



## A study on managing effectiveness of secondary school teachers in Guwahati city, India

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### Abstract

Teacher effectiveness is understood as teacher competence and capabilities of people who man the various educational services, are involved in developing knowledge, attitudes, values – skills among students, keep a democratic attitude and interest in students, possess required knowledge values, degrees, a hunch for innovation and more receptive in approach in teaching–learning. The present study tries to relate teacher effectiveness with qualification, sex, training, teaching experience, age etc.

**Keywords :** Teacher effectiveness, training, teaching experience, competency, age, interest.

### 1. Introduction

Looking into the present scenario of teacher in a third world country like India, the teacher suffers from a number of constraints. 'Effectiveness is the degree to which an agent produces effects'. Teacher effectiveness includes the repertoire of competencies involved with teaching plan, teaching material, classroom-procedures, interpersonal skills, teacher's reinforcement and involvement (Dickson and Wiersma, 1984). Resources-physical, instructional, financial, personal, others are necessary for contributing to effectiveness. Their effectiveness depends upon "the social and economic status, as studied by the International conference on Education of UNESCO at Geneva 1975, as quoted from Gunter, *et al.*, (1990). An effective teacher responds to inappropriate behavior in a tone that does not denigrate a student (Gunter, *et al.*). However, they not free from certain handicaps also. One such is low emoluments as compared to the multi roles played by him/her. Again at present teachers of low caliber are appointed and he does not even possess the qualities and

qualifications and hence tries to shirk responsibilities. The community has certain expectations from him and here arises a contradiction which becomes the root cause of the stalemate in the teaching profession today. The present project tries to give answers to certain questions related to teaching effectiveness in the school climate.

#### ● Teacher effectiveness and demographic variables

The review of related literature reveals that several factors are responsible for teacher effectiveness that could range from personal, professional to institutional variables. Here an attempt is made by the investigator to study some variables leading to teacher effectiveness.

### 1.2. Statement of the problem

Teacher effectiveness as a dependent variable is studied taking into consideration teaching experience, sex, professional learning, and academic qualification. For this purpose, a few secondary level schools in Guwahati of Kamrup district has been selected.

## 2. Objectives of the Study

The following are the objectives of the study :

- To study factors of teacher effectiveness as perceived by teacher themselves in secondary schools.
- To study teachers effectiveness with respect to personal variable as sex.
- To study teacher effectiveness in the light of teachers educational qualification.
- To study teacher effectiveness with respect to teaching experience.
- To study teacher effectiveness in the light of training.

## 3. Hypothesis of the Study

The following hypothesis were formulated to be tested and verified in the present study –

- Causes of teachers effectiveness are manifold as perceived by teachers and identified with the help of teachers effectiveness questionnaire.
- Sex differences has no bearing on teacher effectiveness.
- There is no significant difference in the mean scores of teacher effectiveness.
- Between graduate and post graduate teachers.
- Between trained and non trained teachers.
- Experienced teachers are more effective than less experienced teachers.

## 4. Sampling

However the present study has the following limitations. The study is restricted to a sample strength of 50 teachers (Thirty four Females and sixteen Males).Only fifteen schools (six non-English and nine English medium schools) have been incorporated in this study.

## 5. Method

The Descriptive research Survey Method was adopted to obtain pertinent and precise information concerning the current status of the problem, namely, a study of teachers effectiveness with respect to personal and professional variables. For this study the teachers of English and Non-English High Schools has been considered as the population. The number of subjects constituting the total sample was confined to 50 teachers drawn randomly from 15 schools (English and non-English schools) of Guwahati. The sample strength of 50 is distributed among 34 females and 16 males from these schools of Guwahati.

## 6. Data collection

The data was collected by visiting the schools personally and for which the following tools were used-Teachers effectiveness Questionnaires (TEQ) which is a self reporting inventory consisting of 18 items to assess teachers effectiveness. The attitude score of a subject is the sum total of scores on all the 18 items of the scale. For each teacher a total score on the scale can be obtained by summing his/her scores for the individual items. The actual administration of the test reveals scores ranging from 30 to 68.

## 7. Statistical techniques

For the analysis of data Central tendency of Mean, Standard Deviation, Percentiles at P33 and P67, Analysis of Variance and T-Test were used.

