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## **A comparative study of teacher effectiveness of senior secondary school teachers of Almora district**

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### **Abstract**

The present investigation compares of Teacher effectiveness of senior secondary school teachers in Almora district. Teacher effectiveness plays an important role in teaching –learning process. An effective teacher does not create image of the students rather help the students to create the image of their own by understanding the problems of the students and helping them, by making any subject interesting, by controlling the class and by being fair with the students while dealing with them. The investigator also endeavours to compare the teacher effectiveness among male & female senior secondary school teachers, among govt. & private teachers. The population for the present study is consisted all the senior secondary school teachers of government aided, and private schools of Almora district. Six schools were selected randomly and the sample of 100 teachers selected randomly. Survey method was used to the present research. To test teacher’s effectiveness of teachers, tool constructed and standardized by Dr. G. S. Nayal and D.S. Chamyal has been employed. Split-half reliability was computed on a sample of 200 lecturers which was found 0.82 by Spearman Brown formula. The predictive validity was computed by the product moment method which was 0.79. Concurrent validity was 0.77 which was calculated by discrimination method in which we use point bi-serial method. Descriptive statistics were used. Mean, standard deviation, t-values were calculated. T-test was used to find out the significance of difference at  $p < 0.01$  and  $p < 0.05$ .

**Keywords:** teacher effectiveness, school, teachers

### **Introduction**

Education is called a backbone of any nation because education plays an important role not only in the development of nation but also provide foundation to the development of nation. The importance of teachers in the educational process is unquestionable and uncountable.

Teaching is two-way process. Both teachers and students influence each other. According to the changed concept, teaching is to cause the child to learn and acquire the desired knowledge, skills and also desirable ways of living in the society. The main aim of teaching is to help the child to respond to his environment in an effective way. Teaching is a process of interaction between the teachers and taught. Teaching is both art as well as science. Teaching is a professional activity involving the teacher and the student and result in the development of the student.

There are currently worldwide movements of teacher effectiveness, school improvements and educational reforms. In these movements teacher effectiveness is the salient concern for most of researchers, policy makers and practitioners. How to define, assess and enhance school/teacher effectiveness becomes a critical issue not only in research but also in planning strategies to improve and develop school.

Barr (1952) remarked, “Teacher effectiveness may be essentially a relationship between teachers, pupils and other persons concerned with the education, understanding all affected and facilitating aspects of immediate situation.”

Teacher effectiveness is an area of research which is concerned with relationship between the characteristics of teachers, teaching acts and their effects on education and discriminating between more or less effective teachers.

Teacher effectiveness is the product of a number of variables namely academic, subject mastery, intellectual level, love for children, job satisfaction, teaching experience, professional growth, age of teacher, techniques used in teaching etc. Among all these variables the most important variable is teacher’s knowledge, personality and above all his interaction with the students.

Furthermore, several studies proved that contributing factors for teacher effectiveness are emotional stability, a good disposition, patience, adventurousness, self-control, and self-sufficiency. In addition to the above, there is a need for professional competence.

Borich (1996) and Anderson (2001) revealed that teacher effectiveness depends upon teacher Performance. Kher (1999) and Elliot, Kratochwill, Cook & Travers (2000) found that relationship between student and teacher is one of the important components of teaching effectiveness.

Four major assumptions are implicit in this definition of teacher effectiveness:

1. Effective teachers tend to be aware of and actively pursue goals.
2. The teaching is an intentional and reasoned act.
3. The vast majority of teacher goals are, or should be,

concerned either directly or indirectly with their students learning.

#### 4. No teacher is effective in every aspect of their profession.

Bhasin (1988) found in her study on teaching effectiveness of higher secondary school teachers reported that no significant differences exist between rural and urban, government and non-government and male and female teachers with regards to their teaching effectiveness.

