

AN ANALYTICAL STUDY ON ENABLING TEACHERS TO LEAD CHANGE IN SENIOR SECONDARY SCHOOLS IN RAJSTHAN

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Abstract

The information utilized as a part of this examination were gathered in the vicinity of 2002 and 2003 from instructors, principals, bosses of training from the Ministry of Education and Post Primary Schools Board in Rajasthan. The information were gathered from interviews, archives, perception, and surveys and were investigated utilizing both subjective and quantitative strategies to fortify the legitimacy of the discoveries. The information gathered was broke down to reply the particular research inquiries and theories set in this investigation. The information examination included the utilization of different measurable strategies: Percentages Mean Point Value, T-trial of Significance, One-Way Analysis of Variance (ANOVA), and Cross Tabulation. The outcomes acquired from the information investigation demonstrate that instructors require proficient learning and expert showing abilities, and also an expansive base of general information (e.g., ethical quality, benefit, social capital, institutional review). Most importantly, keeping in mind the end goal to do instructional procedures successfully, educators ought to be both scholastically and professionally prepared. This investigation uncovered that teachers are not however expected to have an extraordinary memory, but rather looked upon as persons capable of thinking in the right direction.

1. INTRODUCTION

It was watched that in Rajasthan and in most creating states the issue isn't outlining excellent projects for national improvement yet executing them. As per Thomas Poetter, we ignore the fortune in our own one of a kind patio: our understudies. Understudy recognitions are significant to our training since they are bona fide wellsprings of direct encounters in our classrooms. As instructors, we have to discover approaches to

ceaselessly search out these quiet voices since they can show us much about learning and students. As a matter of fact, there is something else entirely to instructing than feeling fondness for kids. However without adoration and an excitement to serve schoolchildren well, instructing loses its heart. Also, when instructors overlook that youngsters start things out, their understudies and society are in genuine risk. In this way, educators in schools are both among the most intense and the most

focused on grown-ups on the planet. They are capable as a result of their impact over youthful personalities, and they are focused on in view of the duties that are of-ten out of extent to their power. Actually schools will change and grow just if the instructors inside the establishments are engaged to create themselves [1].

Moreover, acknowledging from the beginning the significance of training, calls attention to that "Instruction is an intense instrument of social advance without which no individual can accomplish professional improvement." It at that point takes after that the most ideal approach to upgrade guideline is through instructor training programs, which are vital to understanding both educating and learning. Such projects are intended to enable individual instructors to develop and create as educators, give them the aptitudes and professional capacities to spur youngsters to learn, and to help them in procuring the correct understanding of the ideas, qualities, and states of mind required, to oversee classroom guideline as well as to add to the general public in which they are conceived, develop, and live. In this way, educator training is intended to deliver an exceptionally energetic, delicate, reliable, and fruitful classroom instructor who will handle understudies adequately and professionally for better educational accomplishment. Consequently, instructor instruction is a piece of the instruction procedure or preparing those arrangements with the specialty of getting educating

aptitudes. It is a fundamental exercise that upgrades the aptitudes of learning and instructing. In Rajasthan, sensible arrangements are made to enhance instructors' professional advancement through the foundation of schools of training, both at the government and state levels. Organizations of training and resources of instruction in different colleges are additionally settled to give viable and professional instructor instruction programs. In such organizations, understudies are prepared to frame propensities that will enable them to wind up instructors fit for boring obligations, demonstrating activity and being great models for their future students [2].

2. REVIEW OF LITERATURE

Saxena& Singh (2008) [3] conducted study on teaching competency of different level teachers with the objective to compare the teaching competency of male and female teachers. A sample of 200 teachers was selected. The result showed that teaching competency of male and female is equal.

Vibha (2008) [4] studied on a sample of 75 pupil teachers representing "faculties of Dayalbagh Education Institute, Agra to study relationship between nonverbal classroom communication and teaching effectiveness. Most of B.Ed trainees were found to be moderately effective and nonverbal classroom communication behaviour of pupil teachers was found to be positively correlated with teaching

effectiveness.”

