

TEACHER EFFECTIVENESS OF SECONDARY SCHOOLS: AN ANALYTICAL STUDY

K. Prathima Devi¹, Prof.P. Renuka²

¹Research Scholar, Department of Education,
Sri Padmavathi Mahila Viswa Vidhyalayam, Tirupathi, A.P. India

²Research Supervisor, Professor, Department of Education.
Sri Padmavathi Mahila Viswa Vidhyalayam, Tirupathi, A.P. India

Abstract:

The aim of present study is teacher effectiveness of school teachers from the data gathered from 200 secondary school teachers. A stratified random sample technique is used in this research. Teacher effectiveness scale by Umme Kulsum spilt half reliability is 0.68 and the tool is valid. Mean, SD and 't' values were calculated. The study found that gender and type of institute have significantly influenced the teacher effectiveness of second school teachers. Locality and medium of instruction did not significantly influence the teacher effectiveness of secondary school teachers.

Key Words: Teacher effectiveness, Secondary Schools, Gender, Type of Institute

INTRODUCTION:

The 21st century will be an era of acute modernization and both teacher and students will have to cope with the changes and challenges. The information society requires a secondary level of skill and knowledge of all individuals than did the industrial economy, geared to factory production. Teacher effectiveness can be judged through many factors through their competency and their performance in classroom. The act of teaching along with their competency and performance results in effectiveness in the classroom. Besides, the availability of modern technology, the advance media have to be incorporated in the teaching learning process.

NEED OF THE STUDY:

Teacher Effectiveness is a set of experiences, traits, behaviors and dispositions that are typically evident in effective teacher. Teacher effectiveness means perfection or

optimum level efficiency and productivity on the part of the teacher. The teacher's impact on pupil's personality development is tremendous and so it is essential that our schools should have effective teachers who are able to cope-up with the stress of their work and adjust with their environment and are able to give quality results in terms of student's achievement and learning outcomes. The students would be directly affected by the teacher's positive and healthy happiness and cheerfulness. Only with the presence of good and effective teachers, we will be able to achieve the goals of education and make our nation a true leader of the academic world. The role of a teacher is crucial and without a positively oriented teacher, education system would crumble.

REVIEW OF RELATED LITERATURE:

The findings of Donna Lalnunfeli (2019) said that there is no significant difference in their effectiveness level with reference to their gender, educational qualification, stage in which they are teaching. According to Promod Kuar Naik (2018), there is no significant mean difference among male and female teachers working in government and private secondary schools located in rural and urban area. The findings of Kumari and Chahal (2017) are that teacher effectiveness of government school teachers is secondary than private school teachers, gender and locality does not have any significant role in teacher effectiveness. Biswas (2017) observed that there is a significant difference in teacher effectiveness among the school teachers with respect to locality, class handled (secondary and secondaryer secondary) and academic streams. The findings of Aruna Yadav (2016) revealed that the relationship between emotional intelligence and teacher effectiveness of secondary and low emotional intelligence groups are found to be significant positive relationship commonly in terms of self-awareness, self-motivation, integrity and self-development where as areas viz. emotional stability, value orientation, commitment and altruistic behavior seem to have lost their sensitivity in the analysis of results for the 'secondary' and 'low' emotional intelligence groups.

OPERATIONAL DEFINITIONS OF KEY TERMS:

Teacher effectiveness: teacher effectiveness means being effective as a teacher, not only being proficient with teaching processes that lead to student achievements, but also have certain characteristics like motivator, disciplined behavior, advisor and guide, relationship

with pupils, fellow teachers, principal and parents, teaching skills, professional knowledge, general appearance and habits in relation to class room, class room management and personality characteristics who can facilitate positive change in people's lives.

Secondary School Teachers : Secondary school is a grade of education from Standards VI to X. Secondary school teachers are who are working in secondary schools”.

OBJECTIVES OF THE STUDY:

1. To find out the teacher effectiveness of secondary school teachers and to classify them.
2. To find out the influence of the following variables on teacher effectiveness of secondary school teacher like;
 - a. Gender : Male/Feale
 - b. Locality : Rural/ Urban
 - c. Type of institute : Govt/Private
 - d. Medium of instruction :Telugu/English

HYPOTHESES OF THE STUDY:

1. There would be no significant difference in the teacher effectiveness of male and female secondary school teachers.
2. There would be no significant difference in the teacher effectiveness of rural and urban secondary school teachers.
3. There would be no significant difference in the teacher effectiveness of govt. and private secondary school teachers.
4. There would be no significant difference in the teacher effectiveness of Telugu and English medium secondary school teachers.

SCOPE AND DELIMITATIONS:

The scope of the demographic variables is Gender, Locality, Type of Institute, Medium of Instruction and Teaching Experience.

- The study is limited to the 200 secondary school teachers in chitoor district only.

METHODOLOGY:

Survey method is used in this study. A stratified random sample of 200 secondary school teachers in Chitoor district. In the Teacher effectiveness scale by Umme Kulsum spilt half reliability is 0.68 and the tool is valid. Mean, SD, ‘t’ values were calculated.

ANALYSIS AND INTERPRETATION:

Objective-1: To find out the Teacher Effectiveness of secondary school teachers

Table -1 Mean, SD, % of mean of teaching effectiveness of secondary school teachers

Whole	Mean	SD	% of mean	1/5 th of Mean
200	228.78	10.84	76.26	45.756

From the table . it is interpreted that the teacher effectiveness of secondary school teachers is secondary. The 1/5th of mean value is greater than the SD value is homogeneous

Table2.-Classification of secondary school teachers on the basis of their teaching effectiveness

Classification	No	Percentage
Low	27	13.5
Average	121	60.5
Secondary	52	26

60.5% of teachers are having moderate teaching effectiveness and 26% of teachers are having secondary teaching effectiveness. Only 13.5% teachers are having low level of teaching effectiveness .

