

A Study of Teacher Effectiveness of Teachers Serving in Government Schools



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Abstract

Education brings a change in human being so that he may become an able and active member of society in the world based on science and technology and progressing towards modernization. It is the education alone that determines the level of prosperity of all people. Teacher is the real maker of history. He has the potential power or force which can take this generation to any side - peace or war. Hence they are known as Nation builders. The achievement of students depends upon the effectiveness of teachers. But today's teachers are not dedicated towards their profession. Mostly teachers are doing their jobs only for money, not for the all round development of the pupils. They never plan their lesson which they present in class. The academic achievement of students is not up to the mark. The quality of Education is decreasing day by day.

To prevent the wastage and stagnation, effective teaching is required. Only with the help of effective teaching, the aims of Education can be achieved. But in Modern era mostly it is heard that parents send their children to Private & Convent schools rather than Government schools. Is the teaching of Government school teachers are not effective? Do they not fulfil their duties well? Are their methods & technique of teaching not effective? To find the answers of all these questions and to know the reasons behind this, the investigator felt the need to study the Teacher Effectiveness of Government teachers. In the present study, the teachers serving in Government schools were compared on teacher effectiveness with regard to gender, locale and in general.

Keywords: Modernization, Effectiveness, Teaching, Gender, Locale.

Introduction

Education is the backbone of the country and the entire development process of any nation depends upon the quality of education. To become a full fledged shade giving tree; a seed requires water, sunlight and care. Likewise to become a socially well cultured, human being, it is very important that a newly born child must be provided good education so that he may be able to express himself as an important part of society. In educational process, a good and effective teacher occupies a place of tremendous importance. An effective teacher succeeds in producing desired changes among the students through his/her teaching. He/ She needs to be satisfied with teaching as a profession and able to accomplish the prefixed goal of teaching effectively. In the present day system of high sophistication and specialization, there is an unprecedented demand for effective teachers to lead the multitudes of school children on the path of enrichment and progress.

Teaching at present has made the work of the teacher more challenging and difficult instead of having concern for him only with a few patterns of effective presentation of subject matter; the modern teacher's responsibility is to see that everything that goes on in the classroom is for all round development of the child. The pivotal role of a teacher in nation building is universally recognized. The effectiveness of teaching process lies in the hands of the teacher. It is the duty of the teachers to shape the behaviour of pupil in desired direction. To play his role effectively, the teacher should be well equipped psychologically, philosophically, methodologically, technologically and above all physically. An effective teacher may be understood as one who helps in a development of basic

skills, understanding, proper habits, desirable attitude, value judgment and adequate personal adjustment of the students.

In the present study, the teacher effectiveness of Government School teachers was studied with regard to gender, locale and in general.

Objectives of the Study

1. To study the teacher effectiveness of Government School teachers.
2. To study the teacher effectiveness of Government School teachers with respect to gender.
3. To study the teacher effectiveness of Government School teachers with respect to locale.

Hypotheses

1. There will be no significant difference of teacher effectiveness of Government school teachers with respect to gender.
2. There will be no significant difference of teacher effectiveness of Government school teachers with respect to locale.

Delimitations of the Study

1. The study was delimited to Kathua district of Jammu and Kashmir.

Sample of teachers

2. The study was confined to the teachers of schools recognised by J&K Govt. and affiliated to JKBOSE.
3. The study was delimited to 100 school teachers.
4. Both male and female teachers were considered in the study.
5. Only teachers of high schools were considered in the study.
6. The teachers from schools of urban as well rural localities were considered for the study.
7. The study was confined to the English knowing teachers as the tool used was in English language.

