



ACADEMIC ACHIVEMENT OF HIGH SCHOOL STUDENTS IN RELATION TO TEACHING EFFECTIVENESS, ORGANISANAL CLIMATE AND OF HIGH SCHOOL

Sri Channabasappa Meti

Research Scholar,

Dept. of Studies and Research in Education,

Gulbarga University,

Kalaburagi

And

Prof. Surekha Ksheerasagar

Professor and Research Guide

Dept. of Studies and Research in Education,

Gulbarga University,

Kalaburagi

ABSTRACT:

The present study has made an attempt to find out the relationship between teaching effectiveness of teachers, Organisational climate of high school and academic achievement of IX standard students studying in different secondary schools of Lingasugur taluk. A total number of 300 students were selected by using random sampling technique for analysis of data correlation technique as adopted, Standardized tools for teaching effectiveness and Organisational climate were used for data collection. There is significance difference and relationship between teaching effectiveness and Organisational climate and academic achievement of students.

Key words: teaching effectiveness, Organisational climate and academic achievement of students.

1. Introduction:

The responsibility of imparting knowledge revolves around the teacher who plans, organizes and implements the teaching learning process. Nonetheless, one of the issues to be resolved is whether or not the teachers are effectively performing their role in the teaching – learning process and to see the effects of their role in students' academic achievement. In the teaching-learning process, both the teacher and the learners must be active. The learner learns through some activities while the teacher does all he considers necessary to make learning possible. For many years, educators and researchers have debated over which variables influence student achievement. A growing body of evidence suggests that schools can make a great difference in terms of student achievement, and a substantial portion of that difference is attributable to teachers. Thus, the impact of teacher effectiveness (or ineffectiveness) seems to be additive and cumulative.

Academic achievement of student is the ability of the student to study and remember facts and being able to communicate his knowledge orally or in written form even in an examination condition. Secondary education plays a crucial role in laying the foundation for the further education of students. If a good foundation is laid at the secondary school level, students can better cope with the challenges of life and profession with great ease. However, different people have explained different factors responsible for the academic achievement of students. Factors that influence students' academic achievement at the senior secondary school are not conclusively known and could be multivariate in nature. They might include students' attitude towards school, interest in learning, study habit, attribution, self-efficacy, intelligence, and motivation. Udoh (2005) maintained that academic performance of students is phenomenon that has educational, psychological and sociological connotation. Thus, students' academic achievement cannot be completely accounted for by only one or two variables but a number of them. Since students' academic performance depends on a number of variables, teachers' Organisational climate and teaching effectiveness. Present study reveals the relationship between relationship and difference between teachers' Organisational climate and academic achievement of high school students.

2. Objectives:

The following objectives were framed for the present study.

1. To compare teaching effectiveness of different variables high school teachers
2. To compare Organisational climate of different variables high school teachers
3. To compare teaching effectiveness and Organisational climate of high school teachers with respect to academic achievement of students.

3. Hypotheses:

1. H_01 : There is no difference between teaching effectiveness of Male and female high school teachers
2. H_02 : There is no difference between teaching effectiveness of Urban and Rural high school teachers
3. H_03 : There is no difference between teaching effectiveness of science and art high school teachers
4. H_04 : There is no difference between Organisational climate of Male and female high school teachers
5. H_05 : There is no difference between Organisational climate of Urban and Rural high school teachers
6. H_06 : There is no difference between Organisational climate of science and art high school teachers
7. H_07 : There is no difference between teaching effectiveness and Organisational climate of high school teachers

8. H_08 : There is no difference between teaching effectiveness of teachers and academic achievement of students
9. H_09 : There is no difference between teaching effectiveness, Organisational climate of teachers and academic achievement of students
10. H_{010} : There is no relationship between teaching effectiveness of Male and female high school teachers
11. H_{011} : There is no relationship between teaching effectiveness of Urban and Rural high school teachers
12. H_{012} : There is no relationship between teaching effectiveness of science and art high school teachers
13. H_{013} : There is no relationship between Organisational climate of Male and female high school teachers
14. H_{014} : There is no relationship between Organisational climate of Urban and Rural high school teachers
15. H_{015} : There is no relationship between Organisational climate of science and art high school teachers
16. H_{016} : There is no relationship between teaching effectiveness and Organisational climate of high school teachers
17. H_{017} : There is no relationship between teaching effectiveness of teachers and academic achievement of students
18. H_{018} : There is no relationship between teaching effectiveness, Organisational climate of teachers and academic achievement of students

4. Sample:

In this study random sampling was used as it was thought to be the most convenient one. It represents a total sample. A total number of 300 secondary school students and 600 high school teachers were selected using random sampling technique.

