

A Study on Classroom Performance of Secondary School Teachers

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Abstract – Education is illumination. It assumes extremely significant role in the lives of individuals by empowering them with various abilities, skills, competencies, modes of creative thinking and expression and paving the path for enhancing the quality of life. It is maybe the reason that each society attempts to make every single important course of action for guaranteeing most ideal education for the people to come. Another essential aspect of education is that it helps preservation, sustenance and enrichment of culture. Through education the human youngster who is by all accounts dependent for its exercises during childbirth turns into the most competent and successful individual by attaining all round development of his/her personality. This transformation is neither accidental nor aimless. It happens in an environment where in various establishments operate and leave their imprint on the personality. Again the basic individual contrasts get formed according to the environmental exposure accessible to every person. Education is the result of human environment association that one encounters as a kid, as a grown-up and as an old individual. All things considered education is the deep rooted process and every single one of us gets open doors for an assortment of encounters. The quest for such encounters is an inalienable quality. Each human kid is constrained to look for his/her basic needs which thus take the state of human environment collaboration consequence of which proceed all through life. Education of an individual human starts during childbirth and proceeds all through life.

Keywords: Classroom Performance, Secondary School Teachers, Education, Development, Human Environment.

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INTRODUCTION

Education is a developing science and process which socializes the tyke and causes certain adjustments in his behavior. It is a process of enabling individuals not simply to live but rather to live better. Education empowers a person to comprehend his obligations to society and country and to end up ideal resident. Education is a reflection of society. It transmits the conventional and solitary aspect of information and culture to the emerged generation. Education is a powerful instrument for change in society. It is a process of realizing change in kid's behavior, information, skills, dispositions, qualities and ambitions. As referenced in the national strategy on education (1986), "The developing worry over the disintegration of basic qualities and an increasing skepticism in society has conveyed to center the requirement for rearrangement in the educational modules so as to make education a strong device for the cultivation of social and good qualities."

Education is tri polar process of instructor, learner and environment. Each part has its own significance. They are similarly in charge of the achievement and

disappointment of the Educational program. Educationists for the most part concur that the "Decency" of an educational program is resolved to an expansive degree by the quality of learning process. At the point when the learner neglects to accomplish the pre specified objectives, something isn't right with the educator either with the plans he makes or with the manner by which he does them.

LITERATURE REVIEW

Buddy (2009) directed an investigation with the goal to contemplate the center showing abilities, self-idea and adjustment in relation to gender differences. The outcome demonstrated that female primary teachers are showing more expertise inadequacies than the male primary teachers. Around the same time Dhillon and Kaur (2009) in their examination on educator Effectiveness in relation to their esteem pattern explore the showing effectiveness of teachers. A Sample of 200 teachers 100 male and 100 female was taken. The primary finding was that there was no significant difference in the dimension of instructor effectiveness of male and female teachers.

Kalra (2010) directed an examination on impact of gender and adjustment on showing effectiveness of higher secondary teachers with the target to discover the dimension of showing effectiveness of higher secondary teachers in relation to gender. The sample included 60 subjects (30 male and 30 female). The finding was that there exists no significant difference among male and female teachers in relation to their instructing effectiveness.

Madhusudhana and Mani (2010) led an examination on self-assessment of educating by Student learners with the goals to compare the showing productivity of male and female understudy students and to compare the showing effectiveness of expressions and science understudy learners. The sample consisted of 28 male and 37 female concentrate last year confirmation in educator instruction at DIET Vellore 46 District. The discoveries were there was no significant difference between male and female and expressions and science understudy students.

Chaudhary (2010) led an investigation on gender effect on dimension of ambition with the reason to discover the differences of dimension of ambition among young men and young ladies of the urban and rural regions. The examination was directed on 500 secondary school understudies. Scale for dimension of ambition by Shah and Bhargawa was chosen. The outcome demonstrated that there is no significant difference in mean scores got on the dimension of ambition among young men and young ladies. The mean achievement score regarding GDS, ADS and NTRS of rural and urban young men, the acquired t-values for the factor GDS and NTRS were observed to be significant, though 't' was not significant for ADS. The t-esteem is observed to be significant just for NTR scores of rural and urban young ladies. There is no significant difference in the GDS and ADS of rural and urban young ladies

