

A Study of Factors Affecting Teachers' Pedagogy in a Special Perspective of Secondary School Teachers in Lucknow District

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Abstract: Education is the key to a bright future. In the process of education role of the teachers are very important. They shape the future of the country. Teachers use a range of strategies that supports different ways of teaching and learning. This diverse technique of teaching is known as teaching pedagogy. Teacher is affected by so many factors while teaching. These factors are like job satisfaction, tools of teaching and student's behavior towards learning and so on. To understand the impact of these factors the lots of efforts are made by several agencies. The major reason behind this is to improve the quality of education. It is always required to have a close eye on the factors affecting teaching because it is the process which results in shaping of country. By this paper the researcher has tried to make a contribution in understating the factors affecting teachers' pedagogy.

Keywords: Pedagogy, Secondary School Teacher, Variables affecting pedagogy

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I. Introduction

Development of a nation depends upon its physical resources as well as human resources. Human beings utilize the physical resources for their development. Utilization of physical resources is greatly affected by education. Education is the most important source and best measure for the progress of a country. Only those country progress rapidly which have a good education system. Educated people utilize the resources in a better way at optimum level.

In every moment of life a person learns something. He develops a relation with his environment and society. Education shoulder the responsibility of preparing responsible, aware and rightful citizen as it does the all round development of the individuals. Through education a person can develop or shape his habits, attitudes, skill and aptitude. Education may be formal, informal and non- formal. Formal education starts from the school. John Dewey has rightly remarked that without formal education, it is not possible to transmit all the resources and achievement of a complex society. It is also a new kind of experience which would not be accessible to the young ones in normal circumstances if they are left to pick up their training in informal association with others. Education functions in an atmosphere largely determined by the attitudes, interest and values of pupils, teachers, administrators, parents and school members. In among all various factors which affect the quality of education and its contribution to nation building, the quality of teaching, the teacher's competence and character of teachers are undoubtedly the most significant. Teachers are the controllers of the behaviour of the learner and of the "what" and "how" of the activities which a part of their instructional design is.

A national Study in the year 2013 was conducted on working Conditions of Teachers by National University of Education Planning and Administration.

The purpose of the study was to analyze policies and practices with respect to teacher recruitment, deployment, transfers, salary, roles and responsibilities, grievance redressal and physical working conditions of all categories of teachers (regular, contract, part-time).

The study was conducted in nine states of India and Uttar Pradesh was chosen as one of the nine states.* Teachers involved in basic education are categorized as following:

a. Regular Teachers

- i. Primary Teacher – Basic Shiksha Parishad
- ii. Upper Primary Teacher – Basic Shiksha Parishad
- iii. Secondary Teacher – Government
- iv. Secondary Teacher – Government Aided

b. Non Regular Teachers

- i. Shiksha Mitra – Government Primary
- ii. Anudeshak – Government Upper Primary
- iii. Kasturba Gandhi Balika Vidyalaya – Project, Upper primary
- iv. ICT Teacher – Government Secondary
- v. Vocational Teacher – Government Secondary

The current research has covered mainly secondary schools and its working conditions.

In June 2016 as the report publication series the research has been published. The research disclosed following status of secondary schools in Uttar Pradesh.

Secondary schools in Uttar Pradesh

Year	Boys	Girls	Total
1946-47	415	91	506
1950-51	833	154	987
1960-61	1,489	282	1,771
1970-71	2,834	581	3,415
1980-81	4,420	758	5,178
1990-91	5,122	1,020	6,142
2000-01	8,128	1,786	9,914
2006-07	10,483	4,930	15,413
2012-13	16,033	4,687	20,720

The above data itself shows that the secondary school education is very vast and the role of secondary school teachers is very important. Teachers are the controllers of the behavior of the learner and of the “what” and “how” of the activities which a part of their instructional design is. Teachers are often linked to gardeners’ who sow seeds, graft plants and nurture them. Teachers open their students to a world of new ideas, help them to understand those ideas and insure their germinating through independent, creative and critical thinking. For effective and efficient teaching well qualified teachers are required. The main aim of teaching is to bring about socially desirable behavior change in the students and this can only be achieved if the teaching is effective and based on the principles of teaching. Teaching is an attempt at controlling and modifying learner’s behavior by showing them how they need to behave and what they need to do in order to be able to drive long term benefits from the content of the course. The effectiveness of teaching depends mainly upon the method that the teachers adopt.

Kumar (2009) conducted a study on reform in pedagogy through total quality management. The study emphasizes that the commitments that allow teachers to practice at a high level rest on 5 fundamental philosophical propositions-(i) Teacher are committed to students and their teaching. (ii) The learner knows the subject they teach and have necessary pedagogical knowledge. (iii) Responsibility for managing and monitoring students learning. (iv) Thinking systematically about their practices and learn from experiences. (v) Member of learning community.

