



# A Study of Teacher Effectiveness in Secondary School Teachers of Aurangabd Distirct

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## Abstract:

*Teachers are the salts of the earth. The progress of an organization depends upon the quality of teachers it harbours. The quality and standard of an educational institution is reflected by the students' overall progress and all sided development which ultimately rests on the shoulders of efficient teachers. Bearing this key point in mind the current research endeavours to explore the Teacher Effectiveness of Secondary school teachers in Aurangabad district. The present study revealed that the level of Teacher Effectiveness in Secondary school teachers from English, Marathi and Urdu Medium schools of Aurangabad district is most effective. Also there is a significant difference in the level of Teacher effectiveness between English, Marathi and Urdu Medium schools teachers.*

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**Keywords:** *Teacher Effectiveness, Secondary school Teachers*

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## 1. Introduction

Teacher effectiveness means "Ability to teach effectively in classroom". The modern technological world demands well balanced, well equipped and resourceful teachers for effective schooling, national prosperity and productivity. Only effective teachers can materialize policies and plans of education in the classrooms at grass root level.

So as to perform his/ her role effectively a teacher needs to possess many additional personality traits and qualities which are conducive to effective teaching.

Effectiveness of teacher stems from combination of knowledge, skills and personal characteristics (Katz, 1993), the characteristics which are correlated with effectiveness are: good knowledge of subject matter, ability to organize materials, ability to communicate his/her knowledge to the students successfully and to deal with classroom situations (Gupta and Jain, 2007) and personal characteristics that is enthusiasm, effective communication, adaptable to change, a lifelong learner, competent, accepting of others, patient, willingness to take risks, flexibility, creativity, hardworking and sense of humor (Taylor and Wash, 2003; Colker 2008). An effective teacher helps the students in the development of basic skills, understanding, proper habits and desirable attitude, value assessment and adequate personal judgment (Ryan, 1969).

Teacher effectiveness means perfection, the optimum level of efficiency and productivity on the part of the teacher. It refers to the height of maturity and learning and indicates that teacher grows with experience and learns more and more. He is able to perform his best in the process of education.

Teacher Effectiveness demands use of teaching skills. Teaching skills are those “micro behaviors that the effective teacher constantly exhibit when teaching a class. They include behaviors like; pupil’s involvement in the lesson employing a variety of learning methods, applying teaching methods that meet the objectives of the curriculum using questioning technique to probe pupil’s knowledge and understanding etc.

Effective teachers are the ones which are bound to set high expectations for the pupils. They try to communicate these expectations directly to the pupils. They are persistent enough to increase the level of knowledge as well as understanding of their pupils. They are able to meet and satisfy the needs of more and less able pupils. Effective teachers are relentless in their pursuit of a standard of excellence to be achieved by all pupils and in holding fast to this ambition.

## 2. Objectives

1. To study the level of Teacher Effectiveness in Secondary school teachers of Aurangabad district.
2. To study the level of Teacher Effectiveness in English medium Secondary school teachers of Aurangabad district.
3. To study the level of Teacher Effectiveness in Marathi medium Secondary school teachers of Aurangabad district.
4. To study the level of Teacher Effectiveness in Urdu medium Secondary school teachers of Aurangabad district.
5. To compare the level of Teacher Effectiveness between Secondary school teachers from English, Marathi and Urdu medium schools of Aurangabad district.

## 3. Research Hypotheses

1. The level of Teacher effectiveness in Secondary school teachers of Aurangabad district is moderate.
2. The level of Teacher effectiveness in English medium Secondary school teachers of Aurangabad district is moderate.
3. The level of Teacher effectiveness in Marathi medium Secondary school teachers of Aurangabad district is moderate.
4. The level of Teacher effectiveness in Urdu medium Secondary school teachers of Aurangabad district is moderate.

## 3. Null Hypothesis

There is no significant difference in the level of Teacher Effectiveness between Secondary school teachers from English, Marathi and Urdu medium schools of Aurangabad district.

## 4. Sample

The present research sample consisted of 450 secondary school teachers belonging to English medium, Marathi Medium and Urdu Medium Schools from the 9 Talukas of Aurangabad district. Sample was selected by categorizing the Secondary schools medium wise i.e. English, Marathi, and Urdu medium schools. The secondary schools were randomly selected from the above mentioned mediums from the 9 talukas of Aurangabad district.

