



A STUDY ON TEACHER EFFECTIVENESS AND INVOLVEMENT IN TEACHING OF SCIENCE AT HIGHER SECONDARY LEVEL IN HYDERABAD KARNATAKA REGION

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ABSTRACT

The role of a teacher in the educational process is unquestionable. The entire system of education is shaky if the teacher is weak and ineffective. An effective teacher is one of the vital factors contributing to educational improvement. Improved modern facilities in the classroom teaching techniques, etc., no doubt supplement a teachers' efficiency, but these cannot be a substitute for an effective teacher. So the importance of an effective teacher is indisputable.

KEY WORDS: Effectiveness And Involvement In Teaching of Science, Higher Secondary Level

1. INTRODUCTION:

Who is an effective teacher is the question for which answer is greatly needed. Different definitions, meanings and answers have been given for this question. The right answer for this question will be of immense of value to the field of education. To identify effective teacher is not as easy process, if it is possible to determine what characteristics are commonly associated with teaching then it is definitely possible to measure the Teacher Effectiveness. The investigator is very much interested in developing and measuring the Teacher Effectiveness with special reference to commerce teachers. Another important factor which contributes more towards the effectiveness of teaching is one's involvement in the particular job. It is complementary to the effectiveness of teaching. Hence the inclusion of this aspect is necessary. For measuring the involvement also the investigator has developed his own tool. To find out the answer for the above specified question, the investigator formulated a research design with a title of "Teacher Effectiveness and Involvement in Teaching of Commerce teachers at higher secondary level in Tamilnadu."

2. OBJECTIVES:

The study was conducted with the following objectives in view.

- a. To determine the level of teacher effectiveness in teaching commerce and their involvement in teaching,
- b. To compare the level of teacher effectiveness in teaching commerce and their involvement in teaching,
- c. To compare the teacher effectiveness in teaching commerce in respect to
 - Their locality
 - Their sex and
 - Their qualifications,
- d. To determine the degree of relationship between the scores of teacher effectiveness and involvement.

3. METHODOLOGY:

Normative survey method was used in this study. The study was conducted on a sample of commerce teachers selected from different strata with a view to comparing teacher effectiveness and their involvement.

3.1 Tools:

The present study was conducted by collecting the data with the help of the following tools:

- 1) Teachers' effectiveness inventory - constructed and standardized by Dr. R. Babu was utilised. The reliability coefficient of the tool was also been found out and the value was 0.8784. The concurrent validity was also established for the Teacher Effectiveness Inventory, and the coefficient was found out as .87. The tool consists of 20 items. The tool has been able to measure Teacher Effectiveness in two dimensions.
 - The traits directly related to effective,
 - The traits indirectly related to effectiveness, and the sum of the total scores arrived was the indicator of the Teacher Effectiveness.
- 2) Teachers' Involvement Inventory was also locally prepared and used in this study. The reliability of the inventory by Spearman prophecy formula was 0.6844. The high discriminative power of the item is the testimony to its internal consistency. This tool consists of 20 items. Sum of the total scores arrived will show the involvement of the commerce teachers.

3.2 Sample:

Multistage random sampling procedure was followed for the purpose of the present study. 200 teachers of commerce (100 male and 100 female) were randomly selected in five stages from 144 higher secondary schools of Hyderabad Karnataka Region.

3.3 Statistical Treatment:

The mean and standard deviation of the effectiveness scores and involvement scores for the total and its subsamples were computed. Test of significance of difference between the two means of the subsamples was also attempted.

3.4 Data Analysis:

The mean, median and standard deviation of the Teacher Effectiveness for the entire sample was found out as 152.20, 156.0 and 28.67 respectively. The mean score of 152.20 for the maximum of 200 (76.10%) for the entire sample indicate the high level of effectiveness on the part of the commerce teachers. The computed mean and standard deviation of the teacher effectiveness in teaching commerce with respect to one of its aspects namely the traits directly related to Teacher Effectiveness was found to be 77.64 and 16.95 respectively. The computed Mean and S.D. for the Teacher Effectiveness found in teaching commerce with respect to its second aspect the traits indirectly related to Teacher Effectiveness was also been found to be 74.64 and 16.65 respectively.

