



A STUDY OF TEACHING EFFECTIVENESS OF SENIOR SECONDARY SCHOOL TEACHERS IN RELATION TO SOCIO DEMOGRAPHIC VARIABLES OF SONIPAT

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ABSTRACT

It is widely accepted by scholars, educationists, sociologists, policy-makers, politicians, administrators etc that in our country there is an urgent need for effective teachers to lead the multitudes of school children. Effective teachers can contribute significantly in improving standard of education. For recognizing a good teacher, it becomes essential to identify and estimate sum of major pattern of teacher characteristics underlying teacher behavior. Hence, arises the need for doing research work and understanding various teacher characteristics. A number of researches have been done over so many years and several question about teacher effectiveness confronted the researcher. There are still a number of unanswered questions. A study of effectiveness of teacher in senior secondary school will be an effort on the part of researcher to make the teacher and the teaching more effective.

KEYWORDS: Effectiveness, Skills, Quality, Factors, Characteristics, Environment.

INTRODUCTION:

Teacher has a key position and wide obligation in the teaching- learning process. He has a tridimensional responsibility to perform firstly main making process, secondly he has duty towards the nation, society and children; thirdly his own role perception in his professional growth. Teacher is key figure in the life of nation therefore; the adjustment or maladjustment of a teacher casts more deepening effect on the community and nation.

The personal and professional qualities of a teacher influence their professional efficiency. More competent and committed teachers are required in class room because the best curriculum and the most perfect syllabus remain in effective in the absence of a good teacher. The teaching profession demands certain well known self-obvious and implicit obligations, commitments and expectation from the members of the society. The quality of a teacher depends on a large number of factors according to Gage, Class room pedagogy teacher's effectiveness depends upon four factors

TEACHER'S EFFECTIVENESS:

We have been listening that some teachers are the most effective ones. It means that those teachers have attend the needed competence in their role and functions such as the preparation and planning for teaching, class room management, knowledge of subject matter etc. These teachers excel others in their personality characteristics. According to southern (1974) an effective teacher is the one who has a sense of humor, ability to explain things clearly, ability to make any subject interesting to learn, ability to control class, ability to be ready and willing to help students when they need and ability to as fair as possible in dealing with students.

- Presage:* According to this variable teacher effectiveness must relate to personal characteristics, knowledge, skill and achievements, etc of the teacher.
- Context:* This variables deals with the class room environment, class room setting and conditions in the class room for studying
- Process:* This variable will include acts while teaching, the method of teaching and students behavior.
- Product:* The product variable in this case would be an educational outcome such as more learning or a measure of some pupil attitude logically related to teachers warmth.

OBJECTIVE OF THE STUDY:

- To study the teaching effectiveness of senior secondary school teachers
- To compare the teaching effectiveness of male and female senior secondary school teacher
- To compare the teaching effectiveness of government and private senior secondary school teacher
- To compare the teaching effectiveness of rural and urban senior secondary school teacher.

HYPOTHESIS:

- There is no significance difference in teaching effectiveness of male and female senior secondary school teachers

- There is no significant difference in teaching effectiveness of government and private senior secondary school teachers
- There is no significant difference in teaching effectiveness of rural and urban senior secondary school teachers.

Delimitations:

The proposed study is limited to a sample 100 senior secondary school teachers of government and private school of Sonipat district only.

RESULT AND INTERPRETATION:

Objective 1:

To study the teaching effectiveness of senior secondary school teachers.

Table 1.1: Mean, S.D. and SEM score teaching effectiveness of senior secondary school teachers

S. No	Total Number	Mean	S.D.	SEM
1	100	506.37	49.90	4.990

The above table 1.1 reveals that the Mean score and S.D. of teaching effectiveness attitude of senior secondary school teachers are 506.37 and 49.90 respectively. The standard error of mean is 4.990 it means that there is only 5% chances out of 100 that true mean will lie beyond the limit 501.38 to 511.36.

Objective 2:

To compare the teaching effectiveness of male and female senior secondary school teachers.

Hypothesis 1:

There is no significant difference in teaching in teaching effectiveness of male and female senior secondary school teachers.

