



RESEARCH ARTICLE

A STUDY OF TEACHER EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS WITH REFERENCE TO CERTAIN DEMOGRAPHIC VARIABLES

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Manuscript Info

Manuscript History:

Received: 15 October 2014
Final Accepted: 22 November 2014
Published Online: December 2014

Key words:

Teacher effectiveness, Gender, Types of habitation.

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Abstract

The present study was undertaken to find out the effectiveness of secondary school teachers. The study also aimed to find out whether gender and types of habitation influenced their effectiveness. Descriptive survey method was adopted for the study. A total of 200 secondary school teachers were included in the study. Stratified random sampling technique was used for sample selection. 100 teachers working in schools of rural area and 100 teachers working in schools of urban area were selected. Care has been taken to select equal number of male and female teachers i.e. 100 from each. Teacher effectiveness scale was used for data collection. The collected data were analyzed by employing statistical techniques like mean, standard deviation, t-test and ANOVA. Result revealed that there was no significant difference in the teacher effectiveness of secondary school teachers with respect to gender, however significant difference was found with respect to their habitation. It was also found that gender does not put significant effect but types of habitation puts significant effects on teacher effectiveness. As per as interaction effect of gender and types of habitation is concerned, it puts significant effect on the teacher effectiveness.

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Introduction

It is generally agreed that the goodness of an educational programme to a large extent is dependent on the quality of teachers available to implement it. According to American Commission on Teacher Education (1974), "The quality of a nation depends upon the quality of its citizens and the quality of its citizens depends upon the quality of their teachers." Teachers can either make or mar the society. An educational institute with an excellent material resources like infrastructure, library and a good curriculum is unlikely to achieve its goal if the teachers are ineffective, misfit and indifferent to their responsibilities. "No system of education, no syllabus, no methodology, no textbooks can rise above the level of its teachers. If a country wants to have quality education, it must have quality teachers" (V.S. Mathews). Teacher plays an important role in the social reconstruction and in the transmission of wisdom, knowledge and experiences of one generation to another.

A teacher is not only a custodian of a nation's values but is also an architect par excellence of new values. Dr S. Radhakrishnan has remarked, "Teacher's place in society is of vital importance. He acts as the point of transmission of intellectual tradition and technical skill from generation to generation and helps to keep the lamp of civilization burning." The Secondary Education Commission (1952-53) has rightly said, "We are, however, convinced that the most important factor in the contemplated education reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place he occupies in the school as well as in the community." Teaching is the fundamental duty of a teacher and it has to be made effective in order to make a successful teacher. 'Successful' and 'Effective' - these

two terms may be used as synonymously in the context of good and effective teaching. Mursell has therefore aptly observed, "Successful teaching is teaching that bring about effective learning." Ryan(1969)¹ remarked that an effective teacher may be understood as "One who helps in the development of basic skills, understandings, proper work habits and desirable attitudes, value judgment and adequate personal adjustment of the student. Walls (1999) ² summarized teacher effectiveness under the headings i.e. the 'four aces of teaching' "in which four aces are Outcomes, Clarity, Engagement and Enthusiasm. He stated that the four aces represent a consolidated way of thinking about the "process" of teaching as it influences the "product" (student learning) and student learning is better, faster, and more long lasting when teachers are able to play the four aces.

Further, differences between the age, academic level, and needs of students mean that teaching requires different skills and knowledge in different contexts. These multiple contexts underscore that effective teaching is not fixed, but rather reflects the particular organizational environment and student's need. In the dictionary of education, Good, C.V. (1959)³ defined teacher effectiveness as the ability and interaction between the physical, intellectual, and psychological interests of the students, content efficiency of the teachers and the social needs. We define effectiveness as the degree to which workers produce outcomes related to the objectives of their organizations. According to Remmers (1952)⁴, effectiveness means, "The degree to which an agent produces effects." Teacher Effectiveness is an amalgamation of both cognitive and non-cognitive attributes like academic qualification and distinctions, clarity of thought and expression, fluency, teaching strategy, charisma, and experience and socio-personal interaction. Teaching is an important task a teacher does in the classroom. Effectiveness in teaching doesn't relate to teacher's age and teaching experience. An effective teacher not only knows the subject matter he intends his students to learn but also knows the misconceptions his students bring to the classrooms, which will interfere with the learning of subject matter((Emer 1987)⁵. Effectiveness of teachers not only measured by his mastery over subject but also by their efficiency, competency, effective control over teaching class, leadership qualities, inter-human relations, cooperative behaviour and academic excellence.

A teacher should have knowledge of himself as the concept of 'know thyself' is of crucial importance to human in general and to a teacher in particular. The teacher should be conscious of his own strengths and weaknesses at first before he tries to know others in any situation like classroom. They must know their personal qualities, namely whether s/he is democratic or authoritarian in approach, whether s/he is easily irritated or tolerates any odd situation, whether s/he can control his/her emotions in the classroom or is easily disturbed by a slightly untoward incident in the classroom. To play his/her role effectively, the teacher should possess two personal traits. They are caring attitude and an interest in developing close relationship with the students. S/He should deal with all his/her students in such a way that everyone considers himself or herself the closest to the teacher. Teacher's own behaviour determines his/her effectiveness.

