

Teacher Effectiveness of Higher Secondary School Teachers

Abstract

Teacher Effectiveness is very ambiguous and it is difficult to define. It is a relative term and consists of two words – Teacher and Effectiveness. The Teacher means a person who has a teaching skill and possesses certain professional qualities of teaching. The teaching effectiveness is one of the important aspects of the teacher effectiveness which refers to verbal and non-verbal classroom interaction. Teacher effective to the extent that the teacher acts in the way that are favourable to the development of basic skills, understanding, work habits, desirable attitudes, value judgment and adequate personal adjustment of pupils. The study intended to highlight the teacher effectiveness of higher secondary school teachers in relation to gender and place of work teachers' variations. Teacher Effectiveness a study by Digumarti Bhaskar Rao (2004) was administered over a sample of 100 higher secondary school teachers of Dakshin Dinajpur educational District of West Bengal. The findings of the study revealed that teacher effectiveness of Urban and Rural teachers' are same but male and female teachers, male urban and rural teachers, female urban and rural teachers, male and female urban teachers and male and female rural teachers not equal, some differences are there.

Keywords: Teacher, Effectiveness, Higher secondary school teachers, Urban and Rural teachers.

Introduction

Teaching is a complex process which brings socially desirable behavioural change in a person. It is a part of process known as teaching-learning which is required to bring certain changes in a person according to the need of his society and environment in which he is living. Fundamentally teaching is a dynamic process. That involves teacher and student with a view to the development of pupils. In teaching-learning system main expected thing is effective teaching that mostly depends on the role of a teacher. It is said that a good teacher is born and not made. But it cannot be denied that training and research can make a good teacher better and better teacher best. In order to achieve his goal a teacher is to devise various methods from time to time. It is the duty of the teacher to encourage his pupils in thinking and expressing. It is noted that the effectiveness of teaching is mostly a matter of teacher individual personality and capacity but the proper training is not negligible because it helps him to develop his attitudes, capacities, manners behaviours. A successful teacher is one who is able to make effect expression on the topic in the class which he is going to present before students. A classroom teaching is a process of teaching-learning system which teacher plays the role of a father like a Father of Church. He introduces his subject in such a manner that enchants his pupil and confined their attention only in the classroom teaching for the time of teaching. Teaching to be effective must be handled by effective teachers. If the destiny of a nation is being shaped in its classroom, teacher is the architect of the destiny. It is rightly said that the more efficiencies the teacher has, the more efficient the teacher is and the more effective in his teaching. Teacher effectiveness in related to the outcomes that reflect the achievement of students and the objectives of education.

The concept of Teacher Effectiveness

According to Medley (1982) teacher effectiveness refers to the effect that the teacher's performance has on pupils, like teacher performs. In addition, it depends on the responses the pupils make on what pupils do. Just as equally competent teachers perform differently in different situations, so identical performance would not be expected to have identical effects in different situation. Teacher competence is related to teacher effectiveness only by way of its effects on teacher performance.

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Asian Resonance

According to Rabindranath Tagore – the word 'Teacher' refers to person who is (T) Truthful, (E) Energetic, (A) Affectionate, (C) Cooperative, (H) Humble, (E) Efficient and (R) Resourceful. These are essential characteristics of an effective teacher. The term 'Effectiveness' is relative and refers to some criteria. The effectiveness of a teacher is examined with the help of some criteria such as abilities, teaching and the performance of the students. A.S. Barr and Mittzel have classified the criteria of teacher effectiveness into three categories: i) Presage Criteria, ii) Process Criteria and iii) Product Criteria. The characteristics of an effective teacher have been summed up by – Krishnan and Nightingale (1994) as: i) He can teach using different methods of teaching employing a variety of audio-visual aids, ii) He should have moral prestige, iii) He should have intellectual depth, iv) He should have a sense of humour, v) He should be man of all round personality, vi) He should be confident and at ease when teaching, vii) He has a good relations with the pupils, viii) He manages the class well, ix) He plans the lessons well, x) Explains points clearly. Effective teacher can materialize policies and plans of education in the classroom at the grass root level. The effectiveness of a teacher is considered to be associated with his personality and mental health. In order to perform his role effectively a teacher should be intelligent in emotion and satisfied in profession, because a teacher is the hope for an individual and the nation. Since teachers' personality, behavior, interest, attitude and emotions affect the children's behavioral pattern, a teacher should understand his own emotions and other attributes as well as the same of pupils in the teaching-learning process.

