



A Study On Teacher Effectiveness Among Secondary School Teachers

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ABSTRACT

The purpose of the study is to find out the Teacher Effectiveness among secondary school teachers .The normative survey method has been used in the present study. The Teacher Effectiveness inventory developed by Dr.Umme Kulsum (2012)was adopted for the present study. A sample of secondary school teachers were selected from Kurnool district using purposive sampling technique. The collected data was analysed by using appropriate statistical techniques like Mean, Standard deviation, 't'-test and F-test were used in this study. The study revealed that **(I)**.There is a significant difference between O.C, B.C, S.C and S.T Community teachers with respect to Teacher Effectiveness. **(II)**. There is a significant difference between the secondary school teachers working in rural and urban area with respect to Teacher Effectiveness. **(III)**. There is a significant difference between married and unmarried secondary school teachers with respect to Teacher Effectiveness. **(IV)**. There is a no significant difference between the mean scores of Teacher Effectiveness among secondary school teachers based on type of school. **(V)**. There is a significant difference between teaching experience of secondary school teachers with respect to Teacher Effectiveness.

KEY WORDS

Teacher Effectiveness, Social status, Locale, Type of School, Teaching Experience and Secondary School Teacher

I. INTRODUCTION

The role of a teacher in the society is quite important. Teacher's knowledge, skills, competence and conduct are held in high esteem in the society. The worth and potentialities of a country get evaluated in and through the work of teachers. Teachers are the real national builders. According to Rabindranath Tagore "A Teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame". Teacher Effectiveness plays a pivotal role in life of a teacher. Teacher Effectiveness is defined as "activities that develop an individual skill, knowledge, expertise and characteristics as teacher".

Teachers are the engine room and life wire of the educational sector which is the heart of national development. They are professionally responsible for the implementation of educational programmes. Teacher has become very challenging because mere holding of certificate does not make any one a good teacher. There are many factors which together make a good teacher; professional competence from advanced study of the subject; more knowledge about his field which ultimately makes him confident and energetic about his subjects, facts, ideas, and inspiration.

The teacher is a national builder. He/ She is a trend setter. He/ she is a conscious being a thinker, a rationaliser, an analyst and knowledge builder. And above all a teacher is an educator. Also a teacher is an actor, an inculcator, a civilizer and a knowledge donor.

There are many professions which man has adopted according to his knowledge and ability. All professions are equally important for the human development. But teaching is the profession which has lead people on the high way of progress and prosperity. No development has been possible if there has been no teacher. All the sciences all the crafts and all the civilizations and cultures are due to teaching. Teaching as a profession requires a great courage and moral strength, because it is not sound so far as financial side is considered as noble and respected profession. The teacher is the source of knowledge and guidance for human beings. All the secrets of nature have been revealed by the teacher to humanity.

- Teaching aims at enlightening and contentment of mind in men.
- Teaching broadens and illuminates the dark corners of human heart and mind.
- Teaching tries to show the humanity the road of progress and prosperity.
- Teaching does the work of character building. It refines the personality of man and raises in him the thirst of knowledge.
- Teaching tells man what is truth, beauty and goodness. It is a profession of teaching which enables man to be scientist, doctor, philosophers, lawyers etc. With help of teacher a person leads a successful life.
- Teaching not only trains a person for material benefits but it also arranges moral, spiritual and religious, training for man. So teaching is considered to be noble profession.

Teaching is considered as a knowledge- rich profession with teachers as "learning specialists". As professionals in their field, teachers can be expected to process and evaluate new

knowledge relevant for their core professional practice and to regularly update their knowledge base to improve their practice and to meet new teaching demands. By investigating the knowledge underlying.

In broader sense education is process of self – realization. It is not limited only the realization of students, it describe also the realization of teachers. Effectiveness is the level or the degree to which some matter or process is successful in producing a pleasurable result. The same meaning of the word Effectiveness is efficacy, successfulness, fruitfulness, productiveness, potency, etc. The origin of the word “effective” comes from the Latin word *effectives*, which means creative or effective. “Effectiveness” is the quality of being successful in producing an intended result (Collin’s English Dictionary, 2017). The effective teacher is he who teach effectively to their students. Teacher Effectiveness install one of the most vital places of student’s life. It can purify and modify student’s behaviour. Effective teachers always help their students in a developing sound health, body and mind. They always engage in cultivating the basic skills, thought process, healthy habits, scientific temperament, positive attitudes, value orientation, value judgement and ability to adjust in ever changing psycho – social environment among the students. Besides, helping the students in their optimal all – round development, the effective teachers prepare them for the forthcoming competition in life by upholding their curricular and co – curricular performances.

