



A comparative study of different dimensions of teacher's effectiveness among government and private teachers of secondary schools

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Abstract

The term effectiveness refers to the measure of success of teacher in carrying out institutional and other specified duties demanded by the nature of his/her position. Teacher effectiveness include efficiency in strategies of student instruction and classroom management, their subject knowledge, teachers characteristics, interpersonal relations, evaluation and feedback etc. which is the of hour because the academic achievement of the students is in the hand of effective teacher. The Objective on grow are happiness has been 120 students class IX CAT toos the measure teacher effectiveness. It has been recent found that the study of the effectiveness of Government and Private Teachers of the secondary school teachers is very practical objectives. With the help of this study the whole system of the education can be corrected and the level of understanding, inter-personal relations, preparation and classroom management are very important factors which we need in every schools and classrooms. The most important study in this dissertation is the study of characteristics which implies the characteristics of a teacher is a wholesome of the knowledge, he/she impart with the students. When it is found that there is no significant mean difference between the Government and Private teachers then the hypothesis of finding the significant mean deference is accepted.

Keywords: effectiveness, institutional, government teachers, private teachers

Introduction

Effectiveness of a teacher in different dimensions of teaching is an important study of Government and Private teacher. As both Government and Private teachers are working in schools and colleges, either it's a boy school, girl's school or co-educational institutions in the town and country. The term effectiveness is based on the quality of teacher's role. How the teacher is imparting their knowledge of the subject, behavior they treat with the students, their understanding, interpersonal relationship, knowledge of subject matter, teacher characteristics, attitudes, empathy, accountability, kindness and their moral support with the students. A child looks the role of their parents in a teacher, and then grants a teacher as their role model. If a teacher fulfils the expectations of student the child respect that teacher and this impression of teacher in students mind remain effectively in their whole life and this is because of effectiveness of the teacher. These qualities in a teacher either male or female make him/ her effective teacher.

Teacher Effectiveness

The term effectiveness refers to the measure of success of teacher in carrying out institutional and other specified duties demanded by the nature of his/her position. Teacher effectiveness include efficiency in strategies of student instruction and classroom management, their subject knowledge, teachers characteristics, interpersonal relations, evaluation and feedback etc...

The teachers effectiveness is made up of two familiar words 'teacher' and 'effectiveness'. Teacher is a person who teachers i.e., impart knowledge or skills to the learner. Effectiveness is

the quality of being successful in producing and intended result (Collin's English Dictionary).

Significance of study

It is a need and important factor to know the approach of a teacher and student for inculcating the worth of the teachers' teaching the students which shows the right direction for the objectives of the teachers, if any possibility of improvement found while imparting the subject matter with the students. Therefore the study for all the factors to make the class and teacher more effective we should review this parameter time to time.

The enthusiasm of the students is to know that who is the most effective teacher a female teacher or a male teachers. Even this is a question of great interest for every age group either a parent or management or even for the head of the institutions. This question also influenced to work out against this matter so as the concept will be very clear to understand the effectiveness of the Government or Private teacher.

Objectives

1. To compare the teacher effectiveness between Government and Private teachers of secondary schools.
2. To compare the effectiveness of preparation and planning for teaching of Government and Private teachers of secondary schools.
3. To compare the teaching effectiveness of classroom management of Government and Private teachers of secondary school.

Hypothesis

1. There is no significant mean difference of teacher effectiveness among Government and Private teachers of secondary schools.
2. There is no significant mean difference of preparation and planning for teaching of teacher effectiveness among Government and Private teachers of secondary schools.
3. There is no significant mean difference of classroom management of teacher effectiveness among Government and Private teacher of secondary schools.

Research methodology

Research methodology involves such general activities as identifying problems, review of the literature, formulating, hypothesis, procedure for testing hypothesis, measurement, data collection and analysis of data, interpreting result and drawing conclusions, thus research methodology consists of all general and specific activities of research.

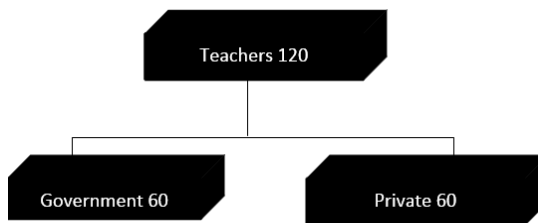
Population of the study

The population of the study of this research is selected the higher secondary school teachers working in Bilaspur and surrounding area. Population of the study means the category of the people who belongs to the certain group in the universe for which a certain area and the number of population is assigned.

Sample

In this study “A comparative study of different dimensions of

teachers effectiveness among Government and Private teachers of secondary schools.” From bilaspur city and surrounding areas. From the various schools of this area 60 Government and 60 Private teachers had been selected randomly.



