
A STUDY OF EFFECTIVENESS IN TEACHING AMONG THE SECONDARY SCHOOL TEACHERS IN KADAPA DISTRICT

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Introduction

Teaching is a composite activity, involving teachers, pupils and subject matter in dynamic interaction that is obviously too complex to be defined in terms of a simple set of teacher traits or procedures. Present researcher reveals that most variation in overall school effectiveness is due to classroom level factors rather than school level factors. It is important to try to identify what makes an effective teacher. Aspects of effective teachers includes Positive Attitude, To develop pleasant Social/ Psychological climate in the classroom, Lesson Clarity, Effective Time Management, Strong Lesson Structuring, Use of variety of Teaching Methods, Incorporating pupils ideas and appropriate and varied questioning.

Effective teaching methods are context specific what is needed for a teachers to be effective can vary depending upon factors such as: type of activity in the lesson, subject matter, pupils back ground (age, ability, sex, socio and economic status), status and ethnicity, pupils personal characteristics and culture, organization of department and school

However, teaching is composite activity involving teachers, pupil's and subject matter in dynamic interaction that is obviously too complex to be defined in terms of a simple set of teachers traits or procedures. Half a century of search into the distinctive features and characteristics of good and poor teachers has consistently failed to provide a universal profile are undoubtedly better than other, there probably is not one single kind of good teaching that fits universally all teaching situations, all teachers and all pupils. It may even be that teaching is so complex, so intangible, so subjective and so bound up with the nature of teachers as unique individuals as opposed to production machines that it will never be possible to reduce its components to identifiable patterns. 'A more productive approach centers on the relationship between teacher characteristics and student characteristics as it affects student performance. The basic premise is that teacher's effectiveness can only be defined in terms of effective for whom' and up to a point the prospective teachers might concern with the question "Whom and What can I teach, being the person that I am".

Concept of Effective Teaching

Teachers endure success in teaching successful teaching is effective teaching. BY standards of current achievements, human potential and human productivity questionably represents the greatest waste of natural resources imaginable. Part of trouble, obviously, lies with ineffective techniques, faculty strategies, inadequate tools, etc. But probably the greatest reason for the gap whether on the industrial production line, in public relations, or in courtesy on the nation's

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highways-lies in the area of motivation. The fact students seen to have difficulty in mastering what they consider important suggest that motivation is early critical in classroom. The teacher's effectiveness in teaching is to manipulate the total classroom situation in such a way that it is personally meaningful and maximally enhancing to students. The teacher task is to set assignments that are within the learners the pleasure of success. This does not mean the indiscriminate assignment of easy tasks, since easy tasks offer no challenge and give no feeding of success and achievement, they promote boredom.

The learners gets greatest challenge when he realizes that he cannot be right every time, that success is not guaranteed. In an overall atmosphere of success, even mistakes provide a sense of progress. Successful performance of the student is in the hands of the teachers who is best able to crate lively conditions, which would have to be task oriented and reflect a high degree of personal organization. The important of meaningfulness to the operation of the school and learning is obvious. The human brain is extremely limited in its ability to grasp and retain arbitrary associations.

Secondary Education

Secondary education, which serves as a bridge between primary and higher education, is expected to prepare young person's between the age group 14-18 in the world of work and entry in to higher education. The secondary education starts with classes 9-10 leading to higher secondary classes 11 and 12. The relevant children population at the secondary and senior secondary level, as projected in 2008-09 by NSSO has been estimated for 10.66 crores. With the emphasis on universalization of elementary education and programme, the enrolment is bound to increase and once this universalization takes place, we may require more than tow lakhs institutions at the secondary level to accommodate them. For poor, there are government even there are some private education institutions, which relay on poor people to talk about the quality of education here, it is good. Anyway it is not untrue, that the basis education is available here. For middle class and upper middle class there are some government and many private educational institutions are there.

Objectives of the Study

The following are the broad objectives of the study

- To examine whether the secondary school teacher show any significant difference in their effectiveness in teaching.
- To find-out the level of teaching effectiveness among the secondary school teachers of Kadapa District.
- To examine whether the secondary school teacher shows any significant difference in their effectiveness in teaching due to variation in management, gender, age, academic qualification, professional qualification, teaching experience.

Need and Importance of the Study

The innate and in born qualities are conditioned and results in a definite and unique personality of an individual due to interaction within himself and with his classroom

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environment. Effective teaching is a part of our human adaptability and effective teachers. Daily survival and success are not easy in our fast information age and strengthening our own teaching helps in to the students. The common sense, emotional health and survival strategies. Educators can teach and students can learn common sense necessary for social acceptance, rule compliance, motivation, confidence, intellectual efficiency, interactive communication. Responsibility and leadership, personal relations is a concept that has emerged from the field of psychopathology, child development and health education to explain how individuals maintain mental, physical, multi dimensional growth. Teachers ensure their success in teaching. Which can lead education towards 'qualitative' entity. As we support the new paradigm of school reforms we seek models of professional development that help students to build their own capacity to transform their proficiency of performance in teaching skill often enables teachers to develop social and emotional strength.

