

A Study on Teacher Effectiveness at Primary Level

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ABSTRACT: Teaching is about making a difference in the lives they touch. Teachers facilitate student learning. Teachers clearly know how they can affectively achieve those goals. The attributes of effective teaching include the factors, which are within teachers' control and the contexts variables, which are beyond the control of the teacher. To be an effective teacher means to reach every student that comes into the classroom. Being an effective teacher is also being a life-long learner and putting the highest expectations on all students. An effective teacher uses several methods of teaching to reach each student. It is believed that effectiveness of the quality education of the students depends very much on teachers' task such as teaching skills, professional characteristics and classroom climate as well. It contributes in the variation of pupils' progress. Within their classrooms, effective teachers create learning environments which foster pupil progress by deploying their teaching skills as well as a wide range of professional characteristics. Outstanding teacher create an excellent classroom climate and help pupil in achieving significant progress, largely by displaying more professional characteristics at higher levels of sophistication within a very structured learning environment. So teachers' should be aware to assess those factors and to identify the priorities for improvement and target to achieve satisfactory results as being effective teachers for the pupils' outcome. In this paper attempt has been made to study the effectiveness of teachers, teaching in lower primary provincialised schools of Kokrajhar district, Assam.

Key words: Classroom Climate, Effective Teachers, Professional Characteristics, Pupil Progress & Teaching Skills.

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I. INTRODUCTION

Teachers play a vital role in framing the ladder for educational progress. It is apparent that teachers occupy a crucial place in the educational system. The improvement of education system is not possible without the help of competent and efficient teachers. To be an effective teacher means to reach and motivate all students to learn to the best of their ability. They are the one who is able to spark the students' interest in learning. They create students who want to learn, who are able to develop and express their own opinions and who are able to succeed in the society. They can make an impact on every type of student and has excellent classroom management skills. An effective teacher achieves learning from the students through multiple approaches that utilize the resources available and focus on the needs of the students. Efficient teachers' contributes in the variation in students' progress. A knowledgeable, competent, well-prepared, organized, enthusiastic, approachable, caring, sympathetic and dynamic teacher is considered to be an effective teacher. It means to be adaptable to any situation and to be ready to change strategies at any given moment. It also means to be able to realize student growth in a variety of different degrees and manifestations to connect students with their passion for learning. Efficiency signifies a level of performance that describes a process that uses the lowest amount of inputs to create the greatest learning outcomes. It is an ability and capacity acquired through deliberate, systematic and sustained effort to smoothly and adaptively carry out complex activities or job functions involving ideas (cognitive skills), thing (technical skill) and people (interpersonal skill learning). Teachers' preparation, knowledge of teaching and subject matter knowledge, experience and the combined set of qualifications measured by teacher licensure are all leading factors in teacher effectiveness. Teacher effectiveness is often judged on the basis of the variables like sex, academic qualification, age, experiences, organization and locality of the school where the teacher is teaching. Teachers should be aware to assess those factors. The various criteria often used to assess teacher effectiveness are-

- Teachers' content knowledge
- Teaching skills and communication skills
- Classroom management
- Motivation

- Co-operation
- Inter-personal relationship and
- Personal Characteristics.

Many studies have made many efforts to identify factors of teachers' effectiveness, but they were unable to reach a consensus about what specific qualities and characteristics could make an effective teacher. It is very difficult to find the specific attributes of teachers, which really contributed to desired educational outcomes. Various studies had found relationship between teacher characteristics, contextual variable and teaching acts in one hand and pupils' outcomes on the other hand, but concrete findings were still awaited. Thus teacher effectiveness is a very complex concept.

Statement of the Problem- The present study has been stated as, "A Study on Teacher Effectiveness at Primary level".

Operational Definitions

Teacher Effectiveness- Teacher Effectiveness means perfection or optimum level efficiency and productivity on the part of the teacher.

Primary – Foundation stage of schooling.

II. OBJECTIVES OF THE STUDY

1. To study the Effectiveness of Lower Primary School Teachers.
2. To study the inter-correlations among various areas of Teacher Effectiveness.
3. To study Effectiveness on the basis of Teaching Experiences.
4. To study Effectiveness of Male and Female Teachers.

Null Hypothesis

H_{0i} - There exist no significant differences on Teacher Effectiveness on the basis of Teaching Experiences.

H_{0ii} - There exist no significant differences on Teacher Effectiveness on the basis of Gender.

Delimitation of the Study- The study is delimited to lower primary school teachers of provincialised Boro medium schools of Kokrajhar District, Assam.