Rex (2009) has done a study on rethinking pedagogy for our digital age. The important findings of the study is that undue emphasis had been placed on the content of what was taught, and that this had to dominant, rigid, unhelpful and even repressive habits of instructions. The present trends in thinking needs a new emphasis on the individual capacities and needs of learners.

* National University of Educational Planning and Administration, 2016(NRRPS/001(2/9)/2016)
(Declared by Government of India under Section 3 of the UGC Act, 1956)
June 2016

Glassett (2007) conducted a study on technological and pedagogical beliefs of teachers: a cross case analysis. The findings of the study suggested that the teacher's beliefs and attitudes are consistent with their instructional practices and that supportive learning environments are important factors in the teacher's development and sustainability of effective teaching process. The data suggest a strong connection between teacher's attitude and practices in learning contexts that value learner centered beliefs and attitudes.

Learners are no longer seen as passive recipients of knowledge and skills but as active participants in the learning process.

NEED OF THE STUDY

There is the great world outside and the mind within, and it is the duty of the teacher to bring the two together. This process of interpreting the world of knowledge to the child's mind is called the 'method of teaching'. Method is the style of presentation of content in classroom. The complexity of the education is not only in the numbers but also in operational conditions.

Teachers have to face problems like non cooperation of the community, lack of resources, scholarship, books and dress distributions etc. These challenges are also related with transfer and job performance. To understand these issues a questionnaire is developed by the researcher to know the impact of these factors on pedagogy. If teaching learning process is effective, then the child is able to make the things in the world around him. Teaching learning process is a means whereby society trains its young ones in a selected environment as quickly as possible to adjust themselves to the world in which they live. Teaching learning has four aspects-teacher, student, learning process and learning situation. The teacher creates the learning situation for the students. The process is the interaction between the students and teacher. Teaching learning process is a means through which the teacher, the learner, the curriculum and other variables are organized in a systematic manner to attain predetermined goals and objectives.

II. Objective

The objective of this research paper is to study the various factors which affect teachers' pedagogy.

III. Methodology

The purpose of the study is to study factors affecting The 'Descriptive Survey Method' of research will be selected for the present study. The method is so designed to obtain accurate and proper and summarized information concerning the current status of a phenomenon and, whenever possible to draw valid general conclusion from the facts discovered. Descriptive methods involve measurement, classification, analysis, comparison, and interpretation. They collect and provide three type of information (i) of what exists with respect to variables of conditions in a situation (ii) of what we want by identifying standards of norms with which to compare the present conditions or what experts consider being desirable. (iii) Of how to achieve goals by exploring possible ways and means on the basis of the experience of others

POPULATION AND SAMPLING

Population of the present study consists of all the secondary schools of luck now district. Researcher has divided the city of Lucknow as Naya Lucknow and Purana Lucknow. Selecting this geographic segment is mainly based on the planned and unplanned establishment of city so as the establishment of schools too. Sample for the present study is selected with the help of purposive sampling. Sample of the present study consist of 47 secondary school teachers.

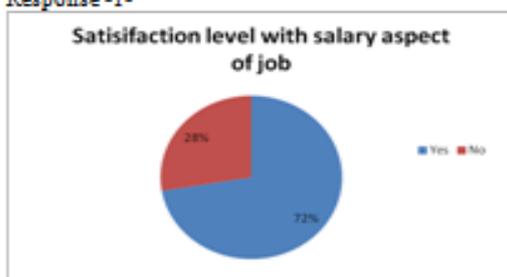
TOOL

A closed ended questionnaire was used by the researcher as a tool, with 15 questions oriented towards evaluation of Job satisfaction, work conditions and its impact on teaching. To study the factors affecting teachers' pedagogy questionnaire was administered on the secondary school teachers. There researcher have collected data from 47 teachers involved in secondary school level. If one feel agree affirmatively to question will mark 'Yes' else tick 'No' in concerned box.