Kauts and Saroj (2012) [5] in his study found that male and female teachers exhibit equal level of teacher effectiveness. Teachers with high emotional intelligence were found to be more effective in their teaching than the teachers with low emotional intelligence.

Khatal (2009) [6] conducted study with sample of 300 teachers of secondary schools to investigate the intelligence and anxiety in teacher effectiveness. The study revealed that 36 the effective teachers tend to be more intelligent than the non effective teachers and the teachers who possess neither too low nor too high anxiety, will perform his job more effectively.

Pal (2009) [7] conducted study with the objective to “study the core teaching skills, self concept and adjustment in relation to gender differences. The result showed that female primary teachers show more skill deficiencies than male primary teachers.”

Dhillon&Kaur (2010) [8] in their study on teacher effectiveness in relation to their value pattern investigate the teaching effectiveness of teachers. A sample of 200 teachers (100 male and 100 female) was taken. The main finding was that there was no significant difference in the level of

teacher effectiveness of male and female teachers.

3. RESEARCH DESIGN

Research Procedure

The research outlines decided for this investigation are important in light of the fact that they are plan, structure and system considered to acquire answers to this current examination's research questions and hypotheses. It is likewise assumed that the result of this investigation won't be the speculation of the outcome obtained, yet give a significant comprehension of the encounters from the perspectives of the chose members for this examination

Sample

The research population for this examination is drawn from Rivers State (accessible) of Rajasthan (target). It is one of the States in the south-south geo-political zone of Rajasthan. The population contains principals, subject heads and teachers from ten (10) haphazardly chose auxiliary schools. The purposes behind picking subject heads are that they straightforwardly regulate teachers' exercises as regards teaching and subsequently stand a superior possibility of estimating their teachers' info and yield.

Table 1: Categories of Respondents and the number of Responses Used

Categories of Respondents	Number of Responses Used	
Teachers	270	90.0%

Principals	10	3.3%
Supervisors	20	6.7%
To Number of Responses	300	

4. DATA ANALYSIS

The analyses of the data involved the use of multiple statistical procedures: Percentages Mean Point Value, T-test of significance, One-Way Analysis of Variance (ANOVA), and Cross Tabulation. The data for this study is in table form, and the data collected was analyzed to answer the specific research questions and hypotheses in this treatise.

There are no significant differences in the effectiveness of professional and non professional teachers towards their material utilization competencies.

The third research question is “How do teachers’ motivational competencies

improve their job effectiveness?” The rationale underlying this research question is to unearth the extent to which teachers influence co-teachers and students to achieve positive outcomes. The statistical analysis of respondents’ answer to these items showed that teachers with professional qualifications demonstrate familiarity with co-teachers and students, and as such motivate co-teachers to work effectively and students to learn effectively. The application of the wise use of punishment is regarded as an essential part of professional teaching and it is likewise shown from the study that professional teachers guide co-teachers on how to apply rewards and punishment effectively.

Table 2: Response on Whether Motivational Competencies of Teachers Improves Their Effectiveness.

Competencies (Variables)	Trained Teachers (Professionally Qualified)			Untrained Teachers (Academically Qualified)		
	Mean	SD	Variance	Mean	SD	Variance
4	3,72	,53	,28	1,71	,77	,59
5	3,67	,52	,27	1,66	,72	,53
6	3,55	,56	,31	1,83	,76	,57
7	3,71	,53	,28	1,77	,80	,65
Total	3,66	,54	,28	1,74	,76	,58

In accordance with the outcome, co-teachers' survey is a deliberate procedure of social affair data and confirmation about the

effectiveness of the teaching-learning process in the instructive condition and how decidedly they empower kindred teachers in

doing their teaching occupations effectively. The reasons incorporate giving affirmation that students can accomplish what the course expects them to accomplish and to enhance teaching hones. Co-teachers offer the ability to fundamentally survey and enhance improved teaching through the trading of thoughts. They give a teacher somebody to depend on and give helpful basic input about teaching; teaching ought to be viewed as a key part of the scholastic part expected of teachers: co-teachers are an important wellspring of developmental criticism on whether objectives are accomplished. Thus, referring to craft by Scriven attracted regard for the way that if educational system foundations an arrangement of appraisal keeping in mind the end goal to energize the expert development and improvement of its teachers, it is occupied with developmental assessment. They inferred that this sort of input process has yielded positive outcomes.