5. Tools Used:

1. Teacher effectiveness scale by Puri and Gakhar (2010)
2. School Organizational climate Description Questionnaire (SOCDS), prepared and standardized by Mothilal Sharma.
3. Achievement Test: The investigator prepared and constructed an achievement test

6. Statistical Techniques Used:

For the present study the following statistical technique was used.

1. Differential Analysis and
2. Simple Correlation

7. Data analysis and Interpretation:

Objective-1: To compare teaching effectiveness of different variables high school teachers

Table- 1: Comparison of Mean, SD and 't' Value of different category teachers in Respect of their Teaching Effectiveness

Variable	Type	N	Mean	SD	t-	r-value
Teaching Effectiveness	Male	40	245	12.28	11.37	0.723
	Female	40	202	14.29		
Teaching Effectiveness	Urban	40	238	12.22	12.94	0.635
	Rural	40	200	13.44		
Teaching Effectiveness	Science	40	222	13.38	11.82	0.7.61
	Arts	40	180	15.25		

* - significant at 0.01 and 0.05 level

** - significant at 0.01 and 0.05 level

It is inferred from the above table that the calculated 't' value 11.37 is more than the table value (1.96 and 2.576) for df 38, at 0.05 and 0.01 level of significance. There is significant difference between male and female teachers in their Teaching Effectiveness. Hence the null hypothesis H_{01} , is rejected and alternative hypothesis was accepted i.e. there is significant difference between male and female teacher in their Teaching Effectiveness. It means there is positive effect of gender on Teaching Effectiveness of teacher.

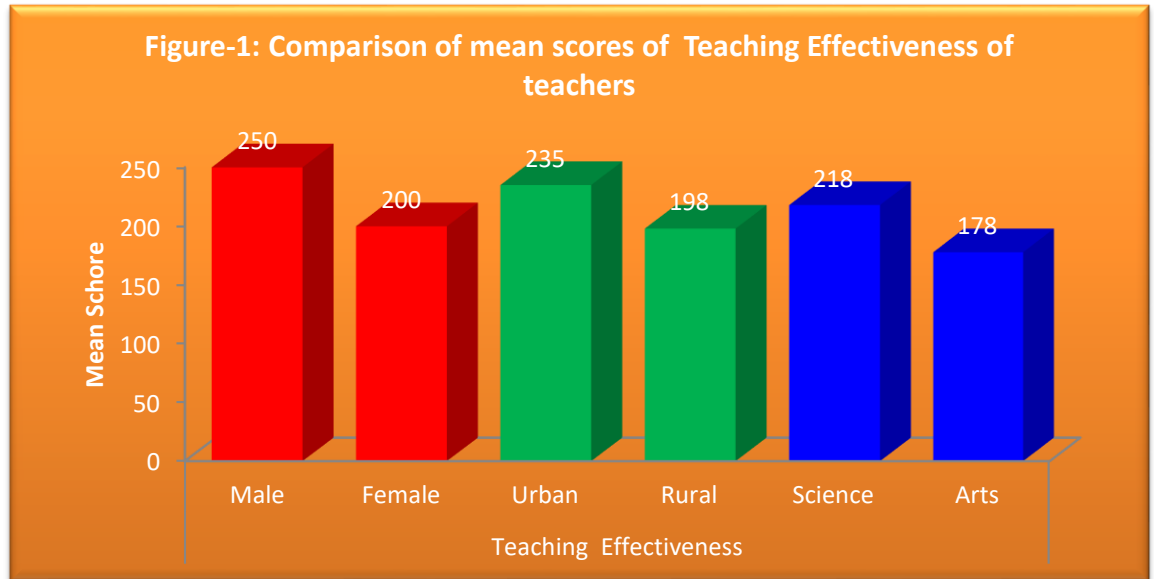
There is the significance relationship between the male and female teachers in their Teaching Effectiveness Hence the null hypothesis H_{02} , is rejected and alternative hypothesis was accepted.