Okumbe and Joshua (2012) considered the effectiveness of supervision and assessment in chose Secondary schools in Kiambu area of Kenya. The motivation behind this investigation was to decide the Effectiveness of Supervision in chose Secondary Schools in Kiambu District, Central Province, Kenya. The research discoveries demonstrated that 90.5 percent of the teachers who participated in this examination were professionally prepared alumni. A majority of the teachers (83.3 percent) took a gander at the director/assessor as an imperious individual who determined what teachers should instruct, ensured that the teachers really trained what they should educate and compensated or punished the teachers as per their performance. All the reacting teachers showed that the inspectorate did not appear to assume its supervisory jobs effectively. 40 percent of the teachers showed that they had neither profited from supervision by the inspectors or the head teachers. The research discoveries demonstrated that 2 schools out of the 8 schools in this investigation had not been assessed at all since they were established. It was additionally discovered that a portion of the

schools were last examined upwards of 17 years prior. The research discoveries further demonstrated that the inspectors neither held demonstration classes nor educated the teachers about these visits. It was additionally apparent that the inspectors performed different exercises, which were neither instructional nor curricular in nature amid their visits to schools, the head teachers would in general perform authoritative supervisory exercises more every now and again than, state, the curricular supervisory obligations.

Singh (2012) directed A Study of Emotional Intelligence, Self Concept and Teaching Competence of Secondary School Teachers. One of the principle Objectives of the present investigation was to think about Teaching ability of Govt. furthermore, private secondary teachers irrespective of age and capabilities. 200 teachers (100 private and 100 Govt. secondary teachers) we selected intentionally from urban school as sample for the present examination. Teaching ability scale by Passi and Lalita was utilized to quantify the general teaching capability of teachers. Information were analyzed by figuring mean, S.D. furthermore, t-test. Real finding was: mean scores of tuition based school teachers (117.5) is higher than government teachers (104.20). The t esteem was 9.77 which is significant at both .05 level (1.97) and .01 level (2.60). Subsequently, the speculation that there will be significant difference between the teaching fitness of private and government teachers was affirmed, non-public school teachers scored more on passionate insight, self-idea and teaching ability.

Ambe, et.al. (2014) considered Assessment of Teacher's Professional Competence, Teacher's Teaching Experience on the Implementation of Environmental Education Curriculum in Cross River State, Nigeria. Objectives of the examination were to find out the relationship between teachers' proficient capability and the execution of the natural education educational modules in Cross River State, Examine the influence of teachers' teaching experience on the usage of the ecological education educational programs in Cross River State. The ex-post-facto research configuration was utilized for the examination. The sample for this investigation comprises of four hundred and eighty teachers utilizing straightforward arbitrary strategy. The instrument utilized for this examination was a poll built by the researcher titled "Teachers Perception of Environmental Education Questionnaire (TPEEQ)". Information were analyzed by figuring r esteem, f esteem. Real discoveries were: (1) Teachers' proficient fitness has a significant relationship with execution of the ecological education educational modules in Cross River State. (2) Teachers' long stretches of teaching experience does not significantly influence the execution of the ecological education educational programs in Cross River State.

Concept of a Teacher

The teacher is the yardstick that estimates the achievements and ambitions of the country. The value and potentialities of a nation get evaluated in and through crafted by a teacher, "The general population of a nation is the amplified replica of their teachers." They are the real country manufacturers. It needs no description that the teacher is the rotate of any educational system. On him rests the failure or the success of the system. In the event that the teachers are accomplished and on the off chance that they are intellectually alive and appreciate their activity, just, success is ensured. In any case, in the event that they lack training in education and can't give their heart to their profession, the system is bound to come up short. Consequently, the teacher is a fundamental component of the school. It is all around accepted truth that the quality of education is interceded by the teacher and what the teacher does. Teachers have the potential for enhancing the quality of education by bringing life to educational modules and moving understudies to interest and self-coordinated learning. Teachers can likewise debase the quality of education through blunder, lethargy, cruelty or incompetence. Regardless, a teacher decides the quality of education and quality of education thusly is controlled by the quality of the teacher.

Teachers with a quality 'reliable' for teaching are the individuals who are committed, enthusiastic and intellectually and emotionally energetic in their work with children. These teachers know about the difficulties of the more extensive social settings in which they instruct, have an unmistakable feeling of personality and trust that they can have any kind of effect to the learning and achievement of every one of their understudies. They care profoundly about them. They care likewise about how and what they educate and are curious to get familiar with both so as to wind up and stay more than just competent. They know about the role played by emotions in classroom teaching. They are committed to work in co-activity and collaboration with associates. For these teachers, teaching is a creative and adventurous profession.

