

A Locale Based Study of Teacher Effectiveness of Elementary School Teachers of Kashmir (India)

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ABSTRACT

Education sector is rightly called the back bone of a nation. The feat of the education system depends on the effectiveness of its teachers, because it is the teacher who shapes and moulds the children. Technology has given a student many sources to learn but the fact is that the role of the teacher is irreplaceable in the life of a student. No electronic gadget or technology can replace the teacher. The effectiveness of a teacher depends on many demographic variables. The present study aims to find out the relation between locale and the teacher effectiveness. The results of the study reveal that on certain domains locale does effect the teacher effectiveness.

Introduction

Teacher effectiveness is the compilation of the features, competencies, qualities of a teacher that aid the learning as well the learner so as to attain both the long term and the short term goals of education.

An effectual teacher not only generates the knowledge but also disseminates the same among his students. Effective teacher is the one who not only teaches but also learns at the same time. It is a well-established fact that when one teaches two learn. The children or the pupil are the best

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judge of a teacher they can very well distinguish between the effective and the ineffective teachers. Every teacher makes use of different strategies, techniques and methods based on their personality, the needs and the aspirations of the students. An effective teacher knows about the potentials as well as the weaknesses of his students, he makes the student aware about both these things; he in no way hides or conceals anything from his students. He not only tells the student about their difficult areas but also suggests ways and means to overcome the same. Similarly an effective teacher encourages his students where ever and whenever needed. Effective teachers are always available for their student be it in the classroom or outside the classroom. They are always ready to give their feedback, suggestions or any kind of guidance to the students. So it can be said that it is the compilation of all these things and qualities that make teacher effective and differentiate an effective teacher from an ineffective one.

There are three broad views or perspectives of explaining teacher effectiveness. The first one explains teacher effectiveness as per the personal qualities of the teacher for example teachers regard for his students, teachers confidence, teachers creativity and so on. All these qualities can be used as a measure of the teacher's effectualness and these measures are generally used when the teachers are selected for the job. These are the most superficial attributes of an effective teacher and thus help in determining his or her effectiveness. After the personal qualities of the teacher comes into play the role the teacher plays in the classroom i.e. what a teacher does inside the classroom. This includes the teaching behavioural traits.

The effectiveness of a teacher can be known by knowing the behavioural traits of the teacher during actual transactional process. The third and the last view makes us think that teacher effectiveness can even be determined by knowing about the outcome of the teaching learning process. Teacher effectiveness as per this view is known by the bearing the teacher and his teaching has on the learner. Thus it can be summed up that as per the first perspective the teacher effectiveness is related to the personal description of the teacher, two the attributes of instructional process and third the bearing on the learner or directly we can say the learning outcome. Some of the indicators of effective teaching are: (a) students have understood the content. (b) Students show independent ways of learning the content. (c) Learners show positive attitude towards other learners. (d) Students show positive behavioural changes. (e) Pupil is actively engaged in the teaching learning process

“Teaching activity essentially boils down to communicating effectively the concepts, facts, procedures, principals and ideas to the learner and expect some kind of behavioural changes to take place in them. Teaching should be viewed as a live performance in a classroom or in any other learning situation. It is difficult to imagine that all the members of the profession would prove equally effective” (Rajarshi Roy 2016). This effectiveness of the teachers has been described by different researchers in different manners. For some effective teacher is one who is adept to achieve all the pre set goals, for some he is the one who prompts the learns to work and learn, for some he is the one who is able enough to bring positive changes in the

students, for some he is the one with who as the knowledge and is able to deliver that well to his students. Thus it can be said that there is not one particular definition or perception about the teacher effectiveness. Some of the definitions of this concept:

Barr (1952) “has aptly defined teacher effectiveness as a relationship between teachers, pupils, and other persons concerned with educational understanding” (as cited by Kumar and Rao 2016, p .16)

Flanders and Simon (1969) defined “teacher effectiveness as an area of research which is concerned with characteristic of teacher, teaching act and their effect on the educational outcome of classroom teaching” (as cited by Kumar and Rao 2016, p.16).

