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MAXIMS TEACHING IN CLASSROOM PERFORMANCE AND ATTITUDE TOWARDS TEACHING PROFESSION

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ABSTRACT

Maxims of teaching have been discovered, not invented. They are simply statements the way in which teaching and learning go forward. They ensure efficient and effective teaching. Education has been recognized as fundamental right and it is viewed as a process of human resource development where the knowledge, Skills and capabilities are sharpened to achieve a wide range of objectives. In a democracy, education can be used for giving training in good citizenship. It can produce leaders in different walks of life. Education is the process by which an individual is enabling to function according to the Expectations of the society as well as according to his/her capabilities.

KEYWORDS:Maxims Teaching, Attitude, Performance, Profession.

INTRODUCTION

Education is a purposeful conscious or unconscious deliberate or spontaneous, Psychological,



sociological, scientific and philosophical process which brings about the all round development of the individual to its fullest extent in the best of his social Interests in such a way that he enjoys maximum happiness and prosperity.

According to Monroe encyclopedia of educational research "Teacher education refers to the totality of educational inputs which contribute to the preparation of a person for a teaching position in school". But the term is more commonly employed to designate the programmes of courses and other experiences offered by an educational institution for the announced purpose of preparing persons for teaching and other educational services.

W.S. Kilpatrick, the famous American educationist once remarked, "One trains circus performance and animals, but one educates the teachers", consequent the new term "Teacher education" has been adopted replacing the term 'teacher training'.

Teacher education is not mere pedagogy or acquisition of a training qualification. It is preparation of persons for family, for society and for the country. It is nurturing of creativity, inculcation of commitment and generation of a strong will to contribute at the highest level of efficiency through value based approach. Teacher education is a process of unearthing the treasure within every teacher and subsequently within every learner in each and every learning centre. It is the process which makes the individuals realize the magnitude and potentialities which, if nurtured and inculcated in the right direction, could make significant contribution to the identified sectors.

MAXIMS OF TEACHING

A teacher said to be a failure if he is unable to distribute the knowledge to the pupils even though he has abilities, merits, and mastery of the subject. The reality is that teaching is an art and to acquire efficiency in this art the teacher needs two things.

Maxims of teaching have been discovered,

not invented. They are simply statements the way in which teaching and learning go forward. They ensure efficient and effective teaching.

SOME IMPORTANT MAXIMS OF TEACHING

- 1.Simple to complex (easy to hard): The maxim means the teaching of simple to the people first and then the complex contents should be taught afterwards.
- 2.From known to unknown: The meaning of from known to unknown is that the basis of the pupils new knowledge should be his previous knowledge.
- 3.From seen to unseen: The meaning of the maxim is that the pupils should be made aware of those things which are at perceptual before them first and then those things should be presented which don't exist before them.
- 4.From concrete to abstract : The maxim means the teacher present concrete objects first i.e. models, pictures, real objects etc., and after words he gains micro words for them.
5. From particular to general: This maxim means that the specific examples should be presented before the pupils first and then the general levels derived from those Specific examples.
6. From whole to part: According to Gestalt psychology we gave knowledge about the whole first and then about the parts.
7. From Indefinite to definite: As the people grows his sensory organs develop and giving knowledge regarding different objects, these concepts generally vague, unclear and uncertain, the teacher provide certainly to the uncertain knowledge using concrete objects and examples.
8. From psychological to logical: This maxim says that subject should be presented according to the age, ability interest of the pupil. In lower classes we should teach according to this maxim. The logical order must be adopted in higher classes.
9. From empirical to rational: The empirical knowledge is that what a pupil gains though his own observation. The maxims means to make the pupil's empirical knowledge more rational so that is because valid and definite.
10. From analysis to synthesis: Analysis means to divide a problem into components which on assembling them man solve problem synthesis means to understand by connecting the knowledge acquired from living components of a problem.
11. Follow nature: Education of a pupil according to his physical and mental development i.e., nature.
12. Training and sense: Training to the sense organs of the pupil properly, the pupil will from concepts of each object correctly in his mind. From this point of view, if the teachers, especially teacher trainees want to success in the teaching task its complete knowledge is essential for them.