Significance of the Study

Quality of human development process refers essentially to the quality of education and quality of education is largely personalized as the quality of teaching that goes in school. Teachers' constitute the backbone of school system. Thus success of schools depends directly on the quality of its teachers. In order to improve and raise the standard of education first and foremost step should be to produce effective teachers. Therefore there is an utmost need to study on teacher effectiveness among Lower Primary School Teachers of Provincialized Boro Medium Schools of Kokrajhar District, Assam.

III. REVIEW OF RELATED LITERATURE

1. **(Smith, 1996) made a study on differentiating more effective and less effective teachers of elementary aged at-risk students** was designed to determine the differences in the behavior of effective and ineffective teachers, where both types of teachers have not trained in specific, supportive and practical teaching techniques. More effective teacher was found that who- demonstrate established routines and procedures, maintains smooth transitions, prepares equipments and material for use, manages disruptive behavior, begins less promptly, involves students quickly by focusing on lesson, provides high time on task, paces the lesson, provides varied learning styles, exhibits control and calmness, uses a variety of strategies and models and incorporates a variety of learning modalities.

2. **Hay Mc Ber (2000) made a study on Research into Teacher Effectiveness, A model of Teacher Effectiveness**, with an objective to create a vivid description of teacher effectiveness, based on evidence of what effective teachers do in practice at different stages in the profession. The key findings of the study found three main factors within teachers' control that significantly influence pupil progress: teaching skills, professional characteristics and classroom climate. This finding is consistent with the notion that pupil progress outcomes are affected more by a teacher's skills and professional characteristics than by factors such as their sex, qualifications or experience.

3. **Jonali Chetia Phukan (2007) made a study on Teacher Effectiveness and School Organisational climate and their impact on Students' Academic Achievement**, with an objective to study the impact of teacher effectiveness on students' academic achievement. The finding of the study reveals that teacher effectiveness positively and significantly influences students' academic achievement. More specifically it is noticed that high the teacher effectiveness, high the academic achievement. Effective teaching was mainly due to the factors like teachers' confidence in teaching, mastery over the subject, pedagogical knowledge, teaching skills like writing

on blackboard, introduction of a lesson etc. Effective teachers used various methods to cater the needs of the students as observed during the study. Teaching effectiveness was significantly connected with school organization climate.

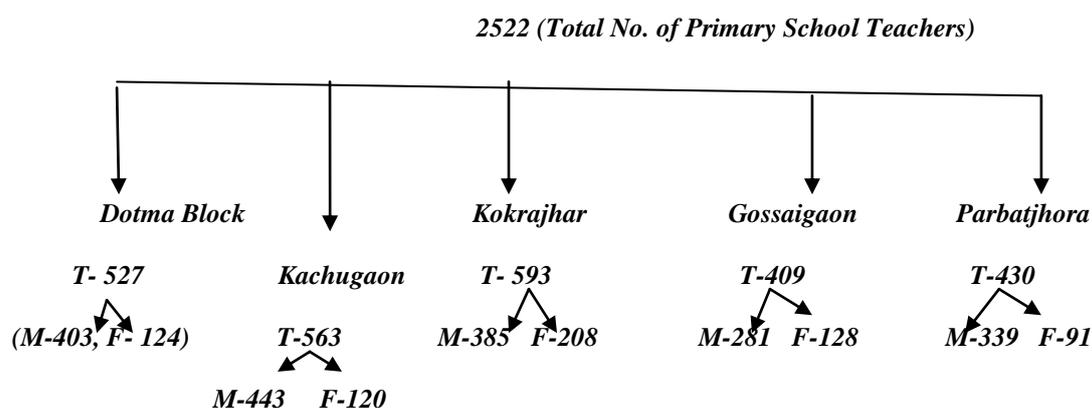
IV. METHODOLOGY OF THE STUDY

The present study follows Descriptive Survey Method and is based on primary sources of data.

Population of the Study

Teachers teaching in Lower Primary Schools of Kokrajhar District in Boro Medium Provincialized Schools constitute the population of the present study i.e. 2522 which comprises of all the five educational blocks namely- Dotma, Kachugaon, Kokrajhar, Gossaigaon and Parbatjhora Educational Blocks.

The Chart below shows the population of the teachers teaching in L.P schools of Provincialised Schools under Kokrajhar District of Assam.



Source: District Elementary Education Report

Sample of the Study- The investigators had selected 50 (M-29, F-21) teachers', 10 teachers from each educational block of Kokrajhar District by following Cluster Sampling Technique, as the population is divided into groups and the geographical distribution of units is scattered. Selection of the schools had been done randomly.

