

A STUDY OF TEACHING EFFECTIVENESS OF SENIOR SECONDARY SCHOOL TEACHERS IN RELATION TO SOCIO-DEMOGRAPHIC VARIABLES

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ABSTRACT

The aim of this study is to examine the Teaching Effectiveness of Sr. Sec. School Teachers in Relation to their Socio-Demographic Variables. A sample of 100 teachers was assessed for their teaching effectiveness using Kulsum Teacher Effectiveness Scale (TES) Prepared by Dr. (Mrs.) Umme Kulsum. The results of this study showed that no significant difference was found between male and female teachers regarding teaching efficacy. However, significant difference was found between government and private senior secondary school teachers regarding their teaching efficacy and further significant difference was found between rural and private senior secondary school teachers regarding their teaching efficacy.

INTRODUCTION

The quality of a nation depends on the quality of its citizens, quality of citizens depends on the quality of education and quality of education depends on the quality of teachers. A teacher should have thorough understanding about the latest techniques and methods of transaction. He should constantly update his knowledge, methodology and techniques.

Teacher education programs prepare teachers according to the need of the nation. Aims of education are the primary consideration in training. Emphasis is on the skill development along with the required education of different fields of study. Teachers are enabled to present their topics effectively in the classroom.

In the entire teaching learning process, the teacher is a "powerful agent who can inculcate the democratic ideas of nationhood in children. The further citizens of the nation, high achievements of the students, better school performance, molding of children into better citizens and exposing them in the arena of growing competition are some of the major issues lying at the hands of the teacher. A skillful management of the teaching learning process can only bring about success in justifying these issues, for which the teachers have to become master as well as skill technicians, particularly in the wake of the fast growing intervention of the information and communication technologies as

inputs in the education process, despite their pressures and perils vis-a vis the traditional practice of schooling. That apart, though present day teacher are themselves conscious of what is expected of them as teachers in the new social order, they are also concerned with innumerable pressures, tensions and worries about their own status in today's society and proper working conditions in their school environments that often divert and distract them from their real aim as teaching. As a result, by and large, they tend to work mechanically just to receive their salaries as a mere labour force. Their dissatisfaction with the working condition in schools in particular has significant impairing on the quality of their teaching and in turn on the student's performance. This cannot as such so deemed as the hallmark of an effective teacher.

TEACHER EFFECTIVENESS

Teachers who have attained the needed competency in their roles and functions, such as preparation and planning for teaching classroom management, knowledge of subject matter, teacher characteristics and their interpersonal relations. Teacher Effectiveness refers to skillful in the content presentation that is to the satisfaction of students' curiosity.

Teacher effectiveness plays a pivotal role in the teaching learning process. Being the centre of the whole programme it needs close

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observation and critical analysis as it has a direct bearing on the learning outcome of the pupils. A natural question strikes the mind of the researcher regarding the various components adding to the effectiveness, for unless the sources to effectiveness are substantially improved, the goal to make teacher worth his job, will remain a wishful hope. To understand the concept of Teacher Effectiveness we should know about the qualities of an effective teacher.

Effective teacher's traits include buoyancy, considerateness cooperativeness emotional stability, ethicalness, expressiveness, forcefulness, intelligence, judgment, objective, physical energy, reliability resourcefulness and scholastic proficiency. The effectiveness of education is dependent on the effectiveness of its teachers. According to Flanders and Simon, "Teacher effectiveness is an idea, which is concerned with relationships between the characteristics is an idea, which is concerned with relationships between the characteristics of teachers, teaching acts, and their effects on the educational outcomes of teachers, teaching acts, and their effects on the educational outcomes of classroom teaching."

While it remains difficult to agree on what constitutes "good" teaching, "Effective" teaching can nearly be demonstrated in terms of what is really intended as the outcome of teaching? An effective teacher is able to bring about intended learning outcome, though the nature of learning is still more important. The two critical dimensions of effective teaching are intent and achievement. Without intent, student achievement becomes random and accidental; However, intent is not enough by itself. If students do not achieve their intended learning goals, the teacher cannot be truly effective. Thus, effective teachers may be defined as those who can demonstrate the ability to bring about intended learning outcomes that enable them to achieve the desired results for their students. This, once again, refers to the role performance of teachers' vis-à-vis the making of good and effective teachers.

