



Teacher Effectiveness Of The Upper Primary School Teachers Of Gudari Block Of Rayagada District In Relation To Their Academic Attainment

SRI MINA SABAR

ASST. PROFESSOR

DPIASE, BERHAMPUR

Abstract:

The futures of kids are greatly influenced by their teachers, so having competent teachers is essential for academic achievement. In nature, teaching is a multifaceted and intricate activity. The classroom and school administration can be managed by a skilled teacher. As a leader, the teacher is a sincere and committed individual. He is a person who serves as a student's mother, a friend, a leader for his nation, a philosopher, and a mentor. The success of educators today will determine the direction society and the nation take. In connection to their academic achievement, this study examines the efficacy of the Upper Primary School instructors in Gudari Block, Rayagada District. 50 teachers were chosen as a sample, and the study used the the Teacher Effectiveness Scale developed by Pramod Kumar and D. N. Mutha. The findings highlight the significance of teacher effectiveness for the performance of educational institutions and show no discernible mean difference between male and female teachers.

Key words: Teacher Effectiveness, Upper Primary School Teachers, Academic Attainment

INTRODUCTION:

Education is a societal process that shapes individuals for adult life. Teaching, as a noble profession, requires professional skills and effectiveness to achieve educational goals. Teacher effectiveness refers to the impact a teacher's performance has on pupils and the progress they make towards educational goals. Quality education relies on the quality of teachers, making teacher effectiveness essential.

The destiny of a country is shaped in its classrooms, highlighting the crucial role of teachers in national reconstruction. Teachers act as friends, philosophers, and guides, molding students' personalities and contributing to the establishment of a new social structure. The quality of education depends largely on the quality of teaching, making every teacher's effectiveness fundamental for a successful educational system.

The study aims to explore the relationship between teacher effectiveness and academic attainment, emphasizing the need for capable and efficient teachers. The research addresses the gap in understanding how academic qualifications influence teacher effectiveness, contributing to the improvement of teaching quality.

JUSTIFICATION OF THE STUDY:

The study seeks to identify effective teachers among the general teacher population, focusing on the relationship between teacher effectiveness and academic attainment. Academic attainment is assumed to influence teacher effectiveness, making it essential to examine this relationship. The study aligns with the national policy on education, emphasizing the need for improvement in the quality of teacher education.

Review of Literature:

Taking into account factors including sex, teaching experience, academic grades, socioeconomic status, and intellect, the researcher has investigated teacher effectiveness. There is, however, a dearth of research that specifically examines the connection between teacher effectiveness and academic achievement. By concentrating on academic attainment toward teaching and the efficacy of Upper Primary School teachers in Odisha, this study seeks to close this gap.

Teacher effectiveness has been used as a criterion variable in numerous studies over the past 25 years (Sharma 1981, Grewal 1976, Gupta 1979, Subharayan 1985, Tharayani 1986, Padmanabhian 1986, Prakasham 1986, Mohapatra 1987). These studies have examined the impact of several significant factors on teacher effectiveness, including sex-teaching ability, academic standing, socioeconomic level, age, experience in the classroom, home environment, health, and IQ. According to Sharma (1981), teaching aptitude affects academic grades. To guarantee their arrangement, socioeconomic level, age, and teaching experience seemed to be reliable indicators of a teacher's efficacy. The best indicators of a teacher's efficacy

were found to be intelligence and subject-matter expertise (Tharyani, 1986). The primary determinants of teacher performance were dominance in total adjustment, home, health, social, and emotional domains.

The result of the study conducted by **Padmanabhan (1986)** show the significant effect of region, age and teaching experience on teacher-effectiveness. Some studies reviewed here indicate mixed results as regards to the influence of sex, teaching experience and qualification on teacher-effectiveness whereas the result of studies conducted by (**Mohapatra 1987**) and (**Prakasham 1986**) revealed significant influence of sex on teacher-effectiveness, the studies conducted by (**Singh 1987**) and (**Sharma 1981**) show no significant influence of sex on teacher's effectiveness.

