



TEACHING PERFORMANCE OF HISTORY LECTURERS -A CASE STUDY

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ABSTRACT:-

College teachers in India, generally take up their jobs without any formal training in pedagogy and educational psychology. They learn the technique of teaching either by trial and error or by following the models of senior teachers. Neither the University nor the College has



any inbuilt scheme to evaluate the teacher's performance periodically. As a result, there has been a steady decline of academic standards in the higher Education sector.

KEYWORDS: College teachers , pedagogy and educational psychology.

1.INTRODUCTION :

The National Policy on Education 1986 (NPE) recognized the need for improving the quality of higher education and proposed to provide opportunities for professional and career development of college and university teacher. Keeping this in view, the University Grants Commission (UGC) established 45 Academic Staff Colleges in various regions of the country to plan, organise, implement, monitor and evaluate training programmes on a regular basis to improve the performance of teachers in higher education. The motivation of teachers could be enhanced through systematic Orientation towards teaching by exposing them to methodologies and innovative techniques. In addition to the Orientation Programmes, the Academic Staff Colleges conduct Refresher Courses to update the knowledge and skills of teachers at least once in 5 years.

The Refresher Courses are aimed to help the in-service teachers acquaint themselves with the latest developments in different emerging areas in the subject, The Academic Staff. College of Sri Venkateswara University conducted Refresher Courses in various disciplines since its inception in 1989. The courses have been designed to achieve effective learning through participatory approach. The participants are involved in the programmes through such activities as seminar presentation, group discussion, field trips, curriculum design, laboratory exercises, Lesson Plan preparation, teaching aids etc. Evaluation has been an integral part of refresher courses. Attempts have been made to improve the job performance of teachers. The present article highlights the evaluation of various aspects of job performance of individual teachers in History.

2. OBJECTIVES:

The study was designed to examine the following issues:

1. To identify various components of classroom performance;
2. To observe the components used by the participants in the performance of actual class room teaching;
3. To identify the strengths and weaknesses of the teachers in applying the selected components; and

4. To suggest measures to improve the effectiveness of classroom teaching.

3. HYPOTHESIS

Besides the above objectives, the following hypotheses have been set to test in the investigation

1. There will not be gender differences in the performance of History teachers;
2. The teachers from government colleges will not significantly differ in their performance with those from private colleges,.
3. The teachers working in Rural areas will not significantly differ in their classroom performance compared to the teachers in urban areas
4. The teachers working in Post Graduate institutions will not significantly differ in their classroom performance when compared to those in under graduate institutions; and
5. The length of teaching experience will not influence the class room performance of History teachers.

4. PROCEDURE

(a) Sample: 600 Degree college's Assistant Professors were selected for this study. Simple random sample technique has been used to select sample. Sample includes male and female Assistant Professors, Govt. and private Degree college Assistant Professors.

(b) Tools : A Teacher's performance Questionnaire (TPQ) was developed and used to administer in the investigation. Literature was studied, expert resource persons were consulted and educationists were requested to comment on the items selected. Criterion-wise analysis procedure was followed to select good items with moderate discrimination power to include in the final form of the questionnaire after conducting a pilot study on a representative sample of the college and university teachers in the previous courses. The final form of the questionnaire used in this study contains 19 items arranged on a 5 point scale to observe the class room performance of a teacher.

A personal data sheet was used to elicit information regarding the details of other variables included in the study such as gender, service, type of institution, management, location etc.

(c) Collection of Data: Investigator visited personally selected college and were asked Assistant Professors to teach a small unit of their subject in a simulated class room situation. When a participant teaches the topic, investigator rated the performance of the candidate in the given questionnaire. Thus, each Assistant Professors was rated by Investigator. The total rating obtained by all the Sample on each item was considered to determine the strength and weakness of the group in using the particular item of the questionnaire. The average score obtained by the individual assessed by the remaining members of the group was considered as the performance index of the candidate. The performance of each participant was also rated by the investigator separately. The scores of the individual participants on the peer group evaluation and the scores based on the observations of the investigator exhibited a highly positive correlation ($r=0.66$) indicating the validity of assessment by the participants.

The scores obtained in the peer group evaluation were considered for further statistical analysis of the study.

5. ANALYSIS:

Presentation of Data:

Table -1: shows the average score obtained for each item in the performance Questionnaire on a 5 point scale assessed by the participants.

