



TEACHER EFFECTIVENESS IN DIFFERENT BOARDS

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ABSTRACT:

The aim of this study was to study Teacher Effectiveness of Secondary School Teachers teaching in different boards (ICSE, CBSE and U.P Board). The sample of this study consisted of 713 Teachers selected from 70 Secondary Schools of Lucknow. The data were collected by using the tool ‘Teacher Effectiveness Scale’ by P. Kumar & D. N. Mutha (1999). Data were analyzed using descriptive and Inferential Statistics (Analysis of Variance). An attempt was made to find out the significance of difference between mean scores of three groups of teachers teaching in different schools affiliated to ICSE, CBSE and U.P Board with regard to all the dimensions of Teacher Effectiveness and in Overall Teacher Effectiveness. The study revealed that there was significant difference among secondary school teachers teaching in schools affiliated to ICSE, CBSE and U.P board with regard to all the (dimensions) areas/sub areas of Teacher Effectiveness and also in overall Teacher Effectiveness.

Key Words: Teacher Effectiveness, Dimensions, Teachers, Secondary school, Board.

Introduction:

Marcus Tullius Cicero, a Roman lawyer, writer and scholar has rightly said about the importance of teachers “What nobler employment, or more valuable to the state than that of the man who instructs the rising generation.” A good educational system is the prerequisite for the development of any country and the teacher is the pivot around which the entire educational system revolves. In the second five-year plan (1956-1961) it is mentioned “At all times the teacher is the pivot of the system of education.” The success of any educational system largely depends on the quality and capability of teachers. It is generally agreed that the effectiveness of any educational programme to a large extent is dependent on the effectiveness of teachers. A school may have excellent material resources – equipment, building, library and other facilities along with a curriculum appropriately adopted to suit the need of community, but if the teachers are indifferent to their responsibilities, the whole educational programme is likely to be ineffective. To different people meaning of teacher effectiveness could be different. Their approaches to present this concept are also very different. Some studies focused on teacher’s personal characteristics, abilities, traits,



competencies like – content knowledge and organization (Dodeen 2013), encouraging (Lavin et al. 2012), caring attitude and classroom management skills (Williams et al. 2012), communication, availability, problem solving skills (Catano and Harvey 2011), patience, flexibility, respect, love of learning (Colker 2008), helpful and understanding (Deal 2005). Some other studies were concerned with the teaching process i.e. teaching styles, classroom interactions and classroom climate like – class preparedness, organised presentation and clear presentation (Lavin et al. 2012), method of teaching, skills (Anand et al. 2012), work planning and classroom practices (Oyoo and Bwoga 2009), teacher’s preparation and organisation of lessons, methods of instruction (Okoye 2008), and effective classroom practices-learner centred teaching style (Opdenakker and VanDamme 2006), and some studies focussed on teaching outcomes which includes student achievement, personal developments, learning experiences like – teacher preparation, teacher quality and student achievement (Ding and Sherman 2006).

Objectives:

1. To study the different areas/sub areas of Teacher Effectiveness of Secondary School Teachers with regard to different boards.
2. To study the Overall Teacher Effectiveness of Secondary School Teachers with regard to different boards.

Hypotheses:

1. There is no significant difference in the different areas/sub areas of Teacher Effectiveness of Secondary School Teachers with regard to different boards.
2. There is no significant difference in the overall Teacher Effectiveness of Secondary School Teachers with regard to different boards.

Method:

Descriptive and Inferential statistics (Analysis of Variance) were employed to find out the significance of difference between the mean scores of three groups of teachers related to ICSE, CBSE and U.P Board in all the dimensions and in overall Teacher Effectiveness. The sample of this study consisted of 713 teachers from the selected 70 Secondary Schools of Lucknow. 105teachers (ICSE Board),139 teachers (CBSE Board) and 469 teachers (U.P Board) were selected for the study. Teacher Effectiveness Scale byP. Kumar & D. N. Mutha (1999)was administered to collect the data.

**Analysis:****Discussion and Result:**

Objective 1: To study the different areas/sub areas of Teacher Effectiveness of Secondary School Teachers with regard to different boards.

Hypothesis 1: There is no significant difference in the different areas/sub areas of Teacher Effectiveness of Secondary School Teachers with regard to different boards.

Table 1.1: Teacher Effectiveness's area 'Academic' among ICSE, CBSE & U.P Board Teachers of Secondary Schools of Lucknow.

Area/Sub-Area		Sum of Squares	df	Mean Square	F	Sig.
Academic	Between Groups	187.176	2	93.588	37.111	.000**
	Within Groups	1790.493	710	2.522		
	Total	1977.669	712			

*Significant at .05 level. (3.00)

**Significant at .01 level. (4.63)

Academic(Information Source):

Observation of the above table shows that in the 'Academic' area of teacher effectiveness the value of F-ratio 37.111 is greater than the table value (3.00) at 0.05 significance level. The result here indicates that difference between means of three groups of teachers related to ICSE, CBSE & U.P Board in academic area is statistically significant.

Table 1.2: Teacher Effectiveness's area 'Professional' among ICSE, CBSE & U.P Board Teachers of Secondary Schools of Lucknow.