TEACHING AND ITS DEVICES

Good teaching demands skill in the some basic elements of good teaching. Just as medicine, once a matter of pills and potions has become a tremendous tangle of symptoms and specifics, so teaching has become complicated by the increasingly intricate phrases of human personality and society whereas this true of all teaching. It is truer as for as teaching children in the school is concerned, here the teacher deals with the best of humanity, the young, the more easily pleased less sophisticated and as yet less disillusioned than the old. In the schools, teaching provides to the teacher an opportunity for doing something creative, that is, for molding personalities and minds. The topic 'some of the aspects of good teaching' indicate some of the principles of good teaching which should be borne in mind by the teacher while he is dealing with children. Since the goal of teaching is desirable learning, the quality of teaching can be tested only in terms of the quality of learning to which it leads.

Classroom performance, teaching effectiveness, teaching competence, teaching success, teaching behaviour are the terms usually used synonymously to refer the concept and to denote the capacity of the teacher to teach his students effectively in the classroom. Classroom performance means a system of actions intended to organize classroom situation. It is associated with a seemingly endless series of tasks. The teacher is ever involve in planning learning experiences for students choosing instructional material, gathering supplies, instructing, evaluation, work controlling the situations and interaction with the students.

ATTITUDE TOWARDS TEACHING PROFESSION AND TRAINING

Attitude is a complex one relation to human mental process and behavior. The common man outlook in the idea, opinion and attitude are used as synonymous to some extent. In the dictionary of philosophy and psychology Baldsin (1905) defined attitude as readiness for attention or acting as a definite sort.

Allport (1929) prefers to treat attitude as a mental and neutral state of readiness, organized through experience exerting a direction or dynamic influence upon the individual’s response to all objects and situations with which it is related. This definition stresses that attitude is a generalized pattern in perception or action which is a result of integration of various experiences.

In the words of Kohler (1929) from the point of view of Gestalt psychology, a change of attitude involves a definite physiological exerted up on sensory field by processes originating in other parts of the nervous system.

It is needless to mention that attitude of a teacher for that matter, towards his profession and training is an important aspect that helps one to feel well in his job. For example a zealous teacher may ignore many negative aspects of his job as trifles, though they may cause intense dissatisfaction to an ordinary teacher. A favorable attitude towards profession and training is likely to prove helpful to teacher in maintaining harmonious relations with their pupils, characterized by mutual affection and sympathetic understanding.

According to Best (1948) persons who choose teaching as a profession believed teaching to be more secure, the profession to be less crowded, that there was less physical strain, more opportunity for proper home life, more adequate life time income, that it was easier to gain the needed education and that there was less opposition from parents and relatives than with certain other profession.

Classroom Performance and Attitude towards Teaching Profession

Attitude towards teaching profession scores of trainees were grouped were groped in to three categories 1) low group, 2) average group, 3) high group, on the basis of quartile values. To examine the relation among the three groups, their classroom performance scores were analyzed and ‘F’ test, test was applied and the results were presented in the table.

Table 1: Means and SDs of Low, Medium and High of Attitude towards Teaching Profession and the results of ‘F’ test

| S. No. | Attitude towards teaching profession | N | Mean | SD |
|--------|--------------------------------------|-----|---------|---------|
| 1. | Low | 104 | 693.875 | 118.778 |
| 2. | Medium | 193 | 671.964 | 117.012 |
| 3. | High | 423 | 677.825 | 117.784 |

Table 2: ‘F’ test

| S. No. | Source | df | SS | MS | F-value |
|--------|----------------|-----|------------|---------|---------|
| 1. | Between groups | 2 | 1412.250 | 106.125 | 3.596** |
| 2. | Within groups | 717 | 140778.250 | 196.343 | |
| 3. | Total | 719 | 142190.500 | 902.468 | |

Significant at 0.01 Level

It could be observed from the above table, there exists significant relationship among the three groups i.e. low, average and high attitude towards teaching profession were significantly differed in their classroom performance scores ‘F’ value is 3.596 indicates the level of significant is above 0.01 level. So the hypothesis that “there would be no significant relation between the classroom performance and attitude towards teaching profession” was refused. Hence finally concluded that the attitude of trainees towards teaching profession significantly influence positively on classroom performance these results are in line with Ravi (1980), Jagandham

(1986), Govind Reddy (2002), Ranga Reddy (2003).

