Factors of Teacher Effectiveness with Special Reference to Selected Schools in Nagaland, India: A Study

1Dr. Jonali C. Chetia & 2Jose Joseph
1Professor, Deptt. of Education, University of Science & Technology, Meghalaya
2Research Scholar, Dept. of Education, University of Science & Technology, Meghalaya & Principal, Don Bosco College Itanagar, Arunachal Pradesh.

Abstract: Effectiveness in teaching depends on the ability of the teacher to establish personal rapport with the pupils in an inter-personal relationship. There is another assumption that the effective teacher is the one who is, to some degree, satisfied with teaching as a profession i.e. his attitude towards profession. Teacher effectiveness refers to the quality competence and ability of a teacher to teach effectively and it is the single most important school-based factor in student success. Studies have substantiated that the whole range of personal and professional qualities such as verbal ability, content of knowledge, pedagogical knowledge, certification status, ability to use a range of teaching skills, and enthusiasm for the subject make teachers more effective. It has been revealed from the analysis that the preparation and planning for teaching of the Selected Schools of Nagaland was excellent, classroom management was good, knowledge of the subject matter was good, teacher characteristics was excellent and interpersonal relations was excellent. The study on the teacher effectiveness is important as it plays a vital role in ensuring quality education to the society. Quality Education in return produces not only the better citizens but also responsible and employable human resources. Hence, identifying factors which are inevitable will help the teachers to be effective teachers who will bring desired results.

1.0 Introduction

Teaching is a noble profession, thus persons involved in it have to update not only their knowledge continuously but also teaching skills. Teaching skills are under continuous change and teachers are expected to seek variety of tools that enable them to be effective in teaching. Recent times, good amount of research works are undertaken to identify new pedagogy in teaching and learning. This makes teaching effective as well as responsive which in turn creates great impact on learners to acquire sufficient knowledge that supports them for their survival by being employed as well as responsible.

The term ‘Effectiveness in Teaching’ is vast and a large portion of the literature has been focused on the effectiveness, or perceived effectiveness in terms of interactive teaching strategies. These strategies can range from appropriate use of media and electronic resources to homework assignments, from quizzes to demonstrations and group projects.

Numerous theorists and researchers have identified a variety of individual factors essential for facilitating students’ achievement in terms of cognitive, affective and psychomotor domains. Effectiveness in teaching depends on the ability of the teacher to establish personal rapport with the pupils in an inter-personal relationship.

An effective teacher is described as one who is able to perform successfully the tasks that are expected of him/her. Teachers influence students not only through the content they teach, but also through their personality traits and the proper communication of these traits through behaviour. Kucukahmet (1999) points out that, the teachers have the potential to influence students, both positively and negatively, through their professional qualifications and personality traits. Ingersoll (1999), points out that the quality of a teacher is determined by his/her personality traits, teaching applications, and level of academic development. In the broad sense Teacher effectiveness is used, to mean the collection of characteristics, competencies, and behaviour at all educational levels that enable students to reach desired outcomes. This may include the attainment of specific learning objectives as well as broader goals such as being able to solve problems, think critically, work collaboratively, and become effective citizens. An effective teacher shares some common characteristic like sense of humour, positive attitude, emotional maturity, high expectations, consistency, fairness and flexibility.
1.2 Significance of the Study

Effective teachers enrich children not only by their educational career but lifelong by being the role model. All the research efforts that are being undertaken by the scholars across the world is to ensure the delivery of quality education. This is possible only by the effective teachers who have passion for teaching rather than involving in teaching till achieving just the target service. Teachers who want to be effective must possess and develop many qualities in them. As the method of teaching diverts towards the application of new technology, teachers will have to learn to handle the new technology in teaching which has direct influence in enhancing student learning. Years of research on quality education and teacher quality, support the fact that effective teachers not only make students experience good about school and learning, but also that their work actually results in student achievement. The success of any teacher’s service not only for the success of students alone but the benefit of the service reaches to nook and corner of the society. Though the commercialization of education dilutes the quality of education and quality of service, the success of any educational institutions primarily lies in quality of service. This aspect is seen in the selected schools of Nagaland.

Studies have substantiated that the whole range of personal and professional qualities such as verbal ability, content of knowledge, pedagogical knowledge, certification status, ability to use a range of teaching skills, and enthusiasm for the subject make teachers more effective.