## 5. Tool Used

Teacher effectiveness scale (TES) by Dr. Pramod Kumar & Dr. D.N. Mutha was used for the study.

## 6. Procedure

In the present research the researcher employed the disproportionate stratified random sampling technique for collecting data from 450 secondary school teachers belonging to English, Marathi and Urdu Medium Secondary schools of Aurangabad district. The standardized tool i.e. Teacher

effectiveness scale (TES) by Dr. Pramod Kumar & Dr. D.N. Mutha was given to the sample with prior instructions necessary for filling the mentioned scale. The data was then collected from the sample and subjected to scoring on the basis of the norms and instructions provided in the manual. The obtained scores were then used to calculate Mean with the help of Statistical Procedure for Social Science (SPSS).

### 7. Statistical Measures

Mean and ANOVA were used as the statistical measures for the analysis of data.

### 8. Statistical analysis of data

Table no.1 showing the level of Teacher effectiveness in Secondary school teachers of Aurangabad District.

Teacher effectiveness	N	Mean	S.D	Range	Level of Teacher effectiveness
	450	318.65	24.45953	Above 312	Most effective

Table No. 1

#### 8.1 Interpretation

Table No.1 shows that the mean value for Teacher effectiveness in Secondary school teachers of Aurangabad District is 318.65. The obtained Mean value lies Above 312 indicating most effective level. Hence the Teacher effectiveness in Secondary school teachers is most effective.

Teacher effectiveness between Secondary School Teachers			
Medium	N	Mean	S.D
English	150	311.31	18.11897
Marathi	150	320.92	31.05041
Urdu	150	323.71	20.62101
Total	450	318.65	24.45953

Table No.2

ANOVA						
	Sum of Squares	df	Mean Square	F	Sig.(P)	Significant difference
Between Groups	12692.538	2	6346.269	11.084	.000	Significant
Within Groups	255929.987	447	572.550			
Total	268622.524	449				

Table No.3

#### 8.2 Interpretation

Table No.3 shows that the  $F_{(2, 447)}$  value is 11.084 and the corresponding  $p = .000$  value is less than 0.05 i.e.  $p < 0.05$ . Therefore null hypothesis is rejected which shows that there is significant difference in the level of Teacher effectiveness between Secondary school teachers from English, Marathi and Urdu medium schools Aurangabad District.

Table no.4 Showing Tukey HSD Post Hoc results

TES Results from Tukey HSD Post Hoc			
Medium	Tukey HSD Q Statistic	Tukey HSD p Value	Tukey HSD Inferences
English & Urdu	12.40000*	0.000	Significant
Marathi & Urdu	2.79333	0.570	Significant
Marathi & English	9.60667*	0.002	Insignificant

\*. The mean difference is significant at the 0.05 level.

Table No.4

Table No.4 Showing Tukey HSD Post Hoc results. The obtained Q values of the pairs English & Urdu, Marathi & Urdu and Marathi & English are **12.40000\***, 2.79333 and **9.60667\*** respectively. Corresponding to the Q statistics, the p values of the three pairs, i.e., English & Urdu, Marathi & Urdu and Marathi & English are 0.000, 0.570 and 0.002 respectively. Thus, the table shows that there is statistically significant difference in the level of Teacher effectiveness between Secondary school teachers of English & Urdu and Marathi & English medium schools of Aurangabad District

## 9. Findings

1. The level of Teacher Effectiveness in Secondary school teachers of Aurangabad District is most effective.
2. The level of Teacher Effectiveness in English medium Secondary school teachers of Aurangabad District is most effective.
3. The level of Teacher Effectiveness in Marathi medium Secondary school teachers of Aurangabad District is most effective.
4. The level of Teacher Effectiveness in Urdu medium Secondary school teachers of Aurangabad District is most effective.
5. There is a significant difference in the level of Teacher Effectiveness between Secondary school teachers from English, Marathi and Urdu medium schools of Aurangabad District.

## 10. Conclusion

Thus to sum up the incorporation of effective teachers in the stream of secondary education is highly recommended in order to provide able and skilled learners to the society to meet the demands and challenges of the globalized world. Such teachers would eventually upgrade the status and level of education and provide the nation with worthy citizens that will aid it to turn into a developed nation. Effective education is a tool which armours the present generation to face the challenges of the world today. Needless to say that effective education can be imparted by effective teachers to prepare the students to venture in all the global areas with confidence, ease and grace enabling them to make an identity for themselves.

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