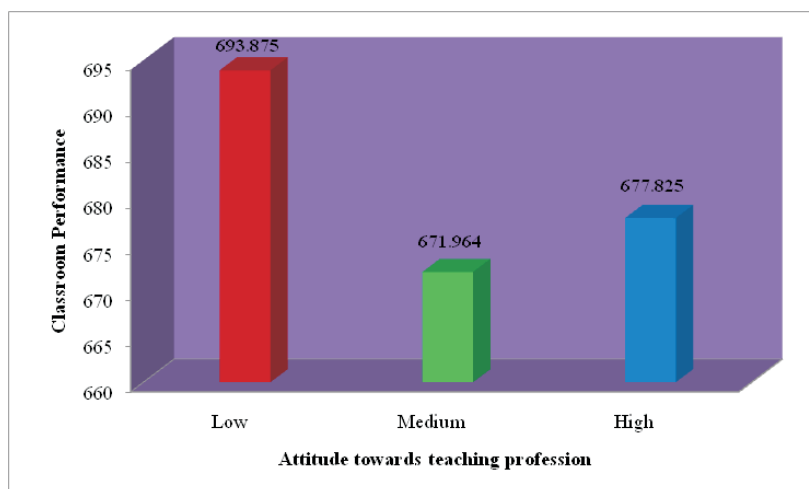


Fig 1. Bar Diagram for the Classroom Performance and Attitude towards Teaching Profession

Classroom Performance and Attitude towards Teaching Profession and the ‘t’ test

Further to see the relationship between the subgroups of attitude towards teaching profession, t’ test was applied.

Table 3: the value of ‘t’ test

| Source | No. of Observations | Means | SDs | t-value |
|----------------|---------------------|---------------|------------------|---------|
| Low Medium | 203 348 | 53.015 53.897 | 14.086 13.788 | 0.714@ |
| Low High | 203 169 | 53.015 56.757 | 14.086 14.256 | 2.535* |
| Medium High | 348 169 | 53.897 56.757 | 13.788 14.256 | 2.163* |

In general it can be inferred that those having high attitude towards teaching profession are high in their classroom performance and low in their attitude towards teaching profession are low in their classroom performance and can also impact there is positive relationship between the two variables i.e. between attitude towards teaching profession and classroom performance of students.

Further when tested to know whether exists any significant difference in their classroom performance, from the ‘t’ table, there exists significant difference between low and high, medium and high attitude towards teaching profession in their classroom performance. There was no significant difference between the low and medium attitude towards teaching profession in their classroom performance of students.

CLASSROOM PERFORMANCE AND ATTITUDE TOWARDS TRAINING

Attitude towards training scores of trainees were grouped on basis of based on the scores of attitude towards training were groped in to three categories 1) low group, 2) average group, 3) high group, on the basis of quartile values. To examine the relation among the three groups of their classroom performance ‘F’ test, test was applied and results presented in the table.

Table 4: Means and SDs of Low, Medium and High of Attitude towards teaching profession and the results of 'F' test

| S. No. | Attitude towards Training | N | Mean | SD |
|--------|---------------------------|-----|--------|--------|
| 1. | Low | 203 | 53.015 | 14.086 |
| 2. | Medium | 348 | 53.897 | 13.788 |
| 3. | High | 169 | 56.757 | 14.256 |

Table 5: 'F' test

| S. No. | Source | df | SS | MS | F-value |
|--------|----------------|-----|------------|---------|---------|
| 1. | Between groups | 2 | 1412.250 | 706.125 | 3.596* |
| 2. | Within groups | 717 | 140778.250 | 296.343 | |
| 3. | Total | 719 | 142190.500 | 902.468 | |

Significant at 0.01 level

It could be observed from the above table, there exists significant relationship among the three groups i.e low, average and high attitude towards training were significantly differed in their academic achievement scores 'f' value is 3.596 indicates the level of significant is above 0.01 level. So the hypothesis that "there would be no significant relation between the classroom performance and attitude towards training" was refused. Hence finally concluded that the attitude of trainees towards training influence positively on classroom performance, reported by Ravi (1980), Jagandham (1986), Govind Reddy (2002), Ranga Reddy (2003).

