



ACADEMIC ACHIEVEMENT OF JUNIOR COLLEGE STUDENTS IN RELATION TO TEACHING EFFECTIVENESS TEACHERS AND ORGANISANAL CLIMATE OF JUNIOR COLLEGE

Sri Basavarajappa A. G.

**Assistant Professor cum Principal, Raghavendra College of Education,
Chitradurga(KS)**

ABSTRACT:

The present study has made an attempt to find out the relationship between teaching effectiveness of teachers, Organisational climate of junior college and academic achievement of XII standard students studying in different secondary schools of Lingasugur taluk. A total number of 300 students were selected by using random sampling technique for analysis of data correlation technique as adopted, Standardized tools for teaching effectiveness and Organisational climate were used for data collection. There is significance difference and relationship between teaching effectiveness and Organisational climate and academic achievement of students.



KEY WORDS: *teaching effectiveness, professional attitude and academic achievement of students.*

1. INTRODUCTION

The responsibility of imparting knowledge revolves around the teacher who plans, organizes and implements the teaching learning process. Nonetheless, one of the issues to be resolved is whether or not the teachers are effectively performing their role in the teaching – learning process and to see the effects of their role in students' academic achievement. In the teaching-learning process, both the teacher and the learners must be active. The learner learns through some activities while the teacher does all he considers necessary to make learning possible. For many years, educators and researchers have debated over which variables influence student achievement. A growing body of evidence suggests that schools can make a great difference in terms of student achievement, and a substantial portion of that difference is attributable to teachers. Thus, the impact of teacher effectiveness (or ineffectiveness) seems to be additive and cumulative.

Academic achievement of student is the ability of the student to study and remember facts and being able to communicate his knowledge orally or in written form even in an examination condition. Secondary education plays a crucial role in laying the foundation for the further education of students. If a good foundation is laid at the secondary school level, students can better cope with the challenges of life and profession with great ease. However, different people have explained different factors responsible for the academic achievement of students. Factors that influence students' academic achievement at the senior secondary school are not conclusively known and could be multivariate in nature. They might include students' attitude towards school, interest in learning, study habit,

attribution, self-efficacy, intelligence, and motivation. Udoh (2005) maintained that academic performance of students is phenomenon that has educational, psychological and sociological connotation. Thus, students' academic achievement cannot be completely accounted for by only one or two variables but a number of them. Since students' academic performance depends on a number of variables, teachers' professional attitude and teaching effectiveness. Present study reveals the relationship between relationship and difference between teachers' professional attitude and academic achievement of junior college students.

2. OBJECTIVES:

The following objectives were framed for the present study.

1. To compare teaching effectiveness of different variables junior college teachers
2. To compare professional attitude of different variables junior college teachers
3. To compare teaching effectiveness and professional attitude of junior college teachers with respect to academic achievement of students.

3. HYPOTHESES:

1. H₀₁: There is no difference between teaching effectiveness of Male and female junior college teachers
2. H₀₂: There is no difference between teaching effectiveness of Urban and Rural junior college teachers
3. H₀₃: There is no difference between teaching effectiveness of science and art junior college teachers
4. H₀₄: There is no difference between professional attitude of Male and female junior college teachers
5. H₀₅: There is no difference between professional attitude of Urban and Rural junior college teachers
6. H₀₆: There is no difference between professional attitude of science and art junior college teachers
7. H₀₇: There is no difference between teaching effectiveness and professional attitude of junior college teachers
8. H₀₈: There is no difference between teaching effectiveness of teachers and academic achievement of students
9. H₀₉: There is no difference between teaching effectiveness, professional attitude of teachers and academic achievement of students
10. H₀₁₀: There is no relationship between teaching effectiveness of Male and female junior college teachers
11. H₀₁₁: There is no relationship between teaching effectiveness of Urban and Rural junior college teachers
12. H₀₁₂: There is no relationship between teaching effectiveness of science and art junior college teachers
13. H₀₁₃: There is no relationship between professional attitude of Male and female junior college teachers
14. H₀₁₄: There is no relationship between professional attitude of Urban and Rural junior college teachers
15. H₀₁₅: There is no relationship between professional attitude of science and art junior college teachers
16. H₀₁₆: There is no relationship between teaching effectiveness and professional attitude of junior college teachers
17. H₀₁₇: There is no relationship between teaching effectiveness of teachers and academic achievement of students
18. H₀₁₈: There is no relationship between teaching effectiveness, professional attitude of teachers and academic achievement of students

4. SAMPLE:

In this study random sampling was used as it was thought to be the most convenient one. It represents a total sample. A total number of 300 secondary school students and 600 junior college teachers were selected using random sampling technique.