Effective teachers have the ability of understanding the children's emotions and their causes, the capability of effectively regulating these emotions in oneself and in others emotions as a source of information for problem solving, being creative and dealing with social situations.

Teacher effectiveness is understood as that which helps development of basic skills, understanding, proper work habits, desirable attitudes, value judgment and adequate personal adjustment of the student.

Review of related literature

The study under report pertains to find out the teacher effectiveness of higher secondary school teachers. As such a detailed review of literature has been made in respect of correlates to teacher effectiveness. As regards teacher effectiveness, a number of researches have been conducted earlier. Shashikala (1977) made a study on Needs and Teacher Behavior. The main aim of his study was to explore the relationship between the personality needs of teacher and their verbal behavior in the classroom revealed that the teacher response to pupils talk was positively related to exhibition. Mutha (1980) conducted a study on an attitudinal and personality study of effective teachers. The study attempted to identify the factors attitudinal, motivational and personality, which differentiated

effective teachers from ineffective ones. The sample comprised 300 secondary school teachers – 180 male and 120 female – randomly drawn from the secondary schools of Jodhpur. The major findings of the study were sex, professional training, nature of schooling and income levels were significantly associated with the teacher's effectiveness. Singh (1987) conducted a study of Teacher Effectiveness and it correlates at Higher Secondary stage in Eastern U.P. The major objectives of his study were i) to compare teacher effectiveness of male and female teachers of urban and rural areas, ii) to determine the combined effect of the correlates on teacher effectiveness. The major findings were i) no significant difference in the mean scores of male and female teacher in their effectiveness was observed, ii) it was revealed that the rural female teachers are secured comparatively better scores than the rural male teachers in teacher effectiveness, iii) the difference in the mean scores of urban male and female teachers was found to be non-significant on the SES scale, iv) the teacher effectiveness scores of rural male and female teachers appeared to be significantly related with intelligence, socio-economic status and adjustment. Rao, Ganewwara (1995) made a study of Teacher effectiveness in relation to creativity and interpersonal relationship to analyze the relationship between teacher effectiveness, creativity and interpersonal relationships of teachers revealed that – i) No significant relation was found between teacher effectiveness and the years of service of the teachers'. ii) Significant differences were found between rural and urban teachers with reference 't' interpersonal relationships. iii) Significant relations were found between teacher effectiveness, creativity and interpersonal relationships.

A synoptic review of the above researches revealed that teacher effectiveness of higher secondary schools teachers. The present study attempts to explore gender, local, urban male and female teachers and urban male and female teachers in the teacher effectiveness of higher secondary school teachers and to find out relationship among them through the following research questions – Is the learning objective to which the work is related clearly understood by your student? Will completion of the work likely result in students accomplishing the intended purpose? Are directions for completing work clearly stated? Is the work familiar to the student climate? Do you convey the value, usefulness, importance of knowledge and skills included in the syllabus? Do you use praise to correct, adequate and appropriate response made by students? Do the students pay attention almost all the time? Answer to these questions from the basis of the rationale for conducting this study. Therefore the problem was stated as "Teacher Effectiveness of Higher Secondary School Teachers".

Objectives of the study

The study was conducted with the following objectives:

- i) To assess the teacher effectiveness of Higher Secondary School teachers in relation to sex variation.
- ii) To assess the teacher effectiveness of Higher Secondary School teachers in relation to place of work variation.

Hypotheses of the study

The following hypotheses were formulated in connection with the objectives stated:

Ho₁: There is no significant difference in the level of teacher effectiveness of male and female teachers of Higher Secondary Schools.

Ho₂: There is no significant difference in the level of teacher effectiveness of the teachers of rural and urban higher secondary schools.