1.3 Objectives

The Objectives of the study are as follows:-

a) To study the teacher effectiveness in terms of age, qualification, length of service, sex and locality.

1.4 Hypothesis

a) \( H_0 \): There exists no significant difference in teacher effectiveness in relation to age, qualification, length of service, sex and locality.

1.5 Method and Procedure

The present study is based on Descriptive Survey Method and stratified random sampling techniques are used for Sampling.

b) Population

Table 1.5.1

<table>
<thead>
<tr>
<th>District</th>
<th>Urban</th>
<th>Rural</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>30</td>
<td>90</td>
<td>120</td>
</tr>
</tbody>
</table>


Table 1.5.1: Shows the numbers of selected schools in Nagaland. It has been estimated that 120 schools are managed by Catholic Missionaries which includes both rural and urban areas of Nagaland.

c) Sample

Table 1.5.2

<table>
<thead>
<tr>
<th>Urban</th>
<th>Rural</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>351</td>
<td>249</td>
<td>600</td>
</tr>
</tbody>
</table>

Table 1.5.2 shows the sample according to urban and rural area. Stratified random sampling technique was used for the selection of the sample. 20% of the population was considered for the study which includes both male and female teachers who are serving in rural and urban areas.

d) Tools Used

The self developed questionnaire, was used to collect information from the field. The tools were tested and standardized by the investigator and was found to be reliable and valid.

e) Procedure of Data Collection

The investigator personally went to the various selected Schools in Nagaland to collect the required data.

f) Statistical Techniques Used

The data was analyzed with simple averages, percentages, Mean, Standard Deviation, and T-test for significance between Means and presented through various tables.

1.6 Results, Analysis and Interpretation

Table 1.6.1

<table>
<thead>
<tr>
<th>Junior &amp; Senior Teachers</th>
<th>Mean</th>
<th>d.f.</th>
<th>'t' value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juniors</td>
<td>458.29</td>
<td>598</td>
<td>1.5459</td>
<td>Ns</td>
</tr>
<tr>
<td>Seniors</td>
<td>468</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

df=598 at \( .05=1.96; .01=2.59. \)

For the Teacher Effectiveness of junior and senior teachers the ‘t’ value in table-1.6.1=1.5459, indicates that the teacher effectiveness of junior and senior teachers is not significant. From the mean value it is reflected that the Teacher effectiveness of senior teachers is far better than the junior teachers. Hence, the Hypothesis One which states that there exists no significant difference in teacher effectiveness in relation to (a) age, is retained.
Table-1.6.2
Teacher Effectiveness of Trained & Untrained Teachers

<table>
<thead>
<tr>
<th>Trained &amp; Untrained</th>
<th>Mean</th>
<th>d.f.</th>
<th>'t' value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trained</td>
<td>463.43</td>
<td>598</td>
<td>0.1577</td>
<td>Ns</td>
</tr>
<tr>
<td>Untrained</td>
<td>462.21</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

df=598 at .05=1.96; .01=2.59

For the Teacher Effectiveness of trained and untrained teachers the ‘t’ value in table-1.6.2=0.1577, indicates that the teacher effectiveness of trained and untrained teachers is not significant. From the mean value it is reflected that the teacher effectiveness of trained teachers is more sound than the untrained teachers. Hence, the Hypothesis One which states that there exists no significant difference in teacher effectiveness in relation to (b) qualification is retained.

Table-1.6.3
Teacher Effectiveness of Less & More Experienced Teachers

<table>
<thead>
<tr>
<th>Less &amp; More Exp. Teachers</th>
<th>Mean</th>
<th>d.f.</th>
<th>'t' value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less Exp.</td>
<td>459.60</td>
<td>598</td>
<td>1.6321</td>
<td>Ns</td>
</tr>
<tr>
<td>More Exp.</td>
<td>471.20</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

df=598 at .05=1.96; .01=2.59

For the Teacher Effectiveness of less and more experienced teachers the ‘t’ value in table-1.6.3=1.6321, indicates that the teacher effectiveness of less and more experienced teachers is not significant. From the mean value it is reflected that the teacher effectiveness of more experienced teachers is higher than the less experienced teachers. Hence, the Hypothesis One which states that there exists no significant difference in teacher effectiveness in relation to (c) length of service is retained.