A teacher is like a mirror and their characteristics are like their reflection. In these days of falling standards of educational institutions, teachers must show an effective performance by critically studying the curriculum, Planning their year's work, making the use of new teaching aids and techniques keeping their content knowledge up to date and thought fully employing evaluation techniques. The purpose of this research is to advance the understanding of resilient nature of the secondary school teachers experience and perspectives with major restricting effort in order to develop an interpretive account of how contribute to teachers classroom effectiveness. Hence, the researcher felt a dire need to take up a study mentioned under with.

Methodology

The present study is essentially a survey with descriptive and explorative objectives. Educational surveys are particularly versatile and practice in that they identify the present conditions and point to the present needs. Descriptive surveys are oriented towards the description of the present status of a given phenomenon.

Reliability of Research Tool

Reliability is just nothing but the uniformity of measurement. A reliable tool should give trust worthy and stable results if it is applied to the same individuals of trait being measured has not itself changed in the mean time. The reliability of the test can be measured by different methods in which some of the following methods are commonly used.

- The retest reliability
- Split-half reliability
- Alternative/ parallel form reliability
- Kuder Richardson Estimates (or) rational equivalent method.

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The Influence of Personal and Demographic Variables on Scores of Teachers the Overall Attitude towards Teaching Effectiveness Scores of Teachers;

		N	Mean	SD	t-value	Level of Significant
Gender	Male	490	79.09	6.83	1.3	@
	Female	410	78.36	5.80		
Age	Upto 35	296	78.58	7.40	30.75	***
	35 to 45	324	80.64	7.71		
	Above 45	280	80.99	7.03		
Locality	Rural	450	82.03	5.82	17.88	***
	Urban	450	75.48	5.13		
Management	Govt.	450	82.03	5.82	159.74	***
	Private	70	75.43	3.54		
	Private Unaided	380	75.49	5.38		
Marital Status	Married	676	79.13	6.48	3.06	***
	Unmarried	224	77.63	5.96		
Academic Qualifications	Graduation	406	78.14	6.13	2.63	**
	Post-graduation	494	79.26	6.55		
Professional Qualification	TTC	146	77.73	5.46	2.37	@
	B.Ed.	601	78.92	6.39		
	M.Ed. and above	153	79.09	6.24		
Teaching Subject	Language	323	78.88	6.51	0.44	@
	Social	130	78.43	6.12		
	Science	292	78.55	6.09		
	Mathematics	155	79.15	6.91		
Teaching Experience	Upto 10 years	407	77.40	6.31	17.36	***
	10-20 years	287	79.81	6.60		
	Above 20 years	206	79.97	5.69		

The above table reveals that out of 9 back variables to see the influence of teaching effectiveness on their teacher resiliency, it was found that there is significant difference in the mean score of different sub groups of teachers with respect to all the variables namely age, locality, management, marital status academic qualifications, professional qualifications teaching experience, except teaching subject (t, 0.44) respectively. Hence, the null hypothesis stating that “there is not significant difference in the teaching effectiveness of teachers due to variation in their personal and demographic variables” is rejected except in the case of the variables” teaching subject. Thus it may be concluded that the back ground variables gender, age, locality,

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management, marital status academic qualifications, teaching experience are the influencing factors of teaching effectiveness where as teaching subject is not an influencing factor.

The teaching effectiveness of teachers has been studied under 8 dimensions such as motivation, inter active communication, curiosity, confidence, involvement, intellectual efficiency, responsible leader ship. An attempt has been made in this study to know the influence of each of these variables on each of the dimensions and the results are presented the following table. Out of 9 variables 3 variables namely gender, professional qualification and teaching subjects could not significantly influence the attitude of teachers towards teaching effectiveness. The remaining six (6) variables which could significantly influence the attitude of teachers towards teaching effectiveness are age, locality management, marital status, academic qualification and teaching experience. On the basis of age, the subjects are divided into 3 groups namely the subjects from up to 35 years of age as the first group, those from 35 to 45 years of age as second group and those of above 45 years of age as third group.

The mean attitude score of the subjects of the age group of above 45 years (980.99) and between 35 to 45 years (80.64) is greater than the other group of teachers. From the table it can be noticed that the calculated 'F' value is 30.76 for 2 and 897 degree of freedom and the value is statistically significant at 0.01 level of probability. Thus it may be concluded that age of the teachers is a significant factor in influencing attitude of teachers towards teaching effectiveness. These may be because teachers belonging to higher age group would be more committed to their profession than the younger age group teachers. The teachers reveal that younger teachers would be Oscillating collating between teaching profession and other professions for their settlement in life. Hence, it is natural that they possess less favorable attitude towards teaching effectiveness than the other groups.

On the basis of the locality the subjects are divided into two groups as rural and urban. The mean teaching effectiveness score of subjects of rural groups (82.03) is greater than the urban teachers (75.48) from the table it can be observed that the obtain 't' value is (17.88) and value is statistically significant at 0.01 level probability. Thus it may be concluded that locality of teachers is a significant factor influencing the attitude of teachers towards teaching effectiveness. This may be because teachers working in rural areas need to work hard in bringing back the childrens to the school, in educating the parents in providing remediation to backward students in respective subjects etc., has most of the parents are alliterated and not aware of the importance of the education. Where as in urban areas majority of the parents are educated and they take care of childrens education. Thus the responsibility of rural teachers is more than urban teachers. Hence, rural teachers possess more favourable attitude towards teaching effectiveness then urban teachers.

