

Research Article

A Study To Evaluate The Effectiveness Of Teachers Of Secondary And Senior Secondary Inclusive School

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Abstract

The main aim to conduct the present investigation is to evaluate the effectiveness of teachers of secondary and senior secondary inclusive schools. The selection of the sample was done by a simple random sampling method by selecting 110 teachers of the inclusive school of Lucknow district U.P. Teacher Effective Scale (TES) was used for data collection. The scale was developed by Umme Kusum (2011). no substantial distinction is found in the effectiveness of the teacher in relation to their gender. It has been found that secondary inclusive school teachers are less effective than senior secondary inclusive school teachers, a substantial distinction was found towards the teaching experience of teachers, The investigation additionally uncovers that there was no considerable contrast in the adequacy of instructors rely on their educational qualification

Keywords- Teacher effectiveness, secondary and senior secondary inclusive school, male and female teachers, years of experience of teachers, educational qualification.

INTRODUCTION

Education is the field in which the performance of the teacher plays an important role. It is not limited only to the interchange/ sharing of information but includes a variety of progressive activities with the levels of popularity and desires focused on the teachers for updating quality in education, considerable thought should be given to the adequacy of the teachers who are in the schools. For every teacher, the fundamental duty is teaching, and to be a successful teacher it has to be effective. The primary responsibility of any school teacher is to establish a good setting (environment) for valuable learning, which inspires the student to learn. An effective teacher might be acknowledged as a person who helps in the progression of essential aptitude, understanding behavior, attitudes, esteem judgment, and satisfactory individual alteration of students. Additionally, effective teachers lead excellent 'scholastic achievement and the overall development of students. In the current situation of the world were social environment, school climate and classroom morals are getting more and more complicated, there is an increasing demand for teachers who are more effective and competent than ever before. various researchers have additionally shown that teachers' effectiveness is a major factor in strengthen student

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achievement, because of which, public attention has now shifted to teacher quality and teacher preparation which ultimately leads to teachers' competence and effectiveness.

TEACHER EFFECTIVENESS

Before knowing the meaning of teacher effectiveness, it is important to understand the meaning of effectiveness.

The term effectiveness is broadly used by various peoples in various circumstances. Therefore, effectiveness is defined distinctly. The term is used to refer to teacher education and job performance. Effectiveness requires a proficiency-based teacher education, that incorporates awareness, aptitudes, as well as includes trainee teacher values, demonstrating for successful completion of a teacher education program.

The word teacher effectiveness refers to the measurement of teacher success in carrying out institutional and other specific duties. Teacher effectiveness includes effectiveness in the progress of instruction, student and classroom management, inter-personal relationship assessment and feedback, etc. Teacher effectiveness consists of two familiar words 'teacher' and 'effectiveness'. A teacher is a person who imparts knowledge, skills, and self-esteem to the students. Whereas, 'effectiveness' being the quality of success is also producing the desired outcomes.

Teacher effectiveness is a term that is broadly used as an assortment of qualities, capabilities, and teachers' behavior toward the education with leadership, creating of reverently environment, knowledge of content, help in learning, reflection on practice to empower students to reach desired outcomes with the particular learning goals.

RATIONALE OF THE STUDY

In the educational structure of society, the duty of the teacher is very important. In an educational context, the upliftment of students is accomplished through teachers taking into account the present competitive world. The student must not exclusively be scholastically dynamic, but skilled and enlightened intellectually, this can only be accomplished by the teachers' effectiveness. To meet the increasing desire in all the aspects of learning society teacher effectiveness is very essential. It is imperative that future teachers supposed to be flexible in their individual connection, classroom executive strategies, subject proficiency, and utilization of various multimedia (audio-visual) for making the learning condition progressively positive. Professional development of teachers must take place to create a satisfactory factor affecting the standard of education. The working status of teachers should be favorable as a result of which the professional development of teachers will increase.

In the classroom, the critical job of the teacher is to perform effectively and successfully in modifying the student to a realistic/ practical approach which can fulfill the rapid modification in the social hierarchy and monetary lifestyle of an individual and their families play heavier duty on the shoulder of the teachers to the multi-face workforce. For this, the teacher needs to keep himself restrained through expansion and mobility of knowledge so that the teacher might be a step or two ahead of those updated learners.

OBJECTIVE

1. To evaluate the effectiveness of teaching staff in a secondary inclusive school, Lucknow U.P.

2. To evaluate the variations in effectiveness among secondary and senior secondary inclusive school teachers in Lucknow, U.P.
3. To evaluate the variation in effectiveness among male and female secondary inclusive school teachers in Lucknow, U.P
4. To evaluate the variations in teacher effectiveness of secondary inclusive school depend upon their qualification.
5. To evaluate the variation in teachers' effectiveness of the secondary inclusive school in Lucknow, U.P, concerning years of teaching experiences (< 7 and > 7 years).