Table-1.6.4
Teacher Effectiveness of Male & Female Teachers

<table>
<thead>
<tr>
<th>Male &amp; Female Teachers</th>
<th>Mean</th>
<th>d.f.</th>
<th>'t' value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>461.42</td>
<td>598</td>
<td>0.3548</td>
<td>Ns</td>
</tr>
<tr>
<td>Male</td>
<td>463.67</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

df=598 at .05=1.96; .01=2.59

For the Teacher Effectiveness of male and female teachers the ‘t’ value in table-1.6.4=0.3448, indicates that the teacher effectiveness of male and female teachers is not significant. From the mean value it is reflected that the teacher effectiveness of male teachers is slightly higher than the female teachers. Hence, the Hypothesis One which states that there exists no significant difference in teacher effectiveness in relation to (d) sex is retained.

Table-1.6.5
Teacher Effectiveness of Rural & Urban Teachers

<table>
<thead>
<tr>
<th>Rural &amp; Urban Teachers</th>
<th>Mean</th>
<th>d.f.</th>
<th>'t' value</th>
<th>Level of Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural Teachers</td>
<td>446.59</td>
<td>598</td>
<td>5.0488</td>
<td>.01</td>
</tr>
<tr>
<td>Urban Teachers</td>
<td>476.87</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

df=598 at .05=1.96; .01=2.59

For the Teacher Effectiveness of the Rural and Urban teachers the ‘t’ value in table-1.6.5=5.0488, indicates that the teacher effectiveness of Rural and Urban teachers is significant. From the mean value it is reflected that the teacher effectiveness of urban teachers is far better than that of rural teachers. Hence, the Hypothesis One which states that there exists no significant difference in teacher effectiveness in relation to (e) locality is not retained.

1.7 Findings

a) The Teacher effectiveness of senior teachers is far better than the junior teachers. (Age)
b) The teacher effectiveness of trained teachers is more sound than the untrained teachers. (Qualification)
c) The teacher effectiveness of more experienced teachers is higher than the less experienced teachers. (Length of service)
d) The teacher effectiveness of male teachers is slightly higher than the female teachers. (Sex)
e) The teacher effectiveness of urban teachers is far better than that of rural teachers. (Locality)

1.8 Suggestions

a) Orientation programmes for the junior and new teachers and refresher courses for all the teachers, could be organized on a regular basis. The junior teachers with just completion of the degree/courses and entering into teaching profession. They may not be skilled in dealing with the students of all categories in the classrooms.
b) The teacher training programmes can be made compulsory for all the teachers. The schools could arrange for sending of teachers for profession courses. The professional training like T.T.C. and B.Ed. equip teachers with necessary methods and skills in teaching and lesson planning.
c) The teachers could be given opportunity to develop skills, methods, strategies through various programmes. T.T.C., B.Ed. and
DIET could be made compulsory for all the teachers. The teachers who were not trained at the time of appointment could be given opportunities to undergo the course by granting leave with necessary financial assistance.

d) The teachers could be given the opportunities to develop communication skills and all the qualities that are necessary to maintain a proper discipline in the classroom.

e) The teachers especially in rural areas could be supported with facilities like staff quarters, incentives and technological assistance in teaching learning processes as it was found out that urban teachers are far better in teacher effectiveness than the rural teachers.

f) The schools could arrange transport facilities like bus service in order to make the students as well as the teachers to reach the institutions on time.

1.9 Conclusion

Effective teaching involves a set of teaching behaviour which aims at bringing about desired changes in the students in an effective manner. A successful teacher becomes better and better because his/her actions are not based simply on intuition but on careful analysis, reflection and planning. Teacher effectiveness is a matter of central importance to all educational institutions as it affects the process of learning, classroom management and especially academic achievement.

Finally, the timely incentives to the teachers promote teacher effectiveness. Teacher effectiveness is the result of teaching experience mingled with the professional training. Use of new technology is an asset to education and it will boost the quality and bring better results. Effective teachers are those who consider their profession as honourable rather than mere execution of the duty. Effective teacher builds up confidence in the students, encourages them and has high expectation from them. In the same manner, all the teachers of selected Schools of Nagaland can imbibe the spirit of teacher effectiveness through maintaining proper preparation and planning for teaching, classroom management, knowledge of subject matter, teacher characteristics such as personality make-up, behavioural manifestations etc. and having appropriate interpersonal relations in the teaching learning process. For this combined efforts could be made by the school authorities with the support and cooperation of stakeholders of education in the state of Nagaland.

1.10 References