The teacher's errand is identified with our perception of education. The process of education continues changing as per the contemporary requests and needs of the society. In this way, the present teacher needs to assume distinctive roles, and he must be a competent professional, a skilled teacher. He is constantly expected to be an effective communicator, a designer and user of learning resources, learning facilitator and an active participant in community life. A teacher in our society today is called upon to complete a variety of thing viz:-

- Organize learning resources.
- Conduct Interactive classroom teaching.

- Cater to special needs of disabled children.
- Organize and manage a variety of co-curricular exercises.
- Train understudies in critical thinking, create in them qualities of democratic citizenship and advance environmental awareness.
- Organize and take an interest in projects of community administration and development

Education commission (1964-66) in this manner apropos commented, "Of all the diverse variables which influence the quality of education and its contribution to national development, the quality, fitness and character of the teachers are undoubtedly the most significant. Nothing could easily compare to securing a sufficient supply of astounding recruits to the teaching profession, giving them the most ideal professional planning and creating satisfactory conditions at work in which they can be completely effective." In the whole teaching learning process the teacher is a powerful specialist who can inculcate the democratic ideas of nationhood in children, the future residents of the country. High achievement of the understudies, better school performance, molding of children into better residents and exposing them in the field of growing challenge are a portion of the major issues lying on account of the teacher.

Concept of Teaching

Teaching is an exceptionally notable activity. It is a standout amongst the most challenging and a standout amongst the most vital employments in our society. It has been practiced since primordial occasions. The practitioner of this craftsmanship has been assigned a high social status especially in the Indian setting where he/she has been considered as the trustee of the country's culture. By that token, teaching has established a critical methodology of education and has remained the main instrument of the educational process. In the modern setting, be that as it may, this status of the teacher has been considerably subverted for reasons best known to the individuals who are serving teachers of the present schools and colleges. In its most natural shape, education in our territory was translated as the transmission of life from life to life. The demonstration of teaching was seen as a teacher's primary obligation to conserve and spread knowledge as its caretaker. The teacher was viewed as the immediate and sole source of light and life. There was dependably an individual touch, a human element, a living inspiration in the activity performed and practiced by the incomparable "Masters" who made it a vital and not a mechanical process, business of life, a communion of souls. In this manner, it is clear that in the demonstration of teaching there is an element of subjectivity gotten from and dependent on the

individual connection between the teacher and students at the level of substantive knowledge arrangement in the state of substance. This subjectivity stands perceived from the old occasions. Today when we talk about teaching as a craftsmanship, the relationship so hypothesized is likewise seen as science in so far as it might be depicted, clarified and anticipated with exactness and objectivity.

Teaching is undoubtedly an uncommonly unpredictable undertaking. Highet says, "It appears to me extremely risky to apply the points and strategies for science to people as person. Teaching includes emotions and human qualities, which can't be systematically assessed and are very outside the grip of science. Teaching isn't care for instigating a concoction response; it is substantially more like painting an image or making a bit of music, or on a lower level, such as planting a garden or composing an agreeable letter."

Characteristics of Effective Teacher

Training in Pre-Service Program - The ultimate point of teacher education is to prepare effective teachers-teachers who are capable of bringing behavioral changes in understudies under their charge to an ideal level in connection to the contribution to terms of human vitality and material resources extended in the process. Teacher preparation should start with a sound pre-benefit teacher education program that may transform a person into a competent and committed professional functionary, completely equipped with a similarly far reaching professional status to play out these errands with perfection and fulfillment.

Academic achievements - Academic achievement reveals educational performance of the person in the curricular subjects and shows learning outcomes. For the most part it shows proficiency in school subjects. Academic achievement of a teacher is a weighted aggregate of division got at secondary school, higher auxiliary and graduate, post graduate and different examinations.

Topic knowledge - Subject issue knowledge is another variable that one may think could be identified with teacher effectiveness. Investigations of teachers' scores on the topic trial of the National Teacher Examination have discovered no reliable relationship between the proportion of topic knowledge and teacher performance as estimated by understudies' outcomes or manager's appraisals. It is necessary for a teacher to be an effective one and to have a deep and careful knowledge of his subject. He should be comfortable with the diverse strategies, procedures, methodologies and tactics of teaching and should possess the craft of utilizing these techniques at proper time in the classroom. A teacher gets profundity in the knowledge of the topic in his academic degree course while the knowledge of teaching skills and different qualities of teachers and teaching profession

amid teacher training course. In this way, it might be said that higher the academic career of a teacher greater are the odds of utilizing his efficiency in teaching.

