

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’s 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

INTRODUCTION

Education is the most important source and best measure for the progress of a country. In 2013, National University of Education Planning and Administration (NUEPA) initiated a National Study on Working Conditions of Teachers. The purpose of the study was to analyze policies and practices with respect to teacher recruitment, deployment, transfers, salary, roles and

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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.

Number of students in secondary schools

Year	Boy	Girls	Total
1946-47	1,89,000	31,000	2,20,000
1950-51	3,59,000	58,000	4,17,000
1960-61	7,58,000	1,54,000	9,12,000
1970-71	18,52,000	4,68,000	23,20,000
1980-81	27,52,000	6,96,000	34,48,000
1990-91	36,14,000	11,45,000	47,59,000
2006-07	58,29,000	25,10,000	83,39,000
2012-13	70,51,000	55,35,000	1,25,86,000

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1990-91	36,14,000	11,45,000	47,59,000
2006-07	58,29,000	25,10,000	83,39,000
2012-13	70,51,000	55,35,000	1,25,86,000

NEED OF THE STUDY

The above data itself shows that the secondary school education is very vast. 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.

OBJECTIVE

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

METHODOLOGY

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.

Population and Sampling

Population of the present study consist 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

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

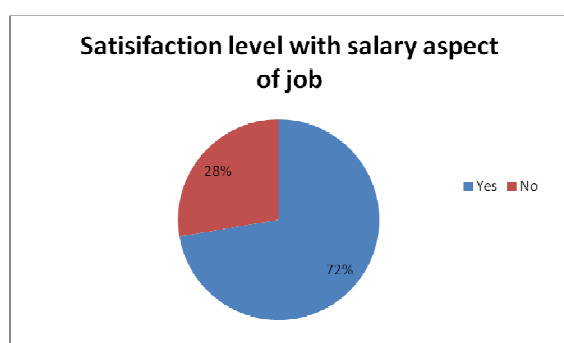
secondary school level. The questionnaire consists of 15 questions to know teachers view about various factors related which affect their teaching pedagogy. If one feel agree affirmatively to question will mark ‘Yes’ else tick ‘No’ in concerned box.

Analysis

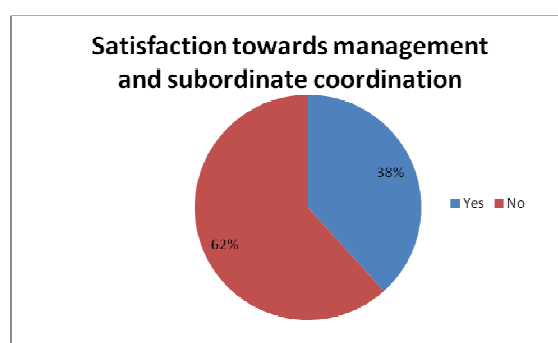
Sr. No	Questions	Yes	No	Percentage	
				Yes	No
1	Are you satisfied with your salary aspect of your job?	34	13	72.34	27.65
2	Are you satisfied with your working conditions in respect management and subordinate coordination?	18	29	38.29	61.70
3	Are you satisfied with you working conditions in respect to 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	16	31	34.04	65.95

	teaching in class room?				
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-

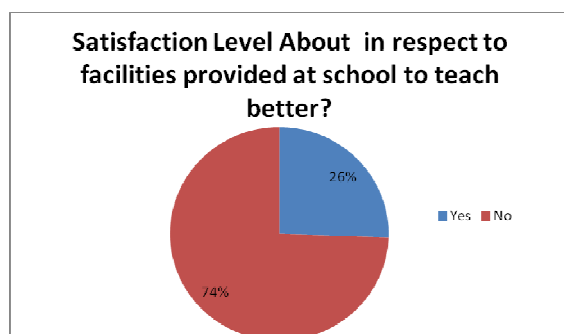


Response -2-



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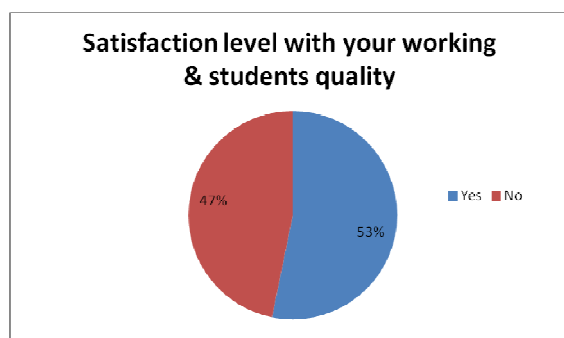
Response -3 –



