

Teacher Effectiveness

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Abstract

This study investigates the Teacher Effectiveness of school teachers in Chennai district. The sample consists of 100 school teachers of all levels in various schools. The main objective of the present study is to develop a research tool to measure teacher effectiveness in class. The investigator has used the Descriptive Survey method for the study. The researcher attempted to construct and standardize a scale to measure the school teacher teaching effectiveness in classrooms or schools.

Keywords: - Teacher Effectiveness, Effective Learning, Research Tool.

INTRODUCTION

Teaching is both a science as well as an art. It is an art as it involves skills like learning, decision making, conceptual understanding, and effectively dealing with human relations. Just like an artist chooses his material and tools and acts upon a canvas to create something masterful; similarly, a teacher also decides upon a range of methods to be used in the classroom to make his/her teaching effective. The applicability of science in teaching includes observation of students and creating a rudimentary hypothesis about the best practices to ensure students' effective learning. In other words, it means carrying out research at different stages of the teaching-learning process.

Education encompasses a prominent role in the upbringing of youngsters as its quality determines what moral values and norms the kids possess as future members of society. Therefore, teaching is an essential element of education which may be delineated as a posh and flat activity involving the indoctrination of ethical values, talents and skills constructive modification in behaviour that is useful in self-development because of the development of society.

Teaching focuses on the training outcomes and suggests attaining those outcomes in conjunction with the mensuration of students' accomplishments and providing feedback. The NPE stands because the abbreviation for National Policy of Education (1986) mentions "the standing of the teacher reflects the socio-cultural attribute of a society; which no folks will rise on top of the number of its

lecturers." As aforementioned by Hough and Isadora Duncan (1970), "Teaching is an activity, a novel skilled, rational and human action within which one creatively and imaginatively uses himself and his information to push the training and welfare of others". Cotton (1995) describes a lecturer as "one who has clear standards for schoolroom behaviour, clear and cantered instruction, and uses effective questioning techniques, provides feedback, and uses a spread of assessment ways."

"Determining what ethnically numerous students apprehend and might do, in addition to what they are capable of knowing and doing, is commonly operate of however well lecturers will communicate with them." - Geneva Gay (2002). "A teacher's job is to nourish and encourage students' positive qualities and characters, to enlighten their minds and to think, and hence, teaching is a very purposeful and reward able job. lecturers then ought to have a transparent path toward reaching higher levels of self-actualization, since their job is actually to assist their students in trying and doing this", as quoted by Liang, et al. (2017)

CONCEPT OF TEACHER EFFECTIVENESS

"Teacher effectiveness is the ability and interaction between the physical, intellectual and psychological interests of the scholars, content potency of the lecturers and social needs".

Summing up the characteristics of effective teaching, Thakkar (1997) highlights some necessary characteristics of an effective teacher.

Effective lecturers organize their teaching in keeping with the skills of scholars, offer opportunities to the scholars, promote learning of the latest facts and promote freelance thinking among students, keep a regular check on student progress and supply steerage and facilitate them. Effective teachers adopt innovative teaching approaches and build their teaching using more practical and different teaching aids and learning material. They encourage students to raise questions and supply interactive surroundings in a schoolroom. An effective teacher is additionally an efficient schoolroom manager with relevant skills

Productive Communication:

An effective teacher can communicate profitably, encouraging the teaching-learning progression throughout the lesson. Also, the schoolroom discipline is maintained within a democratic structure.

Understanding and mastery of the topic matter refer to how a lesson is delivered within the schoolroom.

Application of subject matter:

An effective teacher is updated with the subject area's contents and appropriately delivers her knowledge within the schoolroom.

Personality

The Aces of Effective Teaching "The Four Aces of Effective Teaching" (Walls, 1999) reviewed the significant suggestions from all the research literature on teaching effectiveness. The Four Aces are related to an integrated approach of thinking regarding the "process" of teaching as it influences the "product" (student knowledge acquisition). If the teacher is competent enough to play the Four Aces, it will make the students' learning easy. The following are the Four Aces of Effective Teaching:

Ace 1: Outcomes This Ace deals with the use of "outcome-based instructional direction". The outcomes facilitate the learners to centre their concentration on comprehensible learning goals. Walls asserted that "these outcomes enlighten students of where they are heading and how they will reach the goal. Outcomes also endow the teacher with a structure to design and convey the course content. Moreover, outcomes enable

teachers to evaluate student learning to gauge their instructional efficiency."

Ace 2: Clarity The next Ace of teaching effectively comprises the lucidity and simplicity of teaching and instructions. Highly efficient pedagogues, in general, supply their pupils with relatively unambiguous guidelines and clarification regarding the organization and content of the course. While giving instruction, everything must be made very clear. It is an efficient instructional practice when a teacher conveys, exhibits, and makes the message available from every other perception and sense.

Ace 3: Engagement This principle revolves around the belief in learning by doing. In the conventional learning model, the instructor acts as the deliverer of the information and the student as the receiver. This model is based on "one-way communication" and is a flawed educational model. Therefore, teachers should build a vibrant, educational atmosphere that provides learners with the occasion to apply and revise everything they learn. Effective teachers integrate instructional strategies that engage students constantly all through the lesson.