Concept of Teacher Performance

The term 'teacher performance' is an extremely uncertain idea. There is no generally acceptable definition about the performance of teacher. Numerous a period, the terms teacher performance and teacher effectiveness are synonymously utilized. Variety (1982) made an endeavor to clear the qualification between teacher performance and teacher effectiveness, saying that teacher performance is "the thing that a teacher does in the activity, as opposed to what the person in question can do. Teacher performance is specific to the activity circumstance; it relies upon the competence of the teacher, setting in which the teacher works, and the teacher's ability to apply his or her competence at some random point in time." Milan and Darling (1990) uncovered that teacher effectiveness is the effect that the teacher's performance has on students. Teacher effectiveness depends on the competence and performance as well as on the responses students make. (As referred to in Malik, 2005) Thus, classroom performance of the teacher implies what a teacher does in the classroom and teacher effectiveness includes the two teachers' performance in the classroom and its effects on the students.

"The most respected profession on the planet is Teacher. He is a model and is deliberately imitated. The teacher is the turn of any education system. Truth be told, teachers are the quality of a country. Teachers develop performance style characteristics to their methods for identifying with the world, perceptually just as intellectually. An individual is, in this manner, liable to act in a way that maximizes the utilization of his aptitudes. Likewise, teacher's uplifting attitude towards teaching and higher ambition level decides his positive perception of the environments. It is generally perceived that teachers' instructional performance plays a key role in students' learning and academic achievement." Performance is specifically related to mental status and working states of any person. In straightforward words Performance is something, a solitary individual does. Role performance is a potential towards their duties. It is essential for a teacher to releases their obligations with entire heart. The term 'teacher performance' is an exceptionally equivocal idea. There is no all-around acceptable definition about the performance of teacher. Numerous a period, the terms teacher performance and teacher effectiveness are synonymously utilized. Classroom Performance of the teacher implies what a teacher does in the classroom and teacher effectiveness includes the two teachers' performance in the classroom and its effects on the students. Obilade (1999) characterized "Teacher's activity performance as duties performed by a teacher at a specific period in the educational system in accomplishing authoritative objectives. Mohanty (2000) clarifies that teacher

performance as the most pivotal contribution to the field of education. Teachers are maybe the most critical component of any system of education. How well they instruct relies upon inspiration, qualification, experience, training, aptitude and a mass of different factors, not the least of these being the environment and management structures with in which they play out their role." Medley (1982) made an endeavor to clear the refinement between teacher performance and teacher effectiveness, saying that teacher performance is "the thing that a teacher does in the activity, instead of what the person in question can do. Teacher performance is specific to the activity circumstance; it relies upon the competence of the teacher, setting in which the teacher works, and the teacher's ability to apply his or her competence at some random point in time." Milan and Darling (1990) said that "Teacher effectiveness is the effect that the teacher's performance has on students. Teacher effectiveness depends on the competence and performance as well as on the responses understudies make.

The Benefits of Assessing Teachers' Performance

Without capable, top notch teachers in the classrooms, no educational change effort can succeed. The advantages of an effective teacher evaluation system are various and all around documented. The process of teacher evaluation can be valuable in several different ways incorporating including teachers in professional development efforts by recognizing zones needing improvement, improving instruction school-wide, and assessing the effectiveness of classroom teachers. Stronge condensed the upsides of a quality teacher evaluation system:

- Joint involvement of administrators and teachers in the evaluation process. Inclusion of entire professional staff
- Rationally connected school objectives and individual responsibilities.
- Clearly established targets for the teacher.
- A reason for a goal evaluation.
- Efficiently diverted, system-wide resources.
- Manageable and significant training for evaluators, who are likewise instructional pioneers.
- Appropriate systematic opportunities for improvement for every professional representative.
- More school accountability through significant inclusion of every single professional worker.

- A legally defensible evaluation system in terms of its treatment of teachers and others."

Understudy studies for proving measures: Whilst student reviews are available to accusations of misreporting by pupils, it has been discovered that they do contain data on the effectiveness of the teacher. Student overviews are not as prescient as test score gains, and nor do they give as much effective feedback as friend observation, they do give a center ground, against which, gains in test scores and classroom observations can be calibrated."

