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## A Study On Teaching Effectiveness Of Primary School Teachers In Relation To Few Variables

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### ABSTRACT

Teachers play an imperative role in framing the ladder for educational development. It is obvious that teachers play a vital place in the educational setting. Efficient teachers can contribute to the disparity in progress of students. A knowledgeable, well-prepared, competent, enthusiastic, sympathetic and dynamic teacher is considered to be an effective teacher. This paper analyzes the teaching effectiveness of primary school teachers serving in Primary Schools situated in Haveri Taluk, Haveri District of Karnataka. For this reason, 80 primary school teachers were selected from government, private aided and private unaided schools randomly as a sample of research. Teaching Effectiveness studied as dependent variable and sex and type of management studied as background variables. The Teacher Effectiveness Scale developed by Umme Kulsum (2012) was used to measure teachers' various functions related to his or her teaching. The data was analyzed by computing an independent 't' test. The statistical results obtained with the help of SPSS Package Version 20 and MS Excel 2015. The level of significance was fixed at 0.05 level confidence. The 't' test results found that there was a significant difference in Teaching Effectiveness of primary school male and female teachers. The result also inferred that teachers serving in government schools had higher effectiveness in teaching when compared with teachers serving in private aided and unaided institutions. This implies that female teachers working in private aided and unaided primary schools should conduct orientation programmes, workshops and in-service training programmes, which should focus on a call for higher effectiveness in teaching.

**Keywords:** Teaching, Effectiveness, Primary, School, Teachers, Sex, type of management

### 1. Introduction

Education plays an important role in the compatible and wholesome development of man's natural powers. It brings out the whole development of his individuality. It produces sensible behavior change. Finally education develops an individual for a cheerful and trustworthy life. Every nation has expectations from its teachers and the citizens to bring change in the education sector. The main aim of education is to expand the power of modification to an ever altering social atmosphere. Every human being is born with dormant potentials and education assists in its additional enlargement. Education plays an important role in

the compatible and wholesome development of man's natural powers. It brings out the whole development of his individuality. It produces sensible behavior change. Finally education develops an individual for a cheerful and trustworthy life.

Teachers are the key of the educational system. The failure or the success of any educational system depends upon a teacher. Success in the educational system is ensured only when the teachers are well educated, intellectually sharp, effective, competent and take keen interest in their job. The system is destined to fail on the other hand if the teachers are not properly trained and if they cannot give their heart to their profession. A teacher is the important component of the school

The term teaching effectiveness is very ambiguous and it is very difficult to define it in a relative term. It consists of two words: teaching and effectiveness. Teaching means normally undertaken activity among imparting instruction in the classroom situation. The term effectiveness refers to some criteria. The effectiveness of teaching can be ascertained by employing some criteria.

Teachers who inspire and motivate the students are included in the category of Effective Teachers. Teacher effectiveness plays a pivotal role in the teaching learning process. It, being the hub of the whole programme, needs close observation and critical analysis. It is generally agreed that the 'goodness' of an educational system to a great extent is dependent on the quality of teachers available to implement it. An effective teacher may be understood as one who helps in the development of basic skills, understanding, proper work habits, desirable attitude and value judgment. Teacher effectiveness concerns these outcomes and the objectives of education. It points to the effects of a teacher in the classroom situation. A school may have excellent material resources, equipment, building, library and other facilities along with a curriculum appropriately adapted to suit the community needs, but if the teachers are misfit or indifferent to their responsibilities, the whole program is likely to be ineffective and wasted.

Teacher Effectiveness refers to "the impact of the classroom factors, such as teaching methods, teacher expectations, classroom organization and use of classroom resources have on students' performance." This reflects the idea that it is much closer to the meaning of efficacy which is defined as "the capacity to produce effects; power to effect the object intended". Jim Campbell (2004) defined Teacher Effectiveness as "the power to realize socially valued objectives agreed for teachers work, especially, but not exclusively, the work concerned with enabling students to learn". Thus the optimum level of efficiency and productivity rests with the teacher. It refers to the level of maturity and learning indicating that the teacher grows with experience and keeps learning.

There are various ways in which primary school teachers can develop their effectiveness in teaching. Here are some strategies that may be helpful:

- **Build positive relationships with students:** Teachers create positive connections with their students by getting to know them individually, showing interest in their lives outside of school, and providing positive feedback and encouragement.

