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A STUDY ON EFFECT OF DIABETES ON TEACHERS' TEACHING PERFORMANCE

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ABSTRACT

In this study studied that the effect of diabetes on teacher performance in concern of the teaching learning process in the institution. In the present context most of the teachers are affected from diabetes mellitus, in this concern they living the stressful life and not interested for the various innovation and new strategy to adopt and use for their teaching learning process. In this study we used the normative surveymethod; data were collected from the teachers who were working at various educational institutions in the city of Nagpur Maharashtra state. For data collection self constructed and standardized teacher performance scales were used for this study. After data analysis and conclude that, diabetes was significantly effect on teacher teaching performance.

***KEY-WORDS*: Diabetes Mellitus, Diabetic, Teacher Performance.**

INTRODUCTION

Diabetes is a metabolic dysfunction of multiple etiologies, characterized by chronic hyperglycemia resulting from a deficiency in insulin secretion or the inability of insulin to exert its normal effects.This condition requires lifelong medical care. Diabetes significantly increases the risk of cardiovascular disease and is the most common cause of non traumatic lower limb amputation, visual loss, and end-stage renal disease. All these issues affecting the regular work of a teacher. Diabetes and its related complications are becoming the most significant cause of morbidity and mortality in the global population and obviously in the life of the teachers. The most common are Diabetic peripheral neuropathies. It is observed that among individuals with diabetes, the absolute probability of working was 4.4 percentage points less for women and 7.1 percentage points less for men relative to that of their counterparts without diabetes. Change in weekly hours worked was not statistically significantly associated with diabetes. Women with diabetes had two more work-loss days per year compared with women without diabetes. Compared with individuals without diabetes, men and women with diabetes were 5.4 and 6 percentage points (absolute increase), respectively, more likely to have work limitations.

One of the few areas of consensus among education policy makers, practitioners and the general public today is that improving teacher quality is one of the most direct and promising strategies for improving public education outcomes. Furthermore, this strategy is particularly critical for groups of children who have historically been taught by the least qualified teachers. Interest is intensifying in how to go beyond current measures of teacher qualifications to measures that more closely evaluate teachers' performance in relation to student learning.

Educational development is a national concern that drawing the attention of many writers, thinkers and intellectuals. Recently, the education has reached a significant level of impairment that is affecting the quality of education gained by students and subsequently the workforce in various fields. Education is an essential means of nation's development and prospers. Thus, countries will not achieve that goal if they neglect scientists, scientific research or ranking it at the bottom of the list. In addition to that, education experts emphasize on the importance of good educational management to improve the educational process. Enhancing teacher's skills and performance is considered as a tool in improving the educational process. Faculty of education plays a vital role in preparing well trained and skillful teachers.

Measuring teacher quality rely almost exclusively on classroom observations by principals that differentiate little among teachers and offer little useful feedback, on the one hand, or teachers' course-taking records plus paper-and-pencil tests of basic academic skills and disciplinary subject matter knowledge that are poor predictors of later effectiveness in the classroom, on the other.

In the present context most of the teacher were affected for the diabetes mellitus. In the concern of diabetic they are not properly work out their job responsibility with respect to classroom innovation, modification of teaching strategy, not interesting to attending teacher professional development program. They are formally working in their institution because of suffering from disease. In the present study we studied that the effect of diabetes on teacher performance in the institution.

NEED AND JUSTIFICATION OF STUDY

According to the researcher's knowledge, there is lack of studies in the field of improving the quality of the educational process through a programe that develop only normal teacher's performance but the most of the gap according to the diabetic teachers concern. This encouraged the researcher to conduct this study to effect of diabetes on teacher teaching performance. The researcher is expecting that the results of this study will be of great help to Ministry of Education in the preparation of teaching learning process as well as improving factors affecting the overall quality of the educational process of diabetic teachers. The study will provide diabetic teachers with an effective strategy to develop their performance and develop the currently used teaching methods they have easily adopt and use in their classroom. Researcher predicted that this study opens an area for further studies designed to effect of diabetes on teacher performance in the various institution and stream.

OBJECTIVE OF THE STUDY

To study the effect of diabetes on teachers teaching performance.

HYPOTHESES OF THE STUDY

1. There will be significant effect of diabetes on Male teacher performance.
2. There will be significant effect of diabetes on Female teacher performance.
3. There will be significant effect of diabetes on overall teacher teaching performance.

