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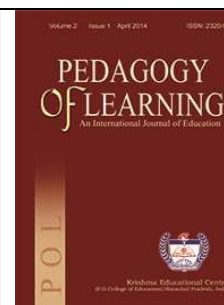
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## **Achievability of Objectives by History Teachers at the Secondary Level: Teaching Experience**

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### **ABSTRACT**

The present study seeks to study the achievability of objectives of teaching history as perceived by the secondary school history teachers in relation to their teaching experience variation in the state of Orissa. The participants as sample consist of 392 secondary school teachers from different educational zones of Orissa. A self-developed tool entitling Personal Information blank (P.I.B) relating to both the academic and professional background of teachers teaching history at the secondary level was used to examine the achievability of objectives in relation to their teaching experience variation. Findings of the study revealed that the teachers under high teaching experience category view the attainability of objectives more in comparison to their medium and low teaching experience category counterparts which is partial in attainability of objectives. Hence, it was concluded that teachers of high teaching experience category outsmarts the medium and low teaching experience category consistently.

**Keywords:** Achievability of Objectives, History Teachers, Secondary Level, Teaching Experience

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## INTRODUCTION

Effective Teaching by competent and resourceful teachers is attributed by different factors as variables. These are Qualification, Teaching Experience, Perception of the Subject, Knowledge of Methodology, In-service Orientation received by the teachers etc. Out of these variables, "Teaching Experience" plays a vital role in determining the teaching performance of the teachers in every subject. History as a field of study under the purview of teaching Social Science is not escaped from this assumption. So far the teaching of history at the secondary level and providing good teaching through adequate achievability of the teaching objectives is concerned "Teaching Experience" counts much in the perception of the achievability of the objectives of teaching. To prove this, the researcher of the present study has studied the achievability of teaching objectives of history perceived by the history teachers at the secondary level in relation to their teaching experience in Orissa. Teaching experience plays a vital role for teaching of any subject in case of every teacher for better class room performance with better perception of the teaching objectives. In order to ascertain the role of teaching experience, the present study has studied the achievability of the teaching objectives of history at the secondary level in relation to their teaching experience variation. Thus, the history teachers have been classified in to three major categories like qualification such as- $E_L$ ,  $E_M$ , and  $E_H$ , Where; " $E_L$ " indicates teachers having less than ten years of teaching experience in history.  $E_M$  indicates teachers having 10 -20 years of teaching experience in history.  $E_H$  indicates teachers having more than 20 years of teaching experience in history.

## REVIEW OF RELATED STUDIES

Ingole (1985) reported that according to the teachers, the objectives of teaching history could rarely be achieved through regular teaching due to inadequacies of curriculum, text books and time. Raina (1980) found out that the preferences of teachers is both for the nature of history and the objectives but only small number(19 percent) of the secondary school history teachers were able to attain their objectives adequately. Regarding the overall report on the achievability of objectives with regard to the previous studies, Ingole (1985) reported that teachers were not sure about the attainability of objectives of history teaching at the secondary level, Muthappan (1986) found out the weakness of pupils in "skill" and "understanding" related objectives which are more important objectives in history teaching due to lack of perceptibility of achievability of objectives of history teachers. Teaching Experience has a dominating role in determining the teaching performance or class room performance of history teachers than their qualification as reported by Sahoo (1999).

## OBJECTIVES

The following objectives have been formulated for the present study.

1. To develop a profile of secondary school history teachers on the basis of their "Teaching Experience".
2. To find out the achievability of objectives by the secondary school history teachers in relation to their "Teaching Experience Variation".

## HYPOTHESIS

The researcher has formulated the following hypothesis in the present study.

Teachers teaching history at the secondary level with varied teaching experience would differ significantly in their perception of achievability of objectives.

### PARTICIPANTS

The participants for the present study were drawn from '162' secondary schools covering all six educational zones constituted by the Board of Secondary Education, Orissa being '392' in number as history teachers. The Stratified Random Sampling Procedure was adopted by taking every educational zone as a stratum, which is given in the following table.