A few studies were reviewed which are directly or indirectly related to this topic, like, Reddy and Mohan (1994) on attitude of the residential and non-residential school teachers. Major findings of the study were: Teachers working in residential schools had a favorable overall attitude towards teaching. Minhas (2002) conducted study on teaching attitude of school teachers of Himachal Pradesh. Jamal (2007), Shrivastava and Pratibha (2009), Singh (2010) studied the Academic records, Adjustment and Attitude or correlates of job satisfaction among the central school teachers. The result of study indicates that the central school teachers are satisfied with their job. Female central school teachers are less satisfied. Douglas O. Bird (2017) conducted research at doctoral level "to investigate the relationship between teacher effectiveness and students' achievement: an investigation of teacher quality". It concludes that there is close and positive relation between teacher effectiveness and students' achievement.

Smith (1996), made a study on differentiating more effective and less effective teachers of elementary aged at-risk students. The study was designed to determine the differences in the behavior of effective and ineffective teachers, where both types of teachers have not trained in specific, supportive and practical teaching techniques. More effective teacher was found that who demonstrate established routines and procedures, maintains smooth transitions, prepares equipment and material for use, manages disruptive behavior, begins less promptly, involves students quickly by focusing on lesson, provides high time on task, paces the lesson, provides varied learning styles, exhibits control and calmness, uses a variety of strategies and models and incorporates a variety of learning modalities.

Hay Mc Ber (2000) made a study on Research into Teacher Effectiveness, A model of Teacher Effectiveness, with an objective to create a vivid description of teacher effectiveness, based on evidence of what effective teachers do in practice at different stages in the profession. The key findings of the study found three main factors within teachers' control that significantly influence pupil progress: teaching skills, professional characteristics and classroom climate. This finding is consistent with the notion that pupil progress outcomes are affected more by a teacher's skills and professional characteristics than by factors such as their sex, qualifications or experience.

Jonali Chetia Phukan (2007) made a study on Teacher Effectiveness and School Organizational climate and their impact on Students' Academic Achievement, with an objective to study the impact of teacher effectiveness on students' academic achievement. The finding of the study reveals that teacher effectiveness positively and significantly influences students' academic achievement. More specifically it is noticed that high the teacher effectiveness, high the academic achievement. Effective teaching was mainly due to the factors like teachers' confidence in teaching, mastery over the subject, pedagogical knowledge, teaching skills like writing on blackboard, introduction of a lesson etc. Effective teachers used various methods to cater the needs of the students as observed during the study. Teaching effectiveness was significantly connected with school organization climate.

As a result, it can be inferred from the research done by the many researchers that there is a substantial correlation between academic achievement and teacher effectiveness. Therefore, it is recommended that the investigator undertake an investigation on the academic preparation for teaching and the efficacy of upper primary school teachers in the Gudari block of the Rayagada district of Odisha.

STATEMENT OF THE PROBLEM:

The study focuses on the teacher effectiveness of Upper Primary School teachers in Gudari Block, Rayagada District, in relation to their academic attainment. The research aims to examine the significance of the mean difference between male and female teachers and explore the relationship between academic attainment and teacher effectiveness.

OBJECTIVES OF THE STUDY:

- To create a profile of Upper Primary School Teachers in terms of teacher effectiveness.
- To determine the degree of association between teacher effectiveness and academic attainment.
- To identify the differences in teacher effectiveness between male and female teachers.

HYPOTHESES OF THE STUDY:

1. There is no significant relationship between teacher effectiveness and their academic attainment.
2. There does not exist a statistically significant difference between the effectiveness of male and female teachers.

DELIMITATION OF THE STUDY:

Teachers at Gudari Block Upper Primary School in the Rayagada District are the only participants in the study. Fifty teachers from government schools are included in the sample. There are just two independent variables taken into account: gender and academic achievement.