Respondents' answers with respect to the utilization of discipline amid instructional process demonstrate a positive reaction in light of the fact that the utilization of energy in schools is viewed as critical in deciding

high understudy accomplishment. Teachers utilize this strategy to impact understudy's consistence in the classroom. This was clear in the Cheng, examine; be that as it may, their examination was constrained to review 6 students. Seen control base as the utilization of reward control, coercive power, position power and individual power or expert power in the classroom to guarantee students' consistence. It is likewise acknowledged by numerous analysts particularly in Africa and Asia as a significant instrument for effective teaching and high understudy accomplishment.

There are significant differences in the effectiveness of professional and non-professional teachers towards their methodological competencies.

The second hypothesis states, “There are no significant differences in the effectiveness of professional and non-professional teachers towards their methodological competencies”. This research hypothesis is intended at discovering from the respondents’ view if significant differences exist in the methodological competencies of professional and non-professional teachers.

Table 3 Means and standard deviations of differences between professionally trained and non-professionally trained teachers towards their methodological competencies.

Competencies (Variables)	Trained Teachers (Professionally Qualified)		Untrained Teachers (Academically Qualified)	
	Mean	SD	Mean	SD
1	3,65	,54	2,07	,85
3	3,56	,56	1,75	,75



2	3,47	,73	1,84	,73
Total	3,56	0,61	1,89	0,78

The table above uncovers that the total mean and standard deviation scores for the professionally prepared teachers (M= 3.56, SD= 0.61) are higher than those of the non-professionally prepared teachers (M= 1.89, SD= 0.78). This demonstrates there are noteworthy contrasts in the effectiveness of professionally prepared teachers and non-proficient teachers in the territory of methodological abilities. The discoveries similarly uncovered useful confirmations that expert teachers have a tendency to apply remedy teaching techniques in the teaching and learning process. This loans adequate help to contention that present work hones in the training business are described by a solid accentuation on relative work in little multidisciplinary groups. In the meantime, exceptional learning or "expert fitness" winds up plainly old all the more quickly and the capacity to procure the abilities pertinent for teaching "without a moment to spare" develops in significance. In this manner, social and methodological abilities pick up significance similarly as expert capabilities. Clearly, those capabilities can't be adapted independently in addresses or conventional courses, however require "teaching practice" and being occupied with a genuine setting.

The proof from these outcomes influences me to trust that there is a connection dispatch between "teaching hones" and

"methodological capability" since methodological fitness produces certainties as contribution to instructional process and instructional process builds up prerequisites to empower discerning contribution to understudy's scholastic accomplishments. Teaching practice and technique courses given to understudy teachers at the personnel of instruction of a college or teacher training organization help understudy teachers in increasing significant methodological abilities that guide teaching and realizing, which could bring about effective tutoring. The examination additionally uncovers that understudy teachers should concentrate on instructive estimation and assessment, brain research of training, logic of instruction, human science of training, instructive administration, instructive arranging and other instruction courses that will open them to the fundamentals of being an effective teacher in light of the fact that methodological capability is especially connected with thoroughness.

There are significant differences in the effectiveness of professional and non professional teachers towards their material utilization competencies.

The third hypothesis states, "There are no significant differences in the effectiveness of professional and non-professional

teachers towards their material utilization competencies”. This research hypothesis is designed to assess teachers’ appropriate use of instructional materials during

instructional processes and its input towards teaching effectiveness. Thus, teachers were evaluated on the competency statements 8–10.

