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A STUDY OF TEACHER IN EDUCATION

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Abstract:-Education was regarded as a process of illumination (enlightenment), which gives man correct insight into the affairs of the world. It was believed that true education shatters illusions removes difficulties and enables a person to realize the value of life and become a respectable and self-supporting citizen. It not only initiates a person into religious and philosophical studies but also enables him to earn a livelihood and discharge his duties properly as a responsible citizen. In short, education illumines man's nature by promoting a progressive and harmonious development of his physical, mental, intellectual and spiritual powers. So by education, we mean educating the younger generations and adults to develop proper desire for knowledge and become the befitting members of the society, making use of the social contributions and benefiting the society by their own productive or creative contributions.

KEYWORDS=

Teacher In Education, Agencies of education, Working Conditions of Teachers

INTRODUCTION=

Informal agencies of education:

Informal Agencies of Education perform educational functions just incidentally and indirectly. They are formed in natural course of development of the society. They are not preplanned or preconceived for education. They are not governed by any regular code or regulations regarding its educational functions. They may have internal code of discipline, which may be changing, with changing role of educational agency. Besides imparting education, they may have other functions, which change social attitude, moral behavior of its members. The examples of informal agencies of education are family, the peer group, the youth club, neighborhood, clique etc.

Role of the teacher in education:

Teacher is often called “the nation builder” or the “beaconlight” and “torch bearer of the civilization”. No better tributes have been paid to any other man on earth than to the teacher. East or west, everywhere he has been respected.

His teaching skill, his personal influence, his character, his dynamism and his life force turn to be truly human and contribute best to humanity. Books may teach a child but a teacher educates him.

A teacher, therefore, is the pivot of educational system and an essential requirement for a progressive nation. The teachers are called cultural soldiers because they:

1. Preserve the culture and protect it.
 2. Transmit the culture to new generations, and
 3. Change the culture according to the changing needs of the society.
- 1.5 Working Conditions of Teachers:

Collective negotiations in education field have had a significant impact on many of the rules and regulations governing the teachers' daily work life. The length of the academic year, although frequently controlled by law, has been reduced to the legal minimum through negotiations in number. In some systems, bargaining has resulted in

shortening of the school day. Some contracts even specify the precise number of hours a teacher is expected to be present in the school and on duty.

In some schools, teachers have successfully bargained for reductions in the number of periods teachers have per day or per week and the number of preparation hours for which each teacher may be responsible in a given semester or academic year. Teachers have effectively used the power generated by collective bargaining to control or curtail work required outside the regular scheduled teaching day and have gained extra compensation for over time and extra curricular activities. After- school meetings may be limited by contract in terms of both duration and frequency; in some contracts time for parent –teacher conferences has been provided within the regular teaching schedule.

The success of negotiating teachers either in gaining extra pay or compensatory free time for extra work loads extra contractual duties or in ensuring the equalized rotation of such additional chores has forced a tightening of schedule making procedures in some districts and has had a significant impact on the discretion and flexibility which can be exercised by the principal. In many systems, a major accomplishment from the classroom teachers' point of view has been the relief gained from not having to perform clerical and non teaching chores, such as milk and bus units distribution, fee collection, scoring standardized tests, such as IQ test etc. register keeping, supervision of playgrounds, canteen, side walks, corridors or buses.

Government is increasingly acknowledging the inevitability of bargaining over class size has, in many cases found to be groundless. Their fear of negotiating on such a crucial basic policy issue might result in significant compromises. Many of the class-size clauses appearing teacher collective agreements simply institutionalize existing practices. Because of the group or organized efforts, considerably increasing demands, made by the teachers initially & stoutly resisted by the government, are now at least opening the doors of the grievances. Arbitration also has been started in connection with discipline, dismissal, demotion or removal of teachers from the schools

In past, all the powers on teachers' working conditions were in the hands of the principals, but now because of the collective bargaining through unions, negotiations takes place either with government or management of the respective school, but still principal, from the view point of school administration plays a key role in the process of amicable settlement as far as favorable working conditions are concerned.