Biswas, Chandra and Tinku (1995) examined the effectiveness of secondary teachers in relation to sex of teacher, location of school (rural and urban), management (Government and Private), type (boys, girls and coeducation) and organisational climate of schools. Results reveal that female teachers were more effective; whereas location and management of schools have no significant influence on teacher effectiveness; the teachers of schools with an open climate were most effective while those in schools with a closed climate were least effective.

The field of teacher effectiveness is most challenging and popular. This study will prove to be significant in enhancing the effectiveness and quality of teachers, engaged in the educational institutions, with the view to uplift the standard of education to the current international levels.

So an effort has been made to study teacher effectiveness of senior Secondary School Teachers.

### Statement of the Problem

The research problem is stated as “A comparative study of teacher effectiveness of senior secondary school teachers of Almora District.”

### Objectivities of the Study

The present study proposed to attain following specific objectives

1. To compare the teacher effectiveness of senior secondary school teachers on the basis of their sex.
2. To compare the teacher effectiveness of senior secondary school teachers on the basis of their types of school.

### Delimitations of the Study

**The problem is very vast & wide. Hence the investigator has delimited the problem as under**

1. Out of 13 districts of Uttarakhand only Almora district was selected for the present investigation.
2. Only 100 senior secondary school teachers were selected for the proposed investigation.
3. Only the Teacher effectiveness scale was deployed in the present study.

### Research Design

#### Research Method

In the present research problem the survey type research method was used. It covers the following categories of teachers from the secondary schools.

- Men and women teachers
- Government, private aided and public-school teachers

### Population of the Study

The total senior secondary school teachers in the various higher secondary schools of Almora district were the

population of the present investigation.

### Sample and Sampling Method

Sample of the present study consisted of 100 government, private aided and public senior secondary school teachers in Almora district, Uttarakhand, India. The sample of teachers for this study was selected by stratified random sampling technique. Under this technique, the researcher has made selection of samples at two stages. At the first stage the lists of schools in Almora district were obtained. At the second stage, from out of the lists, 6 schools were selected for the teachers based on such considerations as sex, type of school.

### Research Tools

Tools are needed as a means to collect the data for bringing the result of the study. Tools are decided according to the nature of the data required. For the present study, the investigator was used the teacher effectiveness scale developed and standardized by Dr. G. S. Nayal and D. S. Chamyal to measure the teacher effectiveness of senior secondary school teachers, was deployed.

### Reliability of the Scale

Reliability is a general term that describes a class of statistical techniques addressing the precision of a scale. Split-half reliability was computed on a sample of 200 lecturers which was found 0.82 by Spearman Brown formula. It justified that the Teacher Effectiveness Scale (TES) was a reliable tool. Reliability of each dimension was calculated as follows:

Table showing dimensionwise reliability

Dimension	ICTS	PPT	CM	EVK	PP	IR	Total
Reliability	0.85	0.52	0.90	0.67	0.68	0.68	0.82

### Validity of the Scale

The predictive validity was computed by the product moment method which was 0.79. Concurrent validity was 0.77 which was calculated by discrimination method in which we use point bi-serial method.

### Techniques of Data Collection

In order to examine the various hypotheses, data were collected from the 100 senior secondary school teachers from 6 senior secondary schools of Almora district. For the purpose of investigating the relationship and the differences between the selected groups on the basis of mentioned variables of the teachers of Almora district the teacher effectiveness scale (TES), research tools were deployed.

### Statistical Techniques Used

As the present study is more of qualitative in nature, collected data were analyzed using both qualitative as well as quantitative techniques. Quantitative data were analyzed using statistical techniques, such as; mean, standard deviation and t-test were used to test the significant difference of means.