Ho₃: There is no significant difference between teacher effectiveness of male teachers of urban and rural higher secondary schools.

Ho₄: There is no significant difference between teacher effectiveness of female teachers of urban and rural higher secondary schools.

Ho₅: There is no significant difference between male and female teachers of urban higher secondary schools.

Ho₆: There is no significant difference between male and female teachers of rural higher secondary schools.

Operational Definitions:

Teacher Effectiveness: Teacher Effectiveness is the association of teacher competence and teacher performance with the accomplishment of teacher goals.

Higher Secondary Schools: Higher Secondary School refers here the secondary school established by the Govt. of WB having class up to XII.

Urban and Rural Schools: The higher secondary schools located in the urban and rural areas of Dakshin Dinajpur district of West Bengal.

Scope and Delimitation of the study

The study is aimed to assess the teacher effectiveness of higher secondary school teachers of Dakshin Dinajpur district. The study is delimited to 100 teachers Higher Secondary Schools of the district which includes male and female teachers from urban and rural areas. A wider study with larger sample would have been more effective, but due to time constraint and paucity of found it has not been possible and the study is confined to Dakshin Dinajpur district with 100 samples.

1.0. Methodology and Procedure:

1.1. The Design:

In the present study normative survey method was employed to find the relationship between the teacher effectiveness and place of habitation variations and gender variations. This is a descriptive study of research of ex-post facto type because of the fact that the teacher effectiveness has been studied as they are. The purpose of the study is to study the teacher effectiveness of higher secondary school teachers in relation to habitation and gender variables. The design as a casual comparative study, it is also an ex-post facto study for the fact that variable have been studied as they are. The other

methods like historical of experimental study designs were not adopted as they were not suitable in the context of the nature of the present study.

The Sample

A representative sample of 100 Higher Secondary School teachers of Dakshin Dinajpur educational district of West Bengal was selected on simple random basis. In the sample there were 50 male teachers and 50 female teachers. Among them 50 teachers were selected from urban areas and 50 teachers were selected from rural areas.

The Tool and Techniques

The present study is a normative survey. For collection of data teacher effectiveness scale of Digumarti Bhaskar Rao and Darla Naresh Kumar (2004) was used. For description of scores, descriptive measures were taken. To verify the hypotheses 't' ratio was calculated between the means. For analysis both descriptive and inferential statistics were adopted to present the data statistically. The differential analysis was made to find out the significant differences if any between two means of sub samples as per the requirement of objectives and hypotheses.

The procedure: The Results and Discussion

The teacher effectiveness scale was scored as per the manual. The data sheet was prepared to record all the information as per the variables the scores were compiled and put into a frequency distribution in order to calculate the measures of central tendencies and variations. The mean of total sample as well as sub samples were calculated. Their categorization was made accordingly and the mean and standard deviation according to these variables were grouped together. The groups, the mean value, Standard Deviation of the total number of individuals as well as all sub groups were calculated. As per the hypotheses it is quite necessary to study the sub sample analysis in the variables. The scores on teacher effectiveness scale have therefore been analyzed in terms of descriptive analysis along with sub sample analysis. A detailed discussion has been presented below to facilitate in interpretation of the results.

Descriptive Measures of the scores of Teacher Effectiveness:

The distribution of scores in respect of Teacher Effectiveness Scale has been presented. In case of each intra-variable the measures of central tendency and variability have been found out. The intra-variable of gender, place of work have been presented in terms of the test of significance of difference between the means.

Scores of teacher effectiveness scale obtained as per the procedure mentioned in the method part was subjected to descriptive and inferential analysis for investigating into the objectives and hypotheses of the study. For making the descriptive analysis of the scores, the measures of central tendency and variability were calculated and presented in table – 1 for the whole sample and sub-sample relating to gender and place of work variations.