5. TOOLS USED:

1. Teacher effectiveness scale by Puri and Gakhar (2010)
2. School Organizational climate Description Questionnaire (SOCDS), prepared and standardized by Mothilal Sharma.
3. Achievement Test: The investigator prepared and constructed an achievement test

6. STATISTICAL TECHNIQUES USED:

For the present study the following statistical technique was used.

1. Differential Analysis and
2. Simple Correlation

7. DATA ANALYSIS AND INTERPRETATION:

Objective-1: To compare teaching effectiveness of different variables junior college teachers

Table- 1: Comparison of Mean, SD and 't' Value of different category teachers in Respect of their Teaching Effectiveness

| Variable | Type | N | Mean | SD | t-value | r-value |
|------------------------|---------|-----|------|-------|---------|---------|
| Teaching Effectiveness | Male | 300 | 245 | 12.28 | 9.37 | 0.723 |
| | Female | 300 | 202 | 14.29 | | |
| Teaching Effectiveness | Urban | 300 | 238 | 12.22 | 10.94 | 0.635 |
| | Rural | 300 | 200 | 13.44 | | |
| Teaching Effectiveness | Science | 300 | 222 | 13.38 | 10.82 | 0.761 |
| | Arts | 300 | 180 | 15.25 | | |

* - significant at 0.01 and 0.05 level

** - significant at 0.01 and 0.05 level

It is inferred from the above table that the calculated 't' value 9.37 is more than the table value (1.96 and 2.576) for df 38, at 0.05 and 0.01 level of significance. There is significant difference between male and female teachers in their Teaching Effectiveness. Hence the null hypothesis H_{01} , is rejected and alternative hypothesis was accepted i.e. there is significant difference between male and female teacher in their Teaching Effectiveness. It means there is positive effect of gender on Teaching Effectiveness of teacher.

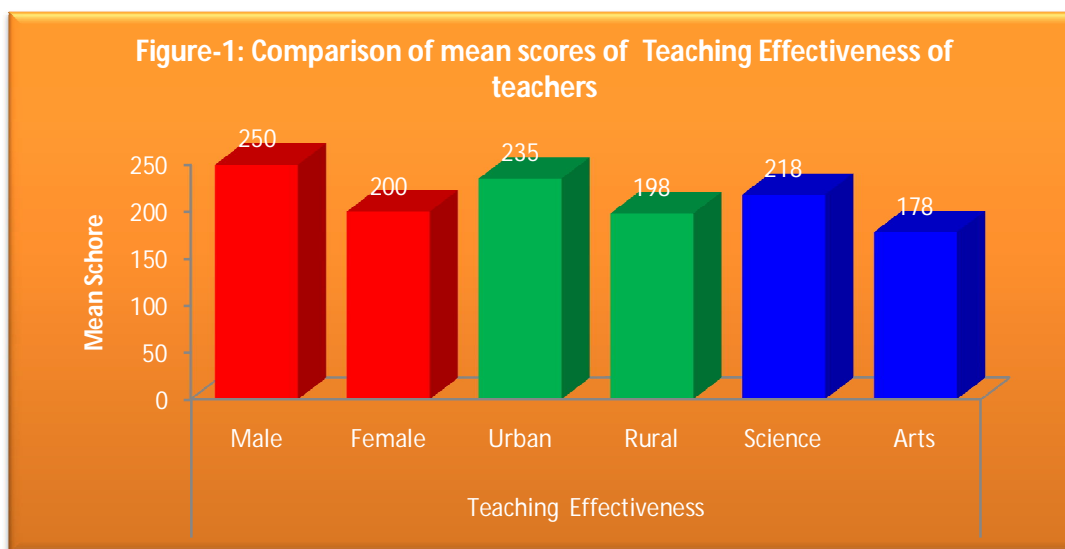
There is the significance relationship between the male and female teachers in their Teaching Effectiveness Hence the null hypothesis H_{02} , is rejected and alternative hypothesis was accepted.

