Teacher Effectiveness in secondary School

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Abstract

This article focuses on teacher Effectiveness. Teacher effectiveness is typically measured by traditional teacher qualification, standards such as experience, education and scores on licensure examination. The effective teacher is only an obstruction. Effectiveness stems from reasoned or value judgment. Teacher effectiveness is judged on the basis of goals of education. The teacher is effective only in so far as the facilities of achievement of these goals. The term “Teacher effectiveness” will be used to refer to the results a teacher gets or to the amount of progress the pupils make towards some specified goals of education. Effective teachers are those who contribute to the growth of pupils education is designed to develop in the pupils certain knowledge, skills, attitudes and appreciations. Teacher effectiveness criteria are frequently classified on the basis of metrology used in obtaining the criterion measurement.

Keywords: Teacher Effectiveness, Criterion Measurement, Value Judgment, Personal Skills, Schools

1 Introduction

The concept of effectiveness as the height and maturity and learning indicates that as the teacher grows with experience and learns more and more he is able to perform his best in the process of education. The effectiveness is considered to be the finest trait of a person. An attribute it represents this personality in the best of his form. Teaching is effective to the extent that the teacher acts in ways that are favorable to the development of basic skills, understanding, work habits, desirable attitudes of the pupils. Effectiveness is a degree to which an agent produces effects in terms of object affected are pupil-school operation and the schools community. Teacher effectiveness as a relationship between teachers, pupils and other persons concerned with the educational undertaking all affected by limited and facilitating aspects of the immediate situations.

Teaching effectiveness is a demonstrated reparative of competencies involved with reaching plans and materials classroom procedures inter personal skills and learner reimbursement.

2 Objectives of the Study

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Author's Research Area: Education
i) To study the effect of school organizational climate on teacher effectiveness.
ii) To study the effect of teaching competency on teachers effectiveness.
iii) To study the effect of school organizational climate on teaching

3 Background of study

An analysis of comparative studies reveals that good teachers are significantly different from poor teachers only in a few personality factors/dimensions or any of the correlates (like adjustment/intelligence/attitude/interest). Further the correlates which discriminate between good teachers and poor teachers are different in different studies. This is due to the different criterion employed to rate teaching and the different instrument employed to assess its correlates. Further the populations studied do not resemble one another. The only factor which seems to be characteristics of good teacher in most of such studies an emotional stability. Some factor like knowledge of the subject matter, Professional knowledge, sense of humor, higher academic qualifications, sincerity in teaching, mastery of the method of teaching which function as correlates of teacher effectiveness. There is no district line demarcation between teacher effectiveness and its correlates so far as certain factors are concerned. It they exchange places in different studies, then different criterion emerge and hence different finding.

4 Concept of Secondary Education

The Origin of the system of Education which prevailed today can be traced to the beginning of the 19th century when the Government of the day had surveys made of them system of education with a view to re-organizing education to suit the needs of the times. Consequent on Meculays Minutes regarding the educational policy of the future. Lord William Bentiks Government issued a communiqué where in it was stated that “The great object of the British Government ought to be the promotion of European literature and science among competency. The natives of India and all the funds appropriated for the purpose of education would be best employed on English education along”. There solution also started that provision should be made for the continuances of schools and college where in dudgeons learning was being imparted. Certain specific defects grew out of the system of secondary education in vague during the years 1854-1882. The mother tongue was completely neglected as a medium of instruction. Nothing was done to train teachers for secondary schools and the course of study became to academic and unrelated to life mainly because there was no provision for vocational or technical courses. One further defect that had now taken concrete shape was that the matriculation examination began to dominate not only secondary education but even the education imparted in primary schools and the universities.

The secondary school leaving certificate was expected to furnish full information as to the progress of the pupil during the whole period of the schools course as well in the public examination conducted at the end of the course. On the basis of these of these records it was left to employers then
in service or to admit them to college for such course of study as in the opinion of the principals concerned the pupils were best fitted.

5 Aims to secondary education

The aims of education have been formulated in general terms in numerous books on education and in the report of commissions and committees and therefore, so far as such general aims are concerned. It is not possible to add anything significant to what has been repeatedly expressed. But there is undoubtedly room for formulating these aims in more specific terms and with special references to the needs and ideals of our country in its actual situation. As political, social and economic conditions change and new problem arise. It becomes necessary to re-examine carefully and restate clearly the objectives which education at each definite stage should keep in view. Moreover, this statement must take into account not only the facts of the existing situation but also the direction of its development and the nature and type of social order that we envisage for the further what education has to be geared.