**Table- 1: Zone wise Distribution of Participants**

Sl. No.	Name of the Zone in the Zone	Total no. of Schools covered	No. of schools under the study
01.	Central Zone	1829	65
02.	Bhubaneswar Zone	762	16
03.	Balasore Zone	732	18
04.	Baripada Zone	878	32
05.	Berhampur Zone	939	12
06.	Sambalpur Zone	1435	19
Total		6,575	162

### MATERIAL USED

The material as tool was developed by the researcher in the form of a Questionnaire. It entails the coverage of different aspects of the teaching objectives of history at the secondary level-knowledge, understanding, application, skills. And different periods of history with its various aspects-social, political, civic, cultural, religious etc. at different levels-local, regional, state, national and international. The questionnaire consists of the objectives in the form of "21"(twenty one) statements. Every statement has been followed by a five point scale such as Fully Achievable (F.A), More than 75% , More than 50%, More than 25% and Not at All (N.A) indicating the degree of percentage of achievability of each and every objective incorporated. The respondent was required to answer for each statement by putting a tick(✓) mark below any option given in the five point scale against each objective. The scoring procedure was "5" to "1" ranging from Fully Achievable (F.A) to Not at All (N.A) and the sum of the scores represents the perception of achievability of objectives score of the teachers as respondents in their case each.

### STATISTICAL TECHNIQUES USED

No statistical technique was used by the researcher in the present study except presentation of objectives followed by the response of the respondents in terms of percentage. This has been done with regard to "Teaching Experience' variation in case of every objective.

### RESULTS

The data collected by the Researcher has been analyzed through statement wise analysis procedure in terms of percentage. The procedure was on "Teaching Experience" basis every statement was analyzed. Here Teaching Experience was analyzed with regard to the three categories of teaching experience -  $E_L$ ,  $E_M$  and  $E_H$  in the following two tables respectively.

**Table-2: Teaching Experience wise Distribution of Teachers teaching History**

Teaching Experience	No. of Teachers	(%)
E <sub>L</sub>	117	29.84
E <sub>M</sub>	206	52.56
E <sub>H</sub>	69	17.60
<b>Total</b>	<b>392</b>	<b>100%</b>

**Table-3: Achievability of Objectives viewed by the History Teachers on the basis of their Teaching Experience Variation (Figures within the parentheses indicate number of Participants)**

Objectives	F.A.	More than 75%	More than 50%	More than 25%	N.A.
E <sub>L</sub>	4% (5)	9% (11)	56% (65)	20% (23)	11% (13)
1. E <sub>M</sub>	6% (12)	2% (25)	67% (138)	10% (21)	5% (10)
E <sub>H</sub>	9% (6)	14% (10)	68% (47)	7% (5)	2% (1)
E <sub>L</sub>	5% (6)	13% (15)	41% (48)	25% (29)	16% (19)
2. E <sub>M</sub>	9% (19)	15% (31)	56% (115)	12% (25)	8% (16)
E <sub>H</sub>	12% (8)	18% (12)	62% (43)	5% (4)	3% (2)
E <sub>L</sub>	5% (6)	12% (14)	46% (54)	21% (24)	16% (19)
3. E <sub>M</sub>	7% (14)	18% (37)	58% (120)	10% (21)	7% (14)
E <sub>H</sub>	10% (7)	17% (12)	61% (42)	7% (5)	5% (3)
3. E <sub>L</sub>	1% (1)	1% (1)	7% (8)	62% (73)	29% (34)
4. E <sub>M</sub>	1% (2)	2% (4)	9% (19)	37% (76)	51% (105)
E <sub>H</sub>	2% (1)	2% (1)	12% (8)	44% (31)	40% (28)
E <sub>L</sub>	6% (7)	12% (14)	40% (47)	26% (30)	16% (19)
5. E <sub>M</sub>	9% (19)	17% (34)	50% (103)	14% (29)	10% (21)
E <sub>H</sub>	11% (8)	21% (14)	49% (34)	11% (8)	8% (5)
E <sub>L</sub>	2% (2)	3% (4)	27% (31)	40% (47)	28% (33)
6. E <sub>M</sub>	3%	7%	37%	33%	20%