DESIGN OF THE STUDY:

The study adopts a descriptive research design to examine the relationship between teacher effectiveness and academic attainment. The data collection involves the administration of the Teacher-Effectiveness Scale and the Academic Attainment Scale.

Population and Sample:

This group consists of all the Upper Primary school teachers in Gudari Block. Fifty teachers were chosen for the sample using a multi-stage sampling procedure. Using multi-stage sampling approaches, the sample for this study was selected from 30 elementary schools located in the Rayagada District of Odisha. The Gudari block in Rayagada District was chosen through the application of purposive sampling methods. The Gudari block of the Rayagada District schools were picked using a random approach, and the teachers from those schools would be chosen using a basic random sample process. 50 teachers-25 male and 25 women made up the sample as a whole.

Table-1 Sample Structure

No.	Gender	
1	Male	Female
2	25	25
Total	50	

Tools and Techniques:

The following two tools /techniques were used to obtain the measure of teacher's attitude and effectiveness.

The selection of the suitable instrument or tools has vital importance or collection of data in any field of research.

The Teacher-Effectiveness Scale by Dr. Promod and Prof.D.N. Mutha (19747).

The Academic Attainment Scale developed by the Investigator.

Table 2 Variables and Tools/Techniques

Sl.N o.	Variables	Nature of Variables	Tools/Techniques	Author/Investigator
1	Academic Attainment	Independent	Teacher Attitude Inventory	By the Investigator
2	Teacher Effectiveness	Dependent	Teacher Effectiveness Scale.	Dr Kumar and Mutha (1974)

Teacher Effectiveness Scale

This scale is developed by Kumar and Mutha in 1974, has been presented in Appendix-2. This scale has 69 highly discrimination items which are positively worded. These items are given a score of five, four, three, two and one for strongly agree, agree, undecided, disagree and strongly disagree respectively. The sum of these values gives the teacher effectiveness score for the subject. The total score varies from 69 to 345, showing lowest teacher effectiveness to highest teacher effectiveness. Validity of the scale has been determined by principle rating and self-rating and the values were found to be .77 and .87 respectively.

Academic Attainment Scale

The scale for academic attainment has been developed by the investigator. The academic attainments of the teachers have been quantified on the basis of their academic qualifications. The score of a particular teacher in respect of academic attainment has been obtained taking into consideration the teacher. A detailed guideline for quantifying the academic attainment has been presented in the **Appendix-3**. The Scale has been divided into two sections: -a.) general and b) professional. In the general category the teachers having ultimate qualification as Matric, H.S.C.E, B.A(PASS), B.A(HONS) and M.A are awarded 10,20,30,40,50 respectively.

Procedure of Data Collection

The investigator had visited to the schools personally and collect data about teachers' attitude and effectiveness of these schools with the help of above tools. The prime intention and objective of the study is to find out of determine the relationship between the teacher-effectiveness and academic attainment of the sample on the technique of the basis of their sex,and qualification wise variation, the technique of the study is therefore testing through the questionnaires, after the administration of two questionnaire(Kumar and Murtha's Teacher-effectiveness Scale and Academic Attainment Scale developed and adopted by the investigation), the data were collected and the scores on both the variables were written in numerical form. The procedure for achieving the objectives and testing the hypothesis included: Creating conducive

environment and condition for the administration of his test through establishment of rapport. Administering the tools according to the norms at condition.

Transforming the process.

Determining the influence of the independent variable (Academic Attainment) on the dependent variable (Teacher Effectiveness). The general procedure followed during administration of the tools to ensure proper testing conditions the following precautions were observed. At no time were two tests administered on the same group of subjects and the same day. Each respondent was given a separate comfortable seat to respond to the items without any obstruction. Enough spacing between the tests of the testees was kept so as to minimize the mutual discussion among them to frequent the tendency of copy. The room selected for administering the tools was free from noise in the institution. Respondents were asked to begin from the first page and attempt all the items.