Table - I
Average Scores for the items of Teacher's performance Questionnaire marked by the participants

Sl. No.	Item Statement	Ratings					Weightage Index	Average Score	Percentage	
		(0)	(1)	(2)	(3)	(4)				
1	Presents the teaching understandably & clearly	1	3	5	16	19	137	3.11	77.75	
2	Covers all facts/skills to be learned	1	3	11	19	10	122	2.77	69.25	
3	Stresses the basic skill and knowledge	3	4	12	17	8	111	2.52	63.00	
4	Keeps continuity of Presentation	0	3	10	11	20	136	3.09	77.25	
5	Shows relevance of teacher to the learners	1	1	13	21	8	122	2.77	69.25	
6	Sets interesting exercise/operations	6	5	15	13	5	94	2.14	53.50	
7	Is well-organized	1	3	9	12	19	133	3.02	75.50	
8	Invites questions	0	15	9	14	6	99	2.25	56.25	
9	Answers questions satisfactorily	0	13	12	13	6	100	2.27	56.75	
10	Stimulates learners to think for themselves	2	6	10	17	9	113	2.57	64.25	
11	Encourages teachers to participate	5	3	11	15	10	110	2.50	62.50	
12	Uses the Blackboard /O.H.P/felt board effectively	4	1	13	12	14	119	2.70	67.50	
13	Uses a-v equipment effectively	4	14	8	10	8	92	2.09	52.25	
14	Is confident	0	5	9	16	14	127	2.89	72.25	
15	Is at easy learners	4	2	7	18	13	122	2.77	69.25	
16	Uses non-verbal communication	2	3	13	19	7	114	2.59	64.75	
17	Has a sense of humour	6	8	12	10	8	94	2.14	53.50	
18	Can be heard clearly	1	2	4	15	22	143	3.25	81.25	
19	Is enthusiastic	1	1	10	15	17	134	3.05	76.25	
		MEAN						50.50	2.65	66.25

6.DISCUSSION

It is evident from the table that the group obtained more than the mean value on 10 items and got less than the mean value on 9 items. It also indicates that in five components namely, items no.6, 8, 9, 13 and 17 the performance of the group is weak and it is satisfactory in the remaining 14 items. The study reveals that the teachers have to improve the skill in using the projected and non-projected teaching aids. The teachers were not good in the questioning skill. The teachers also were not up to the mark in answering questions of the students. They have to improve the skill of questioning and managing the question - answer sessions. This aspect is very much required in dealing with the students of higher education. The study also revealed that the History teachers have to plan to design interesting low-cost experiments and to give more demonstrations to the students for effective learning. History being a difficult subject to understand by many students the teacher should practise the sense of humour while interacting with the students in the class room.

The teachers are found to be very strong in the items of serial numbers 18, 1, 4, 19 and 7. This

observation reveals that the History teachers are good in communication skills to present ideas in a louder voice in the classroom enabling the students to listen to the subject attentively. They are able to present the subject matter well in the class. They are able to maintain the continuity of thought very well in presenting the content. The teachers are very enthusiastic in teaching and organising the content in an effective way. The teachers are at the average level in the remaining nine items, 2, 3, 5, 10, 11, 12, 14, 15 and 16. They are able to cover all the content areas, and stress the basic skills and knowledge aspects in teaching. The teachers are able to stimulate the students using instructional material such as overhead projectors to some extent. The teachers are very good at using non-verbal communication and they are very confident in giving relevant information to the students. The teachers are at ease in delivering the goods and they encourage learners to think for themselves and to participate well in the activity of learning.

In the overall observation, the study reveals that the performance of History teachers in the Degree Colleges and Universities is satisfactory. Table No.2 shows the means and standard deviations of the sub groups of the sample with difference of means and t-values to examine the significance of difference between the means.

Table - 2 - Means, Standard deviations and t-values of scores:

Sl. No.	Variable	Division	N	Mean	SD	Difference of Means	S.E.	t-value
1	Sex	Male	35	49.94	11.50	2.76	4.12	0.69 NS
		Female	09	52.70	11.33			
2	Management	Govt. Colleges	13	40.46	10.58	14.24	3.11	4.58
		Pvt. Colleges	31	54.70	08.91			
3	Location	Rural	20	43.20	10.69	13.38	2.81	4.75
		Urban	24	56.58	07.96			
4	Type of Institution	Under Graduate	34	47.26	10.49	14.24	3.52	4.05
		Post Graduate	10	61.50	06.57			
5	Service	Below 10 yrs	10	41.14	12.35 1 & 2	10.96	4.65	2.35
		Upto 20 yrs	18	52.10	10.75 2 & 3	2.45	3.83	0.64
		Above 20 yrs	16	54.55	11.53 3 & 1	13.41	4.85	2.76
		Total	44	50.50	11.40			

N.S. = Not Significant at 0.05 level

** = Significant at 0.01 level

* = Significant at 0.05 level

6.1. DISCUSSION

The mean score of male teachers was 49.94 with a standard deviation of 11.50, where as the mean score of female teachers was 52.70 with a standard deviation of 11.33. The difference of means was 2.76 which is not significant at 0.05 level of confidence. With this result the hypothesis "there will not be any significant difference between the performance of male and female teachers" is accepted.