HYPOTHESIS

There is no substantial difference

1. In the effectiveness of teachers of the inclusive school concerning secondary and senior secondary level.
2. In the effectiveness of teachers of inclusive schools concerning their gender.
3. The effectiveness of teachers depends upon their educational qualifications.
4. In the effectiveness of teachers in the secondary inclusive school in Lucknow in relation to years of teaching experience (< 7 and > 7 years).

REVIEW OF RELATED LITERATURE

Amandeep and Gurpreet (2005), led an investigation on the effectiveness of teachers in relation to teachers' ability. The result shows that the effectiveness of male teachers is less as compare to the effectiveness of female teachers. To this extent, there is no difference in the teaching qualification of both the gender (male and female).

In 2012, Sweta Agarwal studied the correlation between job satisfaction and teacher effectiveness of senior secondary school teachers. The research surmises that the teachers teaching in the public school are enriched with teacher effectiveness as compared to aided and non-aides school teachers, besides this government school teachers retain good professional and academic awareness and have a good relationship with students, principals, and guardians.

A study was conducted by Ritu and Singh (2012) on the effectiveness of secondary school teachers in comparison to their population factors i.e., male and female, type of school, and locality. The consequence of the examination uncovered that there existed no recognizable distinction in the adequacy of instructors based on genders, kind of school, and area.

Dhillon and Navdeep (2010) investigated teacher effectiveness concerning their value pattern. The result of the study did not show any relationship between teacher effectiveness and teacher value patterns. In private and government schools there was no distinction in the grade of teachers. Correspondingly there was a distinction in the value pattern of female and male teachers private and public-school teachers.

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Pachaiyappan and Raj (2014), carried out a survey, the teacher effectiveness of secondary and senior secondary school teachers. The scale used for the collection of data was developed by Umme Kulsum. The sample of 130 school teachers of secondary and senior secondary schools was taken from Chennai and Tiruvannamalai Districts Tamilnadu. Mean, Standard deviation, t-test, and one-way ANOVA were used to analyze the data. The major discoveries of the research were that there exists a substantial distinction in the effectiveness among the school teachers in relation to local, arts and science stream, secondary and senior secondary level, teaching experience, and type of school management.

METHODOLOGY OF THE STUDY

In the present study, the researcher used the survey method.

Instrumentation

For the collection of data, the teacher effectiveness scale was used which was developed and standardized by Umme Kulsum.

Sampling

For the selection of sampling random sample method was used. The researcher selected 110 teachers from the secondary and senior secondary inclusive school in Lucknow, U.P

Statistical techniques Used:

Mean, S.D, and t-value was calculated to analyze the data

ANALYSIS AND INTERPRETATION OF DATA

Objective₁ - *To evaluate the effectiveness of teaching staff in secondary and senior secondary inclusive schools, Lucknow U.P.*

The calculation of the effectiveness of secondary inclusive school teachers was done by converting the Raw score of the teacher effectiveness scale to Z -score, as indicated by the norms given in the manual of the scale. After conversion, the obtained z-score can be used to assess the degree the teacher effectiveness. The number of teachers in various levels of effectiveness are shown in table 1:

Table 1: Teacher effectiveness of secondary and senior secondary inclusive school teacher of Lucknow, U.P

SL. NO.	RANGE OF Z- SCORES	LEVEL	N	%	% MEAN
1.	+2.01 and above	Most Effective Teacher	40	37.20	477.61
2.	+1.26 to +2.00	Highly Effective Teacher	15	16.67	412.1

3.	+0.56 to +1.25	Above Average Effective teacher	10	12.80	385.54
4.	-0.50 to +0.50	Moderately Effective Teacher	20	19.35	345.67
5.	-0.50 to -0.25	Below Average Effective Teacher	12	6.45	307.81
6.	-1.26 to -2.00	Highly Ineffective Teacher	8	4.84	271.79
7.	-2.01 and below	Most Ineffective Teacher	5	2.69	214.9
	TOTAL		110	100	345.08

The above table shows that the majority of teacher effectiveness comes under the most effective level. Out of 110 teachers, 40 (37.20 %) come under the level of most effective by the mean score of 477.61. It is observed that 15 teachers (16.67%) come under the highly effective level with a mean score of 412.1. Again, the table shows that 10 (12.80%) teachers come into the category of above-average effectiveness with a mean score of 385.54. 20 (19.35%) teachers come under the level of moderate effectiveness with the mean score of 345.67, the table further shows that 12 (6.45%) teachers come under the level of below-average effectiveness, 8 (4.85%) teachers come under the category highly ineffective whereas 5 (2.69%) teachers come under the level of most ineffective with the mean score of 345.08.

Objective₂. *To evaluate the variations in effectiveness among secondary and senior secondary inclusive school teachers in Lucknow, U.P.*

Table2-Differences in Teacher Effectiveness Based on Gender

GENDER	N	MEAN	SD	t-value	LEVEL OF SIGNIFICANCE
Female	58	219.03	39.51	1.055	N. S
Male	52	250.06	35.79		

Table 2 shows that the acquired t-value 1.055 is lower as compared to the table value (1.96). So, it was concluded that there exists no substantial distinction between the teacher effectiveness of female and male teaching staff in secondary and senior secondary inclusive schools of Lucknow.