Need of the Study

Not all the teachers are equally effective. There are many demographic determinants of this teacher effectiveness like gender, experience, age, qualification, location, nature of job (permanent or contractual). The overall picture of the literature reveals that a number of studies have been conducted on teacher effectiveness in relation to locale. Most of these studies are carried out at secondary level. This is a venture to study teacher effectiveness at elementary level in Kashmir. It was evident from the literature review that no such study has been carried out in Kashmir valley where teacher effectiveness was studied in relation to locale at elementary level. The researchers throughout the horizon have conducted studies on teacher effectiveness but no study from the review was found from Kashmir on the present aspect. Furthermore the earlier

conducted studies showed highly contradicting results. These contradicting results and the fact that the present problem has least been investigated in Kashmir at elementary level motivated the investigator to carry out the said investigation. The present work taken up with the aim of evaluating effectiveness of teachers at elementary level is one small endeavour in the same direction.

Objective of the Study

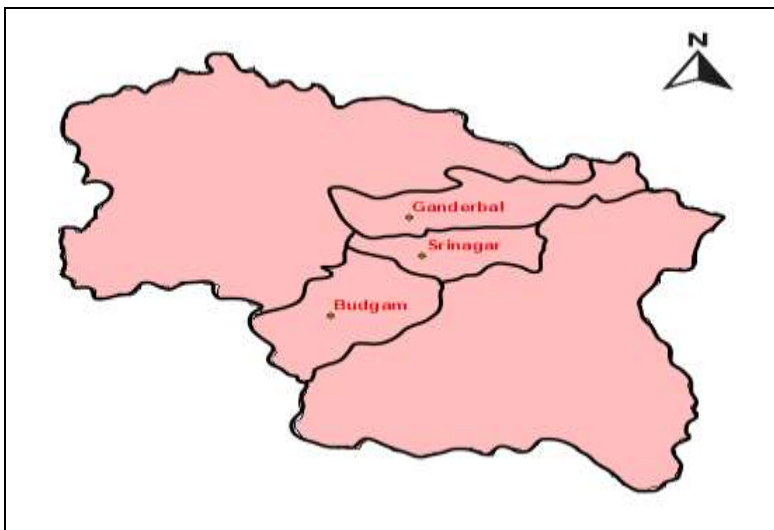
To compare Rural and Urban elementary school teachers on teachers effectiveness.

Hypothesis

Rural and urban elementary school teachers do not differ on their teacher effectiveness.

Delimitation of the study

The study is delimited to Central Kashmir. Central Kashmir includes district Srinagar , Budgam and Ganderbal .



Literature Review

Biswas (2017) studied “teacher effectiveness of secondary school teachers in relation to gender, location and academic stream”. The rationale of the study was to find out difference in teacher effectiveness among male and female secondary school teachers, to find out whether there exists any difference in teacher effectiveness of rural and urban secondary school teachers. The sample consisted of one hundred thirty secondary school teachers that were selected randomly and the data for this study was collected by making use of Dr. Kulsum scale of Teacher Effectiveness. “The results revealed that there is no difference in teacher effectiveness on the basis of gender but there exists a significant difference in teacher effectiveness on the basis of locale”.

Dash and Bawan (2016) undertook a study on “teacher effectiveness of secondary school teachers in the District of Purba Midinapur, West Bengal”. The aim of the study was to find out the level of teacher effectiveness of secondary school teachers, to study teacher effectiveness in relation to gender, to study teacher effectiveness in relation to locale of the teachers and also to study teacher effectiveness with respect to the length of service of the teachers. For this investigation a sample of hundred secondary school teachers was selected by stratified random sampling. The data was collected by a self-made effectiveness scale. “The results of this investigation revealed that there does not exist any difference in male and female teachers on teacher effectiveness however there is significant difference between rural and urban secondary school teachers on teacher effectiveness. It also revealed that there does not

exist any relation between teacher effectiveness and length of service of teacher”.