The mean score of teachers working in Government Colleges was 40.46 with SD of 10.58 and the mean score of teachers working in private colleges was 54.70 with an SD of 8.91. The difference of mean is 14.24 which is found to be significant at 0.01 level of confidence in the West. With this result the hypothesis formulated stating that "there will not be any significant difference between the teachers working in Government Colleges and those of Private Colleges" has been rejected, favouring the performance of private college teachers.

The mean score of teachers belonging to the institutions located in rural areas was 43.20 with standard

deviation of 10.69 and that of those located in urban areas was 56.58 with standard deviation of 7.96. The difference of means was 13.38 which is found to be significant at 0.01 level of confidence in the West. With this result, the hypothesis formulated that "there would be no significant difference between the performance of teachers working in the colleges located in rural areas and those located in urban areas" tends to be rejected.

The table also indicates that the mean score of teachers working in the undergraduate colleges (UG) was 47.26 with standard deviation of 10.49 and the mean score of teachers working in post graduate colleges and universities (PG) was 61.50 with a standard deviation of 6.57. The difference of means was 14.24 which is found to be significant at 0.01 level of confidence in the t-test. With this, the hypothesis formulated that "there will not be any significant difference between the performance of teachers working in undergraduate colleges and that of those working in post graduate colleges" has been rejected, favouring the performance of teachers working in PG Colleges.

With regard to the service of teachers, the mean score of teachers possessing below 10 years of teaching experience was 41.14 with a standard deviation of 12.35. The mean score of those possessing the service between 10 to 20 years was 52/10 with a standard deviation of 10.75. The difference of means was 10.96. It is significant at 0.05 level of confidence in the t-test. The difference of means between the performance of teachers possessing 10-20 years of experience and that of those possessing above 20 years of experience was only 2.45 and it is found to be not significant even at 0.05 level of confidence. However, the difference of means between the teachers possessing above 20 years of experience and that of those possessing below 10 years of experience was 13.41 which is significant at 0.01 level of confidence in the t-test. With this result the hypothesis formulated that "the length of teaching experience will not influence the class room performance of History teachers" cannot be totally accepted nor rejected. It indicates that at the beginning stage the service of teachers will positively influence their performance and after certain level, the influence may be negligible, though it is positive.

7. CONCLUSIONS

Based on the findings of the investigation the following conclusions may be drawn:

1. The performance of the History teachers working in colleges and universities in general is satisfactory.
2. The teachers are good at explaining the concepts and ideas to the students in sequential order and in an impressive way. The way of presentation is effective.
3. The teachers have to follow novel teaching strategies and apply such relevant techniques in teaching to improve the efficiency of class room communication. This includes the preparation of instructional materials, use of audio visual equipment and proper planning of the lesson in advance. Handouts, assignments, teaching notes, problem solving exercises, low-cost models etc will be more helpful.
4. The teachers are found to be weak in certain areas such as using probing questions during the course of lecturing to know whether the students are following the concepts or not; and also in answering the questions raised by the students in the class room in comprehending the new ideas and concepts. The teachers are also encouraging participatory learning upto the mark in arranging practical activities to the students and making them participate in the class room interaction.
5. Male and female teachers are equally efficient in class room teaching and they performed the activities of class room interaction to the same extent.
6. Teachers working in private colleges are found to be highly motivated and their performance in the classroom teaching is better than the teachers from government colleges. This may be due to the enthusiasm and devotion of teachers working in private colleges and possessing high organisational culture.
7. The teachers working in colleges located in urban areas have better facilities to improve their knowledge and skills in teaching History and the teachers working in rural areas lack this benefit. The teachers working in rural areas may be exposed to various in-service programmes and demonstrations to improve their skills and acquire latest knowledge in the subject matter.
8. Teachers working in universities and postgraduate centres have better opportunities to improve knowledge and skills due to adequate libraries and laboratory facilities. Expert guidance is also available to them. Hence

academic exchange programmes for Under Graduate Teachers will help to improve the teaching performance.

9. Young teachers require improvement in the skills of teaching and classroom management. They are not exposed to various teaching methods. The opportunity to attend Orientation programmes for teachers below 10 years of experience and in-service training programmes for the senior teachers may enhance the teaching efficiency.

10. Many of the teachers are found to be weak in preparing instructional materials suitable to the students according to their learning levels and relevant to the specific needs. They are not able to integrate the new technologies such as programmed learning, instruction modules, computer aided instruction materials etc; in teaching learning process. Workshops at the University and courses on laboratory work for short duration will go a long way in improving the teaching performance of the college teachers.

"Teaching is not meant to cover the syllabus, but to uncover it, so that the students can discover the subject"

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