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RESEARCH ARTICLE

EFFECTIVENESS OF TEACHING: A TRIBAL AREA STUDY

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ABSTRACT

Education develops the individual like a flower which spreads its fragrance all over the environment. It is not the communication and information by the teacher or the acquisition of knowledge by the child. But it is the total development of the personality. Teachers play a vital role in the development of future citizens. Teaching is an interactive process, involving four aspects teacher, student, learning process and learning situation. A competent teacher possesses all the necessary qualities to interact with the school and community. This study conducted in tribal schools in Thiruvannamalai District. The population of the study was government and government aided tribal schools in the same district. The main objectives are to find out the level of academic achievement of high school students and the role of teacher effectiveness on students' academic achievement. The findings reveal that the academic achievement among the tribal students is moderate level and the teacher effectiveness perceived by them also low in nature. Moreover, there is a statistical significance attributed to type of management of school in academic achievement and teacher effectiveness.

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INTRODUCTION

Education in general and school education in particular plays a pivotal role in shaping ones personality. To bring out the all round development in children, school education is a must because it is during this period that children will be able to learn and understand things properly. The most important aims of the education are the development of wholesome personality of an individual it includes natural, progressive and systematic development. The discussion on the quality of education has created awakening among the general public. It is also a conscious attempt to promote learning in others. Teachers play a pivotal role in the development of future citizens. Teaching is an interactive process, involving four aspects teacher, student, learning process and learning situation. A competent teacher possesses all the necessary qualities to interact with the school and community. Teaching is a continuous activity that aims to promote teacher competency and skills in engaging students in the learning process (Haroon Mohammed Tawarah, 2013). Enochs *et al.* (2000) explained that teacher's teaching effectiveness is a belief in one's ability to teach effectively and teaching outcome expectancy will have a positive effect on student learning.

In all our efforts for education, we must never lose light of the heart of education; good teaching itself. Good teachers do not just happen; they are the product of the highest personal motivation (Dwight D. Eisenhower, 1951). The progress of time reveals that teaching is becoming more challenging than

ever before and it now relies highly on the commitment and quality of individual endeavors one is able to exercise to provide quality education. Now it is so essential that teaching should frequently incorporate the innovative changes and teachers can keep enjoying their career by keeping pace with the new knowledge and technological advancements. They have to continuously repertoire, deepen their knowledge, strengthen their skills and remain inventive. They cannot remain dormant with a set of fixed teaching style, instead should be ready to incorporate all new ideas and methods to develop each time into the student's life and an urge to develop self-initiated quality practices for the betterment of student's life and which will be the strongest characteristics towards professional excellence.

Deciding Factors of the Effectiveness of Teacher

Combinations of many factors decide the effectiveness of a teacher. Among them teacher's classroom mannerism and the skill of communication definitely can make a tremendous influence. Some teacher has even overcome their other weakness by the strength of good communication and approaches. Some naturally arising behavior of the teachers within the classroom will not be good enough to please the students. If the teacher has any form of annoying or distracting mannerism, it has to be looked within their control and should not get expressed. Be not having of annoying mannerism, neat appearance and patience are individual qualities that reflect out teacher's influencing responses. The most commonly seen disturbing mannerism are patience-less listening, short-tempered responses, playing with chalk or pen, excessive

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movement within the classroom. Conducting the conversation skillfully during classroom teaching, drifting impressively with the contents of the lesson, asking appropriate questions in order to elicit specific information, using right quantity of humour to relieve stiff moments and making students to feel free to respond are some of the most crucial communicative abilities that enhance the effectiveness of classroom teaching.

Statement of the Problem

Educating a child is the prime source of support extended in bringing out of the desirable behavioural changes in them. To make every human being to be scientific in their approach in all walks of life, science education becomes more pertinent at all levels of education, especially at the secondary stage of education as majority of the students stop their education either at the end of the tenth standard. Apart from many factors that determines the standard of education and career path of children, the teacher and school contributes more in addition to the psycho-social aspects of the individual learners. In this perspective, the researcher entitled his problem as "EFFECTIVENESS OF TEACHING: A TRIBAL AREA SURVEY"

Objectives

The following are the objectives of this study

1. To find out the level of academic achievement of high school students.
2. To find out the level of teaching effectiveness of high school students.
3. To find out whether there is any significant difference in academic achievement of high school students with respect to type of management.
4. To find out whether there is any significant difference in teaching effectiveness of high school students with respect to type of management.

Hypotheses

The following are the hypotheses of this study

1. The level of academic achievement of high school students is high.
2. The level of teaching effectiveness of high school students is high.
3. There is no significant difference in academic achievement of high school students with respect to type of management.
4. There is no significant difference in teaching effectiveness of high school students with respect to type of management.

Research Design

Survey method was adopted by the investigators.

Population

The population of this study comprises of high school students studying in tribal schools in Thiruvannamalai District of Tamilnadu.

Sample and Sampling Procedure

Six hundred X standard students were randomly selected from high schools located in tribal area at Thiruvannamalai District of Tamilnadu

Instruments Used

The researcher used the following tools:

1. Basic Data Sheet developed by the researcher.
2. 'Students' Evaluation of Teaching Effectiveness Rating Scale' prepared and validated by Toland & DeAyala (2005) was adopted by the investigator.
3. Academic Achievement: Overall marks obtained by X standard students in the half-yearly examinations were taken.