It is difficult though not impossible to distinguish clearly between issues of educational policy and salaries and working conditions. For instance, the salary schedule and teachers' benefits are generally accepted as bargainable, and negotiations in these areas do not intrude unduly on a government's policy prerogatives. However, if raising teachers' salaries as a result of bargaining forces a budget reallocation of sums set aside, for professional personnel, a decision of school district policy is clearly involved in this matter. Examples of working of working conditions can be cited endlessly. Similarly, no satisfactory distinction can be made between policy matters and many so called professional issues. For instance, basic decisions concerning many aspects of curriculum, methodology or textbook selection are both policy questions for both the government and professional concerns of the teachers.

1.5.1 Organizational Climate:

The school is an organization. Every organization has its own goals, plans and programmes. The success or failure of any organization in implementing plans and programmes to reach its goals depends upon its climate to a great extent. Teachers working in the organization are also influenced by this organizational climate. Thus it refers to the overall characteristic atmosphere in a school. This is also applicable for teachers working in the schools. It refers to all physical, social, emotional and institutional factors, which contribute to the total teaching learning process in the school. In other words, it may mean the atmosphere prevailing in the school, which has direct or indirect impact on teachers. It is open in the sense that the atmosphere of the school is determined, influenced or modified by the external agencies such as government, public etc. It is autonomous in the sense that the school has autonomy in deciding its atmosphere and is independent of external influences. From the viewpoint of teachers following factors play a vital role in connection with working conditions.

1. Emotional climate of the school.
2. Social climate of the school.
3. Physical conditions in which teaching community works.
4. Instructional or administrative climate of the school.

1.5.2 Emotional climate:

The emotional climate of the school is a basic working condition for healthy organizational climate. While observing schools in western suburbs, it was found that, there was a free exchange of ideas, feelings and experiences in certain schools.

There was a mutual trust and respect among its members. Love, appreciation and permissive atmosphere are some of the features of such schools. Performance of students was found better in such schools than in other schools.

By contrast, there were schools where there were frequent quarrels, and fights among its members. Distrust, disrespect, confusion, unpleasant atmosphere, anxious moments and lack of appreciation and contributions were day-to-day features of such schools. Performance of students was adversely affected in such schools.

1.5.3 Social climate of the school:

The social climate of the school is linked directly with the emotional climate associated with teachers. It relates to the human relations and interaction among its members. Such relations and interactions account for the following things,

1. Teacher - Student relationship
2. Student - Student interaction.
3. Principal-Staff interaction.
4. Teacher - Parent interaction.
5. Teacher - Teacher interaction.

In the social climate of the school, leadership styles are also involved, for example-Autocratic style, Democratic style, Laissez-faire styles, etc. The overall performance of the school was found better under democratic leadership style than of others. In this style teachers were also ready to contribute in a positive manner.

1.5.4 Physical environment of the school:

The physical environment of the school was found positive or adverse in nature. It refers to the location of the school, i.e. rural, urban, slum, and crowded place or sensitive spot. It also includes structure of school building, space and equipment in the school for proper education and the eco - system.

1.5.5 Instructional or academic climate of the school:

The effectiveness of the school depends upon its educational instructively. Teachers are playing active role in uplifting the academic performance of the school. The instructional climate refers to the qualities and qualification of teachers, learning environment, organization of co curricular activities, evaluation system, and academic records of the school and policy of management.

The factors, which influence the organizational climate, are not mutually exclusive or independent of each other. Each factor is linked with and influences the other. For example, the emotional climate of the school is linked with its social climate. The psychosocial climate depends upon the physical environment of the school that influences the academic performance of the school. Thus, the organizational climate of the school is the result of interaction and interplay of its physical, social, emotional and academic performance or atmosphere which in turn affects directly or indirectly working conditions of teachers.

From the above it is clear that positive working conditions definitely create a healthful environment.

Healthful environment in the school refers to factors such as improving the structure of school building, water supply, sewage, garbage disposal, ventilation, lighting and school furniture. Let us see these factors in brief.

CONCLUSION =

The teacher education overview of the trends, reforms, developments and issues currently occurring and emerging in the education systems of countries It has examined the main education in the possible future of education, improved quality and efficiency in education as a major concern of Member Countries, and the changing status and roles of teachers. Too, it establishes the broad educational context within which the innovations and initiatives in teacher education are occurring.

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