Tools Used- The investigators had used pre-coded questionnaire namely- Teacher Effectiveness Scale (TES): a self-anchoring striving scale for the teachers teaching in L.P. Schools.

Description of the Tools Used

Teacher Effectiveness Scale (TES) is a tool developed by Dr. (Mrs.) Umme Kulsum (Bangalore), for assessing teacher effectiveness. Teacher Effectiveness Scale (TES) is a self-anchoring striving scale for teachers where teachers' are supposed to indicate the step number on which they think they are now in the picture of the ladder in respect of their effectiveness as a teacher and the step number they aspire to reach in the picture of the ladder in respect of their effectiveness in the next three years, keeping in view the maximum possible effectiveness i.e. Best of teachers and the least possible effectiveness i.e. Worst of teachers, as a frame of reference for their rating where the ladder ranges from 0-10 respectively. Teacher Effectiveness Scale covers five areas of teachers' function and hence have the merit of adequate conceptual framework and content validity. There are 60 statements in the scale and the areas covered are namely-

- A) Preparation for Teaching and Planning- 11 items
- B) Classroom Management- 14 items
- C) Knowledge of Subject-matter- 7 items
- D) Teacher Characteristics- 17 items
- E) Inter-personal relations- 11 items

Scoring of Items

Each item elicits two responses; (1) step number on Now, and (2) Step number aspiring to attain in the next three years. The time dimension of the next three years was to score as a frame of reference for the 'now' (present) effectiveness, hence the step number given for each item for present time was taken as the score of the effectiveness of each of the respondent teacher. Total score of the respondent ranges from 0 to 600.

Statistical Technique Used- The investigators had applied simple percentage, frequencies, mean, t-test, chi-square and graphical representation respectively for statistical analysis of data.

Delimitation of the Study- The present study is delimited to only Boro Medium Provincialised Lower Primary Schools.

Description of the study Area

Kokrajhar is one of the twenty-seven (27) districts of Assam with 2.85% of the state population and is the gateway to North East India. The district has the literacy rate of 66.63% where the male literacy rate is 73.44% and female literacy rate is 59.54%. Kokrajhar district is located on the north bank of river Brahmaputra and shares the international boundary with Bhutan in the north and interstate boundary with West Bengal in the west. The colorful Bodo Community comprises the majority in Kokrajhar district. The district has five (5) Educational Blocks namely- Kokrajhar (Titaguri), Dotma, Kachugaon, Gossaigaon and Parbatjhora Blocks.

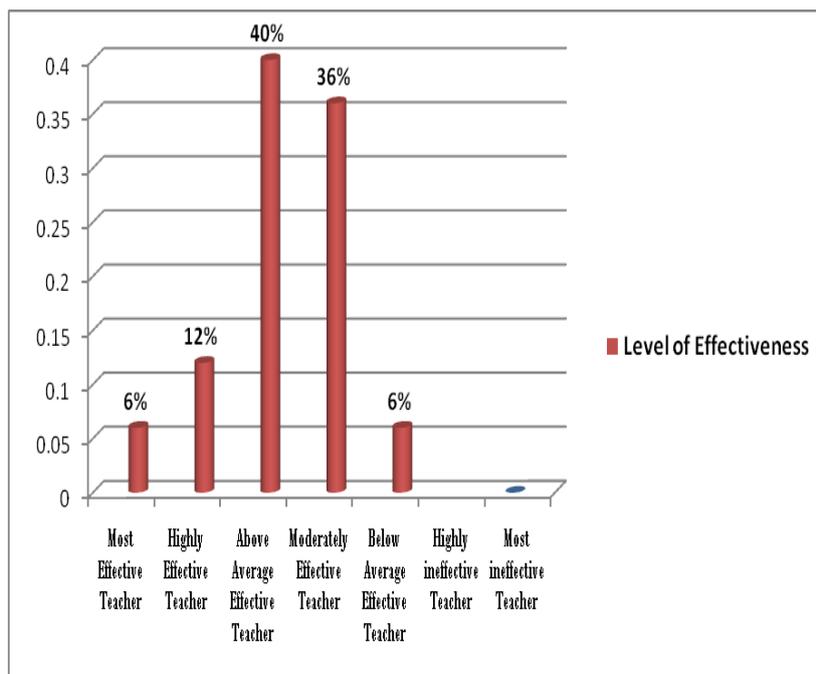
V. ANALYSIS AND DISCUSSIONS

- To study Teacher Effectiveness of Lower Primary School Teachers.

