



## A Study on the Effectiveness of Teachers Teaching English in the Secondary Schools of Kamrup District

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### ABSTRACT

*In the learning situation the teacher is at the centre disseminating the light of knowledge by constantly burning herself. The teacher should be good enough to arouse the interest of the pupils in the field of study for which she is responsible, a master in the field, a traveller in the existing pursuit of knowledge, in other words a teacher should be effective to bring out the intended results. An attempt has been made in the present study to find out the effectiveness of the teachers teaching English (as a subject) in the secondary schools of Kamrup district of Assam in relation to some personal variables and in the teaching-learning situation. The study is empirical in nature and the findings reveal that there is no significant difference in the effectiveness of the teachers teaching English in the secondary schools of the area under study.*

**Keywords :** teacher, effectiveness, secondary level, English.

### 1. Introduction:

Education is a valued companion that makes us pure, vitalised, more cultured, gives us delight and comfort, directs us to the proper path like the father and nourishes us like the mother, shattering the illusion enabling us to realize the true values of life. Teacher effectiveness is understood as characteristics and capabilities to handle educational services to produce gainful learning outcomes. Effectiveness in teachers can be described as a repertoire of competencies involved with the teaching plan, teaching material, classroom procedure, interpersonal skills, teacher's reinforcement, involvement, ability to do research, publication etc. When it comes to teaching of language, the students should be motivated and prepared in such a way that the objectives of teaching English and its bearing on the course content including real life situations are fulfilled. English language is an indispensable medium to respond to the modern day challenges. In India English is taught as a second language in our school education system. The teachers teaching English should equip themselves to face the challenges of classroom instruction and make themselves more effective especially in the current situation when students performance in English is very poor in the state as evident from the passing percentage of High school leaving certificate examination. It is also seen students are weak in communicative English as they cannot speak fluently or correctly with proficiency correct grammatical English.

### 2. Objectives:

- To study the effectiveness of teachers teaching English at the secondary level with respect to the teaching learning situation.
- To study teacher effectiveness with respect to the personal variable of gender.

### 3. Hypothesis:

The following null hypotheses have been formulated.

$H_{01}$ : There exists no significant difference in effectiveness between male and female teachers teaching English at the secondary level.

$H_{02}$ : There exists no significant difference between male and female teachers with respect to gender.

### 4. Methodology:

The descriptive survey method has been adopted for the present study.

### 5. Population and Sample:

The population of the study included all the teachers teaching English in the secondary schools of Kamrup district of Assam.

The sample included a total of 70 English teachers, 40 female and 30 male teachers from 20 Provincialized schools of Kamrup district of Assam under the Secondary Education Board of Assam. For selection of the sample teachers purposive sampling technique was adopted.

### 6. Tools:

For the purpose of collecting data the Questionnaire form was adopted. A questionnaire consisting of 20 items was developed in two parts—Part A of the questionnaire consisted of items regarding teaching variables, subject matter, method of teaching, class monitoring and discipline etc. Part B consisted of items related to the personal variable as sex. The responses are to be given in a 5 point rating scale – strongly agree, agree, undecided, strongly disagree, and disagree. The questionnaire is a self reporting inventory to assess teacher effectiveness. For each teacher a total score on the scale of 20 items can be obtained by summing individual scores for every item. Test scores reveal a maximum of 100 and a minimum of 20 points. The scale has a reliability quotient of 0.83. Expert opinion was taken to validate the questionnaire.

### 7. Delimitation:

Only the teachers teaching English in the (secondary level) provincialized schools of Kamrup district has been focussed.