Area/Sub-Area		Sum of Squares	df	Mean Square	F	Sig.
Professional	Between Groups	8801.975	2	4400.988	59.623	.000**
	Within Groups	52407.492	710	73.813		
	Total	61209.467	712			
- Motivator	Between Groups	163.372	2	81.686	31.904	.000**
	Within Groups	1817.882	710	2.560		
	Total	1981.254	712			
- Teaching skills	Between Groups	736.589	2	368.294	45.425	.000**
	Within Groups	5756.503	710	8.108		
	Total	6493.091	712			
- Co-curricular activities	Between Groups	75.567	2	37.784	14.742	.000**
	Within Groups	1819.718	710	2.563		
	Total	1895.285	712			
- Professional knowledge	Between Groups	630.903	2	315.451	50.077	.000**
	Within Groups	4472.483	710	6.299		
	Total	5103.386	712			
- Class-room management	Between Groups	411.092	2	205.546	56.191	.000**
	Within Groups	2597.185	710	3.658		
	Total	3008.278	712			



Professional(Motivator, Teaching Skills, Co-curricular activities, Professional knowledge, Classroom management):

Perusal of the above table indicates that in all the sub areas of ‘Professional’ dimension of teacher effectiveness i.e., Motivator (F-31.904), Teaching Skills (F-45.425), Co-curricular activities (F-14.742), Professional Knowledge (F-50.077), Classroom management (F-56.191) and overall in the Professional Dimension (F-59.623) the F-ratio is greater than the table value (3.00) at 0.05 significance level. The result here shows that difference between means of three groups of teachers in the professional dimension is statistically significant.

Table 1.3: Teacher Effectiveness’s area ‘Social’ among ICSE, CBSE & U.P Board Teachers of Secondary Schools of Lucknow.

Area/Sub-Area		Sum of Squares	df	Mean Square	F	Sig.
Social	Between Groups	1420.153	2	710.077	43.751	.000**
	Within Groups	11523.390	710	16.230		
	Total	12943.543	712			

*Significant at .05 level. (3.00)

**Significant at .01 level. (4.63)

Social (Relationship with Pupils, Fellow Teachers, Principals and Parents):

A careful glance at the above table indicates that where social dimension is concerned F-ratio 43.751 is greater than the table value (3.00) at 0.05 significance level. The result here shows that in the social dimension the difference between means of three groups of teachers related to ICSE, CBSE and UP Board is significant.

Table 1.4: Teacher Effectiveness’s area ‘Emotional’ among ICSE, CBSE & U.P Board Teachers of Secondary Schools of Lucknow.

Area/Sub-Area		Sum of Squares	df	Mean Square	F	Sig.
Emotional	Between Groups	584.517	2	292.258	30.627	.000**
	Within Groups	6775.152	710	9.542		
	Total	7359.669	712			

*Significant at .05 level. (3.00)

**Significant at .01 level. (4.63)

Emotional (Advisor and Guide): The observation of the above table shows that where ‘Emotional’ area of teacher effectiveness is concerned the F-ratio 30.627 is greater than the table value (3.00) at 0.05 level of significance. This indicates that difference between means of three groups of teachers in emotional area is statistically significant.



Table 1.5: Teacher Effectiveness's area 'Moral' among ICSE, CBSE & U.P Board Teachers of Secondary Schools of Lucknow.

Area/Sub-Area		Sum of Squares	df	Mean Square	F	Sig.
Moral	Between Groups	1168.039	2	584.019	41.992	.000**
	Within Groups	9874.472	710	13.908		
	Total	11042.511	712			

*Significant at .05 level. (3.00)

**Significant at .01 level. (4.63)

Moral (Disciplinarian): With regard to 'Moral' as one of the areas of teacher effectiveness the F-ratio 41.992 is greater than the table value (3.00) at 0.05 significance level. The result here shows that difference between means of three groups of teachers related to ICSE, CBSE and UP Board in moral area is statistically significant.

Table 1.6: Teacher Effectiveness's area 'Personality' among ICSE, CBSE & U.P Board Teachers of Secondary Schools of Lucknow.

Area/Sub-Area		Sum of Squares	df	Mean Square	F	Sig.
Personality	Between Groups	1860.729	2	930.364	48.219	.000**
	Within Groups	13699.044	710	19.294		
	Total	15559.773	712			

*Significant at .05 level. (3.00)

**Significant at .01 level. (4.63)

Personality (Personality Characteristics):

As related to 'Personality' one of the areas of teacher effectiveness the F-ratio is 48.219 which is greater than the table value (3.00) at 0.05 level of significance. The result here indicates that there is significant difference between means of three groups of teachers related to ICSE, CBSE and UP Board in the area related to personality.

Objective2: To study the Overall Teacher Effectiveness of Secondary School Teachers with regard to different boards.

Hypothesis 2: There is no significant difference in the overall Teacher Effectiveness of Secondary School Teachers with regard to different boards.



Table 2: Overall Teacher Effectiveness among ICSE, CBSE & U.P Board Teachers of Secondary Schools of Lucknow.

Area/Sub-Area		Sum of Squares	df	Mean Square	F	Sig.
Overall Teacher Effectiveness	Between Groups	60309.705	2	30154.853	56.767	.000**
	Within Groups	377155.770	710	531.205		
	Total	437465.475	712			

*Significant at .05 level. (3.00)

**Significant at .01 level. (4.63)

Overall Teacher Effectiveness: With regard to ‘Overall Teacher Effectiveness’ the observation of the above table indicates that F-ratio is 56.767 which is greater than the table value (3.00) at 0.05 significance level. The result here shows that difference between means of three groups of teachers related to ICSE, CBSE and UP Board in all the areas/dimensions is significant.

Conclusion: The result of the study shows that there is significant difference among teachers teaching in ICSE, CBSE and UP Board with regard to all the areas/sub areas of Teacher Effectiveness and also in the overall teacher effectiveness.

The percentage wise distribution of level of effectiveness also showed that in the ‘most effective category’ teachers teaching in schools affiliated to CBSE Board scored higher where teacher effectiveness was concerned followed by teachers teaching in schools affiliated to ICSE and U.P Board. The probable reason could be that teachers teaching in schools affiliated to ICSE, CBSE and UP Board differ on the basis of professionalism.

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