Islahi (2010) carried out an investigation on secondary school teachers with an aim to assess the relationship between work motivation, information technology, and teacher effectiveness. The investigator also aimed to study teacher effectiveness in context to some demographic variables. For the study a sample of four hundred eighty two secondary school teachers was selected by simple random sampling. Out of this 482 male teacher were 237 and female were 245. The results reveal that “there was no significant difference in teacher effectiveness of male and female teachers. It also revealed that location of the school whether rural or urban has no effect on teacher effectiveness”.

Aggarwal (2003) carried out an investigation in which the investigator compared “the social intelligence and teacher effectiveness of the teachers in relation to their gender, age, educational qualification, marital status, teaching experience, discipline, administrative set up, locale, board of education”. Incidental sampling was put to use for the selection of 557 teachers from Banda. Teacher effectiveness scale was used for data collection. The findings of the investigation showed that “female teachers’ were more effective in comparison to males it also revealed that rural teachers were better in comparison to urban teachers in respect of academic, professional, social, moral, and personality dimensions of teacher effectiveness. The study also revealed that teachers having teaching experience up to 5 and 6-10 years were high in academic and emotional dimension of teacher effectiveness as well as

in respect of global teacher effectiveness. The teachers having 16-20 and 21-25 years of teaching experience were high in social dimension of teacher effectiveness”.

Sanathana and Jameela (2002) carried out an investigation on “impact of teacher’s gender, socioeconomic status and locale on teacher effectiveness”. The intention of the investigator was to study the impact of gender, residence and socio economic status of a teacher on his effectiveness. A sample of 131 teachers was selected through simple random sampling technique. The findings of the study reveal that “gender, locale and socioeconomic status of the teacher do not have any impact on teacher effectiveness”.

Research Methodology

Sample

The study was initially started with 400 elementary school teachers. With the help of extreme group technique, 108 effective and 108 ineffective teachers were identified. Afterwards, the 108 effective teachers were found to be comprised of 64 rural and 44 elementary teachers which were later compared on various domains of teacher effectiveness.

Tool

Nadeem’s teacher effectiveness was used. The scale has been constructed on presage - process – product variables of teacher effectiveness. This scale is a battery of four scales

1. Classroom teachings Behaviour Scale (CTBS)
2. Teacher Attitude Scale (TAS)

3. Principal's Rating Scale (PRS)

4. Student's Rating Scale (SRS)

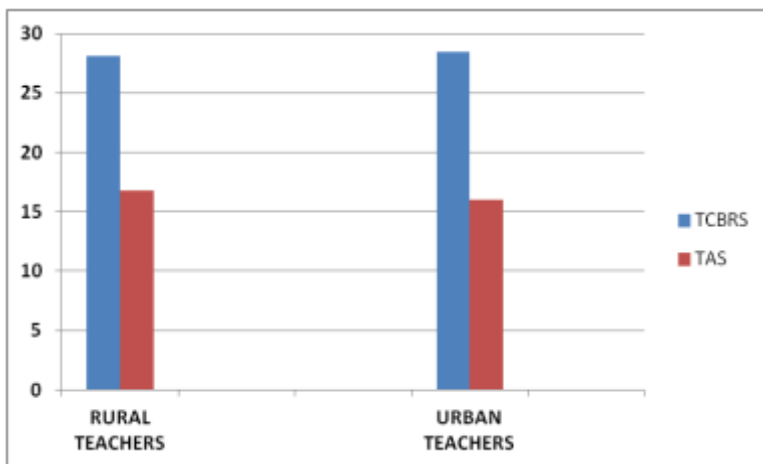
Statistics Applied

Mean, SD and t-test were used for the analysis of data.