Ace 4: Enthusiasm The last Ace is enthusiasm. In exact words, "if you hate to teach it, your students will hate to learn it." On the contrary, "if you love to teach it, your students may very well love to learn it." Enthusiasm or eagerness to learn is transmittable. Effective teachers demonstrate an elevated zeal that reveals their professional proficiency and self-belief. Such traits result from every teacher's inherent subject knowledge and instructional experience.

Characteristics of an Effective Teacher

- Different methods of teaching, employing a variety of audio
- Visual aids have moral prestige has intellectual depth
- has a sense of humour
- all-round personality
- is confident
- have good relationships with others
- Manages the class well
- Stimulates and motivates pupils
- makes clear explanations
- resourceful in providing varied experiences

Dimensions Of Teacher Effectiveness

There are no fixed criteria to study teacher effectiveness. This is an entirely qualitative subject of study, but few dimensions may be considered to measure teacher effectiveness on a quantitative scale like preparation of teaching, teacher communication and presentation in the classroom, classroom engagement techniques and their efforts to upgrade or improve teaching.

Preparation:

Preparation is an important task of the teaching-learning process and an essential component of effective teaching. It refers to teachers' decisions to organize, present and evaluate instructional components. It comprises three phases as part of the planning process, i.e. pre- instructional phase, instructional phase and post-instructional phase. Pre- instructional phase includes all kinds of activities like formulation of objectives, a decision about content, methods, material, strategies, the lesson's structure, teacher behaviour, duration of the lesson and other activities. The instructional phase includes all types of teacher behaviour, planning about delivery of instruction, way of instruction, methods and strategies to adopt. Finally, planning for the post-instructional phase includes a process of evaluation to check learning outcomes.

Presentation

Successful planning depends on the successful implementation of the decisions taken. It is an interactive phase of teaching. Teacher effectiveness is evaluated by how content is presented and learning objectives are achieved. To make teaching effective, teachers must adopt those methods and strategies to help students reach the desired results. This phase also includes teachers' instructional behaviour, from organizing and conducting a lesson to the end of the lesson. It includes variables like student engagement, clarity of content, way of communication, gestures, facial expressions, selection of words, selection of material and resources, and acceptance of ideas and feelings.

Organization and Management

It includes all activities and skills teachers use in the class. It includes skills to maintain discipline, encourages student participation and engagement, handles various classroom problems positively, and creates a supportive learning environment, considering all general and specific needs of students and levels of maturity.

Self-Evaluation and Up-Gradation

This process of self-evaluation provides insight into teaching. Effective teachers should be aware of various academic and industrial developments, new methods and procedures that have taken place over time. Teachers need to upgrade their knowledge and skills according to the needs of learners and society. An effective teacher should have the flexibility to refine and improve teaching.

OBJECTIVES:

- To construct and standardize a tool for evaluating the Teacher Effectiveness of School Teachers
- To develop a research tool to measure the teacher effectiveness of School teachers

TEACHER EFFECTIVENESS SCALE

Teacher effectiveness for school teachers has been constructed and validated by the investigator. Literature on teacher effectiveness was widely referred for the construction of the tool. The tool was constructed after having discussion with teachers and experts in the field of education. The test has been developed on five-point rating scale based on Likert's type. Initially all the statements were preferred in both Tamil and English. These items were made clear and 46 items were selected for the final draft. In this manner, the tool for "Teacher Effectiveness" was constructed and validated systematically.

Category	Item wise Serial No	Total
Academic and Professional Knowledge	1,2,3,4	4
Preparation and presentation of lesson plan, classroom management	19,20,38,39,40,41,42,43,44,45,46	11
Attitude towards students, parents, colleagues, head of institution	5,6,11,12,13,14,15,16,17,22,23,24,25,33,34	15
Use of motivation reward and punishment and interest in all round development of student	8,9,10,11,35,36,37	7
Result, feedback accountability	47,48	2
Personal Qualities	21,22,26,27,28,29,30,31,32	9
		48

Directions for responding was given in the questionnaire. The respondents had to read the statements given in the questionnaire carefully. These statements were followed by five types of responses - Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree. The students were asked to tick the responses that most accurately reflect their classroom activities. For purpose of scoring 5 marks were given to 'Strongly Agree' responses, 4 to 'Agree', 3 to 'Undecided', 2 to 'Disagree', 1 to 'Strongly Disagree'. So, for 46 items the maximum score would be 230 and the minimum score would be 48.

Response	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Scores for all the Statements	5	4	3	2	1

Item Analysis

The model/draft tool prepared by the investigator was administered on a sample of 100 school teachers. The school teachers were asked to mark their opinion among the given alternatives. Each statement has five alternative responses: namely strongly agree, agree, disagree and strongly disagree. Scoring for done for all the statement. From the results it was decided to select items which are significant at 0.01 level with $r \geq 0.76$ for the final study. Initially there were 78 items in the initial draft out of which 68 items were selected and 10 items were deleted from the pre-try out of the draft and the questionnaire for the final study was fixed with 68 items.

