

A STUDY ON TEACHER EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS OF DIBRUGARH DISTRICT

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ABSTRACT

Teacher effectiveness is encompassed in knowledge, attitude and performance. Teacher effectiveness is a matter of the degree to desired effects upon students. It is assessed by observing teacher behaviour and students behaviour and can be judged from the achievements of students. The present paper is an attempt to focus on the Teacher Effectiveness of the secondary School Teachers of Dibrugarh District. The present research was conducted through descriptive method using purposive and incidental sampling technique. The data was analyzed using mean, SD, skewness, kurtosis and 't' test. The result regarding difference between secondary school teachers of Dibrugarh District having professional qualification and general qualification with regard to their effectiveness shows significant difference.

Keywords: *Teacher Effectiveness, Secondary School Teacher.*

1.0 Introduction :

Teacher Effectiveness is encompassed in knowledge, attitudes and performance. Teacher Effectiveness is a matter of degree to which a teacher achieve the desired effects upon students. Effective teachers are those who achieve the goals, which they set for themselves or which they have set for them by other such as ministries of education, legislators and other government officials, school/ college administrators. Effective teacher must possess the knowledge and skills needed to attain the goals and must be able to use knowledge and skills if these goals are to be achieved. The term teacher effectiveness in such a way that effective teachers tend to be aware of and actively pursue goals. These goals, in turn guide their planning as well as their behaviour and interactions with students in the classroom.

2.0 Statement of the problem :

The problem is stated as “A Study on Teacher Effectiveness of Secondary School Teachers of Dibrugarh District”.

3.0 Need and Significance of the Study:

The significance of the present study is on the ground that prior to this very few work has been done on this problem in this region of the country. Many people emphasize the importance of good teacher, and many local, state and federal policies are designed to promote teacher quality. Study on teacher's effectiveness is very much important in the secondary level because we know that highly effective teacher can have an enriching effect on the daily lives of children and their life-long educational and career aspirations. We also understand that these effective teachers also enhance student learning. Effective teachers not only make students feel good about school and learning, but also their work actually results in increased students achievement. To make dramatic improvement in secondary level students and prepare them for college and careers the right teacher in the right places in the right subjects are necessary. The quality of teaching is the most important factor and teacher effectiveness is very much important in secondary level to make learning more fruitful and more effective. These are the adolescent students and we all know that adolescent is the most important period of human life. Students may face various vocational, academic, social, family problems in this period and being taught by an effective teacher has very important consequences for solving out these problems which can lead to a better future.

Hence, study on teacher effectiveness of secondary school teachers is necessary in order to deriving maximum benefits from its findings for better student performances and quality secondary education.

4.0 Objectives of the study:

The following objectives have been framed for the present study:

4.1 To study the difference between secondary school teachers of Dibrugarh district having professional qualification and general qualification as far as their effectiveness is concerned.

5.1 Hypothesis of the study:

H₁: There is no significant difference between secondary school Teachers of Dibrugarh district having professional qualification and general qualification as far as their effectiveness is concerned.

6.0 Definition of the Key Terms:

Teacher Effectiveness: Teacher effectiveness is encompassed in knowledge, attitudes and performance. Teacher effectiveness is a matter of the degree to which a teacher achieve the desired effects upon students. It is assessed by observing teacher behaviour and student behaviour and can be judged from the achievements of students. The term effective is used to mean the collection of characteristics, competencies and behaviours of teacher at all educational levels that enable the students to reach desired outcomes, which may include the attainment of specific learning objectives as well as boarder goals such as being able to solve problems, think critically, work collaboratively etc.

Secondary School Teacher: Teaching is regarded as the noblest of all profession. The teacher is an academician, an interpreter of civilization, builder of future citizens, a link between school and community, a mobiliser of community resources and a maker of human beings. The success of any educational system depends mostly upon the teacher who implement and work out the system. Secondary school teacher prepare and teach academic, technical, vocational or specialized subjects at public and private secondary schools.

In the present study, secondary school teachers refers to the teachers offering courses in the classes IX to XII in the high and higher secondary Government and provincialised schools of Dibrugarh district. Secondary school teachers having professional qualification mean the teachers who have professional degree like B.Ed/M.Ed along with general qualification and Secondary school teachers having general qualification mean the teachers who have only general degree .

7.0 Method of the present study

Descriptive method was used in the present study.

7.1 Population of the present study :

The population of the present study comprised of all the high and higher secondary school teachers offering secondary courses in 25 government and provincialised schools of Dibrugarh District.

7.2 Sample of the present study :

For the present study, the researcher had selected 25 Higher Secondary School of Dibrugarh district using purposive sampling technique. Then a sample of 300 teachers were selected using incidental sampling techniques.

7.3 Tools used in the present study :

Teacher Effectiveness Scale (TES) design by Dr. (Mrs.) Umme Kulsum.

7.4 Statistical Techniques Use :

For the present study, Mean, SD, skewness, kurtosis and 't' test were used to analyze the data.

8.0 ANALYSIS AND INTERPRETATION OF DATA:**8.1 DIFFERENCES BETWEEN THE SECONDARY SCHOOL TEACHERS OF DIBRUGARH DISTRICT HAVING PROFESSIONAL QUALIFICATION AND GENERAL QUALIFICATION WITH REFERENCE TO THEIR EFFECTIVENESS.****Table – 1**

Significance of difference between means of teacher effectiveness of secondary school teachers of Dibrugarh district having professional qualification and general qualification :

Sl. No.	Qualification	N	Mean	SD	't'	Significance
1	Professional	110	523.65	64.27	9.74	Significant at .01 level
2	General	190	511.26	75.14		

The significant 't' value indicates a significant difference between the secondary school teachers of Dibrugarh district having professional qualification and general qualification as far as their effectiveness is concerned. Hence the hypothesis that "There is no significant difference between the secondary school teachers of Dibrugarh district having professional qualification and general qualification as far as their effectiveness is concerned" may be rejected. Therefore, it can be concluded that the secondary school teachers of Dibrugarh district having professional and general qualification differ significantly in their effectiveness.

9.0 MAJOR FINDING, SUGGESTION AND CONCLUSION:

The present study revealed a significant difference between the secondary school teachers of Dibrugarh district having professional qualification and general qualification in regard to their effectiveness. The study shows that the secondary school teachers of Dibrugarh district having professional qualification are most effective in comparison to the secondary school teachers of Dibrugarh district having general qualification. It may be due to the training on teaching skills and other professional areas which makes them more effective. On the basis of the findings, we can say that professional qualification based on professional training enhance the teacher effectiveness. Hence, secondary school teachers having general qualification can be suggested for in-service training programmes to enhance their effectiveness.

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