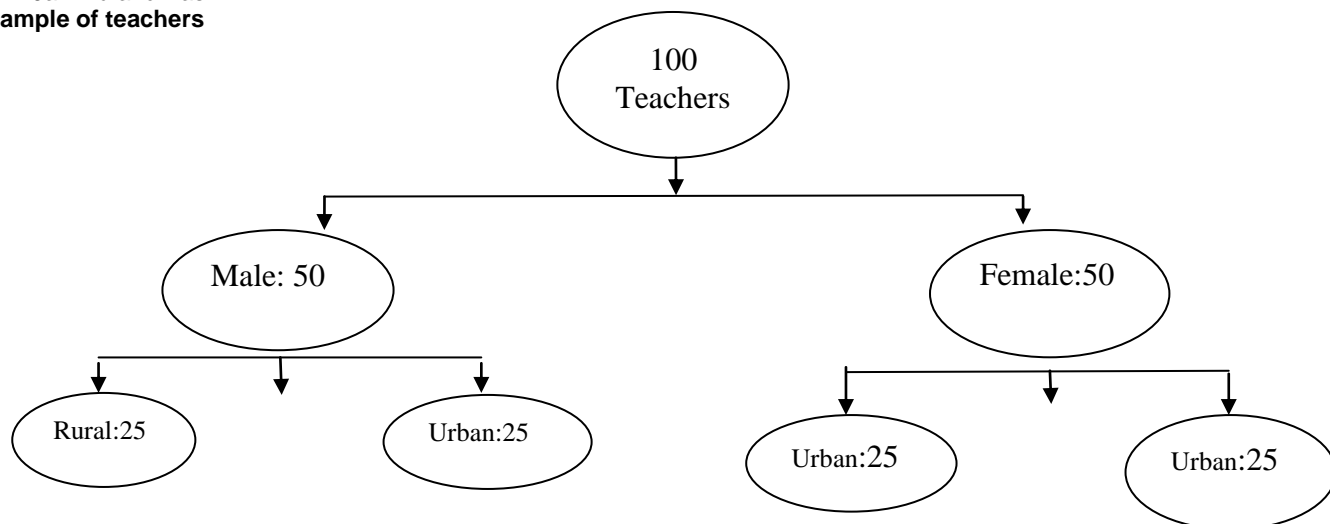
Plan and Procedure

Population

The population of the present study comprised of all the teachers serving in Government High schools of district Kathua.

Sample

The present study was conducted on 100 Govt. school teachers of Kathua district of Jammu and Kashmir. The sample was divided into male and female and into rural and urban locality school teachers.



Tool Used

Teacher effectiveness scale (TES) (1982) by Dr. Parmod Kumar and Prof. D.N. Mutha.

Statistical Techniques Employed

1. Mean, Standard deviation.
2. Bar graphs

Analysis and Interpretation of Data

Objective No. 1

To study the teacher effectiveness of Government School teachers.

The first objective of the study was to study the teacher effectiveness of Government School teachers. In order to study the first objective of the study, the investigator applied the teacher effectiveness scale on 100 Government School Teachers and the results are as under:-

Table-1. Showing the Mean and S.D. of Teachers effectiveness of 100 Government School Teachers

N	Mean	S.D
100	316.7	18.92

Table 1 shows the mean scores of Teachers effectiveness of 100 Government School teachers. The mean scores of teacher effectiveness of government school teachers is 316.7 and S.D. is 18.92.

In order to study the percentage schedule of teacher effectiveness of Government School teachers, the investigator applied the teacher effectiveness scale on 100 Government School teachers and the results are as under:-

Shrinkhla Ek Shodhparak Vaicharik Patrika

Table-2. Showing the percentage schedule of Teacher effectiveness of 100 Government School teachers

