



A STUDY ON PRIMARY SCHOOL TEACHERS' EFFECTIVENESS

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Abstract

The earlier research gives details that there is no any research has specifically focused on the effectiveness of the primary school teachers, it would be reasonable to assume that teachers' effectiveness would positively influence the school environment and students achievements in different levels in large extent. The findings of this study suggest that effectiveness make teachers as well as workers more sensitive toward their work.

Key words: Intellectual, investment, successful, Teacher

Introduction

Teacher is significant agent in causing learning and intellectual development of the learners (Tuxworth, 1982). NCTE (1998) noted that, "The teacher is the most important element in any educational programme. It is the teacher who is mainly responsible for implementation of the educational process at any stage. No amount of investment in improving the physical and educational facilities can improve education unless there are adequate number of well qualified teachers who can and willingly implement the educational process in such a way that it brings about the desired educational development of the students. A competent and effective teacher will help in national development. An effective teacher must have a positive attitude towards teaching as a profession and dedication to teaching, because attitude is an important aspect in quality teaching (Parmaret al. 2008). According to Remmers (1952), "Teachers effectiveness is the degree to which an agent of teaching produces effects on the learners."

Teacher has to set new ideals and norms, and inculcate the values of human welfare and mutual goodwill among the students. The goal of every teaching is effective teaching. However, only that teaching is successful that brings about effective learning. How far the teaching is successful can be judged by the results that last and that a learner can and does actually use in his life (James, 1956).

In the whole educational process a good and effective teacher occupies a place of tremendous importance and the importance of teachers in the educational process is unquestionable. An effective teacher is amongst the foremost factors contributing to educational improvements. According to Ryans (1969), "the problem of identification of effective teachers is, therefore, of prime importance for realizing desirable educational goals. An effective teacher may be understood as one who helps development of basic skills, understandings, proper work-habits, desirable attitudes, value judgment and adequate personal adjustment of the students.



Teacher effectiveness is an area of research which is concerned with relationship between the characteristics of teacher, teaching acts and their effects on the educational outcomes of classroom teaching (Flanders and Simon 1969). Nenty (1988) also found that teachers attitude to work to be important factor in accounting student's academic performance which serves to the most important factor in the educational process. Anderson (1982) has reported that teachers' commitment to improve students' academic performance as a significant variables in school climate. Anand (1983) has expressed that teachers' effectiveness is decidedly governed by a number of factors such as personality component, behaviour, and relationship with school community, qualifications and job-satisfaction.

Therefore, no research has specifically focused on the effectiveness of the primary school teachers, it would be reasonable to assume that teachers' effectiveness would positively influence the school environment and students achievements in different levels in large extent. The findings of this study suggest that effectiveness make teachers

as well as workers more sensitive toward their work.

OBJECTIVE: To study the effectiveness of teachers working in Primary Schools

METHODOLOGY

The sample for the study comprised of 300 teachers (180 male teachers and 120 female teachers from primary schools) of district Tehri of Uttarakhand State. For the assessment of Effectiveness of teachers theKulsum Teacher Effectiveness Scale was used. The scale reliability has been reported 0.82 to 0.79 (Split half reliability and Test - re- Test reliability). The scale consists of 60 items to measure the Effectiveness of Teachers. The weightage allotted from 5 to 1 point. Thus the maximum score on scale to be 300 and the minimum is to be 60 respectively. Teacher obtained 282 or high score on effectiveness scale considered as high effective and teacher obtained 242 or less score on effectiveness scale considered as low effective teacher respectively.

HYPOTHESES: There exists significant difference between the effectiveness of male and female teachers working in Primary schools.

Results and Discussion:-

Scores were calculated for the Effectiveness of Primary School Teachers as follows:-

Table:1: Effectiveness of Primary School Teachers

	No. of Teachers	Mean	Sd.	t- value
Male	180	253.16	29.17	0.97 N.S
Female	120	256.43	28.42	

df- 298 . * Significant at 0.05 level



It is apparent from the table 01, that female teachers obtained more mean value (M=256.43) in comparison to male teachers (M=253.16). The

difference was not found up to level of significant. This might be due to the personal as well as professional liking or school environment

Table:2: Mean, sd and t-value on Effectiveness of Teachers working in Urban and Rural Area's Primary School

	No. of Teachers	Mean	Sd.	t- value
Male Teachers (Urban Area)	90	249.38	35.43	0.83 N.S (df-138)
Female Teachers (Urban Area)	50	254.44	30.67	
Male Teachers (Rural Area)	90	256.93	20.67	0.23 N.S (df-158)
Female Teachers (Rural Area)	70	257.84	26.84	

* Significant at 0.01 level

It is apparent from the table 02, that female teachers working in urban locality obtained more mean value (M=254.44) in comparison to male teachers (M=249.38). Whereas, female teachers working in rural locality primary schools also obtained more mean value (M=257.84) in comparison to their male counterparts (M=256.93). The difference was not found up to level of significant. This might be due to the personal as well as professional liking of male teachers working in urban locality primary schools or rural locality primary schools.

As such, the hypothesis that, "There exists no significant difference between the effectiveness of male and female teachers working in Primary schools", stands to be accepted.

Conclusion:-

On the basis of the results obtained in present study the following conclusions were drawn-

The female teachers having better degree of mean values than to male teacher either they are working in urban locality Primary schools or primary schools situated in rural locality. It indicates that female teachers' effectiveness does not affected by the location of schools they are equally effective either they are working in urban locality schools as well as school situated in rural locality.

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