Table 1 showing the Level, Nos. and % of Teacher Effectiveness

Sl. No	Level of Effectiveness	Nos.	%
1	Most Effective Teacher	03	6%
2	Highly Effective Teacher	06	12%
3	Above Average Effective Teacher	20	40%
4	Moderately Effective Teacher	18	36%
5	Below Average Effective Teacher	03	6%
6	Highly ineffective Teacher	--	--
7	Most ineffective Teacher	--	--
	Total	50	100

From table 1 above it can be seen that 40% of the lower primary school teachers are found to be in the category of above average effective teachers, 36% of the teachers are moderately/ average effective teacher, 12% of the Lower Primary Teachers are highly effective teachers and others 6% of the teachers are in the category of most effective teacher and another 6% of the teachers are below average effective teacher. It can also be seen that no teachers are found to be in the category of highly ineffective teacher and most ineffective teacher as well. Therefore we can say that most of the teachers are above average effective teacher and moderately effective teachers as well. This shows that most of the teachers are good in preparing and planning for teaching, manages the classroom, have the knowledge of subject-matter, have a positive behavior and maintain a cordial inter-personal relation among the colleagues.



2. To study the inter-correlations among various areas of Teacher Effectiveness

Table 2 Showing Inter-Correlations among various areas of Teacher Effectiveness (N=50)

Codes	Areas	A-P & P for Teaching	B- Classroom Management	C- Knowledge of Subject matter	D-Teacher Characteristics	E- Interpersonal Relations	Total Score
A			0.35	0.91	0.91	0.96	0.96
B				0.56	0.56	0.58	0.59
C					0.72	1.24	0.94
D						0.53	0.96
E							0.97

Table 2 above shows the inter-correlations among various areas of Teacher Effectiveness where correlations between preparation & Planning for teaching & Classroom Management is 0.35 & the Correlations with that of total score is 0.96. Correlation with that of A & C is 0.91, Correlations of A & D is 0.91 and Correlations of A & E is 0.96.

Correlations of Classroom Management with that of knowledge of subject-matter is 0.56, Correlations of B & D is 0.56, Correlations of B&E is 0.58 and with that of total score is 0.59. Correlation of Knowledge of subject-matter with that of Teacher Characteristics is 0.72 and with that of Inter-personal relations is 1.24 & with that of total score is 0.94.

Correlations of Teacher-Characteristics (D) with that of Inter-personal Relations (E) is 0.53 & with that of total score is 0.96.

Similarly, Correlations of Inter-personal Relations (E) with that of Total Score is 0.97.

Thus, we can say that inter-correlation between preparation and planning for teaching and with that of classroom management is the lowest i.e. 0.35, co-relation is positive but low which shows that most of the teachers do not have a satisfactory co-ordination of preparation and planning for teaching along with that of classroom management. The teacher might plan well and prepare systematically the lesson in advance but may fail to motivate the students in the classroom to learn.

In the area of correlation of classroom management with that of knowledge of subject-matter and teacher characteristics is 0.56 i.e. average which shows that teacher might motivate students to learn and may

resort to remedial teaching whenever necessary but their knowledge of subject-matter and the technique of acquiring new knowledge may not be satisfactory for the present context of learning process.

On the other hand, inter-corelation of knowledge of subject-matter with that of inter-personal relation is 1.24 which is positive and reflects very high co-relation. This shows that most of the teachers' respondents have a better co-ordination of the knowledge of subject-matter with that of inter-personal relation. Most of the teachers have a balanced control over the subject they are teaching with that of inter-personal relation like co-operation in the work of the school, friendly with the colleagues, informal discussions with the students, love for the students and adapt in maintain cordial human relations.

As a whole, all the areas of teacher effectiveness dimension have a positive and satisfactory co-relation. To be more effective, teachers have to maintain more co-ordination between preparation and planning for teaching with that of classroom management in the classroom.

3. To study Teacher Effectiveness on the basis of teaching experiences.

Table 3- Showing Teaching Experiences in Years, Nos , % & Grade

Teaching Experience in Years	Nos	%	Grade & %				
			A	B	C	D	E
1-5 yrs	20	40	2	2	10	20	6
6-10 yrs	07	14	--	--	6	8	--
11-15 yrs	08	16	--	2	10	4	--
16-20 yrs	05	10	2	--	6	2	--
21-25 yrs	03	6	--	--	6	--	--
26-30 yrs	05	10	--	8	2	--	--
31 & above	02	4	2	--	--	2	--
Total	50	100	6	12	40	36	6

Table 3 above shows the teaching experiences of teachers in years where 40% of the teachers have 1-5 years of teaching experiences, 14% of the teachers have 6-10 years of teaching experiences, 16% of the teachers have 11-15 years of teaching experiences, 10% of the teachers have 16-20 years of teaching experiences, 6% of the teachers have 21-23 years of teaching experiences, 10% of them have 26-30 years of teaching experiences and 4% of the teachers have 31 years & above of teaching experiences. Thus, we can say that most of the teachers are new in teaching and have 1-5 years of teaching experiences and very less teachers i.e. 4% of them have 31 years & above of teaching experiences i.e. very less senior teachers. It has been found that most of the new teachers are moderately effective teachers and very few of the senior teachers are highly effective teacher.