### 8. Analysis and interpretation of data:

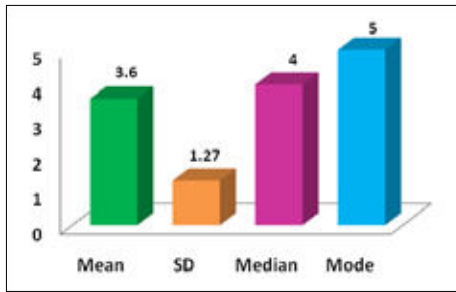
Mean and SD were employed to fulfil the objective 1 and these are presented below:

**Table1: Showing the mean, SD, median and mode of teachers effectiveness.**

Mean	3.6
SD	1.27

Median	4
Mode	5

Figure (i) showing the bar diagram of mean, SD, median, mode of teachers effectiveness

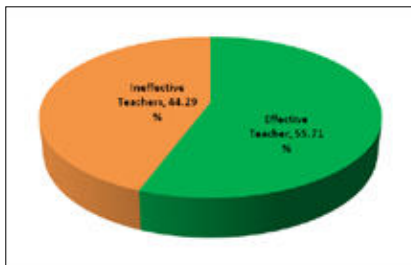


Again on the basis of Mean, the effectiveness of the English teachers were calculated. The teachers who scored above the mean score i.e. 3.6, are categorised as effective teachers and those who scored below it are categorised as ineffective teachers. Accordingly 55.71% are found to be effective teachers irrespective of sex and 44.29% are ineffective teachers.

Table 2: Showing the distribution of teachers according to their category of effectiveness

Category of effectiveness	No of Teachers	%
EFFECTIVE	39	55.71
INEFFECTIVE	31	44.29

Figure 2: Pie diagram showing the %distribution of teachers according to their category of effectiveness Again to fulfil objective 1, a null hypothesis was formulated as-



Ho1- There exists no significant difference in effectiveness between male and female teachers teaching English at the secondary level .To test the null hypothesis Ho1  $\chi^2$  test was applied.

Table 3 showing  $\chi^2$  values of teacher effectiveness in the teaching-learning situation.

Sl. no	Teaching-learning situation	$\frac{(fo-fe)^2}{fe} = \chi^2$	Level of significance
1	Prepare lesson	0.02	Not significant
2	Planning classroom transaction	0.08	"
3	Delivering	0.01	"

4	Methods of teaching	0.12	"
5	Strategies/ techniques applied	0.12	"
6	Monitoring class discipline	0.19	"
7	Stimulus variation	0.11	"
8	Student discussion	0.02	"
9	Feedback	0.02	"
10	Class activities and progress	0.02	"

d.f.=4,  $p > 0.05 = 9.48$

From the above it can be interpreted that the calculated  $\chi^2$  Value of 0.71 could not exceed the table value of 9.48 at d.f.= 4 ,hence the null hypothesis is accepted. Therefore, we can say that female and male teachers are found to be equally effective in the teaching learning situation dimension. To fulfil objective 2 i.e. To study teacher effectiveness with respect to the personal variable of gender, t test was applied to test the null hypothesis-

Ho2 -There exists no significant difference between male and female teachers with respect to gender.

Table 4 shows the mean effectiveness score of teachers –genderwise and the t value.

Sex	Mean effectiveness score	SD	df	t-value
Female	3.53	1.36	68	0.668
Male	3.73	1.14		

d.f.=68, critical value at 0.05 level of significance =2.00

From the table it can be interpreted that the calculated value of t at .668 with d.f. 68 at 0.05 level of significance could not exceed the table value of 2.00, therefore, the null hypothesis is accepted. Hence we can say that with respect to gender female and male teachers are equally effective.

**9. Findings:**

In the teaching-learning situation 55.71% teachers were found to be effective . The teachers could well manage classroom procedures like planning and preparation for teaching, knowledge of subject matter, stimuli variation, classroom management like discipline, student feedback etc. However, female teachers were generally found to be more effective and could relate more to student issues in the class or outside it. Both female/male teachers were found to be equally effective in the secondary level with respect to sex . However the mean effectiveness score of male teachers was found to be slightly higher than the female teachers.

**10. Conclusion:**

On the basis of findings it can be implied that personal variable as sex has no role to play to make any teacher effective. It is probably interest, commitment, attitude to the profession itself, school climate, resources and vary many factors related to teaching and learning that can contribute to teacher effectiveness. English teachers should allow students to experience the language and provide situations for exposure to the language in the right contexts to bring about fluency and natural interest in the language.

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