It is inferred from the above table that the calculated 't' value 11.82 is more than the table value (1.96 and 2.576) for df 38, at 0.05 and 0.01 level of significance. There is significant difference between Urban and Rural teachers in their Teaching Effectiveness. Hence the null hypothesis H_{03} , is rejected and alternative hypothesis was accepted i.e. there is significant difference between Urban and Rural teacher in their Teaching Effectiveness. It means there is positive effect of gender on Teaching Effectiveness of teacher.

There is the significance relationship between the urban and rural teachers in their Organisational climate Hence the null hypothesis H_{04} , is rejected and alternative hypothesis was accepted.

It is inferred from the above table that the calculated 't' value 11.82 is more than the table value (1.96 and 2.576) for df 38, at 0.05 and 0.01 level of significance. There is significant difference between science and arts teachers in their Teaching Effectiveness. Hence the null hypothesis H_{04} , is rejected and alternative hypothesis was accepted i.e. there is significant difference between science and arts teacher in their Teaching Effectiveness. It means there is positive effect of subject on Teaching Effectiveness of teacher.

There is the significance relationship between the science and arts teachers in their Teaching Effectiveness Hence the null hypothesis H_05 , is rejected and alternative hypothesis was accepted. This data has been shown graphically as follows:



Objective-2: To compare Organisational climate of different variables high school teachers

Table- 2: Comparison of Mean, SD and 't' Value of different category teachers in Respect of their Organisational climate

Variable	Type	n	Mean	SD	t-value	r-value
<i>Organisational climate</i>	Male	300	250	7.84	4.58*	0.784**
	Female	300	189	8.94		
<i>Organisational climate</i>	Urban	300	205	8.74	6.72*	0.847**
	Rural	300	198	9.46		
<i>Organisational climate</i>	Science	300	210	9.12	6.57*	0.777**
	Arts	300	178	10.72		

* - significant at 0.01 and 0.05 level

** - significant at 0.01 and 0.05 level

It is inferred from the above table that the calculated 't' value 8.97 is more than the table value (1.96 and 2.576) for df 598, at 0.05 and 0.01 level of significance. There is significant difference between male and female teachers in their Professional attitude. Hence the null hypothesis H_04 , is rejected and alternative hypothesis was accepted i.e. there is significant difference between male and female teacher in their Professional attitude. It means there is positive effect of gender on Organisational climate of teacher.

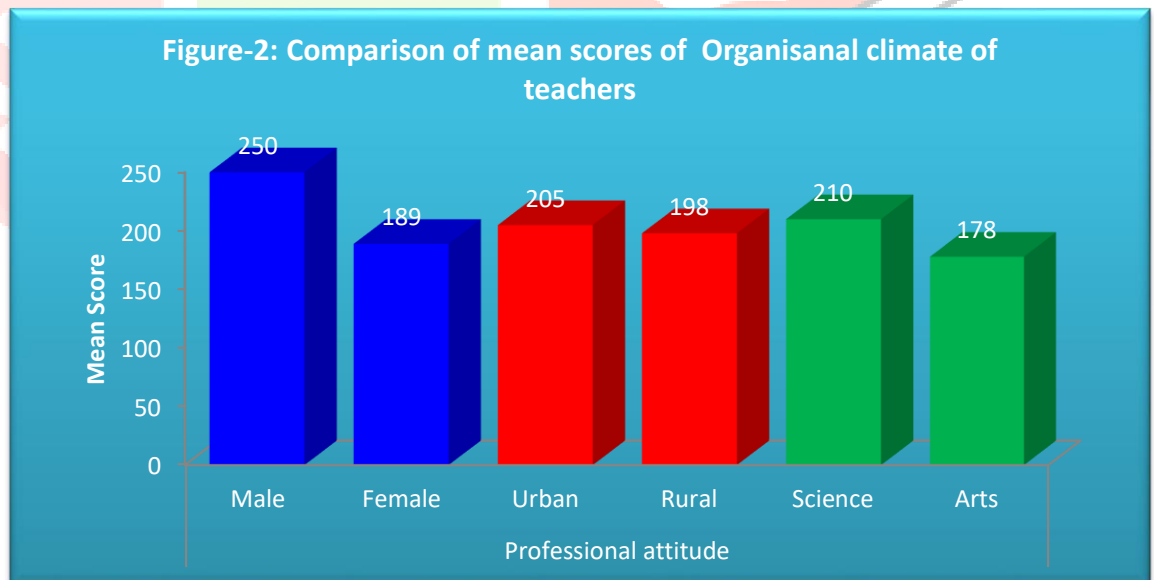
There is the significance relationship between the male and female teachers in their Professional attitude. Hence the null hypothesis H_{014} , is rejected and alternative hypothesis was accepted.