Item analysis was adopted for the final selection of statements. The total scores were calculated separately and they were arranged in the descending order. The top 25% and bottom 25% of scores alone were taken into account. The difference in means of the high and low groups for each item was tested for significance by computing the t-ratios. Items with t-value of 1.96 and above were selected for the final tool. Thus, the tool contains 68 items; the list of items with the t-value is presented in Table-2. Split-half method was also used to find out the consistency of the test.

Table: 1 Date Based on Variables Sample Category – wise Mean and Standard Deviations

S. No	Variables	N	Mean	SD
1	Gender	100	1.1100	0.31447
2	Level of Teaching	100	1.8500	0.90314
3	Educational Qualification	100	1.7800	0.61266
4	Nature of School	100	2.6700	0.56951
5	Medium	100	2.0600	0.42212
6	Type of Management	100	2.6700	0.62044
7	Monthly Income	100	1.2200	0.56102
8	Type of Family	100	1.2900	0.45605
9	Locality	100	1.2900	0.45605

Table: 2 Teacher Effectiveness

S. No	t-value	Selected/Not Selected
1	2.1774	Selected
2	2.3602	Selected
3	2.5184	Selected
4	2.4703	Selected
5	1.8741	Not Selected
6	2.4130	Selected
7	2.4913	Selected
8	1.5504	Not Selected

9	2.3629	Selected
10	1.9701	Not Selected
11	3.6226	Selected
12	4.4498	Selected
13	2.4676	Selected
14	2.4251	Selected
15	2.4675	Selected
16	3.6810	Selected
17	1.3185	Not Selected
18	1.4357	Not Selected
19	2.3297	Selected
20	4.4425	Selected
21	3.4637	Selected
22	2.6345	Selected
23	2.7546	Selected
24	1.9629	Selected
25	1.4110	Not Selected
26	1.9976	Selected
27	2.5594	Selected
28	3.6145	Selected
29	2.5467	Selected
30	3.4451	Selected
31	4.5287	Selected
32	2.7313	Selected
33	2.8771	Selected
34	2.5606	Selected
35	1.4663	Not Selected
36	2.4846	Selected
37	3.4873	Selected
38	2.0308	Selected
39	1.5606	Not Selected
40	1.7389	Not Selected
41	2.5707	Selected
42	2.5641	Selected
43	2.7507	Selected
44	1.5569	Not Selected
45	2.4451	Selected
46	1.5702	Not Selected
47	2.4279	Selected
48	2.0402	Selected
49	1.9845	Selected
50	4.6996	Selected
51	4.6765	Selected
52	4.5437	Selected
53	4.7822	Selected
54	4.6666	Selected
55	4.3761	Selected
56	4.3501	Selected
57	3.9061	Selected
58	4.8404	Selected
59	1.6524	Not Selected
60	1.9884	Selected
61	2.0367	Selected
62	1.6531	Not Selected
63	2.1410	Selected
64	1.8402	Not Selected
65	1.8612	Not Selected
66	2.4703	Selected
67	1.9649	Selected
68	1.8452	Not Selected

RELIABILITY

The reliability of test can be defined as the correlation between two or more sets of scores on equivalent tests from the same group of individuals. A test score is called reliable when we have reasons for believing the score to be stable and trust worthy. Stability and trust worthiness depend upon the degree to which the score is an index of “true-ability” free from chance error.

Test-retest (Repetition) method was used arrive at the reliability of the tool. Repetition of a test is the simplest method of determining the agreement between the two set of scores; the test is given and

repeated on the same group; and correlation computed between the first and second set of scores. Given sufficient time between the two tests the administration results show the stability of the test scores. The value of correlation co-efficient shows that there is high positive degree of correlation between the two tests and give in Table-3.

Table 3: Reliability Co-efficient of Teacher Effectiveness

S.No.	Method of Reliability	Values
1	Test-Retest (Repetition)	0.68
2	Split-Half	0.85

VALIDITY

The appropriateness, meaningfulness and usefulness of the specific inferences made from test scores. In research, if findings are to be appropriate, meaningful and useful, they need to be valid. The first essential quality of valid test is that it should be highly reliable. Besides, the content or face validity, the investigator intended to arrive intrinsic validity. Guilford (1950) defined the intrinsic validity as “the degree to which a test measures what it measures”. The square root of reliability gives the intrinsic validity. Therefore, the intrinsic validity of Teacher Effectiveness is 0.85.

DESCRIPTION OF THE FINAL TOOL

The tool with 68 statements was prepared in both Tamil and English on a five point rating scale based on Likert's type.

The scoring procedure for the tool for the option Strongly Disagree is given a score of 1, Disagree is given a score of 2, Undecided is given a score of 3, Agree is given a score of 4, Strongly Agree is given a score of 5. The minimum score for the tool is 68 and maximum score of the tool is 340.

CONCLUSION

This research tool focuses on gathering information about the Teacher Effectiveness. The Teacher Effectiveness plays a vital role in effecting a change or otherwise it becomes an indicator for effecting a change. This research tool will be immense use for the Teacher Effectiveness of school teachers which will throw light upon the Teacher Effectiveness.

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