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	(6)	(14)	(77)	(68)	(41)
E <sub>H</sub>	5%	9%	37%	28%	21%
	(3)	(6)	(26)	(19)	(15)
E <sub>L</sub>	3%	10%	36%	32%	19%
	(4)	(12)	(42)	(37)	(22)
7. E <sub>M</sub>	4%	9%	45%	27%	15%
	(8)	(19)	(92)	(56)	(31)
E <sub>H</sub>	7%	16%	51%	18%	8%
	(5)	(11)	(35)	(12)	(6)
E <sub>L</sub>	3%	6%	40%	29%	22%
	(4)	(7)	(47)	(34)	(25)
8.E <sub>M</sub>	4%	8%	46%	23%	19%
	(8)	(17)	(95)	(47)	(39)
E <sub>H</sub>	6%	13%	49%	20%	12%
	(4)	(9)	(34)	(13)	(9)
4 E <sub>L</sub>	2%	4%	32%	34%	28%
	(2)	(5)	(37)	(40)	(33)
9.E <sub>M</sub>	2%	5%	34%	31%	28%
	(4)	(10)	(70)	(64)	(58)
E <sub>H</sub>	4%	7%	44%	29%	16%
	(3)	(5)	(30)	(20)	(11)
E <sub>L</sub>	4%	8%	34%	35%	19%
	(5)	(9)	(40)	(41)	(22)
10. E <sub>M</sub>	5%	10%	43%	25%	17%
	(10)	(20)	(89)	(52)	(35)
E <sub>H</sub>	10%	18%	47%	18%	7%
	(7)	(12)	(32)	(13)	(5)
E <sub>L</sub>	-	2%	9%	59%	30%
	-	(2)	(11)	(69)	(35)
11.E <sub>M</sub>	1%	2%	15%	52%	30%
	(2)	(4)	(31)	(107)	(62)
E <sub>H</sub>	2%	2%	25%	51%	20%
	(1)	(1)	(17)	(36)	(14)
E <sub>L</sub>	1%	2%	16%	52%	29%
	(1)	(2)	(19)	(61)	(34)
12.E <sub>M</sub>	1%	3%	23%	43%	30%
	(2)	(6)	(47)	(89)	(62)
E <sub>H</sub>	2%	4%	27%	47%	20%
	(1)	(3)	(19)	(32)	(14)
E <sub>L</sub>	4%	20%	40%	26%	10%
	(5)	(23)	(47)	(30)	(12)
13.E <sub>M</sub>	7%	25%	53%	9%	6%
	(14)	(52)	(109)	(19)	(12)
5.E <sub>H</sub>	11%	36%	46%	4%	3%
	(8)	(25)	(31)	(3)	(2)
E <sub>L</sub>	8%	17%	33%	25%	17%
	(9)	(20)	(39)	(29)	(20)

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14.E <sub>M</sub>	14%	23%	43%	13%	7%
	(29)	(47)	(89)	(27)	(14)
E <sub>H</sub>	19%	33%	45%	2%	1%
	(13)	(23)	(31)	(1)	(1)
E <sub>L</sub>	5%	7%	42%	32%	14%
	(6)	(8)	(49)	(38)	(16)
15.E <sub>M</sub>	7%	11%	42%	26%	14%
	(14)	(23)	(86)	(54)	(29)
E <sub>H</sub>	9%	17%	53%	13%	8%
	(6)	(12)	(37)	(9)	(5)
E <sub>L</sub>	1%	3%	19%	49%	28%
	(1)	(4)	(22)	(57)	(33)
16. E <sub>M</sub>	2%	3%	26%	44%	25%
	(4)	(6)	(54)	(90)	(52)
E <sub>H</sub>	3%	3%	34%	39%	21%
	(2)	(2)	(23)	(27)	(15)
E <sub>L</sub>	-	2%	11%	53%	34%
	-	(2)	(13)	(62)	(40)
17.E <sub>M</sub>	1%	2%	15%	58%	24%
	(2)	(4)	(31)	(120)	(49)
E <sub>H</sub>	2%	2%	20%	55%	21%
	(1)	(1)	(14)	(38)	(15)
6.E <sub>L</sub>	2%	7%	42%	34%	15%
	(2)	(8)	(49)	(40)	(18)
18. E <sub>M</sub>	3%	8%	53%	21%	15%
	(6)	(17)	(109)	(43)	(31)
E <sub>H</sub>	7%	15%	56%	17%	5%
	(5)	(10)	(39)	(12)	(3)
E <sub>L</sub>	2%	2%	27%	46%	23%
	(2)	(2)	(32)	(54)	(27)
19. E <sub>M</sub>	2%	3%	31%	46%	18%
	(4)	(6)	(64)	(95)	(37)
E <sub>H</sub>	3%	4%	37%	38%	18%
	(2)	(3)	(26)	(26)	(12)
E <sub>L</sub>	-	1%	8%	61%	30%
	-	(1)	(9)	(72)	(35)
20.E <sub>M</sub>	1%	2%	11%	48%	38%
	(2)	(4)	(23)	(99)	(78)
E <sub>H</sub>	2%	2%	15%	62%	19%
	(1)	(1)	(11)	(43)	(13)
E <sub>L</sub>	1%	1%	4%	11%	83%
	(1)	(1)	(5)	(13)	(97)
21. E <sub>M</sub>	1%	1%	7%	76%	15%
	(2)	(2)	(14)	(157)	(31)
E <sub>H</sub>	1%	1%	9%	57%	32%
	(1)	(1)	(6)	(39)	(22)