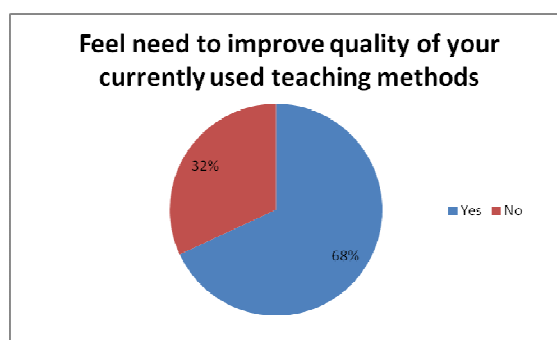
Response-6-



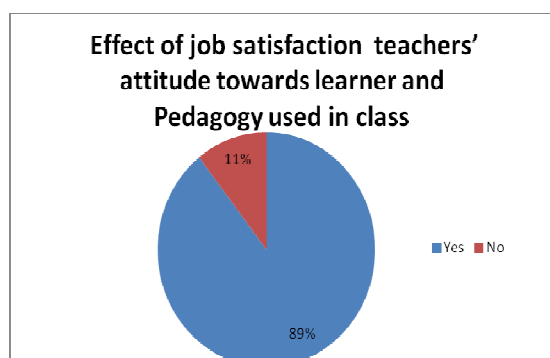
Response- 4-



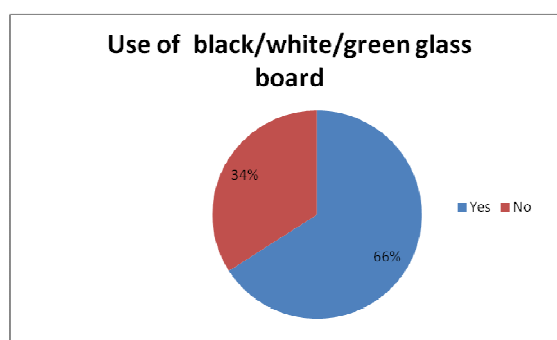
Response-7-



Response-5-



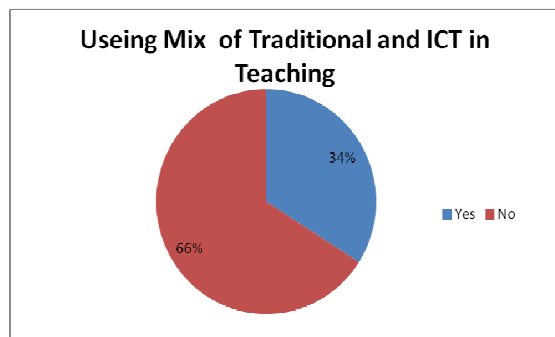
Response-8-



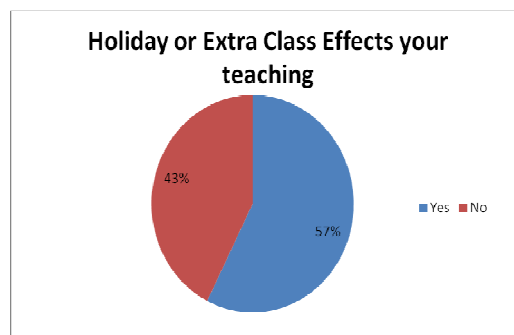
Response-9- None of the teachers found using only computer/LCD/ OHP and presentation for teaching in class room.

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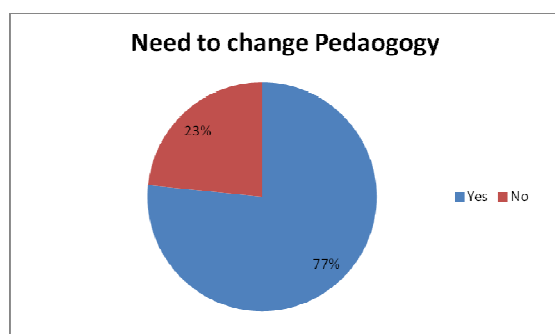
Response- 10



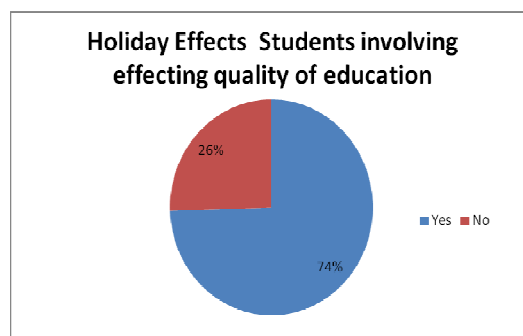
Response-13



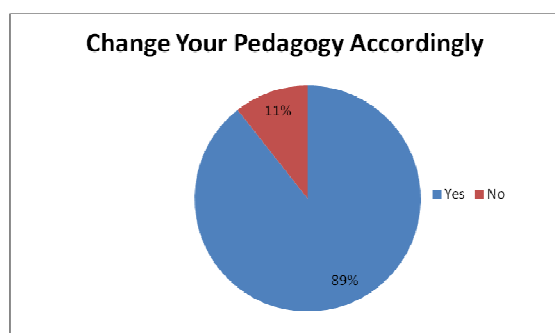
Response-11



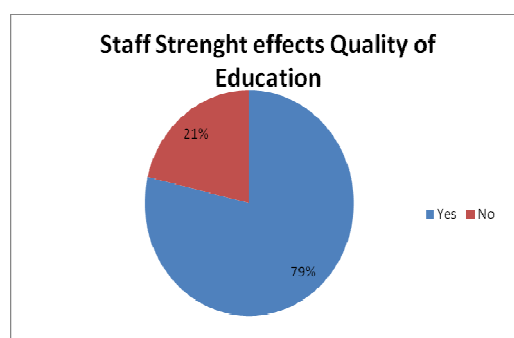
Response-14



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:

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- 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. Although good for students, but complete dependence on computer teaching may make studies sophisticated and students may lose interest and comprehension. Regular practical and class room sessions are still the most successful pedagogy to make productive class session.

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

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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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