6 Teacher Effectiveness

Teaching is a moral enterprise. The teacher whether he admits it or not is out to make the world a better place. His intention is to benefit others. So it is necessary to know how far he benefits society and how far he is effective in his deed. The Dictionary of Education (Good and Market 1959) defines teacher efficiency as “The degree of success of a teacher in promoting instructional and other duties specified in his contract and demand by the nature of his position”. Marsh and Wilder (1954) after reviewing research on teaching effectiveness, averred that “No single specific observable teacher act has yet been found whose frequency or percent of assurances is invariably and significantly correlated with student achievement. Effective teachers are those who contribute to the growth of pupils education is designed to develop in the pupils certain knowledge, skills, attitudes and appreciations. Teacher effectiveness criteria are frequently classified on the basis of metrology used in obtaining the criterion measurement. To know the effectiveness of the teacher, some researchers used rating scales using different sources of judgments resulting in student ratings, principal’s ratings, peer ratings and supervisor’s ratings or administrator’s rating. But later these ratings were used less frequently, because they did not correlate with each other’s ratings and they also did not take into consideration the actual classroom interaction.

Teaching effectiveness criteria is classified according to goal proximity as presage, process and product criteria. The product criteria depend upon a set of goals towards which teaching is directed (Mitzel, 1860, p. 1984). These goals are stated in terms of behavioral changes on the part of students, which may be in terms of achievement, attitude or adjustment. Rommers (1950) presented the arguments for assessing teaching competency in the light of effects on students. These effects are variously called student gains or student growth or student outcome, all referring to the product variable.

The presage or input variable relates to the teacher or pupil characteristics which play a role in the teaching learning process. According to this criterion, measures of teacher’s intellectual ability, grades made in college, personal appearance, test scores and ratings usually made outside the classroom
are used to measure teacher effectiveness. The process criterion is one which is connected to the process of teaching. Needless to say that it is related to teacher behaviour. This is measured in the classroom in terms of condition, climates or typical situations involving the social interaction of students and teacher according to this criterion, observation of both teacher behaviour student behaviour is used to measure teacher effectiveness.

7 Nature of teaching effectiveness

“The dictionary of Education defined teacher efficiency as the degree of success a teacher in performing instructional and other duties specified in his contract and demanded by the nature of his position”. This is not a complete definition of Teacher effectiveness. This requires a criterion. Effectiveness as an attribute is not inherent teaching but is imposed upon it from outside. If we are to establish an ultimate criterion of teacher effectiveness, it is apparent that we must do so on the bases of the goals of education. Obviously, a teacher is effective only so far as he facilities the achievement of these goals. In the recent times the teacher effectiveness is determined in terms pupils growth outcome since behavior of pupil is equal to function teacher behaviour. With the advent of the 1930’s teacher effectiveness became a subject of considerable interest to a new group educational researchers. These people looked at teacher training traits, behavior, attitudes, values, abilities, sex, weight, voice, quality etc., Teacher effectiveness have been judged by investigators themselves, by pupils, by administrators, by parents. Later on they used teacher behaviour instead of teacher effectiveness. Mitzel and Gorss (1956) summarized twenty studies using pupil’s growth criteria. They suggest that “Teacher effectiveness is multidimensional rather than un-dimensional”. The research findings indicate support for the basic hypothesis the effective teaching and cognitive flexibility are related. The teacher effectiveness depends upon the class climate and the student behavior. The teacher using available resources should teach the class to bring about desirable changes amongst the students. Many schools have used teacher rating schemes. Both the rates and the systems themselves have been proved ineffective. The human rater is subject to criticism on the basis of both reliability and validity of judgments. The rating scheme used may have the wrong priorities or teaching concepts. Moreover, since rating is done periodically, the times that the rater visits the classroom may be unusually good or unusually inopportune in terms of the total teaching learning process. Other schools measure teacher effectiveness by systematic observations of classroom behavior of teachers and students. Characteristics actions of so-called good and poor teachers are noted by trained observers, who spend considerable time in classrooms and then report their findings to the appropriate administrative and supervisory officials. Obviously, these tasks require a tremendous amount of time by highly trained observes with carefully defined plans for recording the right information.

Some school systems use examinations to evaluate pre-service and in-service teachers. State, regional and national norms are set up as the basis for individual and group comparisons. The question is, are superior teachers also superior test performer? Tests and scales are used to determine teacher attitudes, values, interests, adjustment, personality and other characteristics. Still other instruments measure social interaction between teacher and students and among learners in the classroom. Today’s


Techniques for measuring effectiveness are increasingly sophisticated. The problem is that all the foregoing methods ignore the educational setting in which teachers are forced to work by local school policies. Working conditions and policies that ignore individual differences among teachers reward the conformist or the average person at the expense of the creative, especially talented teacher or the persons with a peculiar weakness. One teacher may be stimulated by the opportunity to work with technical devices while another may be seriously frightened by them, a given teacher may be successful with small groups of students but quite ineffective with larger groups. This illustrative list might be extended. Before a school may evaluate teachers effectively, the conditions of work for each person must be optimal so that each may realize personal maximum potential and concordedly not reveal personal weakness.