The teachers play a valuable role in the teaching – learning process to the learner. In every institution, Teacher Effectiveness is essential for the purpose of effective teaching learning process. Thus effective teaching, to some extent, is the result of teacher effectiveness. More effective teacher, that means more effective learning. Because, the quality of education always depends on the effective teachers and Schools. The school effect or the quality of school also directly or indirectly depends on Teacher Effectiveness. Hence, the teacher effectiveness is one of the central themes of the education from the very beginning of the education process started in each and every societies and nations.

II. PURPOSE OF THE STUDY:

The work of the teacher is like that of a gardener to a great extent. The gardener needs the knowledge of the plant life. The teachers also need the knowledge of the learner. It is duty of the gardener to ensure that all the plants grow and yield good flowers and fruits and he can do so when he is well – acquainted with all the details about them. The objective of the teacher is to ensure that all the learners under his care and charge develop into happy and healthy personalities and he can do so only when he knows how the learners develop and behave. This knowledge is provided to the teacher by Teacher Effectiveness.

Teachers are the assets for a nation. They can contribute in the social upliftment of the society. They can improve the mental social and physical health of the children. Teachers are made not born. They are trained to learn the fundamentals of teaching methodologies with the help of new teaching technology, so that they may prove to be effective teachers in the society after their training programme. Hence it is very important that teachers should have high Teacher Effectiveness. So there is a need to study the Teacher Effectiveness the teachers who are being groomed to be the future nation builders.

III. REVIEW OF LITERATURE

Pachaiyappan and Ushalaya Raj (2014) have conducted a study on “Evaluating the Teacher Effectiveness of secondary and higher secondary school teachers”. The findings of the study reveal that the male and female school teachers did not differ significantly in their Teacher Effectiveness. The study also reveals that there is a significant difference in Teacher Effectiveness among the school teachers with respect to locale, arts and science stream, secondary and higher level, teaching experience and type of school management.

Bharti Dogra and Anita Singh (2015) explored on “A comparative study on Teaching Effectiveness of regular and contractual tertiary teachers.” The nature of appointment did not influence the teaching effectiveness of tertiary teachers. Gender did not produce any significant effect on the teaching effectiveness of regular and contractual tertiary teachers. Regular teachers of undergraduate level are found to be more effective in their teaching than contractual teachers of same level of teaching. Contractual teachers of non-professional courses were found to be less effective in their teaching as compared to regular teachers.

Amadi, E.c. & Allagoa, I.C. (2017) showed that age, educational qualification, and years of teaching experience had significant influence on teachers’ classroom management effectiveness, though, gender and educational discipline of teachers had significant influence on their class room management effectiveness.

Halder, U.K. & Roy, R.R., (2018) in their study, found positive correlations among job satisfaction and teacher effectiveness and its various aspect of Teacher Effectiveness are significantly and positively interrelated. In another study, they (Halder, U.K. & Roy, R.R., 2018) revealed similar result for the interrelation among the teacher adjustment and teacher effectiveness and its various aspects namely, personal aspect, professional aspect, intellectual aspect, strategies aspect and social aspect of Teacher Effectiveness.

IV OBJECTIVES OF THE STUDY:

- To find out the levels of Teacher Effectiveness of secondary school teachers.
- To find out the significant difference if any the Teacher Effectiveness of secondary school teachers with respect to social status (O.C, B.C, SC and ST), Locale, Marital status, Type of school and Teaching Experience of secondary school teachers.

V HYPOTHESES OF THE STUDY

The following hypotheses were formulated

- There would be significant difference between OC, BC, SC & ST social status of secondary school teachers with respect to Teacher effectiveness.
- There would be significant difference between Rural and urban area working of secondary school teachers with respect to Teacher effectiveness
- There would be significant difference between Married and unmarried secondary school teachers with respect to Teacher effectiveness.

- There would be significant difference between type of school (Government and private) with respect to Teacher effectiveness.
- There would be significant difference between Teaching Experience with respect to Teacher effectiveness.