### Results and Discussions

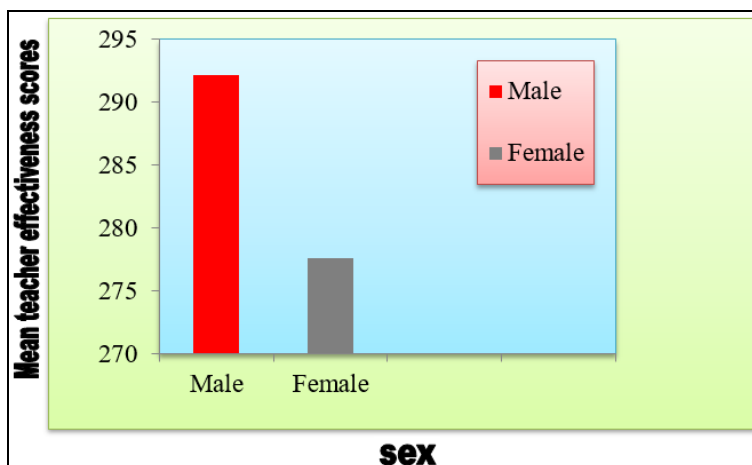
The data pertaining to teacher effectiveness, personality traits and information and communication technology knowledge in

following tables:

**Table 1** Showing the mean, S.D. and t-value of teacher effectiveness of male and female teachers

Sex	Sample	Mean	S.D.	t-value	Level of significance
Male	55	292.25	35.11	2.10	0.05
Female	45	277.66	35.19		

Data presented in table 1 show that male teachers were found more teacher effectiveness than female teachers. The t-value clearly showed that male and female teachers had different teacher effectiveness ( $t= 2.10$ ). Its more clear picture is depicted by line graph in the figure 1. This finding was supported by Lian–Hwag (1972). Lian–Hwag (1972) found that male teachers were more effective than their counterpart.



**Fig 1:** Mean teacher effectiveness scores of male and female teachers

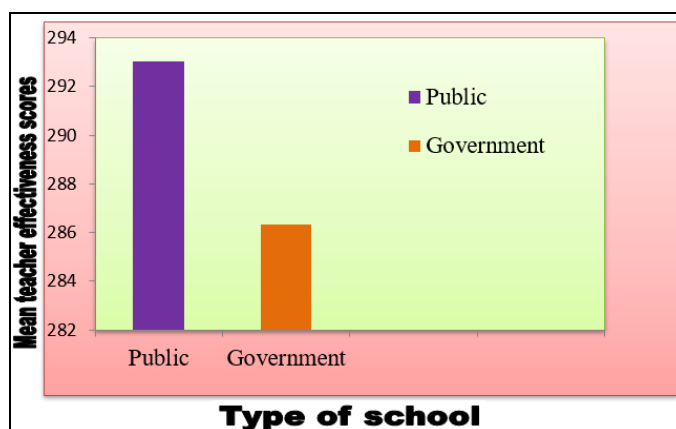
So the null hypothesis “Their is no significant difference in teacher effectiveness of senior secondary school teachers on the basis of their sex” is rejected.

**Table 2:** Showing the mean, S.D. and t-value of teacher effectiveness of teachers on the basis of public and government type of school

Type of school	Sample	Mean	S.D.	t-value	Level of significance
Public	37	293.05	38.42	0.76	Non-Significant
Government	33	286.33	35.99		

Table 2 clearly shows the public and government school teachers and their teacher effectiveness. There was no significant difference in teacher effectiveness between public and government school teachers. The ‘t’ value clearly showed

that public and government school teachers were more or less same in their teacher effectiveness ( $t= 0.76$ ). Its more clear picture is depicted by line graph in the figure 2.



**Fig 2:** Mean teacher effectiveness scores of teachers on the basis of their public and government type of school

So the null hypothesis 2 “Their is no significant difference in teacher effectiveness of senior secondary school teachers on