Sr. No	Questions	Yes	No	Percentage	
				Yes	No
1	Are you satisfied with your salary aspect of your job?	34	13	72.34	27.65
2	Are you satisfied with your working conditions in respect management and subordinate coordination?	18	29	38.29	61.70
3	Are you satisfied with you working conditions in respect to facilities provided at school to teach better?	12	35	25.53	74.46
4	Are you satisfied with you working conditions in respect to the IQ, Involvement and commitment of you students toward learning?	25	22	53.19	46.80

5	Do you think job satisfaction effects teachers' attitude towards learner and Pedagogy used in class?	42	05	89.36	10.63
6	Do you feel financial need to improve quality of your currently used teaching methods?	38	09	80.85	19.14
7	Do you feel technical need to improve quality of your currently used teaching methods?	32	15	68.08	31..91
8	Do you use only black/white/green glass board for teaching in class rooms?	31	16	65.95	34.04
9	Do you use only computer/LCD/ OHP and presentation for teaching in class room?	00	47	00	100
10	Do you use a mix of black/white/Green glass board computer/LCD/ OHP and presentation for teaching in class room?	16	31	34.04	65.95
11	Do you need a change in your teaching methodology in class room?	36	11	76.59	23.40
12	Does the methodology used by you changes according the ability, behaviour or nature of students of class (either management rule or by your own view)?	42	05	89.36	10.63
13	Do you feel working on extra class or class on a holiday effects negative the quality of your lecture effecting your commitment?	27	20	57.44	42.55
14	Do you feel working on extra class or class on a holiday affects the quality of your lecture effecting student's commitments?	35	12	74.46	25.53
15	Do you feel staff strength per student; apart from resources and facility have an impact on the commitment of a teacher in school?	37	10	78.72	21.27

Response-1-



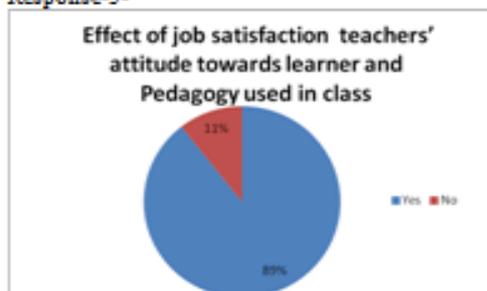
Response-4-



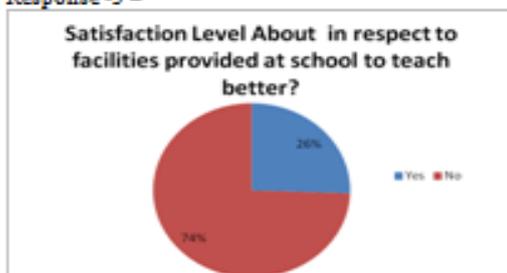
Response-2-



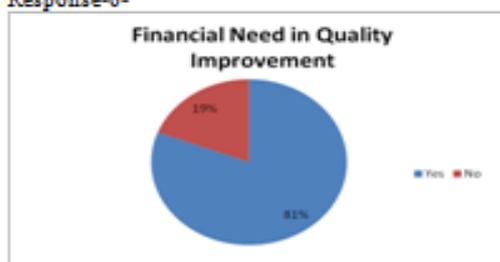
Response-5-



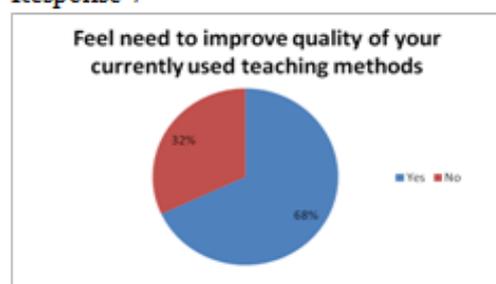
Response-3 -



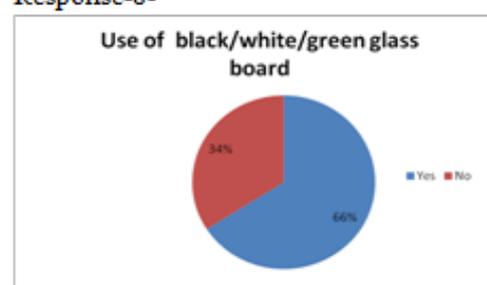
Response-6-



Response-7-

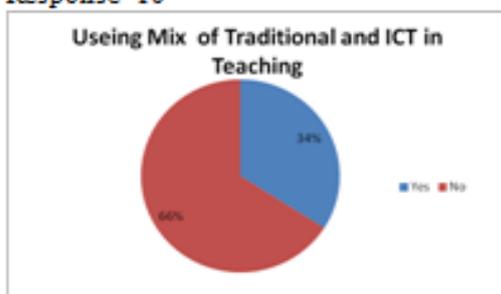


Response-8-

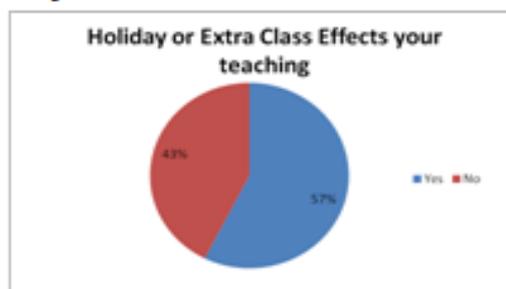


Response-9- None of the teachers found using only computer/LCD/ OHP and presentation for teaching in class room.