VI VARIABLES STUDIED

Independent Variables:

1. Teacher effectiveness

Dependent Variables:

1. Social status
2. Locale
3. Marital status
4. Type of School
5. Teaching Experience

VII METHODOLOGY OF THE STUDY

METHOD:

To study the present problem the investigator adopted normative survey method

LOCALE & SAMPLE:

To study the present problem the investigator selected Kurnool district in Rayalaseema region of Andhra Pradesh. A sample of 300 secondary schools teachers were selected using purposive sampling technique.

Sample Table – 1

SLNO	Mandal	Number of schools identified	Teachers	Total
1	Banaganapalli	15	150	150
2	Nandyal	15	150	150
Total				300

VIII. PROCEDURE OF DATA COLLECTION:

After getting permission from the Head Master of the respective schools, the teachers were contacted. They were told about the objective of the study. The purpose of the questionnaire was then explained to the teachers. It was assured that their replies would be kept confidential. The teachers were requested to read the instructions carefully and to ask for any clarifications. There was no time limit for the questionnaire. However, it took approximately 45 minutes to complete it. After getting the filled in questionnaire the scoring was done as per the instructions in the manual.

IX. STATISTICAL TECHNIQUE:

The researcher used Mean, Standard Deviation, 't'- test and F-test for statistical analysis of data and for testing the hypotheses.

X. DATA ANALYSIS AND INTERPRETATION:

Table - 2

Dimensions	Most Effective Teacher		Highly Effective Teacher		Above Average Effective Teacher		Moderately Effective Teacher		Below Average Effective Teacher		Total	%
	N	%	N	%	N	%	N	%	N	%		
Preparation & Planning for Teaching	36	12%	63	21%	126	42%	43	16%	27	9%	300	100%
Classroom Management	45	15%	54	18%	117	39%	54	18%	30	10%	300	100%
Knowledge of Subject-Matter etc.	30	10%	60	20%	114	38%	60	20%	36	12%	300	100%
Teacher Characteristic	42	14%	57	19%	120	40%	48	16%	33	11%	300	100%
Inter Personal Relations	45	15%	69	23%	111	37%	36	12%	39	13%	300	100%

Table – 2 shows that out of 300 secondary school teachers in the dimension of preparation and planning for teaching, 12% teachers were most effective, 21% teacher were highly effective 42% were found to be above average effective teachers, 16% teachers were moderately effective teachers, 9% were below average effective teachers. Therefore it seems that majority (42%) were above average effective and a few were found below average effective teachers.

In the dimension of classroom management the study found that 15% of the teachers were most effective, 18% teachers were highly effective, 39% teachers were above average effective, 18% were moderately effective, 10% teachers were below average effective. Therefore it seems that majority (39%) were above average effective and a few were found highly effective and below average teachers.

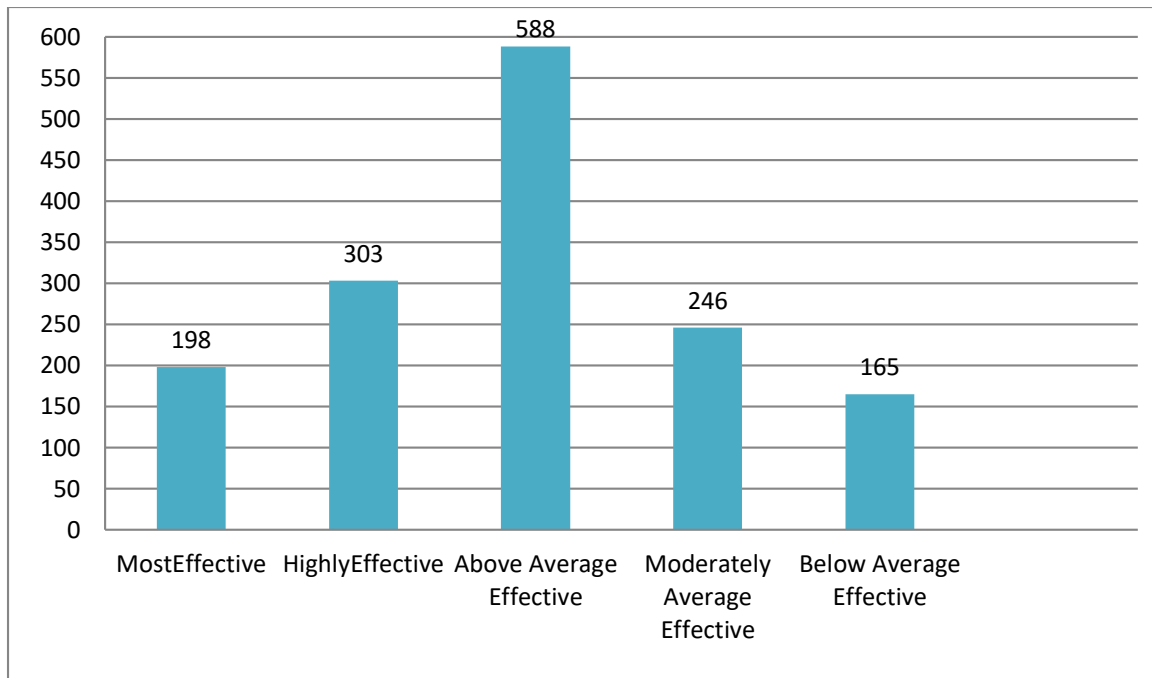
In the dimension of knowledge of subject – matter etc., the study reveals that 10% teachers were most effective, 20% were highly effective teachers, 38% were found to be above average effective teachers, 20% teachers were moderately effective teachers, 12% were below average effective teachers. Therefore it seems that majority (38%) were above average effective and a few were found highly effective and below average effective teachers.

