



ORIGINAL RESEARCH PAPER

Education

A STUDY OF TEACHER EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS WITH MANAGEMENT AND LOCALITY

KEY WORDS: Teacher Effectiveness, Management, Locality and Secondary school teachers

Appala Naidu Ramba

Research Scholar, Shridhar University, Pilani.

Dr. Naveen Kumar

Research Supervisor, Associate Professor, Shridhar University, Pilani.

ABSTRACT

The Teacher effectiveness is also called effective teaching, criteria for competence and ability to teach and teaching success. Effective teaching is essentially concerned with how best to bring about the desired pupil learning by some educational activity. The main objective of the present study is to study the influence of management and locality on the teacher effectiveness of secondary school teachers. The Teacher effectiveness scale constructed by Visweswari, V (2019) was adopted for this study. The teacher effectiveness scale have 92 items, for the purpose of scoring numerical values (weightages) were assigned to each of the five categories namely Strongly Agree (S.A.), Agree (A.), Undecided (UD.), Disagree (D.A.) and Strongly Disagree (S.D.A.) based on the Likert (1932) method. A sample of 320 Secondary school teachers representing different management and locality in Nizamabad District is taken for the data analysis following stratified sampling technique. 't' test was employed for analysis of the data. There is significant influence of management and locality at 0.01 level of significance on the teacher effectiveness of secondary school teachers. Government and rural secondary school teachers have high teacher effectiveness than the Private and urban secondary school teachers. Government has to provide good amenities for Private and urban secondary school teachers.

INTRODUCTION

Good teaching depends on the attitude and the skills of a teacher. The teacher who has faith in democracy, who believes that children by nature are good and who has confidence in the reasonableness of the youngsters and who is full of hope for the future of mankind, will teach in a completely different way than a teacher who staunchly believes in a particular faith and who believes that mankind is born out of sin and who is determined to keep students under strict discipline. The first kind of teacher is considered a good teacher and is liked by his / her students.

Evaluation / examination results are one of the tools with which teacher effectiveness is determined. There was a time when teacher was thrown out of job for producing poor results. But, now educationists have realized that examination is not a very reliable tool even to assess the students performance, leave alone assessment of teacher's effort or effectiveness of his / her teaching.

Another parameter can be the supervisor's or administrator's opinion above the teacher effectiveness. Thus again is not reliable as opinions are much biased more often than not. Popularity among the pupils can be considered one of the determinants of effectiveness, since mutual affection has a good effect on the learning outcomes. Knowledge, training, participation in school activities, personality and many other factors are the determinants of effectiveness.

REVIEW OF LITERATURE

John Bismarck Okumu, Wycliffe Scot Wafula and Victoria Tamale Kagwa (2019) concluded that, teachers' perceptions towards mentoring is significantly strong and this showed that teachers are happy with mentoring services in improving teacher effectiveness in government aided secondary schools in the Acholi sub-region. Researcher recommends that Ministry of Education Science Technology and Sports should create awareness of the impact of mentoring programme in educational institutions.

Vinila, L and Arjunan. N. K (2019) revealed a differential effect of gender on teacher effectiveness and mental health, the males excelling females in both, while entry level educational qualification has its significant effect only on teacher effectiveness; not on mental health. Significant positive correlation of a substantial degree was found to exist

between teacher effectiveness and mental health of the preservice biological science teachers in the total sample as well as all the sub-samples considered in the study. Neither gender nor the entry level educational qualification was found to be decisive in discriminating the sub-samples on the basis of the correlation between teacher effectiveness and mental health.

Visweswari, V and Amuthavally, T. G (2019a) found that extraversion and openness have significant influence on teacher effectiveness of secondary school teachers.

Visweswari, V and Amuthavally, T. G (2019b) inferred that there is significant difference in teacher effectiveness of secondary school teachers with reference to gender and locality.

Kavita (2021) revealed that most of the senior secondary teachers have favourable and positive attitude towards Digital Pedagogy (DP). A positive relationship found between teacher effective and attitude towards DP. Teachers have no any significant different on the basis of their gender.

Prasad, B (2021) revealed that self-efficacy and personality have significant impact on teacher effectiveness in Gurukulam schools.

Hypotheses Of The Study

- There would be no significant difference of 'management' on the teacher effectiveness of secondary school teachers.
- There would be no significant difference of 'locality' on the teacher effectiveness of secondary school teachers.