Table 1
Measures of central tendency and variability of scores of teachers

Variation	Sub-Sample	N	Mean	SD
Gender	Male	50	95.96	8.89
	Female	50	95.84	5.26
Place of work	Rural	50	97.6	8.77
	Urban	50	94.2	4.96

Sub-Sample wise Differential Analysis on Teacher Effectiveness of higher secondary school teachers:

The present sub-sample analysis has been attempted to meet the objective of testing the null hypotheses. In case of each sub-sample, first the null hypotheses have set up according to the requirements of the problem. The level of significant on for the test has been selected and the data are subjected to the test of significance. On the basis of the 't' values for corresponding degrees of freedom, the calculated value of 't' was compared where a decision rule was framed which is as follows. If the calculated value of 't' is larger than table value of 't' the null hypotheses was rejected and other alternate hypotheses was accepted. If the calculated value of 't' is less than the table value 't' the null hypotheses was accepted and interpretation of result was made accordingly.

Table 2
Summary of the test of significance of differences between the mean score of all sub samples on teacher effectiveness of higher secondary school teachers

Variation	Sub-Sample	N	Mean	SD	SED	't'	Remark
Gender	Male	50	95.96	8.89	1.46	0.082	Not Significant
	Female	50	95.84	5.26			
Place of work	Rural School Teachers	50	97.6	8.77	1.43	2.38	P > 0.05
	Urban School Teachers	50	94.2	4.96			
Place of work of Male teachers	Male of Urban school	25	98.16	10.67	2.45	1.76	Not Significant

	Male teachers of Rural school	25	93.85	6.19			
Place of work of Female teachers	Female teachers of Urban school	25	94.58	3.14	1.45	1.697	Not Significant
	Female teachers of Rural school	25	97.04	6.48			
Gender of urban teachers	Urban male teachers	25	93.85	6.19	1.396	0.52	Not Significant
	Urban female teachers	25	94.58	3.14			
Gender of rural teachers	Rural male teachers	25	98.16	10.67	2.49	0.45	Not Significant
	Rural female teachers	25	97.04	6.48			

Critical value of 't' with df 98 at 0.01 = 2.63 and at 0.05 = 1.98

On perusal of the above table, gender was found that 't' ratio was not significant as the 't' ratio (0.082) was less than the table value of 't' at 0.05 (1.98) and 0.01 (2.63) level at 98 degree of freedom. Therefore the Ho₁ "There is no significant difference in the level of teacher effectiveness of male and female teachers of higher secondary school" is could not be rejected. It thus indicates that gender did not have significant impact on the teacher effectiveness of higher secondary school teachers. The effectiveness male and female teachers are same. This was in conformity with earlier researches of Singh (1987).

Here the 't' ratio (2.38) calculated for teacher effectiveness of rural and urban teachers shows significant difference at 0.05 level. Therefore significant difference in teacher effectiveness between teachers of rural and urban higher secondary schools was observed and hence Ho₂ "There is no significant difference in the level of teacher effectiveness of the teachers of rural and urban higher secondary schools" was rejected. It thus indicated that the rural and urban teachers did not differ significantly in their effectiveness of higher secondary schools. This study was conformity with the research conducted by Rao and Ganewwara (1995).

The table shows that place of work of male teachers variation 't' value was not significant as the 't' ratio (1.76) was less than the table value of 't' at 0.05 (1.98) and 0.01 (2.63) levels at 98 degree of freedom, there does not exist any difference in teacher effectiveness of Male teachers of Rural and Urban Higher Secondary Schools that means both of them are equal in displaying teacher effectiveness in the same degree and same kind. Therefore H_{o3} "There is no significant difference between teacher effectiveness of male teachers of urban and rural higher secondary schools" could not be rejected. This study was conformity with the research conducted by Mutha (1980).

The calculation of this table shows that 't' ratio was not significant as the 't' ratio (1.697) was less than the table value of 't' at 0.05 (1.98) and 0.01 (2.63) levels at 98 degree of freedom, there does not exist any differences of female teachers of rural and urban Higher Secondary Schools and both the female teachers of rural and urban higher secondary schools possesses equal teacher effectiveness. Therefore, H_{o4} "There is no significant difference between teacher effectiveness of female teachers of urban and rural higher secondary schools" could not be rejected. This study was conformity with the research conducted by Singh (1987).