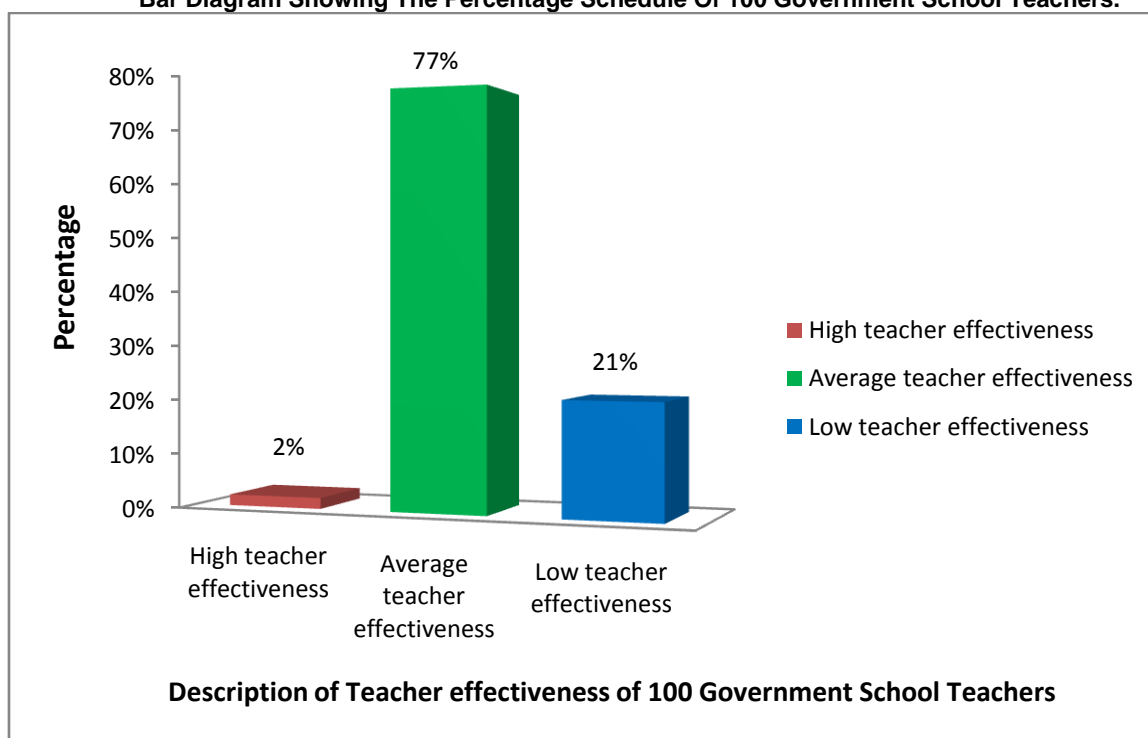
Category	N	Description of Teacher effectiveness	Range	No. of Government School Teachers	Percentage
A	100	High teacher effectiveness	343-345	2	2%
B		Average teacher effectiveness	303-342	77	77%
C		Low teacher effectiveness	69-302	21	21%

Table 2 shows the percentage schedule of teacher effectiveness of Government School teachers. 2% Government school teachers show the high teacher effectiveness and 77% Government

school teachers show the average effectiveness and 21% Government school teachers show the low teacher effectiveness.

Figure 1

Bar Diagram Showing The Percentage Schedule Of 100 Government School Teachers.



Objective No. 2

To study the teacher effectiveness of government school teachers with respect to gender.

The second objective of our study was to study the teacher effectiveness of government school

teachers with respect to gender. In order to achieve the second objective of the study, the investigator applied the teacher effectiveness scale on 100 government school teachers and the results are as under:-

Table-3. Showing the Percentage Schedule of Teacher Effectiveness Of 50 Male Government School Teachers

Category	N	Description of Teacher effectiveness	Range	No. of Government School Teachers	Percentage
A	50	High teacher effectiveness	343-345	1	2%
B		Average teacher effectiveness	303-342	41	82%
C		Low teacher effectiveness	69-302	8	16%

Table 4 shows the percentage schedule of teacher effectiveness of 50 male Government school teachers. 2% Government school male teachers show the high teacher effectiveness and 82% Government

school male teachers show the average teacher effectiveness and 16% Government school male teachers show the low teacher effectiveness.

Figure 2

Bar Diagram Showing The Percentage Schedule of 50 Government School Male Teachers

