teaching. Hence, it becomes a prime factor to attract more and more intelligent students towards teaching profession and to provide them adequate training time to time as the nation's need to be fulfilled.

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