



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2015; 1(7): 570-572
www.allresearchjournal.com
Received: 19-04-2015
Accepted: 21-05-2015

Dr. Sanjeet Kumar Tiwari
Assistant Professor School of
Education, MATS University,
Aarang, Raipur (C.G)

Jubraj Khamari
School of Education, MATS
University, Aarang, Raipur
(C.G)

Smriti Rani Yadav
Research Scholar (M. Phil.
Education) School of
Education, MATS University,
Aarang, Raipur (C.G)

A Comparative Study on New Teaching Technique and Teacher Effectiveness among Central Government and Private School Teachers

Sanjeet Kumar Tiwari, Jubraj Khamari, Smriti Rani Yadav

Abstract

"The powers of mind are like the rays of the sun dissipated. When they are concentrated, they illumine."

By: Swami Vivekanand.

The present research work intends to study "A Comparative study on new teaching technique and teacher effectiveness among central government teachers & private schools teachers. Hence the researchers aim at to find out the effect of new teaching techniques. Researchers selecting 100 samples out of total population on the basis random sampling techniques with the help of standardized tools collected data and on the basis of survey method analysis and interpretation with required statistical technique like Mean, T-Score, MD, SD, Degree of freedom, tested the hypotheses find out the purposive findings to focus on proper suggestive suggestion towards conclusion. The teacher should be encourages with proper reward and prizes to the teacher's performance by selecting the best skillful and effective teacher.

Keywords: Teacher Effectiveness, Government Teachers, Private Teachers, Teaching Technique

1. Introduction

Back Ground of the Study:-

"All men differ from each other since neither environment nor disposition can ever in any two men be the same or alike."

By - Robert Bridges, Testament of Beauty

"A man can die, nations may rise and fall, but an idea lives on Ideas have endurance without death."

By - John F. Kennedy.

Education is modification of behavior of the individual in a socially desirable way coming through the contact of its environment for adequate adjustment in the society. Education is essentially a human affair. To find out test teacher all over the country is a pressing one, but a greater & more urgent necessity is that of finding the effective teachers. The efficiency of teacher is perfection of the optimum level of efficiency and productivity on the part of teachers. It refers to the height of maturity is learning the life span of teacher.

It is generally agreed that the goodness of educational system to a greater extent, is dependent on the quality of teachers. A school may have excellent material resources like equipments, buildings, library and other facility along with a curriculum appropriately adopted to suit the community needs, but if the teachers are misfit or in different to their responsibilities, the whole program is likely to ineffective and wasted. The problem of identification of effective teachers is, therefore, a prime importer for realizing desirable educational goals.

Teacher effectiveness cause changes in the overt and covert behavior of the learner, a better teacher can manifest this change in the students. A good teacher enjoys considerable autonomy while teaching & shapes the life pattern of futur generation through academic & personal social interactions with students.

Correspondence:

Dr. Sanjeet Kumar Tiwari
Assistant Professor School of
Education, MATS University,
Aarang, Raipur (C.G)

Concept of Education

Teacher ↔ Teaching ↔ Student
 Teacher’s personality, behavior, interest & attitude influence the Education & becomes active & dynamic process.

It is educational goal to identify the effective teachers of schools, colleges etc. Teachers excel in their other personality characteristics are said to be the best teachers. Some teachers are least effective ones.

2. Objectives and Hypotheses

Objectives of the study: -

- (1) To study the effect of new teaching techniques & teacher effectiveness among central government schools teachers.
- (2) To study the effect of new teaching techniques & teacher effectiveness among private schools teachers.

Hypothesis of the Study

- (1) There would be no significant impact of new teaching techniques on teacher effectiveness among central government schools teachers.
- (2) There would be no significant impact of new teaching techniques on teacher effectiveness among private schools teachers.

3. Methodology and Procedure

Method

Based on the present study, survey method needs to prepare the layout of the method of the following steps in taking proper samples, collecting data, adopting suitable technique to arrive at desired results and verification of the hypotheses. For the present research the researcher has made study on teacher teaching effectiveness of Central government school and private school teachers.

Population

The present research work entrusted all the secondary teachers of Balod district of Chhattisgarh enrolled during the session 2014-15 of all the secondary school to constitute the population for smooth and successful completion of the study.

Sample

The researcher will select 100 samples secondary teachers out of total population through random sampling technique for systematic and competitive analysis as per the proportionate availability of population constituted within the concerned area of the study.

Scope and Delimitation

The present research work covers the complete secondary school within territory of Chhattisgarh state as the scope of the study and all the teachers of all the secondary school of the state delimited to the study.

Tools: - The following tools are selected for the study.

- 1. “Kulsum teacher effectiveness scale (KTES)”. By Dr. (Mrs.) Umme kulsum (banglore) is used to study teacher effectiveness.
- 2. Test attitude towards new teaching techniques by Dr. S. Rajsekar.

Statistical Techniques

The researcher used Mean, T-Score, MD, SD, Degree of freedom, the required statistical techniques as per the

requirements for successful statistical analysis of data to achieve the stated objectives relating to supported hypotheses formulated expecting outcomes

4. Analysis and Discussion

Verification of Hypotheses

Results related with various hypotheses are presented below:

H1: There would be no significant effect of new teaching techniques on teacher effectiveness among Central government school teachers.