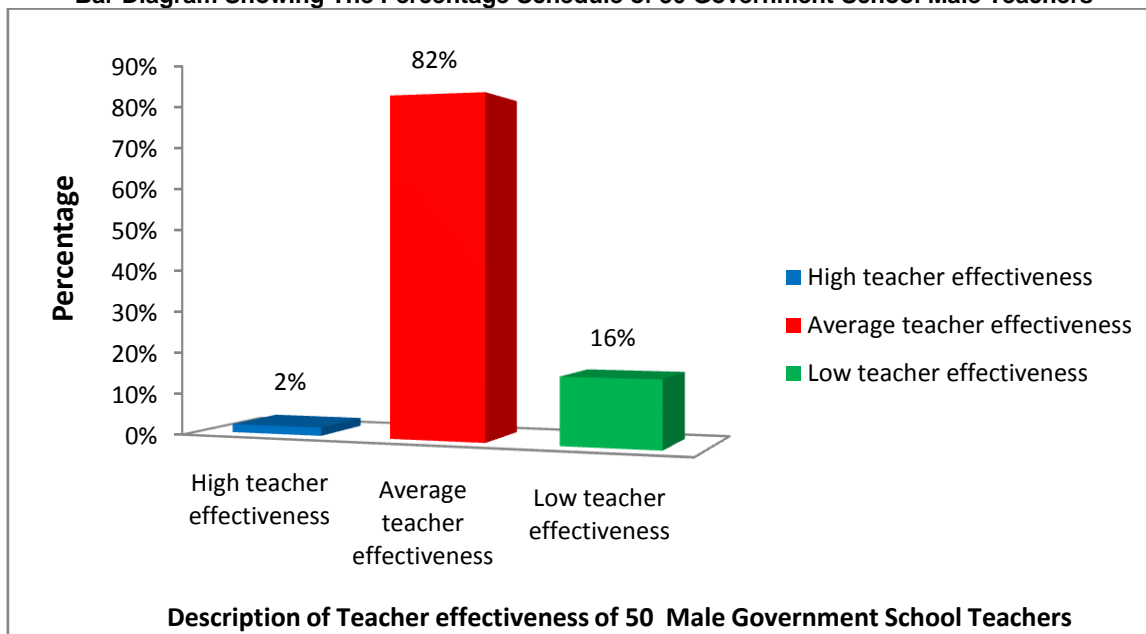


Table-4. Showing the percentage Schedule of Teacher Effectiveness of 50 Female Government School Teachers

Category	N	Description of Teacher effectiveness	Range	No. of Govt. School Teachers	Percentage
A	50	High teacher effectiveness	343-345	1	2%
B		Average teacher effectiveness	303-342	36	72%
C		Low teacher effectiveness	69-302	13	26%

Table 4 shows the percentage schedule of teacher effectiveness of 50 female Government school teachers. 2% Government school female teachers show the high teacher effectiveness and

72% Government school female teachers show the average teacher effectiveness and 26% Government school female teachers show the low teacher effectiveness.

Figure 3

Bar Diagram Showing The Percentage Schedule of 50 Female Government School Teachers

