

A Study on Teacher Effectiveness with special reference to Secondary Teachers of Dibrugarh District of Assam

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Abstract: *Effective teachers are the key to maintain quality in education. Effective teachers set high expectations and educational aspiration for the students and communicate them directly to the students. They challenge and inspire pupils, expecting the most from them, so as to extend their knowledge and understanding. He or she is always concerned with lesson clarity, instructional variety, task orientation, engagement in the learning process, and student success. Secondary level of education is an important stage of human resource development as well as formal educational ladder. Teachers in this stage has a specific role to play to make a student responsible, dynamic, skilled, resourceful, honest and enterprising citizen of strong good moral character and conduct. So that the higher educational institutions will get adequate inputs to be transferred to educated, knowledgeable and skilled output. In addition, to maintain quality in education and implement different Government schemes successfully in secondary level of education effective teachers are must. Keeping in view on all these, the present study was conducted to study the teacher effectiveness with special reference to secondary teachers of Dibrugarh district of Assam. The study reveal that the Graduate and Post-Graduate secondary teachers of Dibrugarh district of Assam do not differ significantly with reference to their teacher effectiveness.*

Key Words: *Teacher effectiveness.*

I. Introduction:

It is usually approved that the 'effectiveness' of an educational programme depends up to a large extent on quality and performance of teachers available to implement the programme. An educational institution may have outstanding material resources e.g. equipment, building library, laboratory and other infrastructure facilities along with a curriculum suitably adopted to outfit the social need, but if the teachers are misfit or unresponsive to their duties and responsibilities, the entire programme is likely to be ineffective and wasted. Therefore, detection of effective teachers is of prime importance for realising desirable educational goals. An effective teacher may be defined as one who helps in development of basic skills, understanding level, appropriate study habits, good work culture, favourable attitudes, value orientation and judgement as well as adequate personal adjustment to the students.

II. Significance of the study:

In the age of knowledge explosion and instant global communications, education emerges as the key factor and essential passport for individual and social development. It is the prime responsibility of the teachers to identify, upgrade and transform the human capabilities and possibilities into a valuable human asset. Teachers have to play a major role in the educational system specifically and in social system as a whole, especially in this period of fast and revolutionary readjustment of the systems everywhere. The necessity of quality education and training for the whole generation of students coupled with growing implementation of lifelong education for all, impose gradually different demands on whole education system. To handle these challenges effectively and to accelerate the progress of the society, there is a need of well structured and dynamic system of education with adequate and effective teachers.

Effective teachers are the key to maintain quality in education. Effective teachers set high expectations and educational aspiration for the students and communicate them directly to the students. They challenge and inspire pupils, expecting the most from them, so as to extend their knowledge and understanding. He or she is always concerned with lesson clarity, instructional variety, task orientation, engagement in the learning process, and student success.

Within their classrooms, effective teachers generate learning environments which promote pupil progress by applying their teaching skills as well as a wide range of professional characteristics. Outstanding teachers create an admirable classroom climate and achieve superior pupil advancement largely by presenting more professional characteristics at higher levels of sophistication within a very structured learning environment.

Secondary level of education is an important stage of human resource development as well as formal educational ladder. Teachers in this stage has a specific role to play to make a student responsible, dynamic, skilled, resourceful, honest and enterprising citizen of strong good moral character and conduct. So that the higher educational institutions will get adequate inputs to be transferred to educated, knowledgeable and skilled output. In addition, to maintain quality in education and implement different Government schemes successfully in secondary level of education effective teachers are must.

Keeping in view on all these, the present study was conducted to study the teacher effectiveness with special reference to secondary teachers of Dibrugarh district of Assam.

III. Title of the Study:

The title of the present study is “**A Study on Teacher Effectiveness with special reference to Secondary Teachers of Dibrugarh District of Assam**”.

IV. Objectives of the Study:

The objectives of the study are -

4.1 To study the levels of teacher effectiveness with special reference to secondary teachers of Dibrugarh district of Assam.

4.2 To compare the Graduate and Post-Graduate secondary teachers of Dibrugarh district of Assam as far as teacher effectiveness is concerned.

V. Research Questions and Hypotheses of the study:

On the basis of the review of different related literature and keeping in view the objectives of the study, following research questions and hypotheses have been formulated for testing:

5.1 What are the levels of teacher effectiveness of the secondary teachers of Dibrugarh district of Assam?

5.2 There is no significant difference between Graduate and Post-Graduate secondary teacher of Dibrugarh district of Assam as far as teacher effectiveness is concerned.

