



# TEACHER EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR ATTITUDE TOWARDS TEACHING IN CHENNAI DISTRICT OF TAMIL NADU.

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## Abstract:

Effective Teaching is an art and no easy endeavour. Generally Teaching is delivered by a teacher to enhance the amount of learning of a learner. To make learning more meaningful, understandable and fruitful to a learner, effectiveness of teaching delivered by a teacher is very essential condition. Though the present study attempts to bring to light the status of teacher effectiveness of the secondary school teachers of Chennai District of Tamil nadu. Further, it sought to compare their effectiveness on the bases of gender and locale that the teachers serve and bring out the implications of the findings and offers suggestions for strengthening their teacher effectiveness.

**Key words:** Teacher effectiveness, secondary school, teacher, Tamil nadu.

## Introduction

Teachers hold a pivotal role in the teaching learning process for the fact they have a multifaceted roles and responsibilities that the profession mandated of them. Irrespective of the diversified role that they play in the teaching-learning process, students' achievement often have become the yard stick for measuring their effectiveness. Effectiveness or teacher effectiveness refers to the competencies and skills that the teachers must demonstrate in order to be able to accomplish the task that they have at hand as a teacher. This is manifested in the achievement of the learning objectives and outcomes that s/he sets for herself or himself while embarking on the task of teaching the students in the classroom. Such effective teachers display high level of

professionalism, commitment, confidence, trustworthiness etc... while fulfilling their duties and responsibilities. In short, teacher effectiveness is encompassed in the knowledge, attitude and performance of the teachers. Teacher effectiveness plays an important role in the teaching learning process as teacher forms an important contributive factors to the student achievement through the expertise that they have in the contents of the subjects specific, the approaches and pedagogical knowledge and experiences. Effective teachers are boon to the schools as they not only have a positive impact in the students' learning but also for the performance of the school as a whole. They become an asset to the institutions.

### **Teaching Effectiveness: Meaning & Definitions**

Before going to define Teaching Effectiveness, we have to know clearly what is "Teaching". Actually, "Teaching is complex, and great practice takes time, passion, high-quality materials, and tailored feedback designed to help each teacher continuously grow and improve" (Vicki Phillips, 2013). According to Oyedepi (1998) - Teaching is a process of imparting knowledge, skills and attitude in order to bring about a desirable change in learners. The primary goal of teaching is to ensure that meaningful learning occurs (Ogunyemi, 2000). When such kind of teaching took place by a teacher then we called the teaching delivered by the teacher has become effective i.e. effective teaching or teaching effectiveness.

Tom Kane (2013) also said on this matter that "If we want students to learn more, teachers must become students of their own teaching. They need to see their own teaching in a new light. Public school systems across the country have been re-thinking how they describe instructional excellence and let teachers know when they've achieved it". Therefore, it can be said that teaching is effective when it enables student learning. Good teaching is nothing to do with making things hard. It is nothing to do with frightening students. It is everything to do with benevolence and humility; it always tries to help students feel that a subject can be mastered; it encourages them to try things out for themselves and succeed at something quickly (Ramsden, 1992 & Weimer, 2009). "Good teaching fosters [a] sense of student control over learning and interest in the subject matter". "Effective teaching refuses to take its effect on students for granted. It sees the relation between teaching and learning as problematic, uncertain and relative. Good teaching is open to change: it involves constantly trying to find out what the effects of instruction are on learning, and modifying the instruction in the light of the evidence collected" (Ramsden, 1992 & Weimer, 2009).

### **NEED AND JUSTIFICATION OF STUDY**

Teacher effectiveness may be said that it correlates directly with the performance of the students. If this is to be true, records has shown that the passed percentage of students in the district has been remarkably higher as compare to the rest of the districts in the state of TamilNadu, which only substantiate the teacher teachers in the district are more effective than those working in other districts. However, paucity of studies of teacher effectiveness in the district at different levels of education are very scares especial in the secondary level. Hence, the investigator felt the need of undertaking this studies to find out the current status of effectiveness of

the teachers in the district; identify the levels of effectiveness and to compare their performances on the basis of gender, locality of school and types of management.

## OBJECTIVES OF THE STUDY

The followings are the objectives of the present investigation:

1. To study teacher effectiveness of secondary school teachers of Chennai District of Tamil nadu
2. To find out differences in teacher effectiveness of secondary teachers on the basis of gender, locality of school.

## HYPOTHESES

The hypotheses of the study are spelt out as:

1. There is no significant difference between the male and female teachers in the teacher effectiveness.
2. There is no significant difference between the rural and urban teachers in teacher effectiveness.

## SAMPLE AND SAMPLING TECHNIQUES

A total of 250 was taken as the sample. Stratified random sampling technique was used in the selection of the sample for the study which is given in the following table .