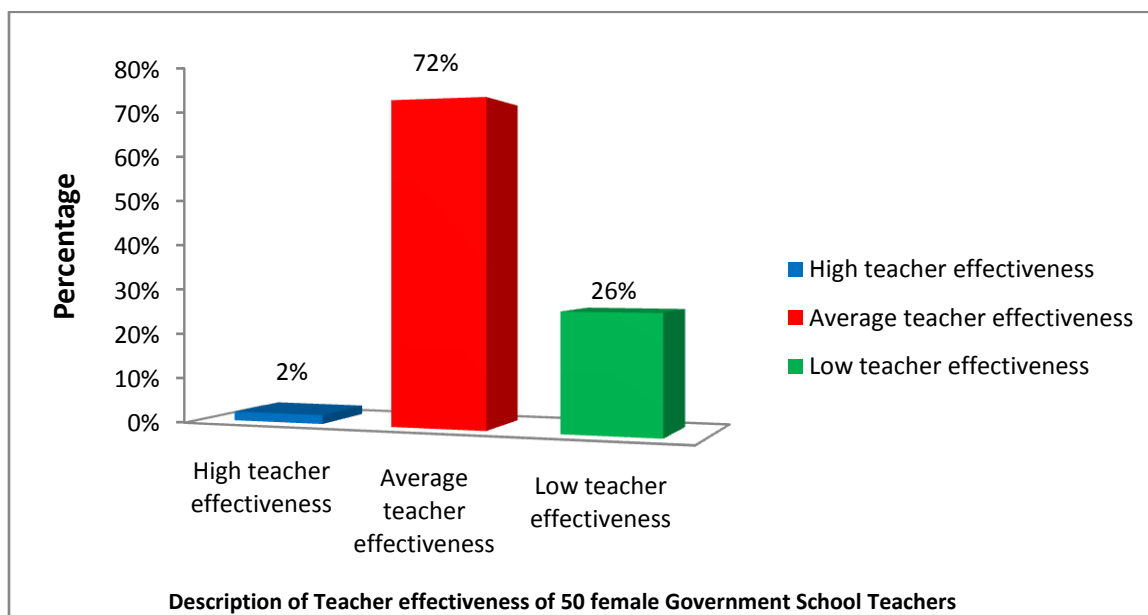


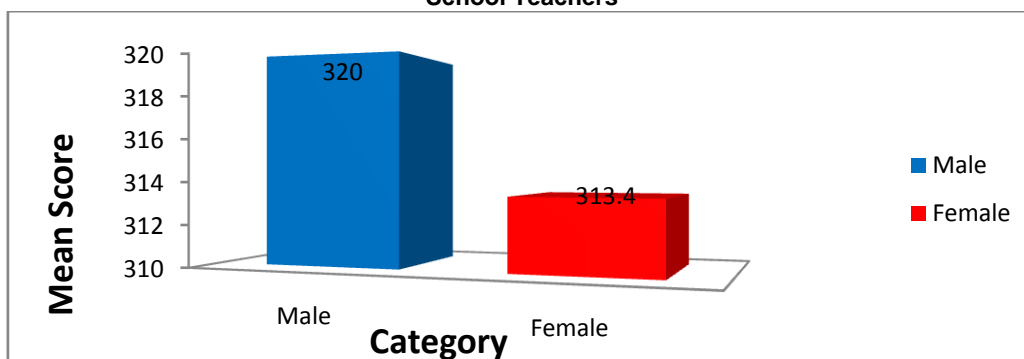
Table 5. Showing the Mean Scores and S.D. of Teacher Effectiveness 50 Male and 50 Female Government School Teachers

Category	N	Mean	S.D
Male	50	320	17.58
Female	50	313.4	16.6

Table 5 shows mean scores and S.D. of teacher effectiveness of 50 male and 50 female teachers of Government schools. The mean scores of 50 male Government school teachers are 320 and S.D. is 17.58. The mean scores of 50 Female Government School teachers are 313.4 and S.D. is

16.6. The mean scores and S.D. of Male Government School teachers are higher than Female Government school teachers. It shows that Male Government teachers are more effective in teaching than Female Government school teachers.

Figure -4
Bar Diagram Showing The Mean Scores of Teacher Effectiveness of 50 Male and 50 Female Government School Teachers



Objective No. 3

To study the teacher effectiveness of government school teachers with respect to locale.

The third objective of the study was to study the teacher effectiveness of government school

teachers with respect to locale. In order to achieve the third objective of the study, the investigator applied the teacher effectiveness scale on 100 government school teachers of rural and urban localities.

Table-6 Showing The Percentage Schedule of Teacher Effectiveness of 50 Rural Government School Teachers

Category	N	Description of Teacher effectiveness	Range	No. of Govt. School Teachers	Percentage
A	50	High teacher effectiveness	343-345	0	0
B		Average teacher effectiveness	303-342	41	82%
C		Low teacher effectiveness	69-302	9	18%

Table 6 shows the percentage schedule of teacher effectiveness of 50 rural Government school teachers. 0% rural Government school teachers show the high teacher effectiveness and 82% rural

Government school teachers show the average teacher effectiveness and 18% rural Government school teachers show the low teacher effectiveness.

Figure -5
Bar Diagram Showing The Percentage Schedule of Teacher Effectiveness of 50 Rural Government School Teachers