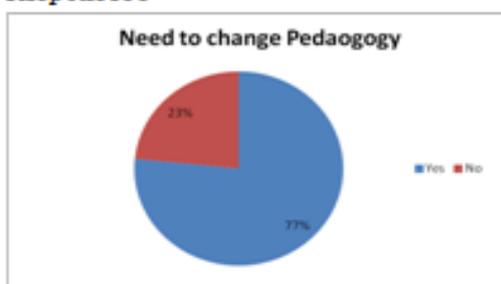
Response- 10



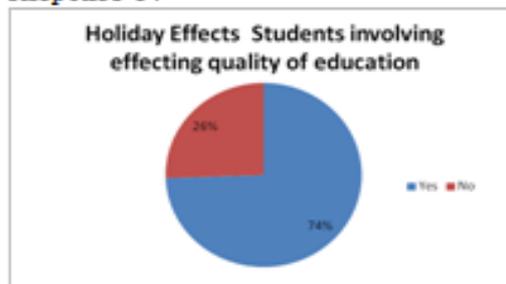
Response13



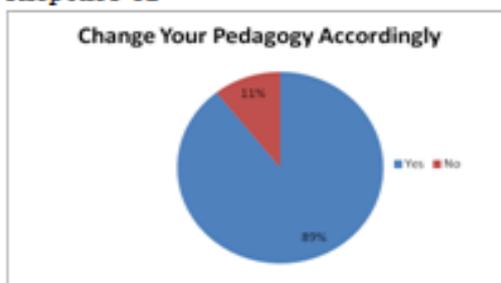
Response11



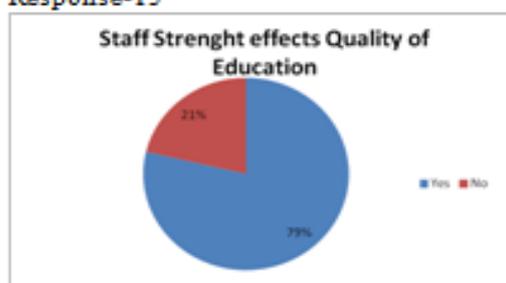
Response-14



Response-12



Response-15



Finding and Suggestions

In the light of report of NUEPA and the problems raised about the working conditions the teachers in Uttar Pradesh and based on the result of researcher administered tool, the following working related issues and its impact on teaching have been found:

- Salary plays a great role in the commitment of teachers. Teachers have their own role as human being and their personal satisfaction affects the role they are supposed to play. The exceptional example of Mr. Avinash Yadav, posted as primary teacher in Gauri Bazar, Deoria, Uttar Pradesh or Mr. Manish Kumar, posted as principal in Sahabad, Rampur, Uttar Pradesh cannot be generalised. The researcher has found that even in noble profession, teachers as human being, follow Maslow need Hierarchy. The effort of teachers only moves upwards in pyramid if the bottom is consolidated.
- Most of the teachers are feeling that the ratio of teachers per students, have to be improved for improving the performance of students. Students cannot be considered as uniformed raw material which can be transformed by same process on each. Every student is different in their knowledge level. In such case quality of education can only be improved if the no. of teachers is good in schools. If private teacher is lacking staff issues on the same hand Government teachers' role as Mid Day Meal coordinator, government duty etc hampers the productivity.
- The integration of ICT with education is highly required. The advancement of education is associated with financial constraints. Beyond the availability and unavailability of ICT resources, most of the teachers believe that it is in favour of students.
- In most of cases extra work or extra hours reduces the quality of class room studies. Even if the teacher agreed to deliver an uncompromised lecture the students show less interest in such class sessions. The teaching pedagogy of 'working an extra hour' is not as fruitful for school teaching as students are not grown enough concern for education. A very useful and mighty concept of extra class or special lectures, used

highly in higher education like BBA MBA or M. Tech classes become submissive and less effective in school education.

- A mixed approach of traditional black board study and technical teaching is fruit at school level.

IV. Conclusion

Teachers' pedagogy plays one of the most important roles in the whole process of education. The teacher uses a range of strategies that supports the different ways of thinking and learning. An effective pedagogical practice promotes the wellbeing of students', teacher and the school community. It is evident from the above description that teachers' pedagogy is affected by various factors. If these factors were positively taken in consideration, it will definitely enhance teaching learning environment. This will help to promote the use of better pedagogical practices. It also improves students' and teachers' confidence and contributes in the development of the country.

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