**Table 1.1**  
sample of the study

| School boards of education |    |       |    |       |    |       |    |       |
|----------------------------|----|-------|----|-------|----|-------|----|-------|
| State board of education   |    |       |    | CBSE  |    |       |    | Total |
| Rural                      |    | Urban |    | Rural |    | Urban |    |       |
| M                          | F  | M     | F  | M     | F  | M     | F  |       |
| 10                         | 12 | 10    | 11 | 10    | 10 | 10    | 10 | 83    |
| 12                         | 12 | 10    | 10 | 08    | 11 | 10    | 11 | 84    |
| 10                         | 11 | 11    | 12 | 08    | 08 | 11    | 12 | 83    |
| 32                         | 35 | 31    | 33 | 26    | 29 | 31    | 33 | 250   |

## TOOLS FOR THE STUDY

Attitude towards Teaching Profession by Mary L. Renthlei & Dr. H. Malsawmi (2015)

Teaching Effectiveness Scale

## STATISTICAL TECHNIQUES USED

To analyze the collected data from the sample of 250 teachers, spread sheet Excel was used and all the hypotheses were tested at 0.05 level. The statistical techniques used are mean, standard deviation, percentages, t test and One way ANOVA.

**Table 2**

Shows the difference of means in teacher effectiveness between the male and female secondary school teachers

| Gender | N   | Mean   | SD    | t value | p value | Remark                       |
|--------|-----|--------|-------|---------|---------|------------------------------|
| Male   | 120 | 123.10 | 36.11 | 1.52    | 0.12    | *Not Significant @ .05 level |
| Female | 130 | 122.14 | 30.21 |         |         |                              |

The study indicates that the difference in teacher effectiveness of the male and female teachers not significant (see table 3) This finding is in continuum with the findings of Dhillon and Navdeep (2010), Riti (2010), Sodhi (2010), Dabas (2011), Sawhney & Kaur (2011), Jha and Singh(2012), Vishalakshi (2013), Malik and Sharma (2013), Pachaiyappan & Raj (2014), Jain (2016), Jeelani(2016),Ruchika (2018). However, it negates the findings of Kumari (2017), Kaur (2015), Sunny (2014), Pama,Dulla & Leon (2013) and Roul (2002) who reportedly claimed the existence of a significant difference in teacher effectiveness between the males and females. The findings imply that a good number of male and female teachers are equally efficient in carrying out their duties in the school.

Locality of study

**Table 3**

Shows the difference of means in teacher effectiveness between the rural and urban secondary school teachers

| Locale | N   | Mean   | SD    | t value | p value | Remark                       |
|--------|-----|--------|-------|---------|---------|------------------------------|
| Rural  | 98  | 122.20 | 36.11 | 1.73    | 0.19    | *Not Significant @ .05 level |
| Urban  | 152 | 120.54 | 30.21 |         |         |                              |

## Locale

The present investigation reveals the mean score difference in teacher effectiveness of the rural and urban secondary school teachers of Chennai District of Tamil Nadu to be statistically not significant (details see table 3). This finding substantiates the findings of Kurmari (2017), Jeelani (2016), Sunny (2014), Malikand Sharma (2013) and Sodhi (2010) who reported that the difference in teacher effectiveness of the rural and urban teachers is insignificant. On the other hand, this finding rebuts the findings of Dua (2018), Ramkrishna (2017), Joshi (2015), Kumari and Padhi (2014), Tyagi (2013), Kaur (2013), Dabas (2011), Goel (2011) and Riti (2010) who accounted that locale has significant effect on teacher effectiveness; whereby teachers working in urban areas exhibit more teacher effective in comparison with those working in rural schools. This finding indicates that locale or the areas where the teachers come from has no role to play in determining the effectiveness of secondary school teachers in Chennai District. School teachers do not differ significantly in their teacher effectiveness and this could be attributed to the fact that in these educational institutions, teachers are blessed with better infrastructural facilities, better pay, lighter workload etc., to mention a few.

## MAJOR FINDINGS, DISCUSSIONS AND IMPLICATIONS

Following are the major findings, discussion and implications of the study:

### Objective I: Teacher effectiveness of secondary school teachers

The findings show that 38.73% of the secondary school teachers are moderately effective, 32.53% above average effective and only 4.56% are highly effective. The remaining percentage 26.29% fall in the below, highly ineffective and most ineffective levels (see table 3). This study agrees with the findings of Sharma (2006), Riti (2010), Dabas (2011), Kaur (2013), Paite (2014), Kaur (2015), Joshi (2015), Jain (2016), Ramkrishna (2017) and Dua (2018) who found that majority of the teachers have average teacher

## SUGGESTIONS

On the basis of the above findings the following suggestions may be spelt out for bringing improvement in the teacher effectiveness of the secondary school teachers of Tamil Nadu:

- Interventions such as organization of workshops on the latest methods of teaching, classroom management and organization, orientation programme for pre-service teachers, etc., may be handy in helping them to become more effective
- Opportunities to help teachers avail professional development programme, subject-wise refresher courses and provision of other incentives could boost effectiveness of teachers. Similar interventions such as professional development programme, subject-wise refresher courses etc., should be given priority by the Directorate of Education especially for school teachers.
- The school authorities could take into account logistics support such as provision of adequate infrastructural facilities, teaching aids and management of workload of the teachers. Besides the

- private school authorities should take cognizance of this difference, and to provide supportive and enriching training programmes from time to time to improve the effectiveness of their teachers.

## CONCLUSION

Teacher effectiveness is a complex and multifaceted construct that has been the subject of much research and debate. Teacher effectiveness has been shown to have a significant impact on student achievement, both in the short and long term. Effective teachers provide regular feedback and assessment to students. This helps students to identify their strengths and weaknesses and to make progress towards their goals.

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