Table 4 showing the Chi-square Value of Teaching Experiences

Teaching Experiences in Years	No. of Teachers	%	Chi-square Value (χ)	df	Significance Level
1-5 yrs	20	40	48.22	24	Significant at both the levels i.e. at 5 & 1 % level of significance
6-10 yrs	07	14			
11-15 yrs	08	16			
16-20 yrs	05	10			
21-25 yrs	03	6			
26-30 yrs	05	10			
31 yrs & above	02	4			

Interpretation- It is significant, we can reject our hypothesis or we can safely say that there exist significant differences on Teacher Effectiveness on the basis of teaching experiences where our calculated value i.e. χ value is 48.22 which is much greater than 36.415 at 5% and 42.980 at 1% levels of significance with 24 df. These findings is contradictory with that of Hay Mc Ber (2000) whose finding is consistent with the notion that pupil progress outcomes are affected more by a teachers' skills and professional characteristics than by factors such as their sex, qualifications or experiences.

4. To study Teacher Effectiveness of Male and Female Teachers.

Table 5 showing the Grade of Teacher Effectiveness on the basis of gender

Gender	A	B	C	D	E	F	G	Total
Male	02	02	15	08	02	--	--	29
Female	01	04	06	09	01	--	--	21
Total	03	06	21	17	03	--	--	50

Table 5 above shows the grade and % of Teacher Effectiveness on the basis of gender where among male teachers 7% of them falls in grade A in the category of most effective teacher, another 7% of the male teachers are in the category of highly effective teachers. 52% of the male teachers' falls in grade C in the category of above average effective teachers, 27% of the male teachers are in the category of moderately effective teachers and others 7% of the male teachers are in the category of below average effective teacher.

Similarly, among female teachers, 5% of the female teacher falls in grade A in the category of most effective teacher, 19% of the female teachers are in grade B in the category of highly effective teacher, 28% of the female teachers are in grade C in the category of above average effective teachers, 43% of the teachers are in grade D in the category of moderately effective teacher and others 5% of female teachers falls in grade E in the category of below average effective teachers.

Thus we can say that most of the male teachers' falls in grade C in the category of above average effective teacher and among female teachers most of them falls in grade D in the category of moderately effective teacher.

Table 6 Showing the t-value on the basis of Gender

Gender	Nos.	Mean	SD	t-value	Significance Value
Male	29	202	173	0.01	Not significant at both the levels i.e. at 5 & 1 % level of significance
Female	21	200	179		

Interpretation- Our calculated t-value is 0.01 which is much smaller than 2.58 & 1.96 at 1% & 5% levels of significance. Therefore it is not significant or we can safely accept our hypothesis that there exist no significant differences on Teacher Effectiveness on the basis of gender or Teacher Effectiveness is quite independent of sex.

These finding is again complementary with that of Hay Mc Bar (2000) whose findings also reveals that Teacher Effectiveness is quite independent on the basis of gender.

VI. MAJOR FINDINGS OF THE STUDY

- The study reveals that 40% of the Lower Primary school teachers are above average effective teachers and 36% of them are moderately effective teachers as well.
- There exist positive and high correlations among various areas of Teacher Effectiveness. To be more effective, teachers have to maintain more co-ordination between preparation and planning for teaching with that of classroom management in the classroom.
- There exist significant differences on Teacher Effectiveness on the basis of teaching experiences and these finding is supported by statistical analysis of Chi-square.
- There exist no significant differences on Teacher Effectiveness on the basis of gender and these finding is supported by statistical analysis of t-test.

VII. CONCLUSIONS

Teachers' effectiveness is one of the key factors determining students' performance because effective teachers create a warm classroom climate, get right down to their subject matter, use a variety of instructional strategies, raise probing question and provide timely response to students and feedback for students' improvement. Teachers strive to make certain that the students gain knowledge and learn to comprehend. Effective teaching is essential in achieving outcomes of learning among students. An effective teacher can

develop the positive attitude towards the learning of different subjects. Thus in a nutshell, an effective teacher strive for commitment to students and their learning, knows subject area and how to teach that subject, manages and monitors student learning and thinks systematically about teaching practice and learns from experiences.

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