Objective₃. *To evaluate the variation in effectiveness among male and female secondary inclusive school teachers in Lucknow, U.P*

Table 3- Differences in Teacher Effectiveness of Secondary and Senior Secondary Teachers of Inclusive School

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<i>STAGE</i>	<i>N</i>	<i>MEAN</i>	<i>SD</i>	<i>t-value</i>	<i>LEVEL OF SIGNIFICANCE</i>
Secondary Inclusive School	55	394.20	77.32	2.624	S
Senior Secondary Inclusive School	55	413.11	70.59		

Table 3 shows that the acquired t-value of 2.624 is greater as compared to the table value (1.96). It was noted that there is a substantial difference between the teacher effectiveness of secondary and senior secondary inclusive school teachers. Hence the null hypothesis was rejected.

Objective₄ – To evaluate the variations in teacher effectiveness of secondary inclusive schools depend upon their qualification.

Table 4- Teacher Effectiveness of Inclusive School Teachers Based on Their Qualification

<i>EDUCATIONAL QUALIFICATION</i>	<i>N</i>	<i>MEAN</i>	<i>SD</i>	<i>t-value</i>	<i>LEVEL OF SIGNIFICANCE</i>
Graduate Teachers	70	392.63	50.30	1.920	NS
Post-Graduate Teachers	40	417.84			

Table 4 shows that there is no substantial difference in the teacher effectiveness of graduate and post-graduate teachers of the inclusive school, as the calculated t-value is 1.920 which is less than table value 1.96. Therefore, the null hypothesis is accepted.

Objective₅- To evaluate the variation in teachers' effectiveness of the secondary inclusive school in Lucknow, U.P, concerning years of teaching experiences (< 7 and > 7 years).

Table 5 effectiveness of teacher based on years of experience

<i>YEARS OF EXPERIENCE</i>	<i>N</i>	<i>MEAN</i>	<i>SD</i>	<i>t-value</i>	<i>LEVEL OF SIGNIFICANCE</i>
Less than 7 years	60	417.73	37.46	2.805	S
More than 7 years	50	385.17	92.62		

In table 5 researcher found that there is a substantial difference in the effectiveness of teachers based on their experience at 0.1 level. Hence the null hypothesis is rejected.

Main findings of the present study

1. No substantial difference has been found in the teaching effectiveness of both male and female teachers of inclusive schools
2. As compare to teachers of the senior secondary inclusive school, secondary inclusive school teachers are less effective.
3. The study also discloses that there was no substantial difference in the effectiveness of teachers depend upon their educational qualifications.
4. A substantial difference was found in the effectiveness of teachers in inclusive schools concerning their teaching experience.

DISCUSSION

It has been discovered that the average score of the teacher belongs to a moderately (slightly) effective level of effectiveness which implies that there are possibilities of improvement for the teachers at the secondary and senior secondary level. Although, this study has also shown that the majority of respondents comprise 37.20% of all the sample which comes at a highly effective level that imparts an extremely positive image to the situation of the secondary and senior secondary inclusive school education system in which most of its teacher do their work most effectively.

In the second table (hypothesis 2) it is found that there is no substantial difference between the effectiveness of female and male secondary and senior secondary inclusive school teachers. A possible reason for the current findings may be noted in the fact that gender is not an exaggerated variable as being a teacher and that the skills required for the job, rather than being gender-specific so the effectiveness level also not depending on the gender of the teachers. If we see the third table of the third hypothesis it is found that there is a substantial difference in teacher effectiveness of secondary and senior secondary inclusive school teachers. The difference maybe because of the style of teaching, class management, behavior management and mode of understanding, etc.

In the fourth table (hypothesis 4), no difference is found in the effectiveness of teachers based on their educational qualifications. In the profession of teaching the quality of the teacher is evaluated by the degree of their qualification i.e., graduation and post-graduation. But in the proficiency of a teacher, instead of educational qualification, many other factors are involved these are- years of experience, formal education, professional development, pedagogical preparation, type of training, commitment, and dedication of teacher towards his/her teaching. It is not necessary that someone having higher educational qualifications also have good teaching skills.

The fifth hypothesis is rejected, as the finding reveals that there is a substantial difference in teacher effectiveness of secondary and senior secondary inclusive school teachers with respect to their level of teaching experience. Because more experience increases the level of effectiveness of the teachers toward their teaching, understanding child's psychology, raising students' achievement, strengthen education in other ways, etc.

CONCLUSION

The teachers possess a great responsibility in making their students competent enough to their counterparts to the developing country like India economically independent. According to Mahatma Gandhi- "In the absence of good teachers, no nation can make any development". Hence the effective education is only accomplished by the endeavors of qualified, skilled, capable, and effective teachers.

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