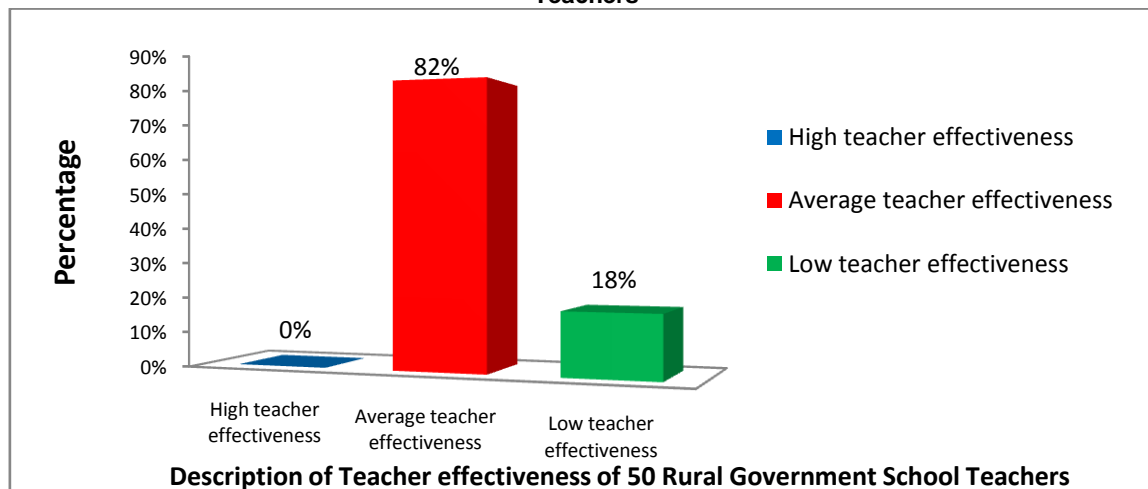


Table 7. Showing the percentage schedule of Teacher effectiveness of 50 urban Government School teachers

Category	N	Description of Teacher effectiveness	Range	No. of Govt. School Teachers	Percentage
A	50	High teacher effectiveness	343-345	2	4%
B		Average teacher effectiveness	303-342	36	72%
C		Low teacher effectiveness	69-302	12	24%

Table 7 shows the percentage schedule of teacher effectiveness of 50 urban Government school teachers, 4% urban Government school teachers show the high teacher effectiveness and 72% urban

Government school teachers show the average teacher effectiveness and 24% urban Government school teachers show the low teacher effectiveness.

Figure-6

Bar Diagram Showing The Percentage Schedule of Teacher Effectiveness of 50 Urban Government School Teachers

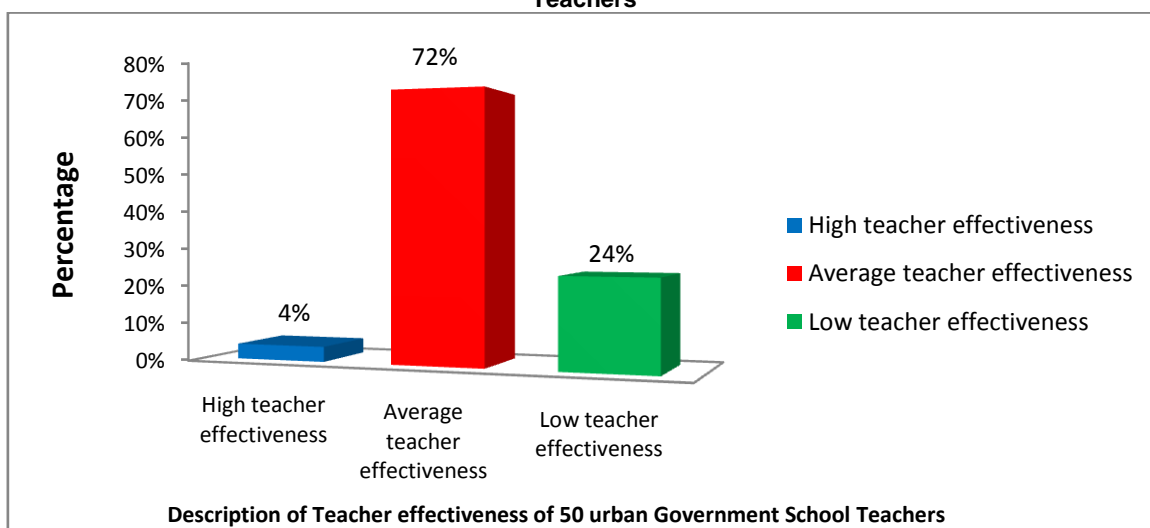


Table 8 showing the Mean scores and S.D. of teacher effectiveness of 50 rural and 50 urban Government School teachers