Objective – 3: To find out the influence of the following variables on teacher effectiveness of secondary school teacher like

1. Gender : Male/Female
2. Locality : Rural/ Urban
3. Type of institution : Govt/Private
4. Medium of instruction : Telugu/English
5. Teaching experience: Above 10 years/Below 10 years

Hypothesis -1: There would be no significant difference between the male and female teachers in their teaching effectiveness.

Table-3: Mean, S.D and C.R. values of male and female teachers in their teaching effectiveness

Gender	No	Mean	% of mean	SD	S.Ed	't'
--------	----	------	-----------	----	------	-----

Male	100	226.75	75.58	9.72	0.77	3.3957**
female	100	228.12	76.04	9.46		

The calculated 't' value 3.3957 is greater than the table value 2.57 at 0.01 level. Therefore, there is significant difference between the male and female teaches in their teaching effectiveness. Hence the hypothesis – 1 is rejected.

Hypothesis – 2: There would be no significant difference between the rural and urban secondary school teachers in their teacher effectiveness.

Table-4: Mean, S.D and C.R.values of rural and urban teachers in their teaching effectiveness

Locality	No	Mean	% of mean	SD	S.Ed	't'
Rural	100	226.19	75.39	9.36	0.76	1.61NS
Urban	100	227.96	75.98	9.47		

NS-Not significant at 0.05 level

The mean value of rural teachers is 226.19 and SD is 9.36. The mean value of urban teachers is 227.96 and SD is 6.47 the calculated 't' value is 1.61

Hypothesis – 3: There would be no significant difference in the teacher effectiveness of govt and private secondary school teachers.

Table-5: Mean, S.D and C.R. values of govt and private school teachers in their Teaching effectiveness

Type of institute	No	Mean	% of mean	SD	S.Ed	't'
Government	100	227.56	75.85	9.12	0.76	1.73NS
Private	100	226.24	75.41	9.41		

NS-Not significant at 0.05 level

From the above table it is observed that the mean value of government school teachers is 227.56 and SD is 9.12. The mean value of private school teachers is 226.24 and SD is 9.41 the calculated 't' value is 1.73

Hypothesis – 4: There would be no significant difference in the teacher effectiveness of Telugu and English medium secondary school teachers

Table-6:Mean, S.D and C.R.values of Telugu and English medium school teachers in their teaching effectiveness

Medium of instruction	No	Mean	% of mean	SD	S.Ed	't'
Telugu	100	227.22	75.74	9.11	0.76	5.30**
English	100	223.19	74.39	9.17		

NS-Not significant at 0.05 level

From the above table it is observed that the mean value of Telugu medium school teachers is 227.22 and SD is 9.11. The mean value of English medium school teachers is 223.19 and SD is 9.17 the calculated 't' value is 5.30.

FINDINGS OF THE STUDY:

1. 76.26% of secondary school teachers have above average of teacher effectiveness.
2. 60.5% of teachers are having moderate teacher effectiveness and 26% of teachers are having secondary teaching effectiveness. Only 13.5% teachers are having low level of teaching effectiveness.
3. The variable gender is significantly influence the teacher effectiveness of secondary school teachers.
4. The variable locality is not significantly influenced the teacher effectiveness of secondary school teachers.
5. The variable type of institute was not significantly influenced the teacher effectiveness of secondary school teachers.
6. The variable type of institute was significantly influenced the teacher effectiveness of secondary school teachers.

EDUCATIONAL IMPLICATIONS:

- The teachers may try to acquaint themselves with novel strategies of teaching as it is an important factor in the teaching – learning process which eventually induces teacher effectiveness.
- The present study points out in unequivocal terms that teachers who are under secondary level of teacher stress are less effective in their profession.
- Teacher stress is negatively correlated with the effectiveness of the teacher. Schools need to make attempts to reduce the level of teacher stress among teachers.

SUGGESTIONS FOR FURTHER STUDY:

- It should be ensured by the principals that the teachers are provided ample opportunities to listen to experienced speakers and training programmes should be regularly organized for them.
- Teachers should try to maintain harmonious relationship with their colleagues and should offer helping hand to their fellow staff as and when need arises.

BIBLIOGRAPHY:

- Carton, A., & Fruchart, E. (2014). Sources of stress, coping strategies, emotional experience: effects of the level of experience in primary school teachers in France. *Journal of educational administration*, 49(3). Retrieved from www.tandfonline.com/doi/full/10.1080/00131911.2013.769937
- Chauhan, A. (2016). A Study of Teacher Effectiveness In relation to Gender, Locale and Academic Stream. *International Journal of Advanced Research in Education & Technology*, 3(4), 121-123.
- Finnigan, K., & Stewart, T. (2009). Leading change under pressure: An examination of principal leadership in low-performing schools. *Journal of School Leadership*, 19(5), 586-618.
- Flander, N.A. and Simon (1969). "Teacher effectiveness etels." *Encyclopedia of educational research*. 4th edition, London, Mcmillion, PP1423.
- Garrett, H. E., (1973). *Statistics in Psychology and Education*. Vakils, Feffer and Simons cation Ltd., Bombay.
- Gibbs, C.J. (1994). *Teacherefficacy, orientationstowardchildren, andselfesteem: Effects of student teaching*. Unpublished PhD thesis, Massey University.
- Gibson, S., & Dembo, M.H. (1984). Teacherefficacy: Aconstructvalidation. *Journalof Educational Psychology*, 76, 569-582.
- Goldhaber, D. D. and Brewer, D. J. (2000). Does Teacher Certification Matter? Secondary school certification status student achievement. *Educational evaluation and policy analysis*, 22, 129-145.