Procedure of Data Analysis

After the collection of data the next step is to analysis and interpretation of the data. For the analysis and interpretation of collected data the following statistical techniques will be used. 't'-test for proving the level of significant difference between variables 'Karl Parsons' co-efficient of correlation for proving the relationship of Academic Attainment towards teacher effectiveness. Percentage analysis was made for analyzing the teacher's profile. The scoring of the test was done as per procedure given by the constructor's manual of teacher effectiveness scale.

Since the study is exploratory in nature, so it is decided to use descriptive statistical technique in the interpretation of data in this way Percentage, Mean, S.D., Correlation and inferential statistical techniques particularly T-test were used.

ANALYSIS AND INTERPRETATION OF DATA:

The data collected regarding general and professional profile of the teachers; the collected data was analyzed through percentage. In the general category the teachers having acquired qualification as Matic, H.S.C.E, B.A (PASS), B.A (HONS) and M.A are awarded 10,20,30,40,50 respectively.

According to NCTE guidelines, teachers were evaluated based on their D.El.Ed and B.Ed. teacher education credentials for the professional qualification. The academic and professional qualifications of the professors are displayed in Table No. 3.

Table No. 3 shows the Academic and Professional Qualification of the Teachers

Sex	Educational Qualification					Professional Qualification	
	Matric	H.S.C. E	B.A (PASS)	B.A (Hons.)	M.A	D.El. Ed	B.Ed.
Male			7(28%)	14(56%)	4(16%)	17(68%)	8(34%)
Female			6(24%)	13(52%)	6(24%)	15(60%)	10(40%)

The investigation shows the professional and educational backgrounds of teachers who are male and female. It shows that a higher percentage of male teachers holds a B.A. (Hons.), whereas a higher percentage of female teachers holds an M.A. Diploma course are preferred by teachers, both male and female, in terms of professional certifications (D.El. Ed).

H₀₁: There is no significant difference between teacher effectiveness and their academic attainment

The academic achievement of teachers and their effectiveness do not differ significantly. The investigator has used the correlation approach to examine the link between two variables of primary school teachers in order to determine the major goal of the study, which is to determine the relationship between teachers' effectiveness and academic attainment.

The investigator has used the correlation approach to examine the link between two variables of primary school teachers in order to determine the major goal of the study, which is to determine the relationship between teachers' effectiveness and academic attainment.

$$r = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}}$$

$$\sum X * \sum Y$$

Values of the correlation co-efficient of product moment method are presented in Table-3.

Table-5

Estimate of co-relation coefficient between the Dependent variable (Teacher-Effectiveness) and the independent variable (academic Attainment)

GROUP	N	M	CORRELATION CO-EFFICIENT	Remarks
Teacher-Effectiveness	25	305.5		

Academic attainment and teacher effectiveness have a good and substantial link ($r=0.310$, $p<0.05$), according to the correlation analysis. This suggests that among Upper Primary School teachers, academic achievement has an impact on their efficacy as educators.

Ho2: The efficiency of male and female teachers is not statistically different from one another.

There were 25 male and 25 female teachers in the sample of 50 Upper Primary school instructors who were given the Teacher-Effectiveness Scale (TES). The independent sample "t" test was used to test the significance of the difference between the mean teacher-effectiveness scores of male and female teachers as hypothesized under HO2, as the distribution of teacher effectiveness scores was found to be nearly normal for all practical purposes. The results of this test are shown in Table 4.

Table-4

Test of significant of difference between the male and female teachers on Kumar and Murtha's' Teacher-Effectiveness Scale

GROUP	N	M	SD	't'	Remarks
Male	25	316.1	28.18	1.815	Not significant
Female	25	304.7	34.4		

The findings of the 't' test show that there is no discernible difference in the efficacy of male and female professors. With standard deviations of 28.18 and 34.4, the mean scores for male and female teachers are 316.1 and 304.7, respectively. ($t(98)=1.815$, $p>0.05$) indicates that the difference is not statistically significant.