LIMITATION & DE-LIMITATION OF STUDY

This study is limited to Nagpur city in the state of Maharashtra Only.This study evaluateteaching performance of teachers.This study is limited for teachers working at higher education institution, higher secondary level education and secondary and schooling level education in respective area.

METHOD

Normative survey method is used for this researchstudy.

POPULATION & SAMPLE OF STUDY

All the diabetes and non-diabetic teacher working the various institution in the Nagpur city these are the population of present study. In the present study, the researcher has used purposive sampling technique, a type ofnon probability sample. Sampling size for the present study are as follow.

Table no. 1.0 Sampling size.

Teachers	Diabetic Teachers			Non-Diabetic Teachers			Total Teachers
	Male Teacher	Female Teacher	Total	Male Teacher	Female Teacher	Total	
HEIT	37	23	60	32	28	60	120
HSLT	29	31	60	27	33	60	120
S&ST	50	30	80	41	39	80	160
Total	116	84	200	100	100	200	400

HEIT :Higher Education Institute Teachers, HSLT : Higher Secondary Level Teachers, S&ST : Secondary & School Level Teachers

TOOLS AND TECHNIQUE

Self constructed and standardized teacher performance scale was used for this study.

SCORING

Scoring process of this Teacher Teaching Performance scale was done on the base of five point linkert scale. The positive statement for this teacher performance scale carry a weightage of 5,4,3,2,1 and the negative item weightage of 1,2,3,4 and 5. The total score gives a quick measure of Teachers Teaching performance. The minimum and maximum range of score is 00 to 50.

RELIABILITY

The Reliability of present test has been calculated with two methods i.e. split-half method and test re-test method. Reliability co-efficient of split half method was .967 and test Re-test method was .853. The co-efficient reliability of this Teacher Performance scale was identified high.

VALIDITY

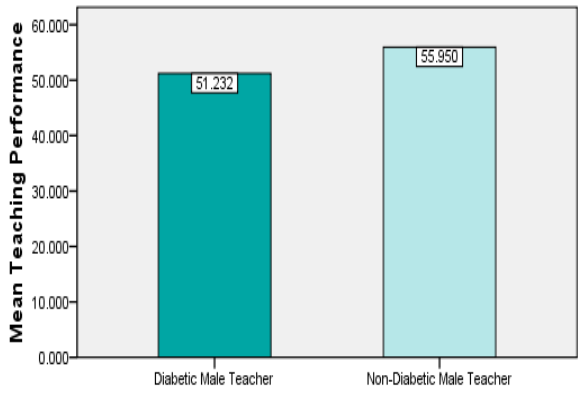
Item analysis method was use for the identification of validity of Teacher Teaching Performance scale. Use the chi square test and identified the significant or not significant response for every item. Then those item responses are significant difference on 0.05 and 0.01 level of significant all the item are select in this scale.

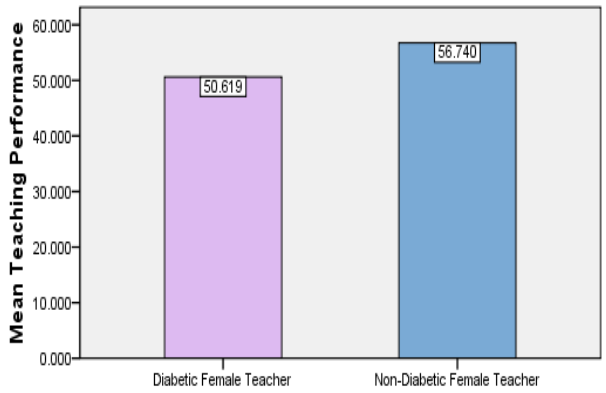
ANALYSIS & INTERPRETATION OF DATA

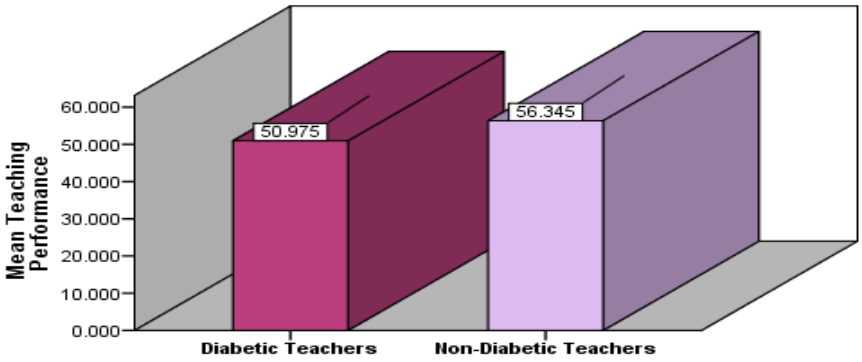
Statistical analysis of the data we have use the Mean, SD and 't' test etc. statistical technique were adept for this study.