The term "Teacher effectiveness" will be used to refer to the results a teacher gets or to the amount of progress the pupils make towards some specified goal of education. One

implication of this definition is that teacher effectiveness must be defined, not behaviours of teachers. For this reason, and because the amount that pupils learning is strongly affected by factors not under the teacher's control, teacher effectiveness will be regarded not as a stable characteristic of the teacher as an individual but as a product of the interaction between certain teacher characteristics and other factors that vary according to the situation in which teacher works.

SIGNIFICANCE OF THE STUDY

It is widely accepted by scholars and other concerned scholars of different fields such as educationists, sociologist, psychologists, policy-makers, politicians, administrators etc. that in our country there is an unprecedented need for effective teachers to lead the multitudes of school children and adolescents. Effective teachers can contribute significantly in improving standard of the education. For recognizing a good teacher, it becomes essential to identify and estimate some of major patterns of teacher characteristics underlying teacher behaviour. Hence, arises the need for doing research work and understanding various teacher characteristics. A number of researches have been done over so many years, and several questions about teacher effectiveness confronted the researcher while going the literature. There are still a number of unanswered questions. A study of teacher effectiveness of teachers in senior secondary schools of Sonipat city will be a small effort on the part of the researcher to mark the teacher and teaching more effective.

STATEMENT OF THE PROBLEM

A study of teaching effectiveness of senior secondary school teachers in relation to socio-demographic variables

Definitions of the Key Terms Used

Teaching effectiveness: Teacher Effectiveness refers to the effect that the teacher's performance has on pupils.

Gender: Gender refers to the biological characteristics that define humans as female or male. 61

Government schools

The schools run by the Haryana Government.

Private schools

The schools run by an individual to group of individuals.

OBJECTIVES OF THE STUDY

1. To study the teaching effectiveness of senior secondary school teachers.
2. To compare the teaching effectiveness of male and female senior secondary school teachers.
3. To compare the teaching effectiveness of government and private senior secondary school teachers.
4. To compare the teaching effectiveness of rural and urban senior secondary school teachers.

HYPOTHESES

1. There is no significant difference in teaching effectiveness of male and female senior secondary school teachers.
2. There is no significant difference in teaching effectiveness of government and private senior secondary school teachers.
3. There is no significant difference in teaching effectiveness of rural and urban senior secondary school teachers.

DELIMITATIONS

The study was limited to a sample of 100 senior secondary school teachers of government and private schools of Sonapat district

DESIGN OF THE STUDY

In any research project, design provided the investigator a blue print of research.

METHOD

To study teacher effectiveness, normative survey method was followed and the following methodology was adopted.

SAMPLE AND AREA SELECTION

The present study was conducted in Sonipat town. A list was prepared of Government schools in this area. Then, with the random sampling technique schools and teachers (100) were selected.

TOOLS USED

Kulsum Teacher Effectiveness Scale (TES)
Prepared by Dr. (Mrs.) Umme Kulsum.

COLLECTION OF DATA

For measurement of teacher effectiveness, the test discussed above was administered at a time on teachers by making visits to the various schools mentioned above. After forming the initial rapport with the objectives and the instructions on the tests were explained to the subjects very clearly and distinctly.

STATISTICAL ANALYSIS

Computation of significance of correlation was done at 0.05 levels of significance and at 0.01 level of significance by using standard tables of statistics as under. All the calculations were done on the computer using, Microsoft Excel and SPSS (A Statistical Analysis Packages).

Objective 2: To compare the teaching effectiveness of male and female senior secondary school teachers.

Hypothesis 1: There is no significant difference in teaching in teaching effectiveness of male and female senior secondary school teachers.

Table 4.2

Types of school	Number	Mean	S.D.	't'
Female	50	513.80	42.68489	
Male	50	498.94	53.12919	1.542 ^{NS}

The table 4.2 shows that the mean teacher efficacy scores of male and female senior secondary school teachers are 498.94 and 513.80 respectively.

