A Study of the Teaching Effectiveness in Relation to the Qualification

Komal Yadav
Assistant Professor,
Deptt. of B.Ed.,
N.R.E.C. College,
Khurja

Abstract

It is a well known fact that teachers are the key factors in education system. Their qualification has an influence on student's learning. In this paper the teaching effectiveness of primary school teachers of district Bulandshahr was assessed. For the collection of data, teacher effectiveness scale by Pramod Kumar and D.N. Mutha (1974) was adapted by the investigator. 300 teachers were selected for the present study. Findings indicated that Teaching effectiveness of required qualified teachers is more than teaching effectiveness of highly qualified teachers.

Keywords: Teaching Effectiveness, Highly Qualified Teachers and Required Qualified Teachers.

Introduction

Education is a process by which knowledge is transferred to students through the intermediaries, the teacher. Only effective teachers can materialize policies and plans of education in the classroom at the grass root level. The effectiveness of a teacher is considered to be associated with his personality and mental health. In order to perform his role effectively a teacher should be intelligent in emotion and satisfied in profession, because a teacher is the hope for an individual and the nation.

The secondary education commission (1952) rightly points out "we are convinced that the most important factor in the education is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community."

A school is shaped by the teacher. A school is not identified by its infrastructure by the effective teachers who has takes a promising role while creating appropriate learning environment. Learning takes place under certain conditions, which can be created only by competent and creative teacher.

Education commission (1964-66) rightly remarked that all the different factors, which influenced the quality of education and its contribution to national development, the quality, competence and character of teachers were undoubtly the most significant. It is a fact that one good teacher can achieve more than a hundred bad ones. It is the effective teacher who can make impossible to possible little effort.

Objectives of the Study

1. To find out the teaching effectiveness of teachers working in primary schools.
2. To find out the teaching effectiveness of primary teachers in relation to their qualification.

Hypothesis

1. There is no difference between teaching effectiveness of teachers in relation to their qualifications.

Research Area

Cluster random sampling technique was adopted to draw the representative sample. Thus, 300 teachers were selected by cluster random sampling technique. The structure of sample has been shown in the following table:

Table 1
Structure of the Sample of Primary School Teachers of District Bulandshahr

S. No.	Schools	No. of Schools	No. of Teachers
1.	Primary School	64	300

Methodology

Descriptive method of research is concerned in this study.

Population

The population has been defined as all the primary teachers belonging to Bulandshahr district (u.p.).

Tools Used

Teaching Effectiveness Scale (Adapted by Investigator)

Teacher Effectiveness Scale (Original)	
Author	Kumar and Mutha
Publisher	NPC Agra (U.P.)
Language	Hindi

Description

Originally the test of teacher effectiveness scale was prepared by Pramod Kumar and D.N. Mutha (1974), but in the present the scale has been adapted by the investigator to suit the requirement of the study. The original scale of Mutha measures teacher effectiveness in relation to various dimensions like information source, motivator, disciplinarian, advisor and guide, relationship with pupils, fellow teachers, principal and parents, teaching skill, co-curricular activities, professional knowledge, general appearance and habits in relation to classroom, classroom management, personality characteristics and teaching. Since teaching is one of the dimension of the test. But the present study aims to measure teaching effectiveness exclusively. Therefore, keeping in mind the needs of the present study the researcher adapted the scale.

Statistical Techniques Used

To analyze the data, various descriptive measures (mean, median, standard deviation, mode, skewness, kurtosis) calculated and to find out significance of difference t-test has been applied. The t-test is the statistical test that allows the investigator to compare two means to determine the probability that the difference between the means is a real difference rather than a chance difference. It involves the computation of the ratio between observed variance (observed difference between two means) and error variance (the sampling error variance). The value of ratio is computed by the formula

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where,

M_1	=	mean of first group
M_2	=	mean of second group
σ_1^2	=	S.D. of first group
σ_2^2	=	S.D. of second group
N_1	=	Number of cases of first group
N_2	=	Number of cases of second group

Analysis and Interpretation of Data
Objective No.1

To find out the teaching effectiveness of teachers working in primary schools.

Table 2
Descriptive Statistics of Teachers Working in Primary Level Schools

Variables	N	Mean	S.D.	S.E.	Median	Mode	Skewness	Kurtosis
Teaching Effectiveness	300	229.53 (91.80%)	15.55	.898	234.00	250.0	-.811	.150

In the table 2 the mean score of Teaching Effectiveness is 229.53 i.e. an average teacher at the primary level is able to secure almost 91.8% scores on the Teaching Effectiveness scale i.e. an average teacher at the primary level is efficient as far as Teaching Effectiveness is concerned.

