

## Teachers Effectiveness Of Secondary School

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### ARTICLE INFO

### ABSTRACT

Teaching is one of the most influential professions in the society. The importance of teacher in educational program of a country is too great. Teacher through teaching, not only shaping to student but also shapes to behavior of human being, society and nation. The teacher is called as 'Architect of Nation' 'The maker of man' and the 'Maker of history'. No educational program can be success without the proper teaching of teacher. For effective teaching, the teacher should possess so many qualities like command over subject and language, effective communication skills, good general knowledge. Along with this qualities attitude towards teaching profession is also plays key role in satisfaction. The main objective of the present study is to study the influence of qualification and caste on the teacher effectiveness of secondary school teachers. Teacher effectiveness questionnaire developed by Shallu Puri and Gakhar, S.C (2010) was adopted. A sample of 240 Secondary school teachers which representing from the all categories of Secondary schools in Anantapuramu District by following the standardized procedures. 'F' – test was employed for analysis of the data. There is significant influence of qualification and caste at 0.01 level of on the teacher effectiveness of secondary school teachers.

**Key Words:** architect, teaching, effectiveness, nation, profession, secondary, qualification

### INTRODUCTION

Teacher effectiveness is a crucial factor which determines the academic achievements of the pupil both qualitatively and quantitatively. Teacher effectiveness is the degree of success of a teacher in performing instructional and other duties specified in his contract and demanded by the nature of his position. The knowledge of the subject, variety of teaching methods, ability to relate the subject to other fields, encouragement of student participation, creativity, intellectual efficiency, task involvement etc. are the characteristics of an effective teacher.

Characteristics of an effective teacher more specifically factors like emotional intelligence, teaching attitude and job involvement contribute towards teacher effectiveness. It refers to the performance of primary, high and higher secondary school teachers in instructional as well as other duties of a teacher, while results in the academic excellence of the students. Role of teacher in teaching to adolescent student is very crucial. Only teaching and guidance related to syllabus is not expected from higher secondary school teacher; they have to understand their emotional, social and adult problem. Teacher who is satisfied in teaching, job can handle these entire problems.

The role of a teacher in the society is quite important Teacher's knowledge, skills, competence and conduct are held in high esteem in the society. The worth and potentialities of a country get evaluated in and through the work of teachers. Teachers are the real national builders. According to Rabindranath Tagore "A Teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame". Teacher Effectiveness plays a pivotal role in life of a teacher.

Teacher Effectiveness is defined as "activities that develop an individual skill, knowledge, expertise and characteristics as teacher". Teachers are the engine room and life wire of the educational sector which is the heart of national development. They are professionally responsible for the implementation of educational programmes. Teacher has become very challenging because mere holding of certificate does not make any

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one a good teacher. There are many factors which together make a good teacher; professional competence from advanced study of the subject; more knowledge about his field which ultimately makes him confident and energetic about his subjects, facts, ideas, and inspiration. The teacher is a national builder. He/ She is a trend setter.

## REVIEW OF LITERATURE

**Ravi Kumar, M (2014)** in his study “A study of Teaching Effectiveness. teaching aptitude and attitude towards teaching mathematics of prospective mathematics teachers” and found that attitude towards teaching profession has significant influence on teacher effectiveness of prospective mathematics teachers. Gender has significant influence on teacher effectiveness of prospective mathematics teachers. Low, average and high academic achievement group prospective mathematics teachers possessed average teacher effectiveness without any significant difference among them. Qualification has significant influence on teacher effectiveness of prospective mathematics teachers.

**Kurakula Venkatesh (2015)** in his study “Teacher effectiveness among primary school teachers with respect to gender and management”. The researcher inferred that there is a significant difference in the teacher effectiveness with respect to gender among primary school teachers. There is a significant difference in the teacher effectiveness with respect to management among primary school teachers.