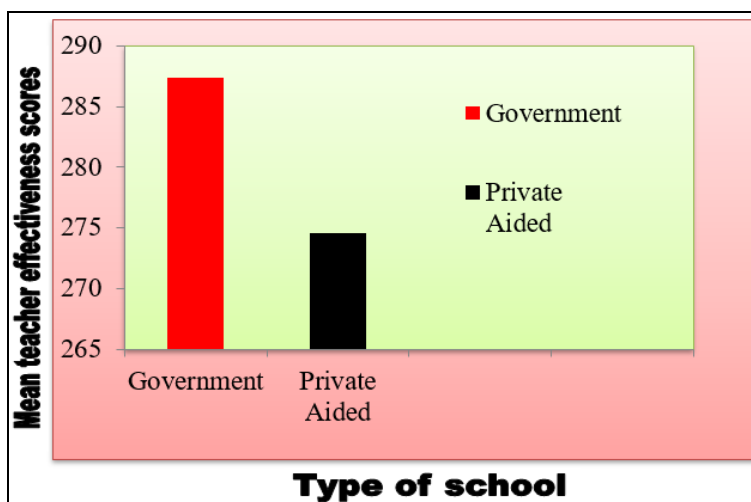
the basis of their public and government type of school” is accepted.

**Table 3:** Showing the mean, S.D. and t-value of teacher effectiveness of teachers on the basis of government and private aided type of school

Type of School	Sample	Mean	S.D.	t-value	Level of significance
Government	33	287.33	36.89	1.36	Non-Significant
Private aided	30	274.57	37.24		

Table 3 clearly shows the government and private aided school teachers and their teacher effectiveness. There was no significant difference in their teacher effectiveness between government and private aided school teachers. The ‘t’ value

clearly shows that government school teachers and private aided school teachers were more or less same in their teacher effectiveness (t= 1.36). Its more clear picture is depicted by line graph in the figure 3.



**Fig 3:** Mean teacher effectiveness scores of government and private aided school teachers

So the null hypothesis 3 “Their is no significant difference in teacher effectiveness of senior secondary school teachers on

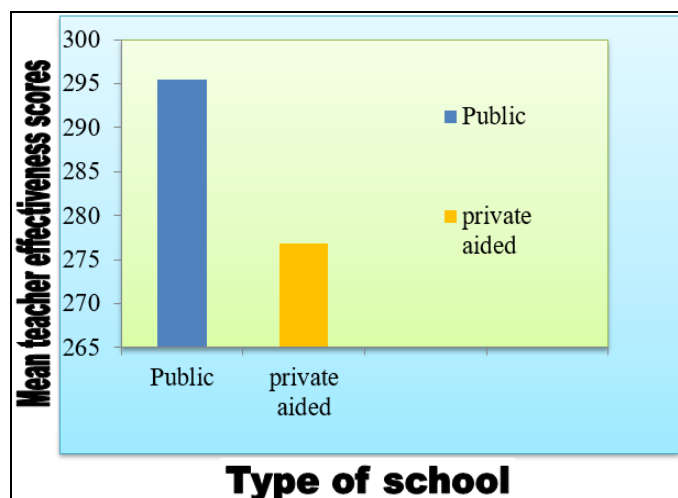
the basis of their government and private aided type of school” is accepted.

**Table 4:** Showing the mean, S.D. and t-value of teacher effectiveness of teachers on the basis of public and private aided type of school

Type of school	Sample	Mean	S.D.	t-value	Level of significance
Public	37	295.45	39.44	2.03	0.05
Private aided	30	276.86	35.24		

Table 4 clearly shows the public and private aided school teachers and their teacher effectiveness. There was significant difference in their teacher effectiveness between public and private aided school teachers at 0.05 level of significance.

The ‘t’ value clearly shows that public school teachers had found more teacher effectiveness than private aided school teachers (t= 2.03). Its more clear picture is depicted by line graph in the figure 4.



**Fig 4:** Mean teacher effectiveness scores of public and private aided school teachers

So the null hypothesis 4 “Their is no significant difference in teacher effectiveness of senior secondary school teachers on the basis of their public and private aided type of school” is rejected.

## Conclusion

### The following were the conclusion of the present study

1. Male teachers had more teacher effectiveness than female teachers.
2. Both public school teachers and government school teachers were similar in their teacher effectiveness.
3. Government school teachers and private aided school teachers were similar in their teacher effectiveness.
4. Public school teachers had more teacher effectiveness than private aided school teachers.

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