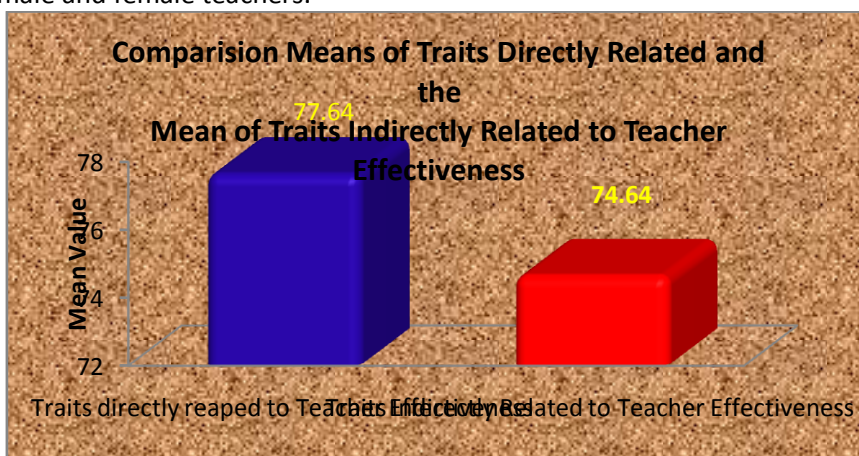
The difference between the two groups is significant at 0.05 level. It is inferred that the traits directly related to Teacher Effectiveness has more impact upon the Teacher Effectiveness than the traits indirectly related to Teacher Effectiveness.

Table - 1:
Test of Significance between Means of Traits Directly Related and the Mean of Traits Indirectly Related to Teacher Effectiveness

Sl. No.	Value	Traits directly reaped to Teacher Effectiveness	Traits Indirectly Related to Teacher Effectiveness	Value C.R. Mean
1	Mean	77.64	74.64	4.56*
2	S.D.	16.85	16.65	
3	N	200	200	

* Significant at 0.05 level

In order to find out the significant difference if any between the commerce teachers belongs to rural and urban areas, male and female teachers.



Teachers with research degree and teachers without research degree, 't' test was attempted, and the results were tabulated in table No. 2

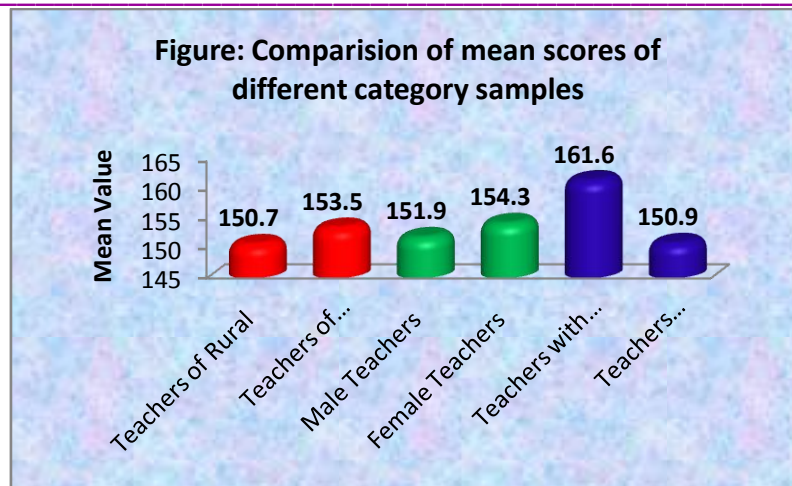
Table - 2
Significance of the Difference between the Means of the Effectiveness Scores of the Different Sub-samples of Commerce Teachers

Sl. No.	Category	N	Mean	S.D.	C.R Significance 0.05 level
1.	Teachers of Rural	100	150.7	30.41	0.8154 N.S
	Teachers of Urban	100	153.5	27.19	
2.	Male Teachers	100	151.9	25.17	0.5670 N.S
	Female Teachers	100	154.3	25.17	
3.	Teachers with Research Degree	50	161.6	23.35	0.875 N.S
	Teachers without Research degree	150	150.9	28.96	

N.S -Not Significant at 0.05 level S — Significant at 0.05 level

From the table it is inferred that there is no significant difference between the locality and sex of the commerce teachers in respect to their effectiveness in teaching. But significant difference was found out between the commerce teachers having research degree (M.Phil.) and without research degree at 0.05 level. The commerce teachers with Research degree have excelled their counterparts in respect to the effectiveness in teaching.

To find out the relationship between the commerce teachers effectiveness of teaching and their involvement, Pearson product moment correlation was found out. The value was 0.4052 which is significant at 0.05 level. It shows that these two variables are significantly correlated.



4 IMPORTANT FINDINGS:

- 1) Teacher Effectiveness in teaching commerce is found to be good
- 2) The traits directly related to Teacher Effectiveness have more impact upon the effectiveness of teaching in Commerce than the traits indirectly related to Teacher Effectiveness.
- 3) Sex and locality of the commerce teachers have no effect upon the Teacher Effectiveness.
- 4) The Commerce teachers with the research degree have been found with greater effectiveness in teaching commerce than their counter parts.
- 5) The involvement of teachers in teaching commerce and their effectiveness of teaching are found to be correlated significantly.

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