**Here the teaching objectives of history teaching were:**

1. Develops pupils' knowledge and understanding of the contemporary India. 2. Introduces pupils to the stages of development of human civilization 3. Acquaints pupils with the most significant happenings of the past causally related to the present happenings of the national life. 4. Acquaints pupils with the most important happenings of the past causally related to the present happenings of the stats. 5. Develops pupils understanding on the struggle for freedom movement in India. 6. Introduces pupils to the historical forces and factors that have shaped the contemporary world. 7. Enables pupils to estimate critically the contribution of the great personalities of the past of the country in terms of their influence on national life. 8. Promotes an understanding of the common roots human civilization and an appreciation of the basic unity of mankind. 9. Develops an appreciation of the contributions made by various cultures to the total heritage of mankind. 10. Enables pupils to determine the cause and effect relationship between historical facts. 11. Develops an attitude of studying the past objectively. 12. Develops a spirit of inquiry and a critical appreciation of the past. 13. Enables pupils to locate the dates of historical happenings in the time line against appropriate happenings.14. Enables pupils to locate the places of historical happenings in the map. 15. Develops a sense of national integration among the pupils.16. Develops a positive attitude among pupils towards mankind cutting across space and time.17. Helps to have proper understanding about the development of human society caused by the process of change and development.18. Helps pupils to form proper attitude to practise responsible citizenship.19. Enables pupils to master the knowledge' of the happenings outside of the life of the nation which are significant to the life of the world. 20. Enables pupils to develop interest in the sources behind historical facts and statements. 21. Enables pupils to draw conclusions / inferences from historical facts.

**DISCUSSION**

**Profile of Secondary School History Teachers on the basis of their Teaching Experience**

The teaching experience of teachers, teaching history covered under the study ranges from 1 year to 31 years. When there are 17.60 per cent of teachers with long teaching experience. There are 52.56 per cent of teachers with medium teaching experience and 29.84 per cent of teachers with low teaching experience.

**Achievability of Objectives viewed by the History Teachers on the basis of their Teaching Experience Variation**

It is found that the views of teachers on achievability of objectives are influenced by their level of qualification. The most achievable objectives on their views are :(i) History Teaching enables pupils to locate the places of historical happenings in the map, (ii) History Teaching develops pupils understanding on the struggle for freedom movement in India, (iii) History Teaching enables pupils to locate the dates of historical happenings in the time line against appropriate happenings, (iv) History Teaching develops a sense of national integration among the pupils, (v) History Teaching helps pupils to form proper attitude to practise responsible citizenship, (vi) History Teaching enables pupils to determine cause and effect relationship between historical facts (vii) History Teaching introduces pupils to the stages of development of human civilization, (viii) History Teaching develops pupils' knowledge and understanding of the Contemporary India and (ix) History Teaching enables pupils to estimate critically the contribution of the great personalities of the past of the



country in terms of their influence on national life and the least achievable objectives are : ( i) History Teaching enables pupils to draw conclusions/inferences from historical facts, (ii) History Teaching acquaints pupils with the most important happenings of the past causally related to the present happenings of the state, (iii) History Teaching enables pupils' to develop interest in the sources behind historical facts and statements, (iv) History Teaching develops an attitude of studying the past objectively, (v) History Teaching develops a spirit of inquiry and critical appreciation of the past, (vi) History Teaching helps to have proper understanding about the development of human society caused by the process of change and development (vii) History Teaching develops a positive attitude among pupils' towards mankind cutting across space and time and (viii) History Teaching enables pupils to master the knowledge of the happenings ,outside of the life of the nation which are significant to the life of the world.

## CONCLUSION

It is observed that the teachers under high teaching experience category show better perception on achievability of objectives compared to their counterparts under medium and low teaching experience category. Consistency is marked in teachers reporting of the achievability of the objectives in relation to their teaching experience a like qualification. When teachers under high experience category view the attainability of objectives more, the teachers under medium and low experience category extend their views on partial attainability of the objectives.

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