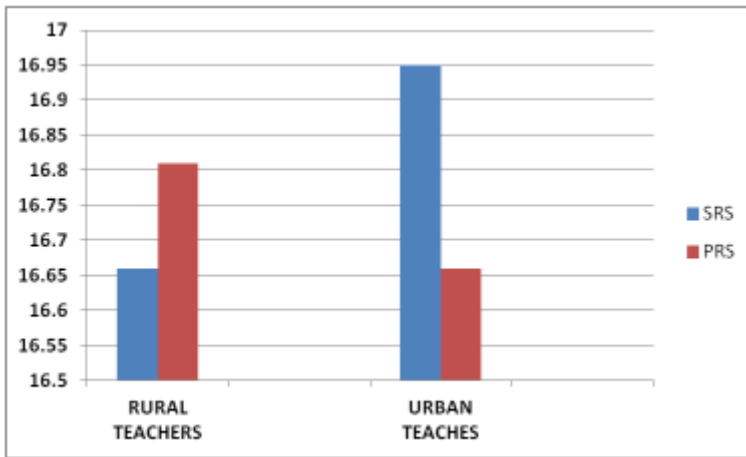
Data Analysis and Interpretation

Table showing the mean comparison between rural and urban elementary effective teachers on the various factors of teacher effectiveness.

<i>Factors</i>	<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>S.D.</i>	<i>t-value</i>	<i>Level of Sig.</i>
TCBRS	<i>Rural Teachers</i>	64	28.09	1.388	1.633	NS
	<i>Urban Teachers</i>	44	28.48	.849		
TAS	<i>Rural Teachers</i>	64	16.75	1.039	3.220	Sig. at 0.01 level
	<i>Urban Teachers</i>	44	16.02	1.303		
SRS	<i>Rural Teachers</i>	64	16.66	.479	3.879	Sig. at 0.01 level
	<i>Urban Teachers</i>	44	16.95	.211		
PRS	<i>Rural Teachers</i>	64	16.81	.393	1.315	NS
	<i>Urban Teachers</i>	44	16.66	.805		



Mean comparison of TCBRS and TAS factors of teacher effectiveness among rural and urban effective teachers



Mean comparison of SRS and PRS factors of teacher effectiveness among rural and urban effective teachers

The results reveal that the mean and standard deviation of rural teachers on teacher classroom behaviour factor of teacher effectiveness is 28.09 and 1.388 and that of urban teachers is 28.48 and 0.849. The t- value for this is 1.633 which does not fall at any level of significance indicating that there is non-significant effect of locale on teacher classroom behaviour factor of teacher effectiveness.

The mean and standard deviation of rural teachers on teacher attitude factor of teacher effectiveness is 16.75 and 1.039 and that of urban teachers is 16.02 and 1.303. The t- value for this is 3.220 which falls at 0.01 level of significance indicating that there is significant effect of locale on teacher attitude factor of teacher effectiveness.

The mean and standard deviation of rural teachers on student rating factor of teacher effectiveness is 16.66 and 0.479 and that of urban teachers is 16.95 and 0.211. The t- value for this is 3.879 which falls at 0.01 level of

significance indicating that there is significant effect of locale on student rating factor of teacher effectiveness.

The mean and standard deviation of rural teachers on principal rating factor of teacher effectiveness is 16.81 and 0.393 and that of urban teachers is 16.66 and 0.805. The t - value for this is 1.315 which does not fall at any level of significance indicating that there is non-significant effect of locale on principal rating factor of teacher effectiveness.

Thus the interpretation of results reveals that locale has a significant effect on teacher attitude rating and student rating factors of teacher effectiveness, but at the same time it has a non-significant effect on teacher classroom behaviour factor and principle or head of the institution rating factor of teacher effectiveness. In the view of these results the hypothesis which reads as **“rural and urban teachers do not differ significantly on teacher effectiveness”** is partially accepted.

Findings and Conclusion

The study revealed that there is a significant difference in rural and urban teachers on teacher attitude and student rating factor of teacher effectiveness but there is a non-significant difference between rural and urban teachers on teacher classroom behaviour and principal rating factor of teacher effectiveness .The present study is in line with the results of **Dash and Bawan (2016)** and **Aggarwal (2003)** which revealed that rural and urban teachers have a significant difference in their teacher effectiveness. Studies like **Lal and Krishna (2015)**, **Islahi (2010)** are in disagreement with the findings of this study.

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