## 8. Results

After tabulation and analysis of data the following results were found which have been represented in tabular form along with the interpretation :

**Table - 1 :** Table shows the t-rule of male and female teachers in teacher effectiveness

Sex	N	M	SD pooled	D	df	t
Female	34	50	9.1696	1.620	48	3.0864*
Male	16	45	1.620			

- Significant at 0.01 level
- The calculated t – value [3.086] with degree of freedom = 48 at 0.01 level is highly significant. It can, therefore, be concluded that there exists significant differences in the mean score of teacher effectiveness between the male and female teachers.

**Table - 2 :** Teacher effectiveness VS qualification

Teacher type	N	M	SD pooled	SE <sub>D</sub>	df	t
Graduates	14	48.5	9.34690	1.61249	48	0.31
Post Graduates	36	49.0				

The calculated t – value [0.31] fails to exceed the t – value given in the table [2.02] with degrees of freedom = 48 at 0.05 level of significance. It can, therefore, be concluded that there does not exist any significant difference in the mean scores of teacher effectiveness between graduate and post graduate teachers.

**Table - 3 :** Teacher effectiveness VS training

Teacher type	N	M	SD pooled	SE <sub>D</sub>	df	t
Trained	35	49.00	8.436	2.209	48	2.27
Non Trained	15	44.00				

\* Significant at 0.05 level

The calculated t – value [2.27] exceed the t – value given in the table [2.02] with degree of freedom = 48 at 0.05 level of significance. It can, therefore, be concluded that there exists significant difference in the mean scores of teacher effectiveness between trained and non-trained teachers.

**Table - 4 :** Teacher effectiveness VS teaching experience in 1 – 5 years, 6 – 10 years and 11 years above.

Variation	Df	SS	MSS	F Value
Among	2	462.77	231.385	2.8319
Within	47	3840.23	81.707	

The calculated F – value [2.83] fails to exceed the F – value given in the table [3.21] at 0.05 level of significance when degrees of freedom are 2 and 47. It can, therefore, be concluded that there does not exist any significant difference among the group means in teacher effectiveness.

## 9. Main Findings, Discussion and Educational Implications

On the basis of analysis of the collected data from teachers given the TEQ, the following findings were drawn, which can be discussed as follows –

Effective teachers significantly contribute to the success of educational endeavour. Updated knowledge in subject-matter, an amicable personality, good inter-personal skills as well as imparting teaching learning in a congenial healthy environment are equally important.

- Effective teachers create an effective climate in the classroom to provide security to children, creating favourable situations for affective, cognitive and psychomotor development of pupils, helping in fostering readiness for social interactions and perform other manifold activities.
- Female teachers are more effective than male teachers in secondary schools.
- Graduate teachers are equally effective as Post graduate teachers.
- Teaching experience / training has no significant impact on teachers effectiveness.

## 10. Conclusion

An effective teacher is creative and varies instructional approaches; maintains a warm and open classroom atmosphere; strives to meet individual student's needs; is self-confident, well organized, and flexible; has knowledge of the subject matter; involves students in planning; co-operates with parents, co-workers and administration. The present study reveals certain

other aspects of teacher effectiveness. That training is essential can't be denied. Its impact is clearly visible on teaching learning. From the data collected, it is found that the mean of trained teachers is more than those of non-trained teachers. Therefore, training has a positive impact on teaching.

Educational qualification is an important requirement for teaching effectiveness. Therefore, an attempt was made to find out if there is any difference from the point of view of effectiveness regarding qualification. It is observed in the present study that there is no such difference between graduate and post-graduate teachers. However, the mean of the post-graduate teachers are slightly higher than the graduate teachers. Similarly, teachers having more years of teaching experience as eleven years and above as indicated by the study (having greater mean) are found to be most effective. Teaching experience is considered as one very important aspect of effectiveness as the teacher possess better teaching experience. Though in this study, the result revealed no significant differences among the group means. On the other hand, female teachers were found to be more effective than their male counterparts. Hence all the findings has been probably reflected in this study. Therefore, it can be implied that neither qualification nor training or teaching experience has any role to play to make any teacher effective. It is probably interest, attitude, commitment which play significant role. Because of these factors probably female teachers are more effective than their male counterparts.

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