

Study on Teaching Process and Job Satisfaction of Teachers at Secondary Stage

Deepika Kumari

Research Scholar, Dept. of Education, Sai Nath University, Ranchi

Dr. J.P. Shukla

Asst. Professor, Dept. of Education, Sai Nath University, Ranchi

INTRODUCTION

Research plays vital role in each field similarly. It is very useful in Education also. Teaching is a very complicated process. Hence, it is the duty of a teacher to make it simple, easy and interesting. So, teacher Educators should keep it in their mind that they will train the teachers of secondary stage in such a manner so that they may teach their taught successfully. For this they will have to do research work also. A Paradigm is essential for teacher educators.

“A paradigm” is a model, or as example, the work ‘model’ is a synonym for a paradigm, but paradigm evades the value connotations of model. Diagram, graphs and verbal outlines are paradigm. The word will be used here. However, in the sense of a structure and a guiding model, particularly in connection with research design.

FRAME WORK OF PARADIGM

	A1	A2	A3
Male Teacher			
Female Teacher			

Methods of Acquiring Knowledge

According of Charles Peirce there are four methods of acquiring knowledge.

They are –

- ❖ Tenacity
- ❖ Authority
- ❖ Priari Method
- ❖ Scientific Method

In Priari Method we come to the conclusion on basis of examples. We put several examples before the trainees and on the basis of examples we and it and come to the conclusion. It is just like induct method of teaching.

Examples: -

1. Ram was a living creature, but died.
2. Poonam was a living girl, but died.
3. An elephant was a living animal, but died.
4. Parrot was a living bird, but died.

X x x x x x x

100. The fish was a living creature, but died.

On the basis of such hundred examples, we may come on conclusion that all living creatures die.

CHARACTERISTICS

- ❖ Objectivity
- ❖ Systematic
- ❖ Scepticism
- ❖ Hypothesis
- ❖ Control and varificationality
- ❖ Theory Building

OBJECTIVES

The following will be the main objectives of my thesis.

1. The determine the level of teaching effectiveness of teacher friends.
2. Tocompare teaching effectiveness of educators with reference to their sex, qualifications, experience and age.
3. To find out job satisfaction of teacher educators.
4. To compare job satisfaction of teacher educators with reference to their sex, qualifications, experience and age.
5. To find out relationship between teaching effectiveness and job satisfaction of teacher educators.

HYPOTHESIS

- ❖ There is no significant difference is teaching effectiveness of Teacher educators with reference to their sex, age, qualification and experience;
- ❖ There is no significant difference in job satisfaction of Teacher educators with reference to their sex, age, qualifications and experience.
- ❖ There is no relationship between teaching effectiveness and job satisfaction of Teacher educators.



REFERENCES

1. Anderson, Lorin (Edited) (1995) – In- service education and Training. In the international encyclopedia of teaching and Teacher Education (2nd edition)
2. Arora, G.L. (2001) District Institutes of Education and Training (DIETs) status of their operationalization: A Report, NCERT, New Delhi.
3. Bantock, G.H. (1970) Time Educational Supplement Leicester- University of Leicester.
4. Chatterjee, S. (2006)- Principles and Practices of Modern Education. Books and Allied (P) Ltd, Kolkata
5. Deihon, C. Lee (Edited) (1971) The encyclopedia of education, volume-9, USA: The Macmillan Company and free Press.