Table 4 Means and standard deviations of differences between professionally trained and non-professionally trained teachers towards their material utilization competencies.

Competencies (Variables)	Trained Teachers (Professionally Qualified)		Untrained Teachers (Academically Qualified)	
	Mean	SD	Mean	SD
1	3,65	,54	2,07	,85
3	3,56	,56	1,75	,75
2	3,47	,73	1,84	,73
Total	3,56	0,61	1,89	0,78

The results of the means and standard deviations in table 5.8.1 between professionally trained and untrained teachers indicates that a variety of techniques are needed for teachers to effectively utilize instructional materials in the teaching and learning process. Therefore, this hypothesis is rejected, and the alternative hypothesis is upheld.

5. RESULT & DISCUSSION

Teachers’ Methodological Competencies

The statistical analysis of hypothesis demonstrates that there are noteworthy contrasts in the effectiveness of professional and non-professional teachers in the region of their methodological competencies. The prepared teachers consider the individual contrasts that exist among students in view of their knowledge of educational brain research and in that capacity include

themselves in numerous exercises that assistance them on the off chance that they wind up in a difficult circumstance. For example, the issue with the youngster who falls behind in schoolwork is a standout amongst the most difficult circumstances that teachers need to confront. It is an issue that can emerge in relatively every school. These insufficiencies are based on the establishment of determined inability to accomplish what other kids are accomplishing or difficulty in achieving the academic standard set.

Teachers’ Motivational Competencies

The results from the information investigations on co-teachers exhibiting recognition with their partners and urging each other to work effectively uncovered that professionally prepared teachers are slanted to invigorate themselves more than academically prepared teachers. Similarly,

professionally qualified teachers will probably encourage co-teachers effectively in their collaborative effortless. Coordinated effort is viewed as a feature of teacher arrangement programs. This starts with the understanding that all teachers will have the capacity to work with each other. The contention is that each teacher needs to think about teaching techniques, branches of knowledge, incapacity, individualization, convenience and skills for joint effort in the educational system to be effective. In addition, they are essential parts of effective schooling. Teacher-to-teacher interactions are intense instruments in understudy's motivation processes in light of the fact that as co-teachers communicate and disclose to each other the issues they experience in their different classes they have a tendency to basically audit and develop upgraded teaching through the trading of thoughts and in addition influence helpful recommendations to each to other on the most proficient method to deal with different circumstances.

Teachers' Material Utilization Competencies

Switching to hypothesis; from the investigation, it was discovered that professional teachers select proper teaching materials, get ready and utilize teaching materials effectively, and in addition work anticipated tools effectively more regularly than the non-professional teacher. The educational condition has changed comment capably because of advancement in the

teaching and learning process. On the off chance that teachers design and execute the teaching-learning exercises as their primary group of training with their students, it is a fundamental point for them considers the materials they should use to prevail in their instructional procedure which is gone for helping students Zones of Proximal development. In spite of the fact that material use knowledge has increased remarkably because of the prerequisites of times and an ecological factor, teachers' genuine competence in material use isn't sufficiently high to address these difficulties.

6. CONCLUSION

While directing this investigation, there were some general targets which the researcher intended to accomplish. In any case, it was gone for exploring secondary teachers' academic and professional qualification and enhancing their quality and effectiveness. This investigation broke down competency parts in theory and what really occurs by and by in secondary school management. In addition, the investigation was gone for empowering Rajasthan secondary schools' management to distinguish 'best practices' accessible and gain from what is reachable in working educational frameworks somewhere else. In addition, it is gone for educational effectiveness, which grasps a scope of quality capacities, for example, staff academic and professional development and the improvement of educational processes of teaching and learning. Best practices

encourages utilizing normal measures of teaching improvement, for example, understudy evaluations/appraisal and criticism keeping in mind the end goal to deliver constantly more favorable teaching conditions.

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