- **Attend professional development opportunities:** Primary school teachers benefit from attending professional development opportunities that focus on best practices in teaching, as well as topics such as classroom management, student engagement, and differentiation. This can help them stay up-to-date with the latest teaching strategies and techniques.
- **Use gender-inclusive teaching strategies:** This includes using a variety of teaching methods that appeal to different learning styles, providing opportunities for both individual and collaborative learning, and creating a classroom environment that is welcoming to all students.
- **Reflect on their teaching practice:** Primary school teachers reflect on their teaching practice to identify areas for improvement and to evaluate the effectiveness of their teaching strategies. This can be done through self-reflection, peer observations, or feedback from students and colleagues.
- **Seek mentorship:** Teachers can benefit from seeking out mentorship from experienced teachers or education professionals. A mentor can provide guidance, support, and feedback on teaching strategies and classroom management, and can help the male teacher to develop their own teaching style.
- **Embrace diversity:** It's important for male teachers to embrace diversity in the classroom and to create a culture of inclusivity. This includes acknowledging and celebrating the diversity of their students' backgrounds and cultures, and incorporating this into their teaching strategies and materials.

Developing effectiveness in teaching requires ongoing commitment to professional growth and a focus on the needs of the students. By implementing these strategies, primary school teachers can improve their teaching practice and help their students to achieve their full potential. Hence the present study taken to know the teaching effectiveness of primary school teachers.

## SIGNIFICANCE OF THE STUDY

Quality of human development system refers fundamentally to the quality of education and quality of education is mainly personalized as the excellence of teaching that goes in school. Teachers' make up the backbone of school system. Thus, successes of schools depend indirectly on the superiority of its teachers. In order to develop and elevate the standard of education first and foremost step should be to make effective teachers. Lata and Sharma (January 2017), Yadav (2016) has studied the effectiveness of school teachers in India. Kumar (2016), Dash and Barman (2016), Sawney and Mangat (2015), Dogra and Singh (2015), Toor (2014), Malik and Sharma (2013), Vijayalakshmi and Mythill (2004) have studied teacher effectiveness in relation to their sex in India and Abroad. Tyagi and Sharma (2014), Kumar (2016), and Vijayalakshmi and Mythill (2004) have studied teacher effectiveness in relation to their type of management in India. Therefore there is highest call for study the teacher effectiveness of primary school teachers of Haveri District, Karnataka.

## STATEMENT OF THE PROBLEM

The intention of this research is to examine the Teacher Effectiveness of primary school teachers in relation to sex and type of management. The topic recognized for the present research is: “A Study on Teaching Effectiveness of Primary School Teachers in relation to few Variables.”

## OBJECTIVES OF THE STUDY

1. To find out the significant differences in the Teaching Effectiveness of primary school male and female teachers.
2. To find out the significant differences in the Teaching Effectiveness of primary school teachers serving in government, private aided and private unaided schools.

## RESEARCH HYPOTHESES

1. There is no significant difference in the Teaching Effectiveness of primary school male and female teachers.
2. There is no significant difference in the Teaching Effectiveness of primary school teachers serving in government and private aided schools.
3. There is no significant difference in the Teaching Effectiveness of primary school teachers serving in private aided and private unaided schools.
4. There is no significant difference in the Teaching Effectiveness of primary school teachers serving in government and private unaided schools.

## METHODOLOGY

This paper analyzes the teaching effectiveness of primary school teachers serving in Primary Schools situated in Haveri Taluk, Haveri District of Karnataka. Descriptive Survey Method was followed for the present investigation. For this reason, 80 primary school teachers were selected from government, private aided and private unaided schools randomly as a sample of research. Teaching Effectiveness studied as dependent variable and sex and type of management studied as background variables. The Teacher Effectiveness Scale developed by Umme Kulsum (2012) was used to measure teachers' various functions related to his or her teaching. The data was analyzed by computing an independent 't' test. The statistical results obtained with the help of SPSS Package Version 20 and MS Excel 2015. The level of significance was fixed at 0.05 level confidence.