Thus the role and responsibilities of teachers are not limited to teaching but rather have been multifarious, multidisciplinary and multidimensional in order to ensure effectiveness of teaching. For enhancing teacher effectiveness exploring and identifying teaching priorities, teacher's abilities and proficiencies and teaching climate are must. Appreciation to personal and instructional skills of a teacher may further enhance teacher effectiveness.

Rationale of the study

Some environmental and genetic factors directly related to the teachers such as sex, marital status, Socio economic status, habitation, caste, type of school and management etc. and we cannot ignore effect of these variables on their effectiveness. Sharma (1971)⁶ revealed that teaching aptitude is a sound predictor of teacher effectiveness. Kaul (1974)⁷, Goel (1978)⁸ and Grewal (1976)⁹ found that the measures of personality traits clustered in specific constellations with the criterion measure of teacher effectiveness. Mutha(1980)¹⁰ attempted to identify the attitudinal, motivational and personality factors which differentiated effective teachers from ineffective ones. The major findings of the study were that sex, professional training, nature of schooling and income levels were significantly associated with the teacher's effectiveness. Baughn (1987)¹¹ found that experience and training are not associated with the extent of utilization of teacher effectiveness. Eighnd (1987)¹² revealed that years of experiences in teachings age and gender did not have significant impact on instructional effectiveness of participating teachers. Stark (1987)¹³ determined that the placement level and professional development directly related with teacher effectiveness. Gupta (1988)¹⁴ attempted to study the intelligence, adjustment and personality needs of effective teachers in science and arts and found that age is significantly related with effectiveness. Singh (1993)¹⁵ revealed that adjustment has direct impact on teacher effectiveness. Rao (1995)¹⁶ studied relationship between teacher effectiveness, creativity and inter personal relationship of teachers. Pandey and Maikhuri (1999)¹⁷ in their study attempted to explore the attitude of effective and ineffective teachers towards teaching profession. Amandeep and Gurpreet (2005)¹⁸ concluded competency plays significant role in teacher effectiveness of teachers.

Having reviewed the researches undertaken in the field of teacher effectiveness, it was observed that most of the researches connected with effectiveness have been conducted in relation to the variables such as, teaching aptitude, attitude, motivation, professional training, nature of schooling, income levels, experience, intelligence, adjustment, creativity, inter personal relationship and competency etc. Therefore it was felt that there was a need to embark upon the interaction effect of gender and habitation on teacher effectiveness.

Objectives

The Objectives of the present study are taken as follows:-

- 1) To compare the teacher effectiveness of secondary school teachers with respect to their gender and their types of habitation.
- 2) To compare the teacher effectiveness of male secondary school teachers with respect to their types of habitation.
- 3) To compare the teacher effectiveness of female secondary school teachers with respect to their types of habitation.
- 4) To study the main and interaction effect of gender and types of habitation on teacher effectiveness of secondary school teachers.

Hypotheses

Keeping in view the above stated objectives the following research hypotheses were framed:

- 1) There is no significant difference in the teacher effectiveness of secondary school teachers with respect to their gender.
- 2) There is no significant difference in the teacher effectiveness of secondary school teachers with respect to their habitation.
- 3) There is no significant difference in the teacher effectiveness of male secondary school teachers with respect to their habitation.
- 4) There is no significant difference in the teacher effectiveness of female secondary school teachers with respect to their habitation.
- 5) There is no significant Interaction effect of gender and types of habitation on the teacher effectiveness of secondary school teachers.

Methodology

Design

The present research study adopted descriptive survey research. Survey was done on male and female secondary school teachers belonging to rural and urban schools of Bilaspur district.

Sample

A total of 200 secondary school teachers were included in the study. Stratified random sampling technique was used for sample selection. 100 teachers working in schools of rural area and 100 teachers working in schools of urban area were selected. Care has been taken to select equal number of male and female teachers i.e. 100 from each in the above mentioned sample.

Tool Used

Teacher effectiveness scale was used for measuring the teacher effectiveness of secondary school teachers which was developed by Pramod kumar and D. N Mutha. This scale consists 69 discriminating items related to six dimensions which are – Academic, Professional, Social, Emotional, Moral and Personality. Academic dimension consists 04 items, Professional dimension consists 24 items, Social dimension consists 11 items, Emotional dimension consists 08 items, Moral dimension consists 10 items and Personality dimension consists 12 items.

Statistical Techniques used

As per the objective and design of the study, different statistical techniques were used to analyze the data. The collected data were analyzed by employing statistical techniques like mean, standard deviation, t-test and ANOVA.