**Nand Kishor Choudhary and Meena Arora (2015)** conducted a study on “Study of teacher effectiveness among male and female teachers at secondary level in Punjab” and investigated that that there is no significant difference of teacher effectiveness exists male and female teachers of Punjab at secondary level. There is no significant difference of teacher effectiveness exists between government & private teachers of Punjab at secondary level. There is no significant difference of teacher effectiveness exists between urban and rural teachers of Punjab at secondary level.

**Preeti Nair (2015)** in her study “To find out the importance of teaching competencies as a factor for teaching effectiveness in higher education” and investigated that there is no particular competency that is the best, but it is a group of important competencies which play role in effective teaching.

**Sushil Kumar Tomar (2015)** in his study “A study of teachers’ effectiveness and job satisfaction in secondary schools” and inferred that the gender was redundant factor for the difference in effectiveness of the secondary school teachers.

**Umender Malik and Sarita (2015)** conducted a study on “Teaching effectiveness of secondary school teachers in relation to their sense of humour” and explore that significant difference also find in teaching effectiveness among secondary school teachers with sense of humour. Significant difference in teaching effectiveness among male and female school teachers.

**Rajender Kumar (2016 b)** conducted a study “A comparative study of the relationship between emotional intelligence and teacher effectiveness of degree and B.Ed. college teachers of Rajasthan in relation to stream” and revealed that that no significant relationship and difference was found between emotional intelligence and teacher effectiveness of science and arts teachers of degree and B.Ed. colleges of Rajasthan.

### SCOPE OF THE STUDY:

The main intention of the present study is to find the relation of teacher effectiveness of secondary school teachers with qualification and caste.

### OBJECTIVE OF THE STUDY:

To study the impact of the Teachers effectiveness of secondary school with their’s qualification and caste.

### HYPOTHESES OF THE STUDY

1. There would be no significant impact of ‘qualification’ on the teacher effectiveness of secondary school teachers.
2. There would be no significant impact of ‘caste’ on the teacher effectiveness of secondary school teachers.

### TOOLS FOR THE STUDY:

1. The teacher effectiveness questionnaire was adopted from **Shallu Puri and Gakhar, S.C (2010)**. The tool was highly reliable for the investigation. The total items are 68. For the purpose of scoring numerical values (weightages) were assigned to each of the five categories namely Strongly Agree (S.A.), Agree (A.), Doubtful (D.), Disagree (D.A.) and Strongly Disagree (S.D.A.) based on the **Likert (1932)** method.
2. Personal data regarding the student – 1. Name, 2. Qualification, 3. Caste.

**DATA COLLECTION:**

The sample for the investigation consisted of 240 Secondary school teachers in Anantapuramu district. The stratified random sampling was applied in three stages. The stratified random sampling was applied in three stages. The first stage is management i.e. Government and Private and second stage is locality i.e. rural and urban and third stage is gender i.e. male and female. It is a 2X2X2 factorial design with 240 sample subjects. The investigator personally visited Secondary schools with the permission of the head masters of the schools. The Secondary school teachers who attended the school on the day of collection of data are considered for the purpose of investigation. It was provided to the concerned Secondary school teachers of the schools. The Secondary school teachers were given necessary instructions about the instruments and motivated to respond genuinely to all the items. The teacher effectiveness questionnaire and personal data sheet were administered. The data on each variable in the investigation is properly coded to suit for computer analysis. The analysis was carried out on the basis of objectives of the investigation and hypotheses formulated by employing appropriate statistical techniques. The 'F' – test was employed to test hypotheses.

**RESULTS AND DISCUSSION:****1. Qualification**

The relationship of teacher effectiveness of secondary school teachers with their qualification is studied in the present investigation. On the basis of qualification, the secondary school teachers are divided into three groups. The teachers whose qualification is UG with B.Ed. form with the Group – I, Group – II forms with whose qualification is PG with B.Ed. and Group – III forms with PG with M.Ed. and above. The teacher effectiveness of secondary school teachers of the three groups were analyzed accordingly. The teacher effectiveness of secondary school teachers for the three groups were tested for significance by employing one way ANOVA technique. The following hypothesis is framed.

**Hypothesis – 1**

There would be no significant impact of 'qualification' on the teacher effectiveness of secondary school teachers.