Table: t - value table, teacher effectiveness, central government teachers

| Group | Mean | SD | N | df | t | Result |
|-------|------|----|----|----|------|---------------------|
| High | 42.4 | 12 | 20 | 30 | 2.11 | P>.05 insignificant |
| Low | 46.8 | 15 | 16 | | | |

At df = 30, t value calculated is 2.11 which is insignificant at .05 level of significance. It says that no significance effect has been found on new teaching techniques on central government school teachers.

H2: There would be no significant effect of new teaching techniques on teacher effectiveness among private school teachers.

Table: t-value table, teacher effectiveness, private schools teachers

| Group | Mean | SD | N | df | t | Result |
|-------|------|----|----|----|------|---------------------|
| High | 52.4 | 9 | 17 | 30 | 2.10 | P>.05 insignificant |
| Low | 56.8 | 11 | 18 | | | |

At df = 30, t value calculated is 2.10 which is insignificant at .05 level of significance. It says that no significance effect has been found on new teaching techniques on private school teachers.

5. References

1. Kumar KL. Education technology, new age, New Delhi, 1996.
2. Kulshrestra SP, Jangira NK. Innovation in teaching, 1981.
3. Pantell RH. Techniques & Environmental system analysis, Tehnwiley, 1976.
4. Srivastav SS. Innovation & Morden trends in education, 1988.
5. Saxena NR, Mishra BK. Mohanti Fundamentals of educational research.
6. Panda KP. Fundamentals of educational research Viswavidyalaya prakashan, 2005.
7. Mangal SK. Statistical in psychology & education, P.H.I. Pvt. ltd. New Delhi, 2008.
8. Biddle B, Ellcan. Contemporary research in teacher effectiveness, 1964.
9. Chand, Tara. Educational technology, Anmol New Delhi, 1990.
10. Davis IK, Hartly. Contribution to educational technology, London, 1972.
11. Dosajih NL. Modification of teacher behavior through Micro teaching, 1977.
12. Das RC. Educational technology A basic text, New Delhi, Strling, 1993.
13. Dececco JP. Educational technology reading in programmed learning, Helt PPineha Winston, N.Y,

- 1964.
14. Agnath Mohanty. Educational technology, Deep & Deep, New Delhi, 1992.
 15. Khanna SD, Lambha TP, Saxena VK, M urthi. Technology of teaching & essentials of teaching learning, Dobra, Delhi, 1993.
 16. Edward AL. Techniques of attitude scale, New York Appleton century – croft, 1969.
 17. Guil ford JP. Psychometric methods, (second edition), New Delhi: Tata MC Graw Hill publication co. ltd, 1954.
 18. Kilpatric FP, Cantril H. Self-anchoring scale a measure of individual's unique reality world, Journal of individual's psychology 1960; 16(2):158-A3.
 19. Derar Serham. School principal's attitude towards the use of technology: United Arabs Emirates Technology Workshop, Turkish online Journal of education Technology 2007; 6: 1-5.
 20. Edward's L. Allen Techniques of attitude scale construction Mumbai: Vaksil Feffer & simons (p). ltd, 1957.
 21. Yadav Neelam. A handbook of Education technology, New Delhi, Anmol publications p. ltd, 1957.
 22. Dash M. Advanced education psychology, Satyanarayan Book store, Binodbehari, Cuttack, 1995.
 23. Dr. Kar Swafinder Pal education Tracks, 7(3), 27.
 24. Jain, Rachne. Journal of Indian Education, 2007, XXXIII(1).
 25. Lal, Raman Behari, Dr. Malhotra, Neeru. Education in the emerging Indian society, R.Lal Book depot., Meerut, 2008.
 26. Oberai SC, Dr. Sharma RA. education technology, advanced education technology.
 27. Sharma RA. Advanced statistics in education & psychology, Surya publication, Meerut, 2002.
 28. Saxena Swaroop NR. Education in emerging Indian society, R.Lal book depot, Meerut, 2008.
 29. Kumar KL. Education technology, new age, New Delhi, 1996.
 30. Kulshrestra SP, Jangira NK. Innovation in teaching, 1981.
 31. Pantell RH. Techniques & Environmental system analysis, Tehnwiley, 1976.
 32. Srivastav SS. Innovation & Morden trends in education, 1988.
 33. Saxena NR. Mishra BK, Mohanti Fundamentals of educational research.
 34. Panda KP. Fundamentals of educational research Viswavidyalaya prakashan, 2005.
 35. Mangal SK. Statistical in psychology & education, P.H.I. Pvt. ltd. New Delhi, 2008.
 36. Biddle B, Ellican. Contemporary research in teacher effectiveness, 1964.
 37. Chand, Tara. Educational technology, Anmol New Delhi, 1990.
 38. Davis IK, Hartly. Contribution to educational technology, London, 1972.
 39. Dosajih NL. Modification of teacher behavior through Micro teaching, 1977.
 40. Das RC. Educational technology A basic text, New Delhi, Strling, 1993.
 41. Dececco JP. Educational technology reading in programmed learning, Helt PPineha Winston, N.Y, 1964.
 42. Agnath Mohanty. Educational technology, Deep & Deep, New Delhi, 1992.