PRESENTATION OF RAW DATA AND NORMAL PROBABILITY CURVE
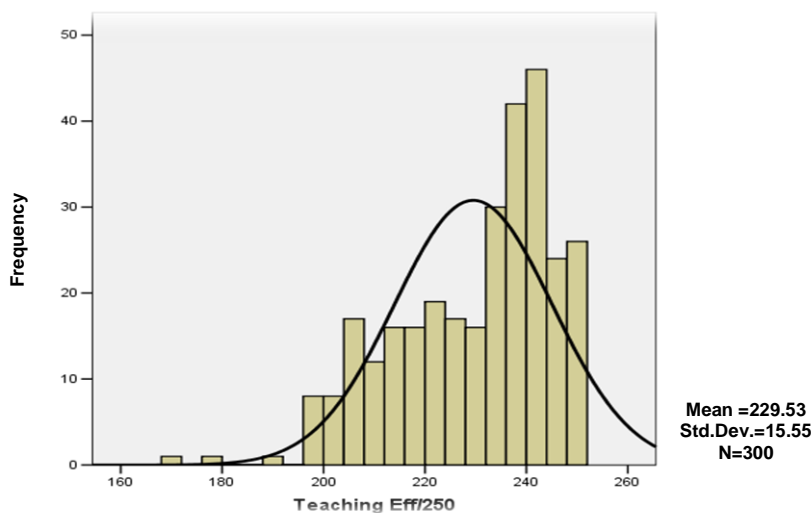OF TEACHING EFFECTIVENESS

Mean =229.53
Std.Dev.=15.55
N=300

Figure 1

The raw data of teaching effectiveness of teachers working in primary level schools can also be depicted through the above graph given in figure 1.

The standard deviation is 15.55 for Teaching Effectiveness. The standard deviation describes how well the mean represent the data i.e. how much data deviate from the mean. Here, the value shows that on an average the data can deviate 15.55 from the mean value. However, the variability is large. Standard error of mean shows how much the sample represents the population. The small standard error of T.E. (.89) indicates that the present sample is the accurate reflection of the population. The median is the middle score in a distribution. This value describes that 50% cases lie below and above it. Here, the median of T.E. is 234, which is quite higher score. The mode is the most frequently occurring score and describes the population. Here, the value 250 is the highest score one can get on Teaching Effectiveness scale. This

value shows that most of the teachers are highly efficient. Skewness shows the distribution of data in the present sample. In the present sample the value of skewness of T.E. is -.81. It means that the sample is little bit positively skewed. The value of Kurtosis describes the peakedness of the distribution. If the value of kurtosis is less than 2.96, the data is platykurtic otherwise data is leptokurtic. Here, the distribution is platykurtic because the kurtosis score of T.E. is .150. Here, the probability of extreme value is less and values are wider spread around the mean.

Objective No. 2

To find out the teaching effectiveness of primary teachers in relation to their qualification.

Hypothesis No.1

There is no difference between teaching effectiveness of teachers in relation to their qualifications.

Table 3
Teaching Effectiveness of Teachers Working in Primary Schools

Group	No of Teachers (N)	Mean (X)	S.D.	T-Value (Critical Ratio*)	Significance
Highly qualified teachers	188	229.8	15.9	3.29	Significant*
Required qualified teachers	112	236	14.8		

* Significant at 0.01 level
Calculated 't' value = 3.29   df = 298   Standard error of difference = 1.82

Interpretation

Above table shows that obtained t-value (C.R.) is 3.29, which is significant at .01 level of significant for df of 298. Minimum required significant C.R. value should be 2.60 for df of 298. Obtained C.R. value is greater than minimum required significant C.R. value, therefore, it can be concluded that highly qualified teachers and required qualified teachers working in primary level schools differ significantly on their teaching effectiveness. Thus, the hypothesis "There is no difference between teaching effectiveness of teachers in relation to their qualifications." is rejected.

Findings

1. Average teaching effectiveness of teachers working in primary level schools is 91.8%.

2. Highly qualified teachers and required qualified teachers working in primary level schools differ significantly on their teaching effectiveness. Teaching effectiveness of required qualified teachers is more than highly qualified teachers in primary level schools.

Conclusion

Mean teaching effectiveness score of required qualified teachers is greater than mean teaching effectiveness score of their counterpart highly qualified teachers in primary level schools, meaning thereby the teaching effectiveness of required qualified teachers is more than highly qualified teachers in primary level schools. This result may be due to the fact that (i) highly qualified teachers have higher level of aspirations and they are under employment. (ii) highly qualified teachers are misfit for the primary teacher's post.

Qualification and effectiveness are two different entities which can't be compared. Qualification comes from education whereas teaching effectiveness is the reflection of experience.

References

1. Adval, S.B. (1979), "Quality of Teachers." Allahabad, Amitabh Prakashan. 6[th]Edition.
2. Agarwal, R. (2003), "Social Intelligence and Teacher Effectiveness." Ph.D. thesis, Bundelkhand University.
3. Barr, Arvil (1952), "The Measurement of Teacher Characteristics and Prediction of Teacher Efficiency." Review of Educational Research, vol 22, No.3, pp169-174.
4. Buch, M.B. (1988), Fourth survey of research in education. National Council for Educational Research and Training, New Delhi.
5. Buch, M.B. (1992), Fifth survey of research in education. National Council for Educational Research and Training, New Delhi.
6. Dash D.N. Behera N.P.,(2004), Teacher effectiveness in Relation to their Emotional intelligence. Journal of Indian Education NCERT, Nov. 2004.
7. Islahi, Fatima (2010), "A Study of Teaching Effectiveness of Secondary School Teachers in Relation to their Attitude towards Information Technology and Work Motivation." Ph.D. Thesis, AMU Aligarh.
8. Sharma, Pooja (2010), "A Study of Teaching Effectiveness in Relation to the Academic Background, Gender and Teaching Experience among Secondary School Teachers." Ph.D. Thesis, AMU Aligarh.
9. Singh Pragya (2012), A study of Teacher Effectiveness of Senior Secondary School Teachers with Regard to Their Personality type and Emotional Intelligence. Ph.D. Thesis, C.C.S.University, Meerut.
10. Swain (2015), "Effectiveness of teachers working in primary schools of kendrapara district in odissa" Journal of Education, Vol.-6,p.p.-43.