The above hypothesis is tested by employing one way ANOVA technique. The results are presented in **Table – 1**.

**Table – 1: Influence of qualification on the teacher effectiveness of secondary school teachers**

S. No.	Qualification	N	Mean	S.D.	'F' - Test
1.	Group – I	53	221.45	15.79	10.100**
2.	Group – II	75	222.92	19.60	
3.	Group – III	112	234.10	22.38	

\*\* Indicates significant at 0.01 level

It is found from the **Table – 1** that the computed value of 'F' (10.100) is greater than the critical value of 'F' (4.710) for 2 and 237 df at 0.01 level of significance. Hence the **Hypothesis – 1** is rejected at 0.01 level. Therefore it is concluded that the qualification has significant influence on the teacher effectiveness of secondary school teachers.

**2. Caste**

The relationship of teacher effectiveness of secondary school teachers with their caste is studied in the present investigation. On the basis of caste, the secondary school teachers are divided into three groups. The OC teachers form with the Group – I, Group – II forms with BC teachers and Group – III forms with SC and ST teachers. The teacher effectiveness of secondary school teachers of the three groups were analyzed accordingly. The teacher effectiveness of secondary school teachers for the three groups were tested for significance by employing one way ANOVA technique. The following hypothesis is framed.

**Hypothesis – 2**

There would be no significant impact of 'caste' on the teacher effectiveness of secondary school teachers.

The above hypothesis is tested by employing one way ANOVA technique. The results are presented in **Table – 2**.

**Table – 2: Influence of caste on the teacher effectiveness of secondary school teachers**

S. No.	Caste	N	Mean	S.D.	'F' - Test
1.	OC	100	232.21	24.47	5.060**
2.	BC	77	227.14	17.73	
3.	SC and ST	63	221.65	16.94	

\*\* Indicates significant at 0.01 level

It is found from the **Table – 2** that the computed value of 'F' (5.060) is greater than the critical value of 'F' (4.710) for 2 and 237 df at 0.01 level of significance. Hence the **Hypothesis – 2** is rejected at 0.01 level. Therefore it is concluded that the caste has significant influence on the teacher effectiveness of secondary school teachers.

**FINDINGS:** There is significant influence of qualification and caste at 0.01 level of on the teacher effectiveness of secondary school teachers.

#### EDUCATIONAL IMPLICATIONS:

The findings of the present research have raised some important questions related to the educational needs of the secondary school teachers with special reference to their teacher effectiveness of secondary school teachers.

1. Qualification is highly influenced in teacher effectiveness of secondary school teachers. High qualified secondary school teachers have positive teacher effectiveness than the low qualified secondary school teachers. The administrators need to provide educational facilities for the low qualified Secondary school teachers.
2. Caste is highly influenced in teacher effectiveness of secondary school teachers. OC secondary school teachers have positive teacher effectiveness than the SC and ST secondary school teachers. The administrators need to provide facilities for the various caste secondary school teachers.

#### BEST PRACTICES

1. Certain programmes such as seminars, workshops and refresher courses must be arranged for inservice teachers to improve their Teacher Effectiveness.
2. Certain healthy environment should be maintained which enhances teacher's effectiveness, decisiveness and other positive behavioural aspects which in turn help the teachers to take challenges like using innovative methods in their teaching that boost their teaching effectiveness.
3. Teachers have been considered as the backbone of any education system.
4. Providing equal opportunities to all teachers irrespective of caste, creed, region and religion.
5. There should be reasonable workload (teaching as well as non-teaching workload) on teachers, so that they may not feel overburdened and they developing their teacher effectiveness.
6. Teachers are the persons who educate the youth of society who in turn become the good citizens and leaders of the next generation. It is only the teacher who enlightens the students as well as the society by imparting knowledge and experiences.
7. It is said that good performance of students depends upon effective teaching of their teachers.
8. Provision of better facilities for teachers at schools.

#### CONCLUSION:

In the light of the findings, the following conclusions are drawn. Qualification and caste have significant influence on the teacher effectiveness of secondary school teachers.

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