A first step that a school should take to improve teacher effectiveness is to develop behavioral objectives for the teaching staff and criteria for judging the various performances. A necessary adjunct is to recognize that all teachers are not expected to have the same tasks; therefore, they are not judged on a single set of behavioral goals. Criterion-referenced items are applied to the particular performance that the system expects of a given individual. The process used is old in theory but relatively rare in systematic practice. The supervisor works with an individual teacher to diagnose difficulties. The supervisor works with an individual teacher to diagnose difficulties or problems that stand in the way of improvement. Once or more potentially useful prescriptive actions are then selected cooperatively and put into practice and the results are evaluated in performance terms. The process is repeated as needed in a continuous search for improved performance and outcomes.

**8 Concept of teaching effectiveness**

The concept of effectiveness as the height and maturity and learning indicates that as the teacher grows with experience and learns more and more he is able to perform his best in the process of education. The effectiveness is considered to be the finest trait of a person. An attribute it represents this personality in the best of his form. According to Ryans (1950), Teaching is effective to the extent that the teacher acts in ways that are favorable to the development of basis skills, understanding, work habits, desirable attitudes of the pupils. Effectiveness is a degree to which an agent produces effects in terms of object affected are pupil-school operation and the schools community. Teacher effectiveness as a relationship between teachers, pupils and other persons concerned with the educational undertaking all affected by limited and facilitating aspects of the immediate situations. Teaching effectiveness is a demonstrated reparative of competencies involved with reaching plans and materials classroom procedures inter personal skills and learner reimbursement. Involvement reflected in teacher behavior effective teaching is a matter of the teacher finding the appropriate situation in which to operate. So, if there is a mismatch between the personal factors and the situation effective and happy teaching relations are unlikely to prosper. Teacher effectiveness is an area of research which is concerned with relationship between the characteristics of teachers teaching act and their effects on the educational outcomes of classroom teaching research in the area of teaching effectiveness are varied in content methodology and criteria of teaching success. Teacher effectiveness was first perceived by researchers as a consequences of characteristics of personality traits of teachers. Attempt to them were made to identify these
characteristics. Research on characteristics of effectiveness teachers are good judgment, self-control, considerateness, enthusiasm, magnetism and adaptability.

9 Criteria of teaching effectiveness

The criteria of teaching effectiveness concerned mainly with teacher behaviour.

- The behaviour should be within the personal social domain.
- The behaviour should be one for which there is considerable evidence preferably both logic and empirical of its relationship to teaching.
- The behaviour should be one that can be conceptualized in dimensional form describable in terms of the extremes or poles of a behaviour dimension.
- The behaviour should be describable in unambiguous terms.
- The behaviour should be observed.
- The behaviour should be capable of description and observation and assessment in terms of specific acts or performance.
- The behaviour should be equally applicable of teachers in different kinds of school situations and selections of the behaviour should be independent of particulars theory of education.

10 Teacher judgment of an effective teacher

Not only have students indicates their idea, but teacher themselves have tried to determine what they believe an effective teacher is. A panel of faculty members at Macalester college in Saint Peter, Minnesota stated, during a discussion at a convocational in the summer session of 1957, what they believed to be eight basic qualifications of an outstanding teacher. They agreed trial at any level of instructions a “Top” teacher must have.

i) A sense of mission
ii) Love of People
iii) Love of this work
iv) Intellectual honesty
v) Through knowledge of his subject
vi) A non-authoritarian attitude
vii) Understanding of students and
viii) The ability to create student interest

Most teachers and most teachers of speech probably agree that these eight basic qualifications suggest necessary characteristics of a teacher of speech a direction of plays and a coach or direction of forensics.
11 Conclusion

The term “Teaching Effectiveness” in the present study is used to refer to the results a teacher gets or to the amount of progress the pupils make towards attainment of instructional objectives. The role of the classroom teacher in education is central. The teacher is, after all, the point of contact between the educational system and the pupil. The impact of any educational programmes or innovation on the pupil operates through the pupils’ teachers. It is, therefore, quite accurate to say that a schools effectiveness depends directly on the effectiveness of its teachers. Maximizing teacher effectiveness is a major goal of education. Teacher effectiveness was first perceived by researchers as a consequence of characteristics or personality. The teaching learning process is essentially a live process, in the sense that, it is a warm interaction between two living organisms and hence, while exploring the effectiveness to teaching one should take into account the non-cognitive. A good teachers are significantly different from poor teachers only in a few personality factors/dimensions or any of the correlates (like adjustment/intelligence/attitude/interest). Further the correlates which discriminate between good teachers and poor teachers are different in different studies. This is due to the different criterion employed to rate teaching and the different instrument employed to assess its correlates. Further the populations studied do not resemble one another. The only factor which seems to be characteristics of good teacher in most of such studies a emotional stability. Some factor like knowledge of the subject matter, Professional knowledge, sense of humor, higher academic qualifications, sincerity in teaching, mastery of the method of teaching which function as correlates of teacher effectiveness.

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