It is inferred from the above table that the calculated 't' value 10.54 is more than the table value (1.96 and 2.576) for df 598, at 0.05 and 0.01 level of significance. There is significant difference between Urban and Rural teachers in their professional attitude. Hence the null hypothesis H_{05} , is rejected and alternative hypothesis was accepted i.e. there is significant difference between Urban and Rural teacher in their professional attitude. It means there is positive effect of locale on Professional attitude of teacher.

There is the significance relationship between the urban and rural teachers in their Organisational climate Hence the null hypothesis H_{015} , is rejected and alternative hypothesis was accepted.

It is inferred from the above table that the calculated 't' value 9.42 is more than the table value (1.96 and 2.576) for df 598, at 0.05 and 0.01 level of significance. There is significant difference between science and arts teachers in their Professional attitude. Hence the null hypothesis H_{06} , is rejected and alternative hypothesis was accepted i.e. there is significant difference between science and arts teacher in their Professional attitude. It means there is positive effect of subject on Organisational climate of teacher.

There is the significance relationship between the science and arts teachers in their Organisational climate Hence the null hypothesis H_{016} , is rejected and alternative hypothesis was accepted. This data has been shown graphically as follows:



Objective-3:**Table-3: Comparison of 't' Value and r value of teachers' Teaching Effectiveness, teaching attitude and students academic achievement**

Variable	Sample	t-value/F-value	r-value
1. Teaching Effectiveness	600	5.44 (1and 2)	0.9.452 (1and3)
2. Organisational climate	600	8.86 (1and 3)	0.8421 (1and3)
3. Academic achievement	300	7.46 (2 and 3)	0.9012 (2 and 3)
		12.345 (1,2 & 3)	

* - significant at 0.01 and 0.05 level

** - significant at 0.01 and 0.05 level

Results according to Table -3:

- 1) There is a positive and significant relationship between teaching effectiveness of Male and female high school teachers
- 2) There is a positive and significant relationship teaching effectiveness of Urban and Rural high school teachers
- 3) There is a positive and significant relationship between teaching effectiveness of science and art high school teachers
- 4) There is a positive and significant relationship between Organisational climate of Male and female high school teachers
- 5) There is a positive and significant relationship between Organisational climate of Urban and Rural high school teachers
- 6) There is a positive and significant relationship between Organisational climate of science and art high school teachers
- 7) There is a positive and significant relationship between Organisational climate and Organisational climate of high school teachers
- 8) There is a positive and significant relationship between teaching effectiveness of teachers and academic achievement of students
- 9) There is a positive and significant relationship between teaching effectiveness, Organisational climate of teachers and academic achievement of students

8. Discussion And Conclusion:

From the result obtained in the present study, it was found that there is a positive and significant relationship between independent variables (Teachers' teaching attitude and professional attitude) and academic achievement of students. The results also reveal that there is a significant difference between independent variables (Teachers' teaching attitude and professional attitude) and academic achievement of students.

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