VI. Definitions of key terms used:

6.1 Teacher Effectiveness:

Teacher effectiveness may be defined as one of the qualities of teachers. An effective teacher helps in development of basic skills, understanding level, appropriate study habits, good work culture, favourable attitudes, value orientation and judgement as well as adequate personal adjustment to the students.

In the present study, teacher effectiveness is interpreted as the score obtained in the Teacher Effectiveness Scale constructed and standardized by Dr. Promod Kumar and D. N. Mutha which is based on the above mentioned definition. High score on the scale denotes high teacher effectiveness.

6.2 Secondary Teachers:

Secondary teachers refers to the teachers offering teaching in lower and higher secondary classes. In the present study, secondary teachers denotes the teachers offering teaching in classes IX,X,XI and XII in different Government and Provincialised Secondary schools of Dibrugarh District of Assam.

VII. Methodology:

7.1 Population:

Population of the present study comprised of all the secondary school teachers offering teaching in classes IX, X, XI and XII in different Government and Provincialised Secondary schools of Dibrugarh District of Assam.

7.2 Sample:

Sample of the study includes 70 secondary school teachers offering teaching in classes IX, X, XI and XII in different Government and Provincialised Secondary schools of Dibrugarh District of Assam. Incidental sampling technique was used in the study.

7.3 Tool of Data Collection:

In order to collect data for the present study the Teacher Effectiveness Scale constructed and standardized by Dr. Promod Kumar and D. N. Mutha was used by the researcher.

7.4 Collection of Data:

After getting prior permission from head of the institutions tool of data collection was administered on the sample.

7.5 Statistical technique used:

Descriptive statistics like Mean, Standard Deviation, Skewness and Kurtosis was used to study the levels of teacher effectiveness. t- test was used to study the differences between Graduate and Post-Graduate secondary teachers as far as their teacher effectiveness is concerned.

VIII. Findings of the study:

8.1 Levels of Teacher Effectiveness:

Different measures of teacher effectiveness of the secondary teachers of Dibrugarh district of Assam is shown below –

Table: 1
Levels of teacher effectiveness of the secondary teachers

Variable	Mean	Standard Deviation	Skewness	Kurtosis
Teacher Effectiveness	284.06	38.52	-1.18	3.73

From the table 1, it is clear that the computed value of mean and standard deviation of the teacher effectiveness scores of the secondary teachers of Dibrugarh district of Assam are 284.06 and 38.52 respectively.

The computed value of skewness of the distribution is (-1.18) which indicates that the distribution of the teacher effectiveness scores is skewed in negative direction slightly or to the left. Therefore, scores are massed at the higher end of the scale.

Positive and greater than .263 kurtosis indices (3.73) means the distribution of teacher effectiveness scores is platykurtic. Therefore, the scores are scattered more evenly than the normal distribution.

8.2. Difference between the Graduate and Post-Graduate secondary teachers of Dibrugarh district of Assam with reference to their teacher effectiveness:

Table 2 shows the significance of difference between Graduate and Post-Graduate secondary teachers of Dibrugarh district of Assam with reference to their teacher effectiveness -

Table: 2
Significance of difference between Graduate and Post-Graduate (PG) secondary teachers of Dibrugarh district of Assam with reference to their teacher effectiveness

Sample	N	Mean	Standard Deviation	Standard error of Mean	Mean Difference	Standard error of Difference	t	Significance
PG teachers	39	278.07	42.29	6.77	13.99	9.21	1.52	Not significant
Graduate Teachers	31	292.06	32.48	5.83				

The non significant t-value indicates that there is no significant difference between the Graduate and Post-Graduate secondary teachers of Dibrugarh district of Assam with reference to their teacher effectiveness. Hence, the research hypothesis that *“There is no significant difference between Graduate and Post-Graduate secondary teacher of Dibrugarh district of Assam as far as teacher effectiveness is concerned”* may be accepted. Therefore, it can be concluded that the Graduate and Post-Graduate secondary teachers of Dibrugarh district of Assam do not differ significantly with reference to their teacher effectiveness.

8.3 Suggestions and Conclusion:

Quality in education depends upto a large extent on effective teachers. The person involve in teaching profession should try to be effective as effective teachers can set high expectations and educational aspiration for the students and communicate them directly to the students. The findings of the present study are quite satisfactory but they should always try to increase their effectiveness by inspiring pupils, expecting the most from them, so as to extend their knowledge and understanding. The teacher should always try to be concerned

with lesson clarity, instructional variety, task orientation, engagement in the learning process and student success.

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