Students' Evaluation of Teaching Effectiveness Rating Scale

'Students' Evaluation of Teaching Effectiveness Rating Scale' (SETERS) developed by Toland & DeAyala (2005) was adopted for the study. *SETERS questionnaire* consists of 34 items measuring three dimensions of teaching effectiveness, namely: Instructor's Delivery of Course Information (12 items), Teacher's Role in Facilitating Instructor/Student Interaction (10 items) and Instructor's Role in Regulating Student's Learning (12 items). The response is of the Likert-type format ranging from Strongly Disagree to Strongly Agree, on a rating scale of 1 to 5. The SETERS has internal consistency reliability with alphas ranging from 0.92 to 0.93 across the factors and total scores with a correlation between forms of 0.79.

Data Analysis

Descriptive and differential analyses were used to compute the data and to verify the hypotheses by using the Statistical Package for the Social Sciences (SPSS). The results of the analysis are presented in Table 1 and 4.

RESULTS

Table 1. The level of academic achievement of high school students

| Level of Academic Achievement | N | % |
|-------------------------------|-----|--------|
| Low | 178 | 29.66 |
| Moderate | 255 | 42.51 |
| High | 167 | 27.83 |
| Total | 600 | 100.00 |

From the above table, it is observed that 42.51 % of high school students (N=600) involved in the present study have moderate level of academic achievement, 29.66 % of them have low level of academic achievement and the remaining 27.83 % have high level of academic achievement.

Table 2. The level of teaching effectiveness of high school students

| Teaching Effectiveness | N | % |
|------------------------|-----|--------|
| Low | 297 | 49.51 |
| Moderate | 160 | 26.66 |
| High | 143 | 23.83 |
| Total | 600 | 100.00 |

From the above table, it is observed that 49.51 % of high school students (N=600) involved in the present investigation have low level of teaching effectiveness, 26.66 % have moderate level of teaching effectiveness and remaining 23.83 % of them have low level of teaching effectiveness.

Table 3. Mean, SD and t-value in academic achievement of high school students with respect to the type of management

| Type of Management | N | Mean | SD | t-value |
|--------------------|-----|-------|--------|---------|
| Government | 377 | 59.88 | 18.378 | 2.372* |
| Aided | 223 | 64.91 | 17.496 | |

Note:* Denotes significant at 0.05 level.

Table-3 reveals the significant difference in academic achievement of high school students with respect to the type of management at 0.05 level. In this aspect, the high school students from Aided schools have gained more mean score (M=64.91) than the students of Government schools (M=59.88).

Table 4. Mean, SD and t-value in teaching effectiveness of high school students with respect to the type of management

| Type of Management | N | Mean | SD | t-value |
|--------------------|-----|-------|--------|---------|
| Government | 377 | 57.83 | 16.964 | 2.393* |
| Aided | 223 | 62.72 | 16.394 | |

Note:* Denotes significant at 0.05 level.

Table-4 reveals the significant difference in teaching effectiveness of high school students with respect to the type of management at 0.05 level. In this aspect, the high school students from Aided schools have gained more mean score (M=62.72) than the students of Government schools (M=57.83).

Major Findings

1. From the table 1, it is observed that 42.51 % of high school students (N=600) involved in the present study have moderate level of academic achievement, 29.66 % of them have low level of academic achievement and the remaining 27.83 % have high level of academic achievement.
2. From the table 2, it is observed that 49.51 % of high school students (N=600) involved in the present investigation have low level of teaching effectiveness, 26.66% have moderate level of teaching effectiveness and remaining 23.83 % of them have low level of teaching effectiveness.
3. Table-3 reveals the significant difference in academic achievement of high school students with respect to the type of management at 0.05 level. In this aspect, the high school students from Aided schools have gained more mean score (M=64.91) than the students of Government schools (M=59.88).
4. Table-4 reveals the significant difference in teaching effectiveness of high school students with respect to the type of management at 0.05 level. In this aspect, the high school students from Aided schools have gained more mean score (M=62.72) than the students of Government schools (M=57.83).

DISCUSSION

The present study was an attempt to know the level of academic achievement and teaching effectiveness; and to know the significant difference of high school students with respect to type of management of schools. The study reveals that level of academic achievement was moderate but teaching effectiveness was low in nature. There was significant difference observed in academic achievement of high school students with respect to the type of management, as well as teaching effectiveness. Research findings reveal there is some shot falls in teaching effectiveness (low level) and it is influenced towards the academic achievement (moderate level) of students. This emphasis, the teachers have seldom teaching effectiveness. Therefore, they have to improve their teaching skills. Research on effectiveness of teachers suggests that behaviors such as persistence on a task, risk taking, and use of innovations are related to degrees of efficacy (Ashton 1985; Ashton and Webb 1986; Ellet and Teddle 2003, Micheal M. van Wyk, 2012).

Recommendation

Based on the findings, the government schools have low mean scores, so the teachers working in government schools have to concentrate their teaching competency and classroom behaviour. In order to overcome this situation, the experienced teachers in respective education districts started mentoring, coaching and support teams for inexperienced teachers. The purpose of these teams is to establish district or cluster networks between experienced teachers and beginner teachers in the use of teaching methods and easiest learning techniques. Cluster school networks being established on effective classroom management practices and strategies for beginner teachers. It further proposed to establish social networks for mentoring, coaching and supporting per district for inexperienced and beginner teachers. Furthermore, specific discussion groups being formed and implemented for school teachers who struggle with challenging learners.

Conclusion

These findings have serious pedagogical implications regarding the quality of teaching and learning in school education, which may negatively impact on learner performance. The researcher contends that the teacher should make himself or herself as a competent teacher and get acquaintance about modern teaching-learning techniques to stimulate the development of learners thinking skills. On the other, enhance social interaction necessary for cognitive growth and enhance self regulated learning.

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