Tools For The Study

The Teacher effectiveness scale constructed by **Visweswari, V (2019)** was adopted for this study. The teacher effectiveness scale have 92 items, for the purpose of scoring numerical values (weightages) were assigned to each of the five categories namely Strongly Agree (S.A.), Agree (A.), Undecided (UD.), Disagree (D.A.) and Strongly Disagree (S.D.A.) based on the **Likert (1932)** method. A questionnaire is prepared to collect the necessary information about the Secondary school teachers regarding their personal characteristics of the teacher – 1. Name, 2. Management, 3. Locality.

Data Collection

The sample for the investigation consisted of 320 Secondary school teachers in Nizamabad District. The stratified random sampling technique was applied in two stages. The first stage is management i.e. Government and Private and second stage is locality i.e. rural and urban. It is a 2X2 factorial design with 320 sample subjects. The investigator personally visited schools with the permission of the headmasters of the schools. The Secondary school teachers who attended to the school on the day of collection of data are considered for the purpose of the study. The data on each variable in the study is properly coded to suit for computer analysis. The analysis was carried out on the basis of objectives of the study and hypotheses formulated by employing appropriate statistical techniques. The inferential statistical technique 't' test was employed to test hypotheses.

RESULTS AND DISCUSSION

Management

The relationship of teacher effectiveness of secondary school teachers with their management is studied. On the basis of management, the Secondary school teachers are divided into two groups. The Government secondary school teachers form with the Group – I and Group – II forms with the Private secondary school teachers. The corresponding teacher effectiveness of secondary school teachers of the two groups were analyzed accordingly. The mean values of teacher effectiveness of secondary school teachers for the two groups were tested for significance by employing 't' - test.

Hypothesis – 1

There would be no significant difference of 'management' on the teacher effectiveness of secondary school teachers.

The obtain results are presented in **Table – 1**.

Table – 1: Influence Of Management On The Teacher Effectiveness Of Secondary School Teachers

Management	N	Mean	S.D.	't' – Test
Government	160	262.12	41.89	4.528**
Private	160	247.67	39.24	

** Indicates significant at 0.01 level

It is found from the **Table – 1** that the obtained value of 't' 4.528 is greater than the critical value of 't' 2.59 at 0.01 level of significance. Hence the formulated Hypothesis is **rejected**. Therefore, it is concluded that significant difference exists in the teacher effectiveness of secondary school teachers in science in relation to management.

Locality

The relationship of teacher effectiveness of secondary school teachers with their locality is studied. On the basis of locality, the Secondary school teachers are divided into two groups. The rural secondary school teachers form with the Group – I and Group – II forms with the urban secondary school teachers. The teacher effectiveness of secondary school teachers of the two groups were analyzed accordingly. The teacher effectiveness of secondary school teachers for the two groups were tested for significance by employing 't' - test.

Hypothesis – 2

There would be no significant difference of 'locality' on the teacher effectiveness of secondary school teachers.

The obtain results are presented in **Table – 2**.

Table – 2: Influence Of Locality On The Teacher Effectiveness Of Secondary School Teachers

Locality	N	Mean	S.D.	't' - Test
Rural	160	259.49	42.02	3.224**
Urban	160	248.86	38.11	

** Indicates significant at 0.01 level

It is found from the **Table – 2** that the obtained value of 't' 3.224 is greater than the critical value of 't' 2.59 at 0.01 level of significance. Hence the formulated Hypothesis is **rejected** at 0.01 level. Therefore, it is concluded that significant difference exists in the teacher effectiveness of secondary school teachers in science in relation to locality.

CONCLUSIONS:

In the light of the findings, the following conclusions are drawn. Management and locality have significant influence 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. Management has influence on the teacher effectiveness of secondary school teachers Government secondary school teachers performed better than the Private secondary school teachers. Government should take necessary steps to establish sophisticated facilities at Government and to Monitoring in Private schools as well as intellectual infrastructure. Heads of the Private schools must take initiative steps to improve their teaching staff and teaching learning experiences.

2. Locality has influence on the teacher effectiveness of secondary school teachers It is observed that performance of rural secondary school teachers is better than urban secondary school teachers. The government must collect data about urban and rural schools and identify the reasons behind variations in between two and conduct special orientation programme among the rural secondary school teachers. The government should facilitate with sophisticated logistics to the urban area schools. The administrators of the urban schools must identify the requirement both physical and intellectual infrastructure in comparing with other schools.

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