It is inferred from the above table that the calculated 't' value 10.94 is more than the table value (1.96 and 2.576) for df 38, at 0.05 and 0.01 level of significance. There is significant difference between Urban and Rural teachers in their Teaching Effectiveness. Hence the null hypothesis H_{03} , is rejected and alternative hypothesis was accepted i.e. there is significant difference between Urban and Rural teacher in their Teaching Effectiveness. It means there is positive effect of gender on Teaching Effectiveness of teacher.

There is the significance relationship between the urban and rural teachers in their professional attitude Hence the null hypothesis H_{04} , is rejected and alternative hypothesis was accepted.

It is inferred from the above table that the calculated 't' value 10.82 is more than the table value (1.96 and 2.576) for df 38, at 0.05 and 0.01 level of significance. There is significant difference between science and arts teachers in their Teaching Effectiveness. Hence the null hypothesis H_{04} , is rejected and alternative hypothesis was accepted i.e. there is significant difference between science and arts teacher in their Teaching Effectiveness. It means there is positive effect of subject on Teaching Effectiveness of teacher.

There is the significance relationship between the science and arts teachers in their Teaching Effectiveness Hence the null hypothesis H_{05} , is rejected and alternative hypothesis was accepted. This data has been shown graphically as follows:



Objective-2: To compare professional attitude of different variables junior college teachers

Table- 2: Comparison of Mean, SD and 't' Value of different category teachers in Respect of their Professional attitude

| Variable | Type | n | Mean | SD | t-value | r-value |
|------------------------|---------|-----|------|-------|---------|---------|
| Organisational climate | Male | 300 | 250 | 7.84 | 3.58* | 0.784** |
| | Female | 300 | 189 | 8.94 | | |
| Organisational climate | Urban | 300 | 205 | 8.74 | 5.72* | 0.847** |
| | Rural | 300 | 198 | 9.46 | | |
| Organisational climate | Science | 300 | 210 | 9.12 | 5.57* | 0.777** |
| | Arts | 300 | 178 | 10.72 | | |

* - significant at 0.01 and 0.05 level

** - significant at 0.01 and 0.05 level

It is inferred from the above table that the calculated 't' value 3.58 is more than the table value (1.96 and 2.576) for df 598, at 0.05 and 0.01 level of significance. There is significant difference between male and female teachers in their Professional attitude. Hence the null hypothesis H_{04} , is rejected and alternative hypothesis was accepted i.e. there is significant difference between male and female teacher in their Professional attitude. It means there is positive effect of gender on Professional attitude of teacher.

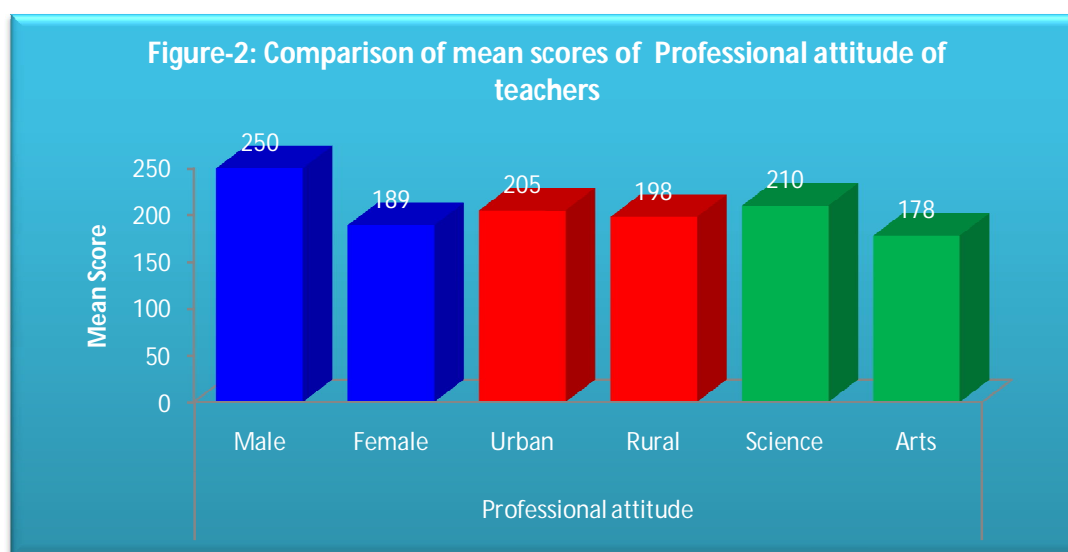
There is the significance relationship between the male and female teachers in their Professional attitude. Hence the null hypothesis H_{014} , is rejected and alternative hypothesis was accepted.