The method of sampling used in this study is simple random sampling.

Tools

The questionnaires for the measurement of their effectiveness used from National Psychological Co-operation meant for teacher effectiveness scale by, TES-KU Dr. (Mrs.) Umme Kulsum, the reader of Department of Education in Bangalore University, Bangalore (Karnataka).

Findings

Ho1: There is no significant mean difference of teacher effectiveness among Government and Private Teachers of secondary schools.

Table 1: Effectiveness of government and private teachers of secondary schools

S.N.	Teacher	N	Mean	SD	SED	t	df	Significance level	Interpretation
1	Government	60	505.30	56.34	23.14	0.60	118	0.05=>1.98	Ho1 Accepted
2	Private	60	519.17	175.02				0.01=> 2.62	

Interpretation

The above table shows the study of 60 male and 60 female teacher of secondary schools with mean of Government $\bar{X}_M=505.30$ and mean to Private $\bar{X}_F = 519.17$ and standard deviation of Government $\sigma_M= 56.34$ and standard deviation of Private $\sigma_F = 175.02$. Standard Error Deviation SED = 23.14 and value of t =0.60 and Degree of Freedom df = 118 and the significant level at 0.05 level is t = 1.96 and at 0.01 level is t = 2.62 in which calculated value of t is lesser than the table

value, hence the hypothesis HO1 is Accepted.

Result

It has been found that there is no significant mean difference of effectiveness of Government and Private teacher in secondary schools.

Ho2: There is no significant mean difference of preparation and planning for teaching of teacher effectiveness among Government and Private teacher of secondary schools.

Table 2: Effectiveness of preparation and planning for teaching of Government and Private teachers of secondary schools

S. No.	Teacher	N	Mean	SD	SED	t	df	Significance level	Interpretation
1	Government	60	92.70	9.72	1.74	1.80	118	0.05=>1.98	Ho2 Accepted
2	Private	60	95.83	9.36				0.01=> 2.62	

Interpretation

The above table shows the study of 60 Government and 60 Private teacher of secondary schools with mean of Government $\bar{x}_M=92.70$ and mean to Private $\bar{x}_F = 95.83$ and standard deviation of male $\sigma_M= 9.72$ and standard deviation of female $\sigma_F = 9.36$. Standard Error Deviation SED = 1.74 and value of t =1.80 and Degree of Freedom df = 118 and the significant level at 0.05 level is t = 1.98 and at 0.01 level is t = 2.62 in which calculated value of t is lesser than the table

value, hence the hypothesis HO2 is Accepted.

Result

It has been found that there is no significant mean difference of preparation and planning for teachers is noticed among Government and Private teachers of secondary school.

Ho3: There is no significant mean difference of classroom management of teacher effectiveness among Government and Private teachers of secondary schools.

Table 3: Effectiveness of Classroom Management of Government and Private Teachers of secondary schools

S. No.	Teacher	N	Mean	SD	SED	t	df	Significance level	Interpretation
1	Government	60	116.83	13.96	2.41	0.63	118	0.05=>1.98	Ho3 Accepted
2	Private	60	118.16	12.45				0.01=> 2.62	

Interpretation

The above table shows the study of 60 Government and 60 Private teacher of secondary schools with mean of government $\bar{X}_M=116.83$ and mean to private $\bar{X}_F = 118.16$ and standard deviation of Government $\sigma_M= 13.96$ and standard deviation of Private $\sigma_F = 12.45$. Standard Error Deviation SED = 2.41 and value of t =0.63 and Degree of Freedom df = 118 and the significant level at 0.05 level is t = 1.98 and at 0.01 level is t = 2.62 in which calculated value of t is lesser than the table value, hence the hypothesis HO3 is Accepted.

Result

It has been found that there is no a significant mean difference of Classroom Management found among Government and Private teachers of secondary school.

Conclusion

A comparative study of different dimensions of teachers' effectiveness among Government and Private teachers of secondary schools of Bilaspur city and surrounding areas involving 120 teachers containing 60 Government and 60 Private teachers is honestly administered using the role and functions of teachers commonly used in their teaching profession such as preparation and planning for teaching, classroom management, knowledge of the subject – matter, teachers characteristics and their said to be the best teachers or most effective teachers. The questionnaires for the measurement of their effectiveness used from National Psychological Co-operation meant for teacher effectiveness scale by, TES-KU Dr. (Mrs.) Umme Kulsum, the reader of Department of Education in Bangalore University, Bangalore (Karnataka). It has been found the study that there are no significant difference between government and private teachers in different dimensions.

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