Table 1.2: Mean, Standard Deviation and 't' values of teacher Efficacy of male and female senior secondary school teachers

Types of School	Number	Mean	S.D.	SEM	't'
Female	50	513.80	42.68489	6.03656	
Male	50	498.94	53.12919	7.51360	1.542 NS

The table 1.2 shows that the mean teacher efficacy scores of male and female senior secondary school teachers are 498.94 and 513.80 respectively.

The 't' values is 1.542, which is not significant at any level of significance at any level of significance, as the table value is 1.96 at 0.05 level of significance. So the null hypothesis, "there is no significant difference in teaching effectiveness of male and female senior secondary school teachers" is retained. So it was observed that there was no significance difference between the male and female senior secondary school teachers regarding teaching efficacy. The mean scores of female slightly higher than male teacher but does not differ significantly.

Objective 3:

To compare the teaching effectiveness of government and private senior secondary school teachers

Hypothesis 2:

There is no significant difference in teaching effectiveness of government and private senior secondary school teachers

Table 1.3: Mean, Standard Deviation and 't' values of teacher Efficacy of Government and Private senior secondary school teachers

Types of School	Number	Mean	S.D.	SEM	't'
Govt.	50	494.64	50.16453	7.09434	2.047*
Private	50	518.10	47.26057	6.68365	

*Significant at 0.05 level of significance.

The table 1.3 shows that the mean teacher efficacy scores of government and private senior secondary school teachers are 494.64 and 518.10 respectively.

The tabulated value of 't' is 2.047, which is more than the table value of 1.96 at 0.05 level of significance. So the null hypothesis, "there is no significant difference in teaching effectiveness of government and private senior secondary school teachers is rejected. So it was observed that there was no significance difference between the government and private senior secondary school teachers regarding teaching efficacy. Private senior secondary school teachers found more effective in teaching efficacy than government school teachers.

Objective 4:

To compare the teaching effectiveness of rural and urban senior secondary school teachers

Hypothesis 5:

There is no significant difference in teaching effectiveness of rural and urban senior secondary school teachers.

Table 1.4: Mean, Standard Deviation and 't' values of teacher Efficacy of Government and Private senior secondary school teachers

Types of School	Number	Mean	S.D.	SEM	't'
Rural	50	495.15	45.24743	6.90017	2.187*
Urban	50	514.82	43.94563	5.82074	

*Significant at 0.05 level of significance.

The table 1.4 shows that the mean teacher efficacy score of government and private senior secondary school teachers are 495.16 and 514.82 respectively.

The 't' values is 2.187, which is more than the table value of 1.96 at 0.05 level of significance. So the null hypothesis, "there is no significant difference in teaching effectiveness of rural and urban senior secondary school teachers" is rejected. So it was observed that there was no significance difference between the rural and urban senior secondary school teachers regarding teaching efficacy. Urban senior secondary school teachers found more effective in teaching efficacy than rural school teachers.

FINDINGS:

1. It was found that there is no significant difference between male and female teachers regarding teaching efficacy.
2. It was found that there is significant difference between government and private senior secondary school teachers regarding teaching efficacy. Private senior secondary school teachers are having more teaching efficacy than government school teachers.
3. It was found that there is a significant difference between rural and private senior secondary school teachers teaching efficacy. Urban senior secondary school teachers are having more teaching efficacy than rural senior secondary school teachers.

CONCLUSION:

As it is evident that the future of any country depends mainly on the standard of education imparted and the role of the teacher is very significant in providing good education so this is possible only by teaching efficacy. If the teacher effectively plays their role they will be in a position to fulfill the educational objective and national goals. If a teacher is aware about the new techniques, classroom management instructional strategies and professional values, he will give his best efforts to his profession and he will be more committed to his profession.

The study of teacher efficacy has suffered from poor construct validity issue. Relatedly, it has also suffered from foreclosure on instrument development before sufficient validation of scores across studies was evidenced. Recently however, there have been several important advances in the field on both substantive and measurement grounds. The teacher efficacy construct has undergone serious scrutiny and new theoretical models have emerged. Several promising instruments have been developed.

In our study, there were found a significant difference between government and

private school teachers and rural and urban senior secondary school teachers. Thus, we can say that there exists a significant difference between government and private senior secondary school teacher regarding teaching efficiency. Rural and urban senior secondary school teachers also differed significantly regarding teaching efficacy. Private and urban senior secondary school teachers were having more teaching efficacy than government and rural teachers respectively.

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