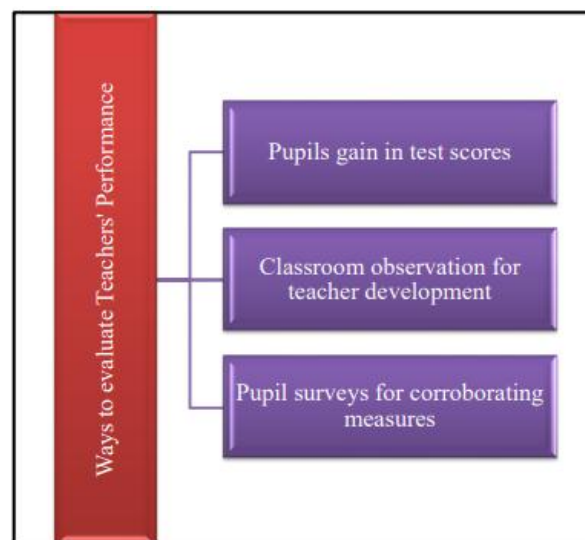


Fig 1.: Evaluating Teachers Performance

Factors Influencing Classroom Performance of Teachers

Performance is straightforwardly related to mental status and working states of any person. Performance of teachers relies upon working conditions and some different factors. The poor performance of teachers is a global phenomenon that can't be disregarded. The poor teacher's performance prompts several issues for schools, for example, low student's satisfaction from their schools, the classroom environment, general mental ability, personality, and relations with students, preparation and planning, effectiveness in presenting, topics, relations with other staff, relations with parents and community, truancy among students, delay in conveyance of education and so forth. Smith and Glenn, (1994) clarifies that internal factors affect teachers feeling of success and various external forces can either aid or hinder a teachers success. Jabeen, (2001) clarified that the "External factors just as internal factors, which influence the performance of female teachers. Raza and Arid's (2010) revealed that the principals saw that esprit behavior of teachers and creation accentuation behavior of principals were correlated to teachers' activity performance. In any case, the vast majority of the

principals saw that their leadership behavior, for example, thought and lack of approachability were contrarily correlated to teachers' activity performance while intimacy behavior of teachers is somewhat correlated to teachers' activity performance and disengagement behavior of teachers adversely correlated to teachers' activity performance. More elevated amounts of dissatisfaction with work and occupational pressure have been related with teacher performance, non-attendance and leaving the activity. To sum things up, we can say that there are various factors which are responsible for a teacher's performance in the classroom. These factors can be characterized as":



Fig 2: Factors Affecting Teachers Performance

As indicated by Ginbayi (2007), authoritative climate assessment may help in finding the deterrents to teachers' activity performance. An open climate is decidedly correlated to teacher performance, while a shut climate is contrarily correlated to teacher performance (Raza, 2010). Zhu et al. (2013) verified that a supportive school environment, especially a supportive relationship with colleagues, encourages the innovative teaching performance of teachers. Jing, Avery and Bergsteiner (2011) established that climate with a supportive characteristic is related to the hierarchical performance and gives enhanced satisfaction of the association's staff too. At the end of the day, supporting teachers by giving essential resources and environments while creating a supportive climate can increase their performance since the working conditions they require psychologically and physically will have been introduced as such.

Evaluating Performance of a Teacher

Performance of a teacher can be evaluated by:

1. The Principal

2. The Students
3. Colleagues
4. Administrators
5. Parents of the Students
6. The Researches Conducted
7. Self-Evaluation by Teachers themselves

Self-Evaluation of Teacher Performance

Each type of the evaluator mentioned above might give an alternate pattern or viewpoint of teacher performance. Be that as it may, to evaluate teacher performance, the specialist liked to rely on teachers possess evaluation of their performance and in this way, measured teacher performance as seen by teachers themselves especially for the accompanying reasons.

1. It enables the scientist to understand how a teacher sees his/her own performance.
2. Alternate factors of the examination - passionate intelligence and level of ambition of a teacher are probably going to influence his/her classroom performance more directly instead of students' perception of teacher performance.

CONCLUSION:

Humour, by decreasing anxiety and stress can contribute to class unity and learning. So it should be an integral part of the class room teaching. The use of humour in the classroom can act as means for providing emotional support for student as well as for teacher himself/herself. Good sense of humour as a strong personality characteristic will allow teachers to improve interpersonal relationships with their peer teachers, principal and higher authorities. It was found that significant difference exists between the classroom performance of teachers in relation to their sense of humour irrespective of their gender and locality. So, school should encourage their teacher for effective use of humour during instruction and adequate facilities should be provided to them so that they can generate and present their content material in creative way. They should be motivated for effective use of humour which will help them to teach more effectively.

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