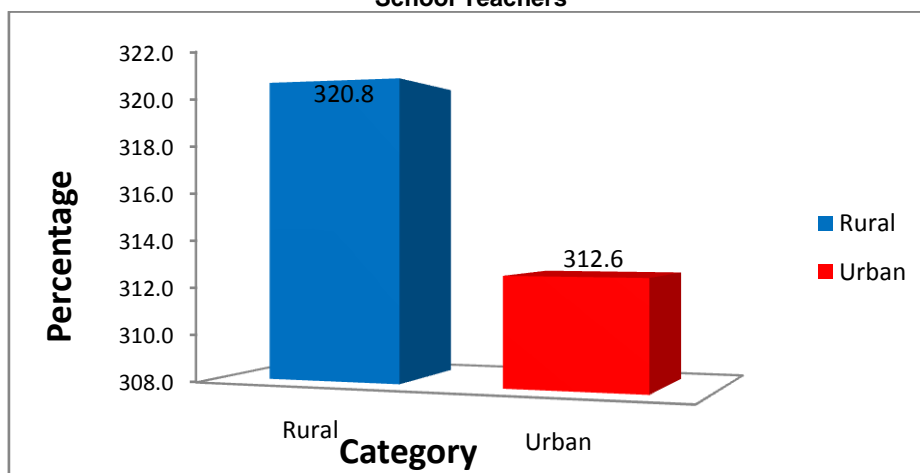
Category	N	Mean	S.D
Rural	50	320.8	18.44
Urban	50	312.6	18.5

Table 8 shows mean scores and S.D. of teacher effectiveness of 50 rural and 50 urban Government school teachers. The mean scores of 50 rural Government school teachers is 320.8 and S.D. is 18.44. The mean scores of 50 urban Government School teachers is 312.6 and S.D. is 18.5. The mean

scores and S.D. of rural Government School teachers is greater than the Mean scores of urban Government school teachers. It shows that rural Government school teachers are more effective than urban Government school teachers.

Figure 7

Bar Diagram Showing The Mean Scores of Teacher Effectiveness of 50 Rural and 50 Urban Government School Teachers



Main Findings

1. It is found that 2% Government School teachers have high teacher effectiveness and 77% Government School teachers have average teacher effectiveness and 21% Government school teachers have low teacher effectiveness.
2. It is found that 2% Government school male teachers have high teacher effectiveness and 82% Government school male teachers have the average teacher effectiveness and 16% Government school male teachers have the low teacher effectiveness.
3. It is found that 2% Government school female teachers have high teacher effectiveness and 72% Government school male teachers have the average teacher effectiveness and 26% Government school male teachers have the low teacher effectiveness.
4. The male Govt. school teachers are more effective in teaching than the female Govt. school teachers.
5. It is found that 0% Rural Government school teachers have high teacher effectiveness and 82% Government school male teachers have the average teacher effectiveness and 18% Government school male teachers have the low teacher effectiveness.
6. It is found that 4% Urban Government school teachers have high teacher effectiveness and 72% Government school male teachers have the average teacher effectiveness and 24% Government school male teachers have the low teacher effectiveness.
7. The Rural Govt. School teachers are more effective in teaching than Urban Govt. school teachers.

Educational Implications

In the present study, the teachers' effectiveness of Govt. school teachers is found 2% high, 77% high and 21% low. The percentage schedule of male Govt. school teachers is found higher than the female teachers. The Govt. School teachers are found more effective than female counterparts. The percentage schedule of rural Govt. teachers is found higher than the urban Govt. school teachers. The rural Govt. school teachers are found more effective in teaching than the urban counterparts. So to make the teacher effectiveness of Government School teachers especially female teachers and the teachers of urban locality more effective, the following implications must be implemented in the Government schools:

1. Teacher effectiveness can be increased with the use of Audio-Visual Aids.
2. Different methods of teaching like seminar, discussion lecture cum demonstration, use of ICT, learning by doing, excursions etc. must be used by the teachers beyond translation method.
3. In service teacher training programmes must be provided to Government School teachers. These programmes must be compulsory to all.
4. Proper supervision of teaching of all teachers must be done by the higher authorities regularly.

5. The untrained teachers should be deputed to Colleges of Education for the B.ED. Course
6. Seminars and workshops must be organised in the Government schools.
7. The teachers shall be trained in the organisation of teaching learning process, co-curricular activities and conduct of examination and evaluation process.
8. The Government must provide the proper facilities of physical infrastructure in the Government schools.
9. Parents' teachers meeting must be organised in a week or in a month.
10. The teachers should be deputed to attend refresher courses, workshops and orientation programmes on different aspects of teaching during the summer and winter vacations
11. The schools must send the report card of every student to the parents. These results will also give immense help to teachers, guidance worker, parents and school and college counsellor to develop suitable methods of teaching and congenial environment for maintaining good level of teacher effectiveness.

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