CONCLUSION:

The study comes to the conclusion that among Upper Primary School teachers, academic achievement is favorably correlated with teacher effectiveness. The efficiency of male and female teachers is not significantly different from one another. The results highlight how important it is to take academic credentials into account when figuring out how to improve teacher effectiveness.

EDUCATION IMPLICATION:

The researcher established the following educational implications in light of the current study's findings:

With a genuine relationship to students' academic success, the study painted a clear image of teachers' academic preparation for the teaching profession and their efficacy in it. Keeping this in mind, educators and administrators, together with parents, need to foster a friendly environment that fosters excellent classroom behavior and increases student learning output. Cooperation between the appropriate authorities, the employers, employees, and parental organization of teachers, and the cultural organization should be close. Few teachers have a favorable outlook on their line of work. When deciding to pursue these careers, a teacher must make the appropriate choice.

. SUGGESTIONS FOR FURTHER STUDY:

Extending the research to additional schools and a bigger sample size. looking into the opinions of senior secondary school instructors across different districts. investigating how non-tribal teachers adapt and behave in both tribal and non-tribal contexts.

REFERENCE:

- Aggarwal, J.C. (2004). *The Psychology of Education and Growth*. Shipra Publication Pvt. Ltd., New Delhi.
- Annamalai, A.R. (2000). Attitude of Teachers Towards Teaching. *Experiments in Education*, Vol., No 4, PP-69-71.
- Bezbaruah, A. (2021). study on the effectiveness of English language instruction provided by teachers in Kamrup District's government upper primary schools with regard to gender and area. *Journal of Research in Social Science and Humanities*, Volume 9, Issue 9, 2021, pages 56–65 Online ISSN: 2321-9467.
- Gyanaie, M.Y. & Mudasir, H. (2014). A Comparative study of Teaching Competency of Secondary School teachers in district Srinagar. *Rep Opinion* 2014; 6(6):49-54]. (ISSN: 1553-9873).

Kalhotra, S.K. (2014). study on teacher effectiveness in connection to attitudes about the teaching profession was published in the International Journal of Education and Psychological Research (IJEPR), Volume 3, Issue 4, December.

Kaur, M. & Talwar, A.(2014). Teaching competency of secondary school teachers in relation to emotional intelligence. International Journal of Learning, Teaching and Educational Research. Vol. 3(1), 83-90.

Lord, D.G. (2002): Teaching Style and Faculty Attitude towards Computer Technology in Teaching and Learning at a College in Ontario DAI. vol. 63 (6).

Mangal, S.K. (1985). Dimensions of Teachers Adjustment Kurukshetra: Vishal Publication.

Mishra, S. (2017). Teaching Competencies among Secondary School Teachers of Sikkim. Pedagogy of Learning: International Refereed Journal of Education Vol. 3 (1), 17-26.

Pawar, I.A. (2011). Impact of teacher training on teacher competencies. University News 49(29), 14- 17.

Parveen, S. and Srivastava, N. (2020): A Study of Teaching competency of Upper Primary School Teachers of Central and State Govt. schools. Volume 8, Issue 10 October 2020 | ISSN: 2320-2882.

Pratibha. (2017). Teaching competency of primary school teachers and their relation with sex and educational qualification, Abhinav National Monthly Refereed Journal of Research in Arts & Education, Volume 6, Issue 1, ISSN-2277-1182.

Sindhu, I.S(2005): A Study of Teachers Motivation, Adjustment and their Academic Achievement. Ram-Eesh Journal of Educational, vol.2(2),19-23.

Singh, A.K. (2010): A study of Academic Record, Adjustment and Attitude as Correlates of job Satisfaction Among the Central School Teachers of Eastern U.P Indian Educational Review, Vol.47, No.2.