In the dimension of teacher characteristics the study found that 14% teachers were most effective, 19% teachers were highly effective, 40% were found to be above average effective, 16% teachers were moderately effective remaining 11% teachers were below average effective teachers. Therefore it seems that majority (40%) were above average effective and a few were found most effective and below average effective teachers.

In the dimension of interpersonal relations, the study revealed that 15% were most effective teachers, 23% teachers were highly effective, 37% were found to be above average effective teachers, 12%

teachers were moderately effective and remaining 13% were below average effective teachers. Therefore it seems that majority (37%) were above average effective and a few were found most effective and below average effective teachers

Graph



10.2 To find out the difference in Teacher Effectiveness of secondary school teachers with respect to their social status.

Hypothesis: “There would be significant difference in Teacher Effectiveness among secondary school teachers with respect to “social status”.

Table3: Mean, SD, t-value and level of Significance for Teachers Effectiveness with respect to their ‘Social Status.’

Table: 3

S. No	Social status	N	Mean	S.D	F-value
1	OC	93	151.01	45.99	3.56*
2	BC	109	157.55	40.85	
3	SC	74	144.00	45.82	
4	ST	24	125.95	66.94	

*significant at 0.05 level

It is found from the table- 3 that the computed F-value of Teacher Effectiveness is greater than the table value is 3.02 and it is significant at 0.05 level. Hence, it can be said that the formulated hypothesis there exists significant difference of Teacher Effectiveness with respect to social status is accepted.

10.3 To find out the difference in Teacher Effectiveness of secondary school teachers with respect to their “Locale”.

Hypothesis: “There would be significant difference in Teacher Effectiveness among secondary school teachers with respect to “Locale”.

Table4: Mean, SD, t-value of Rural and Urban School Teachers on Teacher Effectiveness

Table: 4

S. No	Location of the school	N	Mean	S.D	t-value
1	Rural	146	75.85	15.42	2.59*
2	Urban	154	80.32	13.80	

*significant at 0.05 level

From the above table – 4 it is evident that the calculated ‘t’-value of teacher Effectiveness is greater than the table value at 0.05level of significance. The study reveals that there is a significant difference between the Rural and Urban area working secondary school teachers with respect to their Teacher Effectiveness. Hence the hypothesis is accepted.

The similar studies supported by the findings by Nov Rattan Sharma (2012) and Bolton(2015).

10.4 To find out the difference in Teacher Effectiveness of secondary school teachers with respect to their “Marital status”.

Hypothesis: “There would be significant difference in Teacher Effectiveness among secondary school teachers with respect to “Marital status”.

Table5: Mean, SD, t-value of Married and Unmarried secondary school Teachers on Teacher effectiveness

Table: 5

S. No	Marital status	N	Mean	S.D	t-value
1	Married	132	75.28	14.88	2.97*
2	Un married	168	80.32	14.30	

*significant at 0.05 level

Table-5 shows that the calculated value is 2.97 is greater than the table value at 0 05 level of significance. There is a significant difference between married and un married secondary school teachers with respect to teacher effectiveness. Hence the hypothesis is accepted. The similar results shown by the previous studies conducted by Vipinder Nagra and Sarita Arora(2013), Vijayalakshmi,G and Myhill,B.(2004).

10.5 To find out the difference in Teacher Effectiveness of secondary school teachers with respect to their “Type of Management”.