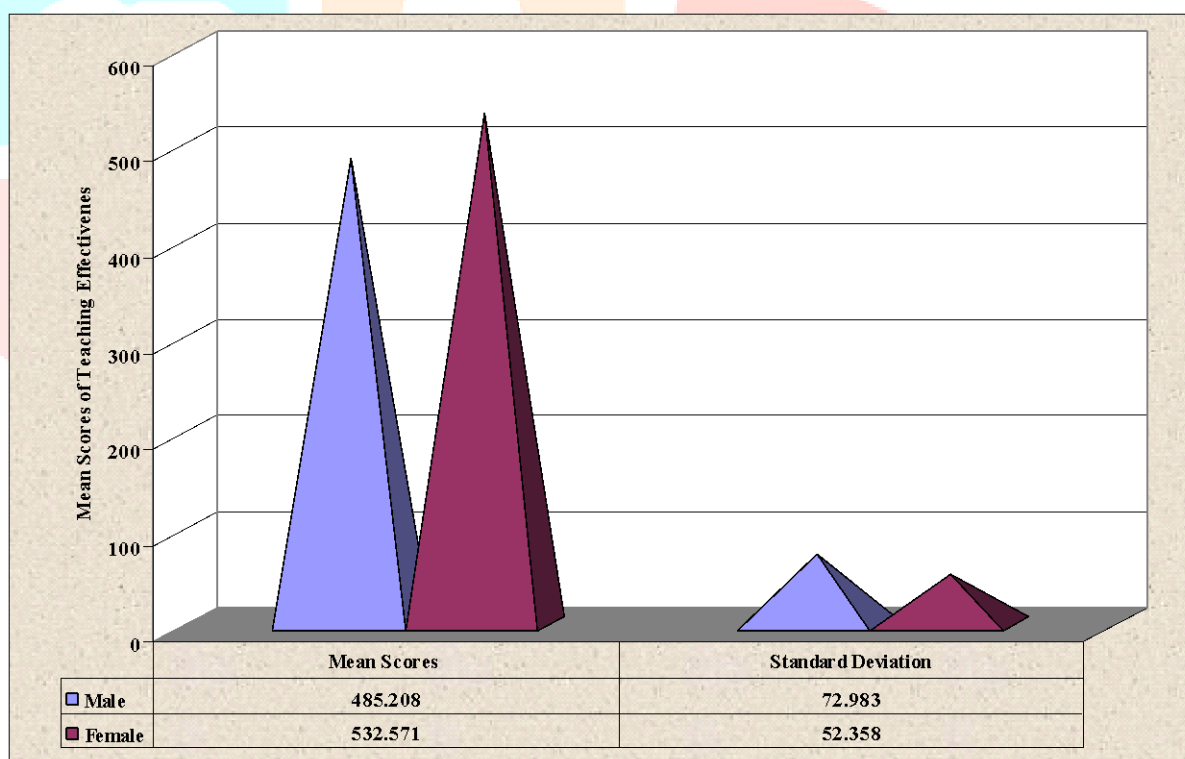
## ANALYSIS AND INTERPRETATION OF DATA

**Table-1:** Table shows ‘t’ test results pertaining to Teaching Effectiveness scores of primary school male and female teachers.

Variable	Groups	No.	Mean Scores	Standard Deviation	‘t’ value	Sig. P value
Sex	Male	24	485.208	72.983	2.87	*
	Female	56	532.571	52.358		

\*Significant at 0.05 level (Table Value for df=78 is 1.99)

From the above table-1 shows ‘t’ value results and significance level of Teaching Effectiveness of primary school male and female teachers. It was seen that the obtained ‘t’ value 2.87 which is higher than the table value of 1.99 (df=78) at 0.05 level and thus it is significant. Hence, the null hypothesis is **rejected** and an alternative hypothesis has been formulated that “there is a significant difference in the Teaching Effectiveness of primary school male and female teachers.” It was inferred that, primary school female teachers had higher effectiveness in teaching than male teachers. The comparison of Teaching Effectiveness of primary school male and female teachers is graphically presented in Graph-1.



**Graph-1:** Bar graph shows comparison of Teaching Effectiveness between primary school male and female teachers.



**Table-2:** Table shows 't' test results pertaining to Teaching Effectiveness of primary school teachers serving in government, private aided and private unaided schools.