The 't' values is 1.542, which is not significant at any level of significance, as the tabulated value is 1.96 at 0.05 and 2.58 at 0.01 level of significance. So the null hypothesis, "there is no significant difference in teaching effectiveness of male and female senior secondary school teachers" is retained. So it was observed that there was no significant difference between the male and female senior secondary school teachers regarding teaching efficacy. The mean scores of female slightly higher than male teacher but does not differ significantly.

Objective 3: To compare the teaching effectiveness of government and private senior secondary school teachers.

Hypothesis 2: There is no significant difference in teaching effectiveness of government and private senior secondary school teachers.

Table 4.3

Types of school	Number	Mean	S.D.	't'
Govt.	50	494.64	50.16453	2.047*
Private	50	518.10	47.26057	

***Significant at 0.05 level of significance**

The table 4.3 shows that the mean teacher efficacy scores of government and private senior secondary school teachers are 494.64 and 518.10 respectively. The 't' values is 2.047, which is significant at 0.05 level of significance, as the tabulated value of is 1.96 at 0.05 and 2.58 at 0.01 level of significance. So the null hypothesis, "There is no significant difference in teaching effectiveness of government and private senior secondary school teachers" is rejected. So it was observed that there exist a significant difference between the government and private senior secondary school teachers regarding teaching efficacy. Private senior secondary school teachers found more effective in teaching efficacy than government school teachers.

Objective 4: To compare the teaching effectiveness of rural and urban senior secondary school teachers.

Hypothesis 3: There is no significant difference in teaching effectiveness of rural and urban senior secondary school teachers.

Table 4.4

Types of school	Number	Mean	S.D.	't'
Rural	50	495.16	45.24743	2.187*
Urban	50	514.82	43.94563	

***Significant at 0.05 level of significance**

The table 4.4 shows that the mean teacher efficacy scores of rural and urban senior secondary school teachers are 495.16 and 514.82 respectively. The 't' values is 2.187, which is significant at 0.05 level of significance, as the

tabulated value of is 1.96 at 0.05 and 2.58 at 0.01 level of significance. So the null hypothesis, "There is no significant difference in teaching effectiveness of rural and urban senior secondary school teachers" is rejected. So it was observed that there exists a significant difference between the rural and urban senior secondary school teachers regarding teaching efficacy. Urban senior secondary school teachers found more effective in teaching efficacy than rural school teachers.

FINDINGS

1. From the results, it is clear that there is no significant difference between male and female teachers regarding teaching efficacy.
2. It was found that there is a significant difference between government and private senior secondary school teachers regarding teaching efficacy.
3. It was found that there is a significant difference between rural and private senior secondary school teachers regarding teaching efficacy. Urban senior secondary school teachers are having more teaching efficacy than rural senior secondary school teachers.

CONCLUSION

As it is evident that the future of any country depends mainly on the standard of education imparted and the role of the teacher is very significant in providing good education so this is possible only by teaching efficacy. If the teacher effectively plays their role they will be in a position to fulfill the educational objective and national goals. If a teacher is aware about the new techniques, classroom management, instructional strategies and professional values, he will give his best efforts to the profession and he will be more committed to his profession.

SCOPE FOR FURTHER STUDIES

1. In present study only teacher effectiveness was taken. This study can be carried out by taking some more factors affecting teacher effectiveness, like teacher values, job satisfaction, personality, intelligence, general and professional qualification etc.

2. The sample taken in the study can also be increased more in terms of married or unmarried, more experienced or less experienced teachers of schools/colleges.
 3. In present study, teachers of senior secondary schools were taken. Teacher working at secondary, primary level and college level can be taken as the sample.
 4. On the basis of the present study, attempts may also be carried out in locating the various problems of the teachers. Some remedial measures may be taken out for their better effectiveness. The suitability of such measures and programmes may also be assessed.
 5. Large study may be conducted on comparison bases of different states.
 6. A comparative study of teachers' effectiveness and teaching aptitude of students can be made.
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