Based on the management of the schools the subjects are divided into three groups namely government, private, and private un aided the mean attitude score government teachers (82.03) is grater than the other groups teachers. From the table it can be noticed that, the calculated 'f' value is (159.74) for two and 897 degree of freedom and value is statistically significant at 0.01 level of probability. Thus it may be concluded that, management of schools is a significant factor influencing attitudes of teachers towards teaching effectiveness. This may be because the teachers working in Government schools are better paid, better equipped and possess job

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security. Where as teacher working in private aided and un aided schools may not have the infrastructures facilities to level expected. This lead to change in their attitude towards teaching effectiveness. Thus it is natural that Government teachers possess more favourable attitude teaching effectiveness than the other groups.

Basing on the marital status the teachers are divided into two groups married and un married. The mean attitude score of married teachers (79.13) where as it is (77.63) to the other groups the 't' value is from the above table is (3.06) it is greater than the table value.

Thus the value is statistically significant at 0.01 level probability. There fore it may be concluded that marital status of teachers is a significant factor in influencing factor of attitude of teachers towards teaching effectiveness. This is because there is a provision for the married couple to be appointed in the same mandal are unit in same school depending upon the vacancy position. If both husband and wife are teachers then there is a chance that the both discussions with eases other with regard to bringing quality in their teaching in terms of motivation, communication, confidence etc., where as this is not so in the case of un married teachers. Thus married teachers possess more favourable attitude towards teaching effectiveness then the other groups. On the basis of academic qualification the subject divided into two groups, graduation and post graduation the mean attitude score of post graduation teachers is (79.26) where as it is (78.14) in the case of graduate teachers. From the table it is found that the obtained 't' value is (2.63) and value is statistically significant probability. Thus it may be concluded that academic qualification of teachers is a significant factor in influencing the attitude of towards teaching effectiveness. This may be because better qualification of teachers in understanding of subjects in transmitting the content in maintaining personal relation with pubic, better communication skills naturally P.G. Teachers possess favorable attitude more favorable attitude towards. Based on the teaching experience, the subjects are divided three groups namely upto ten years, those from 10-20 years and above 20 years of experience the mean attitude score of teachers having above 10.20 (79.80) and above 20 (79.97) year of experience is more than the teachers having upto ten years experience (77.40) from the table it can be noticed that the calculated 'f' value is (17.36) for 897 degrees of freedom. The 't' value statistically significant at 0.01 level probability. Thus it may be concluded that teaching experience is a significant factor in influencing the attitude of teachers towards of teaching effectiveness. This may be because teachers having better experience would be more committed to the profession then the teachers having less experience. Hence, senior teachers possess more favorable attitude towards teaching effectiveness then. The less experience teachers.

Findings

Governments or Managements are guided learning opportunities to build personal competency and ability to overcome adversity may be more valuable than teaching skill in isolation these opportunities can be created in schools and teachers can be made aware of these effectiveness of teaching strategies might create supportive environments, enable coping and promote esteem, efficacy and empowerment.

Teachers should be just and impartial patient and humorous, kind and polite. The unhappy frustrated and dissatisfied teachers cannot help their pupils to become happy or the young

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people to adjust to their environment and surroundings. A teacher should be sincere and honest to himself/ herself, realize one's shortcoming and know that will affect not only their personality but also the people around them. One wrong move can lead to disasters, the realization that the teachers can do real wonders need to be grown in each and every teacher, this realization is the basic strength to be strong. Selfless service and positive feelings towards the profession and high professional ability and professional skill of the teachers only if recognized can lead a nation to its success. These qualities indeed, which are to be nurtured grown and developed in each and every teacher. Some teachers are leading over stimulating lives of not so quiet desperate, some have become habit ridden, tolerating circumstances they see are unchangeable and responding with boredom and resigned adjustment tinged with cynicism but the largest numbers are trying energetically and successfully to do a good job. Enthusiasm is systematized and self confidence is enlivened and is always on the lookout for ways to do better these teacher recognize and are stimulated by recognizing that a sound education gives strong grounding in the basics enthusiasm for life and educators should proactively teach the academic and social skills necessary for success in schools and life. For professional growth and development teachers need to be given opportunities and facilities to learn through formal as well as informal learning one day and half day programs, one or two day conferences, additional qualifications and university courses, train-the-trainer programs and principals qualifications and supervisory officers qualification programs informal learning includes reading magazines and books on general and specific education related topics, working with school and other committers or groups related to teaching, researching in libraries or via the internet, overseeing practicum, mentoring students or preserve teachers and organizing conferences and other educational events study hours, students discipline tend to take the teachers towards developing effectiveness in teaching support the direction of developing a professional framework that values both formal and informal learning.

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