Table no. 1.1 Significant Mean difference between the Diabetic and Non-Diabetic Teacher Performance.

Gender	Teachers	N	M	SD	Df	SE.dm	't' Value	Sig
Male	Diabetic Teachers	116	51.232	17.706	214	2.075	2.273	Sig
	Non-Diabetic Teacher	100	55.950	12.664				
Female	Diabetic Teachers	84	50.619	17.557	182	2.301	2.660	Sig
	Non-Diabetic Teacher	100	56.740	12.756				
Total	Diabetic Teachers	200	50.975	17.602	398	1.534	3.500	Sig
	Non-Diabetic Teacher	200	56.345	12.684				







From the above table and graph shown that, the significant mean difference between the Teacher Teaching Performance for Diabetic and Non-Diabetic Male Teacher. The Diabetic Male Teachers mean score of Teaching Performance is 51.232 & SD is 17.706, and Non-Diabetic Male Teachers mean score of Teaching Performance is 55.950 & SD is 12.664 respectively. Compare the mean score of Teaching Performance for Diabetic and Non-Diabetic Male Teacher and calculated the SE.dm is 2.075 and calculate 't' value is 2.273. On 214 df table value is 1.96 on 0.05 level of significant and 2.58 for 0.01 level of significant. Hence the calculated 't' value is greater than the table value on 0.05 level of significant. It's conclude that the mean score of Teaching Performance for non-Diabetic Male Teacher is effective compare to Diabetic Male Teachers. It's means that, Non-Diabetic Male Teacher Teaching Performance is batter compare to Diabetic Male Teacher Teaching Performance

The significant mean difference between the Teacher Teaching Performance for Diabetic and Non-Diabetic Female Teacher. The Diabetic Female Teachers mean score of Teaching Performance is 50.619 & SD is 17.557, and Non-Diabetic Female Teachers mean score of Teaching Performance is 56.740 & SD is 12.756 respectively. Compare the mean score of Teaching Performance for Diabetic and Non-Diabetic Female Teacher and calculated the SE.dm is 2.301 and calculate 't' value is 2.660. On 182 df table value is 1.96 on 0.05 level of significant and 2.58 for 0.01 level of significant. Hence the calculated 't' value is greater than the table value on 0.01 level of significant. It's conclude that the mean score of Teaching Performance for non-Diabetic Female Teacher is effective compare to Diabetic Female Teachers. It's means that, Non-Diabetic Female Teacher Teaching Performance is batter compare to Diabetic Female Teacher Teaching Performance

The significant mean difference between the Teacher Teaching Performance for Diabetic and Non-Diabetic Teachers. The Diabetic Teachers mean score of Teaching Performance is 50.975 & SD is 17.602, and Non-Diabetic Teachers mean score of Teaching Performance is 56.345 & SD is 12.684 respectively. Compare the mean score of Teaching Performance for Diabetic and Non-Diabetic Teacher and calculated the SE.dm is 1.534 and calculated 't' value is 3.500, on 198 df table value is 1.96 on 0.05 level of significant and 2.58 for 0.01 level of significant. Hence the calculated 't' value is greater than the table value on 0.01 level of significant.

It's concluding that the mean score of Teacher Performance for Non-Diabetic Teachers is effective compare to Diabetic Teachers. It's means that, Non-Diabetic Teacher Performance is better than Diabetic Teacher Teaching Performance.

FINDINGS&CONCLUSION

- Diabetic Mellitus is significant effect on Diabetic Male Teacher Teaching Performance. The non-Diabetic Male Teacher Teaching Performance is effective as compared to Diabetic Male Teacher.
- Diabetic Mellitus is significant effect on Female Teacher Teaching Performance. The non-Diabetic Female Teacher Teaching Performance is effective compare to Diabetic Female Teacher.
- Diabetic Mellitus is significant effect on Diabetic Teacher Teaching Performance. The non-Diabetic Teacher Teaching Performance is effective as compared to Diabetic Teachers Teaching Performance.

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