Here the 't' ratio value (0.52) shows that there does not exist difference in the teacher effectiveness of male and female teachers of Urban Higher Secondary Schools that means both male and female teachers of urban higher secondary schools have same kind of effectiveness. H_{o5} "There is no significant difference between male and female teachers of urban higher secondary schools" could not be rejected. This was study conformity with the research conducted by Shashikala (1977).

This table shows that 't' ratio was not significant as the 't' ratio (0.45) was less than the table value of 't' at 0.05 (1.98) and 0.01 (2.63) levels at 98 degree of freedom, there does not exist difference in the teacher effectiveness of male and female teachers of rural higher secondary schools which means that both the male and female teachers of rural higher secondary schools possess same teacher effectiveness. Therefore, H_{o6} "There is no significant difference between teacher effectiveness of male and female teachers of rural higher secondary schools" could not be rejected. This was study conformity with the research conducted by Singh (1987).

Major Findings of the study:

- i) The calculation of 't' values shows that there does not exist difference in the teacher effectiveness of male and female teachers that means both of them are equal in displaying teachers effectiveness in the same degree and same kind.
- ii) The 't' ratio calculated for teacher effectiveness of rural and urban teachers show significant result. A difference in teacher effectiveness in rural and urban teachers was observed. This has been so because of the innovation in technology where

rural people are not exposed in the degree as the urban people.

- iii) The present study reveals that there is no significant difference between teacher effectiveness of male teachers of rural and urban higher secondary schools.
- iv) The study of the investigator shows that there is no significant difference between teacher effectiveness of female teachers of rural and urban higher secondary schools.
- v) In this study the investigator also find that there does not exist difference between male and female teachers of rural higher secondary schools.

Recommendations

In this study the focus was on the teacher effectiveness of higher secondary school teachers. Teaching depends upon the effectiveness of teacher, the progress of nation hampers due to ill equipped teachers. Hence it becomes a prime factor to develop the teacher effectiveness among school teachers. In this connection some of the recommendation given as

- i) The school teachers should be aware of changes in knowledge that is happening in the outer world. Some teachers see no need to change. They believe that they are doing well or at least the best they can do. They see few, if any areas in which improvement in their teaching are necessary. Such teachers as might be expected are not likely to change.
- ii) Teacher should get enough support for improvement of effectiveness and efficiency. There is sample evidence that few teachers can engage in serious attempt to improve their teaching without the support of others. Without support teachers are likely to give up and return to the status quo.
- iii) In service training should be given to the teachers from time to time. Various seminars, symposium and meetings are to be conducted for the growth of teacher effectiveness among the teachers.
- iv) The teacher should overcome the reluctance to change. Teachers are reluctant to change for a number of reason most of which one understandable. Three of the primary reasons are
 - a) A lack of awareness that change is needed.
 - b) Lack of knowledge and skills needed to make the change, and
 - c) The believe that changes will not make in difference to them or to their students.
- v) Teachers should be provided opportunities to learn from others. In most schools throughout the world, teaching is a lonely job. Teachers spend the majority of time isolated in class room with their students. Contact with other teachers are minimal, teachers to have participated in service experiences should be provided continuous support. To receive this type of support teacher must be able to share not only their success but also their failure.
- vi) Teachers need proper rest rooms and other physical facilities, up-to-date teaching

equipments and instructional materials in the schools in which they serve.

- vii) There should be close co-operation between competent authorities, organization of teachers, employers and workers and institutions of learning and research for increasing teacher effectiveness of the teacher.

Scope for further research

The present study focuses light on some certain issues can be considered for further studies.

- i) Studies may be taken up on teacher effectiveness in wider areas with larger sample.
- ii) Studies may be taken up to identify the teacher effectiveness of teachers working in upper primary schools.
- iii) Studies may be taken up to identify the factors influencing the teacher effectiveness.
- iv) Studies may be taken up on teacher effectiveness in relation to educational qualification of the teachers.
- v) Studies may be taken up on teacher effectiveness of college teachers.

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