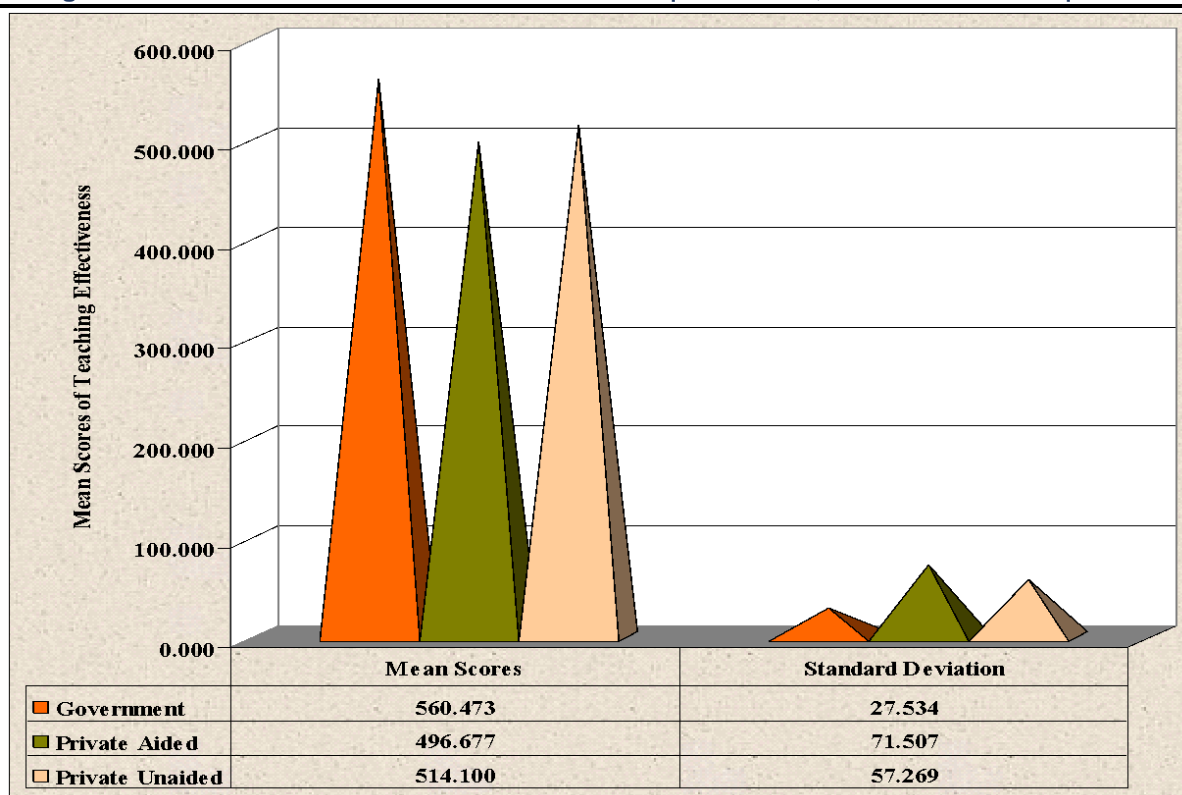
Variable	Groups	No.	Mean Scores	Standard Deviation	't' value	Sig. P value
Type of Management	Government	19	560.473	27.534	4.45	*
	Private Aided	31	496.677	71.507		
	Private Aided	31	496.677	71.507	1.05	NS
	Private Unaided	30	514.100	57.269		
	Government	19	560.473	27.534	3.79	*
	Private Unaided	30	514.100	57.269		

\*Significant at 0.05 level (Table Value=1.98)

From the above table-2 shows 't' value results along with significant level of Teaching Effectiveness of primary school teachers from different school types.

- It was seen that the obtained 't' value 4.45 which is greater than the table value of 2.01 (df=48) at 0.05 level and thus it is significant. Hence, the null hypothesis is **rejected** and an alternative hypothesis has been formulated that "there is a significant difference in the Teaching Effectiveness of primary school teachers serving in government and private aided schools."
- The obtained 't' value 1.05 which is less than the table value of 2.00 (df=59) at 0.05 level and thus it is not significant. Hence, the null hypothesis is **accepted** that "There is no significant difference in the Teaching Effectiveness of primary school teachers serving in private aided and private unaided schools."
- The obtained 't' value 3.79 which is greater than the table value of 2.01 (df=47) at 0.05 level and thus it is significant. Hence, the null hypothesis is **rejected** and an alternative hypothesis has been formulated that "there is a significant difference in the Teaching Effectiveness of primary school teachers serving in government and private unaided schools."

It was inferred that, the government primary school teachers (M=560.473) had higher effectiveness in teaching when compared to private unaided (Mean=514.100) and private aided (Mean=496.677) school teachers. The comparison of Teaching Effectiveness of primary school teachers from government, private aided and private unaided schools are graphically presented in Graph-2.



**Graph-2:** Bar graph shows comparison of Teaching Effectiveness of primary school teachers serving in government, private aided and unaided institutions.

## RESULTS

- There was a significant difference in the Teaching Effectiveness of primary school male and female teachers.”
- There was a significant difference in the Teaching Effectiveness of primary school teachers serving in government and private aided schools.”
- There was no significant difference in the Teaching Effectiveness of primary school teachers serving in private aided and private unaided schools.”
- There was a significant difference in the Teaching Effectiveness of primary school teachers serving in government and private unaided schools.”

## CONCLUSION AND EDUCATIONAL IMPLICATIONS

From the ‘t’ test confirmed that there was a significant difference in the Teaching Effectiveness of primary school male and female teachers and further shows that there was a significant difference in the Teaching Effectiveness of primary school teachers serving in government & private aided; and government and private unaided schools except private aided and unaided institutions. This implies that male teachers working in private aided and unaided primary schools should conduct orientation programmes, workshops and in-service training programmes, which should focus on a call for higher effectiveness in teaching. Male primary school teachers can reflect on their teaching practice to identify areas for improvement and to evaluate the effectiveness of their teaching strategies. This can be done through self-reflection, peer observations, or feedback from students and colleagues. Developing effectiveness in teaching requires ongoing commitment to professional growth and a focus on the needs of the students. By implementing strategies like build positive relationships with students, attend professional development opportunities and

seek mentorship, male primary school teachers can improve their teaching practice and help their students to achieve their full potential.

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