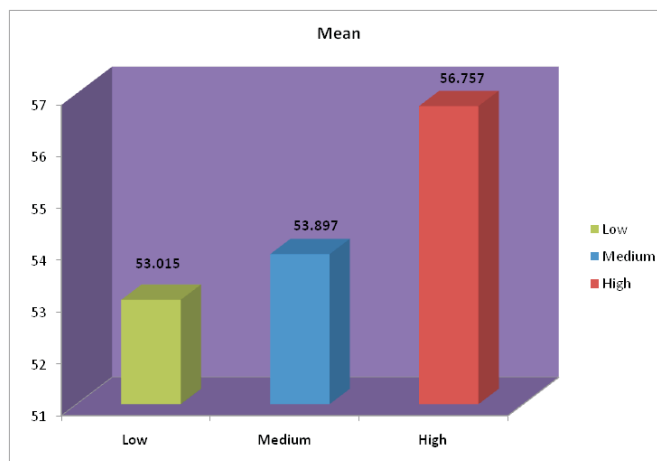


Fig 2. Bar Diagram for the Classroom Performance and Attitude towards Training

ACADEMIC ACHIEVEMENT AND ATTITUDE TOWARDS TRAINING

Attitude towards training scores of trainees were grouped on basis of based on the scores of attitude towards training were groped in to three categories 1) low group, 2) average group, 3) high group, on the basis of quartile values. To examine the relation among the three groups of their academic achievement scores 'F' test, test was applied and results presented in the Table-6.

Table 6: Means and SDs of Low, Medium and High of Attitude towards teaching profession and the results of ‘F’ test

| S. No. | Attitude towards Training | N | Mean | SD |
|--------|---------------------------|-----|---------|---------|
| 1. | Low | 203 | 589.113 | 129.301 |
| 2. | Medium | 348 | 689.167 | 83.083 |
| 3. | High | 169 | 764.213 | 88.105 |

Table 7: ‘F’ test

| Attitude Scores | Academic Achievement | | | Total | F-Value |
|-----------------|----------------------|------------|------------|------------|---------|
| | Low | Average | High | | |
| Low | 36 | 71 | 40 | 203 | 2.251@ |
| Average | 96 | 218 | 85 | 348 | |
| High | 71 | 59 | 44 | 169 | |
| Total | 203 | 348 | 169 | 720 | |

Not significant at 0.05 level

It could be observed from the above table, there exists significant relationship among the three groups i.e. low, average and high attitude towards training were significantly differed in their academic achievement scores ‘f’ value is 2.251 indicates the level of significant is above 0.05 level. So the hypothesis that “there would be no significant relation between the academic achievement and attitude towards training” was accepted. Hence finally concluded that the attitude of trainees towards training influence positively on academic achievement, reported by Ravi (1980), Jagandham (1986), Govind Reddy (2002), Ranga Reddy (2003).

ATTITUDE INVENTORY

An attitude inventory was constructed by investigator to measure the attitude of the student teachers. The attitude inventory is developed into two sub scale (1) Attitude of teacher trainees towards teaching profession, (2) Attitude of teacher trainees towards training. In the present investigation the Liker’s method of ‘summated rating’ was followed for the construction of the attitude inventory.

All the principles of test construction were followed in the construction of the scale. Based on the results of pilot study conducted on subjects, item analysis was carried out and discrimination values and ‘t’ values were calculated for all statements in the pilot form pf the scale considering these criteria 63 statements were selective for the final study. All types of validity and reliability of the scale were established.

CONCLUSIONS

Attitude towards teaching profession’ is an independent variable influencing significantly on classroom performance but not on academic marks.The variable ‘attitude towards training’ affect only on classroom teaching but on academic achievement.‘Teaching aptitude’ is also an important independent variable influencing on both the classroom performance and academic achievement. A positive attitude towards training and towards teaching profession is so important and at the same time so intricate. Trainees who have a proper positive attitude will enjoy their profession and will at least attempt to deliver the goods they expected to do, in colleges of education during training period an attempt has to be made to enhance their attitude towards the profession. And while selecting the candidates for teaching profession, it is necessary to see whether they are right persons to his profession.

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