Hypothesis: “There would be significant difference in Teacher Effectiveness among secondary school teachers with respect to “type of management”.

Table 6: Mean, SD, t-value of Government and private secondary school Teachers on Teacher Effectiveness

Table: 6

S.No	Type of school	N	Mean	S.D	t-value
1	Government	145	63.97	6.45	0.86@
2	Private	155	64.86	5.86	

@ Not significant at 0.05 level

Table-6 shows that there is no significant effect of type of school on Teacher Effectiveness. So, hypothesis is rejected. It means type of management does affect Teacher Effectiveness of secondary school teachers. The similar results supported by the findings of Paul and Kumarvel (2003), Kaur (2006) and Tyagi (2013).

10.6 To find out the difference in Teacher Effectiveness of secondary school teachers with respect to their “Teaching Experience”.

Hypothesis: “There would be significant difference in Teacher Effectiveness among secondary school teachers with respect to “teaching experience”.

Table 6: Mean, SD, t-value of 15 Years & below and 16 Years & above secondary school teachers on Teacher Effectiveness

Table: 7

S.No	Teaching Experience	N	Mean	S.D	t-value
1	15 Years & below	126	63.15	6.65	2.24*
2	16 Years & above	155	64.79	5.58	

*significant at 0.05 level

Table-7 reveals that there is a significant relationship between 15 years & below and 16 years & above teaching experience of secondary school teachers. Hence, hypothesis gets accepted. The similar results are supported by the previous studies conducted by Punia, Balda and Poonam (2016), Hemalatha .M Rajeshwary.P(2017).

XI FINDINGS OF THE STUDY:

- Majority of secondary school teachers possess above average Teacher Effectiveness.
- There is a difference in Teacher Effectiveness of secondary school teachers with respect to Social Status.
- Locale does affect the Teacher Effectiveness of secondary school teachers.
- It was found there is a significant difference between the married and unmarried teachers with respect to Teacher Effectiveness; unmarried secondary school teachers had more Teacher Effectiveness than the married secondary school teachers.
- The study reveals that there is no significant difference between those under the management of Government and private school working teachers with respect to Teacher Effectiveness.
- It was found that there is a significant difference between the teaching experience of those with 16 years & above teaching experience and those with 15 years & below teaching experience of secondary school teachers. Higher the experience and higher will be the Teacher Effectiveness.

XII EDUCATIONAL IMPLICATIONS:

On the basis of findings, some implications are derived for the benefit of students, teachers, head of schools, administrators and the school system as stated below:

- Certain programmes such as seminars, workshops and refresher courses must be arranged for in-service teachers to improve their Teacher Effectiveness.
- Certain healthy environment should be maintained which enhances teacher's effectiveness, decisiveness and other positive behavioural aspects which in turn help the teachers to take challenges like using innovative methods in their teaching that boost their teaching effectiveness.
- Teachers have been considered as the backbone of any education system.
- Providing equal opportunities to all teachers irrespective of caste, creed, region and religion.
- There should be a reasonable workload (teaching as well as non-teaching workload) on teachers, so that they may not feel overburdened and they develop their teacher effectiveness.
- Teachers are the persons who educate the youth of society who in turn become the good citizens and leaders of the next generation. It is only the teacher who enlightens the students as well as the society by imparting knowledge and experiences. It is said that good performance of students depends upon effective teaching of their teachers.
- Provision of better facilities for teachers at schools.
- Providing knowledge related to financial assistance provided by the Government for Teacher Effectiveness.

XIII CONCLUSION OF THE STUDY:

This study was conducted to find out the Teacher Effectiveness among secondary school teachers. The mere fact of existence of the various qualities required of a teacher. The important teacher qualities like planning meticulously any programme, mobilizing the requisite resources for successfully carrying out the programme, unifying and integrating the men and material in any given system and the flexibility and courage to incorporate necessary changes in the action plan.

Even in teaching adopting techniques like discussions, debate, assignment and quiz will be much use in promoting mutual dependence and self- confidence. Through proper planning and functioning, educational institutions can help in producing the effective teachers of the next generation. It is concluded from the findings that the Teacher Effectiveness among secondary school teachers effectiveness among secondary school teacher differ significantly with respect to back ground variables. So the present study underlines the importance of Teacher Effectiveness to the secondary school teachers. The present investigation has yield many interesting results which bound to add the volume of knowledge useful in the field of Educational research.

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