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ROLE OF TEACHERS' SENSITIVITY TOWARDS QUALITY EDUCATION

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ABSTRACT

It is easy to understand the significance of teachers' sensitivity to quality education by examining the teachers' behavioural aspects and the students' educational, societal, and poignant requirements with a focus on each individual primary school student's capacity to meet the objective of quality education. In order to better understand the effect of teachers' sensitivity on students' perceptions of their own educational experiences in primary school, this study uses statistical analysis to examine the relationship between teacher sensitivity and quality of education. Teacher sensitivity is considered an independent variable and quality of education is considered a dependent variable. With the use of specially created questionnaires, both elements have been researched and assessed to look at how they interact. We refer to educators as sensitive when they regularly and properly address the issues, concerns, and desires of their students. In order to foresee areas of difficulty and provide appropriate learning opportunities and assistance to all students, teachers must be aware of the academic and social-emotional needs of their students. The three areas of the ten teaching characteristics that CLASS believes make a teacher more aware of the links between student achievement and social development are emotional support, classroom management skills, and educational assistance.