It is inferred from the above table that the calculated 't' value 5.72 is more than the table value (1.96 and 2.576) for df 598, at 0.05 and 0.01 level of significance. There is significant difference between Urban and Rural teachers in their professional attitude. Hence the null hypothesis H_{05} , is rejected and alternative hypothesis was accepted i.e. there is significant difference between Urban and Rural teacher in their professional attitude. It means there is positive effect of locale on Professional attitude of teacher.

There is the significance relationship between the urban and rural teachers in their professional attitude Hence the null hypothesis H_{015} , is rejected and alternative hypothesis was accepted.

It is inferred from the above table that the calculated 't' value 5.57 is more than the table value (1.96 and 2.576) for df 598, at 0.05 and 0.01 level of significance. There is significant difference between science and arts teachers in their Professional attitude. Hence the null hypothesis H_{06} , is rejected and alternative hypothesis was accepted i.e. there is significant difference between science and arts teacher in their Professional attitude. It means there is positive effect of subject on Professional attitude of teacher.

There is the significance relationship between the science and arts teachers in their Professional attitude Hence the null hypothesis H_{016} , is rejected and alternative hypothesis was accepted. This data has been shown graphically as follows:



Objective-3:

Table-3: Comparison of 't' Value and r value of teachers' Teaching Effectiveness, teaching attitude and students academic achievement

| Variable | Sample | t-value/F-value | r-value |
|---------------------------|--------|------------------|------------------|
| 1. Teaching Effectiveness | 600 | 5.44 (1and 2) | 0.9452 (1and3) |
| 2. Professional Attitude | 600 | 8.86 (1and 3) | 0.8421 (1and3) |
| 3. Academic achievement | 300 | 7.46 (2 and 3) | 0.9012 (2 and 3) |
| | | 12.345 (1,2 & 3) | |

* - significant at 0.01 and 0.05 level

** - significant at 0.01 and 0.05 level

Results according to Table -3:

- 1) There is a positive and significant relationship between teaching effectiveness of Male and female junior college teachers

- 2) There is a positive and significant relationship teaching effectiveness of Urban and Rural junior college teachers
- 3) There is a positive and significant relationship between teaching effectiveness of science and art junior college teachers
- 4) There is a positive and significant relationship between professional attitude of Male and female junior college teachers
- 5) There is a positive and significant relationship between professional attitude of Urban and Rural junior college teachers
- 6) There is a positive and significant relationship between professional attitude of science and art junior college teachers
- 7) There is a positive and significant relationship between teaching effectiveness and professional attitude of junior college teachers
- 8) There is a positive and significant relationship between teaching effectiveness of teachers and academic achievement of students
- 9) There is a positive and significant relationship between teaching effectiveness, professional attitude of teachers and academic achievement of students

8. DISCUSSION AND CONCLUSION:

From the result obtained in the present study, it was found that there is a positive and significant relationship between independent variables (Teachers' teaching attitude and professional attitude) and academic achievement of students. The results also reveal that there is a significant difference between independent variables (Teachers' teaching attitude and professional attitude) and academic achievement of students.

REFERENCES:

1. Alison-Jones, Lisa L (2002) Student and faculty perceptions of teaching effectiveness of full time and part time associate degree-nursing faculty. Dissertation Abstracts International, Vol. 63A(08) : 2805.
2. Amandeep and Gurpreet (2005) A study of teacher effectiveness in relation to teaching competency. Recent Researches in Education and Psychology. Nos. I-II.
3. Brodneyn, Sandra Buntrock (1993) The relationship between student achievement, student attitude and student perception of teacher effectiveness and the use of journals as a learning tool in mathematics. Dissertation Abstracts International, Vol.54 (8): 2884-A.
4. Deshpande, Shashikala (1991) Evaluation of teaching; A multidimensional approach. Independent study Karnatka University in the Fifth Survey of Educational Research (1988-1992), Vol.11.
5. Gupta, Preety (2009) A study of values among school principals, their attitude towards modernization and its relationship with the organizational climate. Ph.D. Thesis in Education, Jamia Milia Islamia University.