Result and Discussion

The effectiveness of teachers with respect to gender and types of their habitation has been interpreted and discussed in detail as under:

Table- 1

Test of significance of Teacher Effectiveness scores among secondary school teachers on the basis of gender

Gender	N	Mean	SD	SED	Df	t- value	Result
Male	100	304.91	29.391	3.79	198	0.48	Not Significant
Female	100	306.73	23.907				

(Table value of 't' at 0.05 level of significance is 1.96)

As seen from table -1, the mean Teacher effectiveness score of male teachers is lower (304.91) than female teachers (306.73) and the computed t-value is 0.48, which is not significant at acceptable level of confidence. It implies that both Male and Female teachers have almost same effectiveness. Eighnd (1987) revealed that years of experiences in teachings age and gender did not have significant impact on instructional effectiveness of teachers. In contrast, Mutha (1980) studied attempted that sex, professional training, nature of schooling and income levels were significantly associated with the teacher's effectiveness. Amandeep and Gurpreet (2005) also concluded that female teachers are more effective in their teaching than male teachers and also male and female teachers do not differ significantly as far as their teaching competency is concerned.

Table- 2

Test of significance of Teacher Effectiveness scores among secondary school teachers on the basis of their habitation

Habitation	N	Mean	SD	SED	df	t- value	Result
Urban	100	309.59	26.671	3.75	198	2.01	Significant
Rural	100	302.05	26.4				

(Table value of 't' at 0.05 level of significance is 1.96)

As seen from table -2, the mean Teacher effectiveness score of rural teachers is lower (302.05) than urban teachers (309.59) and the computed t-value is 2.01, which is significant at acceptable level of confidence. It implies that both Urban and Rural teachers have differ significantly in their effectiveness. Singh (1993) found that the coefficient of correlation between teacher's effectiveness scores and adjustment was significant for urban teachers and not significant for rural teachers. Rao (1995) concluded that significant differences existed between rural and urban teachers with reference to teacher effectiveness.

Table- 3

Test of significance of Teacher Effectiveness scores among male secondary school teachers on the basis of their habitation

Habitation	N	Mean	SD	SED	df	t- value	Result
Urban	50	314.26	29	5.6	98	3.34	Significant
Rural	50	295.56	26.934				

(Table value of 't' at 0.05 level of significance is 1.96)

It is evident from table -3 that the mean Teacher effectiveness score of Rural male teachers is lower (295.56) than Urban male teachers (314.26) and computed 't' value is 3.34, which is significant at acceptable level of confidence. It implies that both Urban and Rural male teachers have differ significantly in their effectiveness.

Table- 4

Test of significance of Teacher Effectiveness scores among female secondary school teachers categorized on the basis of their habitation

Habitation	N	Mean	SD	SED	df	t- value	Result
Urban	50	304.92	23.48	4.79	98	0.75	Not Significant
Rural	50	308.54	24.43				

(Table value of 't' at 0.05 level of significance is 1.96)

It is evident from the table -4 that the mean Teacher effectiveness score of rural male teachers is higher (308.54) than urban female teachers (304.92) and the computed t-value is 0.75, which is not significant at acceptable level of confidence. It implies that both Urban and Rural female teachers do not differ significantly in their effectiveness.

Table- 5

Test of significance of the interaction effect of Gender and types of habitation on the effectiveness of secondary school teachers

Source	SS	df	MS	F- value	Remark
Gender	165.62	1	165.62	0.24	Not significant
Types of habitation	2842.58	1	2842.58	4.19	significant
Interaction effect	6227.28	1	6227.28	9.17	significant
Error	133034.04	196	678.75		
Total	142269.52	199			

(Table value of 'F' at 0.05 level of significance is 3.86)

From the table-5 it can be concluded that the main effect of the gender on the effectiveness of teachers is not significant but types of habitation have significant effect on teacher effectiveness. It is also revealed that gender as well as types of habitation has significant interaction effect on teacher effectiveness. Therefore, the null-hypothesis "there is not significant interaction effect of gender and types of habitation on the teacher effectiveness of secondary school teachers" is rejected. In this light it can be said that teacher effectiveness was influenced by interaction between gender and types of habitation of secondary schoolteachers.

Findings

- There was no significant difference in the teacher effectiveness of secondary school teachers with respect to gender.
- There was significant difference in the teacher effectiveness of secondary school teachers with respect to their habitation.
- There was significant difference in the teacher effectiveness of male secondary school teachers with respect to their habitation.
- There was no significant difference in the teacher effectiveness of female secondary school teachers with respect to their habitation.

- There was significant interaction effect of gender and types of habitation on the teacher effectiveness of secondary school teachers.

Conclusions

It can be concluded from this analysis that male and female secondary school teachers do not differ significantly in respect of their teacher effectiveness but urban and rural secondary school teachers differ significantly in respect of their teacher effectiveness. It means, gender didn't influence the effectiveness of teachers but their types of habitation area is a significant factor which influenced their effectiveness. It can also be observed that male urban teachers differ from male rural teachers in their teacher effectiveness but there are no differences in the effectiveness of urban female teachers and rural female teachers.

Educational implications

The result of the present study showed a significant difference in the effectiveness of secondary school teachers belonging from rural and urban areas. The difference in effectiveness may be due to meager facilities of basic amenities of life in rural areas, excessive work load and the value patterns of the society they are living in.

Thus, for enhancing the level of effectiveness of secondary school teachers there should be appropriate and more effective provision of in-service training programmes in order to acquaint teachers with new technological advancement and also they should be given respect, provided with the best possible professional preparations and creating satisfactory conditions of work so that they do their work effectively.

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