

An Evaluative Study on Effectiveness of Secondary School Teachers in Kashmir

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ABSTRACT

This study examined the Attitude towards Teaching of effective and less effective secondary school teachers in Kashmir valley. The sample of the study consisted of 800 secondary school teachers which were collected by random sampling. Attitude towards teaching scale developed by using S.P. Alullwalia's was used. The results of the study revealed that the effective secondary school teachers have favorable attitude towards teaching as compared to less effective secondary school teachers. The results also revealed that effective teachers are more competent to their job and also show positive attitude and are more cooperative to the students and heads of institutions.

Keywords: Attitude Towards Teaching, Effective and Less Effective Teachers

INTRODUCTION

Education in the largest sense is an act or an experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another of society. Education in real sense is to humanize humanity and to make life progressive cultured and civilized. It is very important for the progress of the individual and society. It is through education that man develops his thinking and reasoning, problem solving and creativity, intelligence and aptitude, positive sentiments and skills, good values and attitudes. Education is a dialogue between the past, present and the future, so that the coming generations receive the accumulated lessons of the heritage and carry it forward (UNESCO, 1998).

Attitude means the individual's prevailing tendency to respond favorably or unfavorably to an object person or group of people, institutions or events. Attitude can be positive (values) or negative (prejudice). Attitude has been defined in many different ways over the years. Attitude of the teacher has an impact on the behavior of the student in the class room as well. The teacher spends most of the school day in the close association with his students and as a result of this; his basic attitudes and actions, his tastes and mannerism have great influence on the students. The teachers create the emotional climate in the class room just by being friendly calm or nervous. This directly affects the children because children learn attitudes and behavior mostly by example. The effectiveness of education depends upon quality of teachers working in an institution. The quality of teachers in turn depends upon the quality of training received by them in different training institutions. The teacher spends most of the school day in close associations with his students and as a result of this, his basic attitudes and actions, his tastes and mannerism have great influence on the students, the teacher creates the emotional climate in the class room just by being friendly, calm and nervous. This directly affects the children because children learn attitudes and behavior mostly by examples, emotion, tension, for example, is contagious; a teacher who is fear full and generally hostile can induce fear, worry, and insecurity in his students. The effectiveness of teacher mainly depends upon the character, ability and his attitude towards his profession teaching. It is true that the attitude of a person towards his profession plays an important role in achieving desirable success. Attitude of a person depends upon his emotions and feelings. Renu and Nand, (1999) conducted a study on the attitude of effective teachers towards teaching profession. The main findings of her study were the effective teachers possess better teaching skills than less effective teachers. Their academic scores are high. They are more cooperative with students (Panday, R and Tripathy, 2006) conducted a study on the attitude of efficient school teachers. The findings indicate that there are good results of education by effective teachers. They have direct influence on the personality of students. The effectiveness of education depends upon quality teachers working in institutions. The quality of teachers in turn depends upon the quality of training received by them in different training institutions. As we know that qualitative and quantitative improvements of elementary and secondary

educations has raised problems of solutions of right type of teachers and enriching program of teacher preparation. Thus, necessities but also to inculcate in them desirable teacher like qualities. We know the teaching profession is one of the most important arts of guiding students through a variety of methodologies selected teaching methods and it should therefore, attract the brightest minds, finest personality and most commitment young people as a profession, it requires people who have right type of attitude for teaching is bound to be a successful teacher in future.

OBJECTIVES

- 1 To study and compare effective and less effective secondary school teachers on various factor of the Attitude towards teaching.
- 2 To study and compare effective and less effective secondary school teachers on Composite score of Attitude towards teaching.
- 3 3.To study the effectiveness of secondary school teachers.

HYPOTHESES

- 1 Effective and less effective secondary school teachers differ significantly on various factor of Attitude towards teaching.
- 2 Effective and less effective secondary school teachers differ significantly on composite score of Attitude towards teaching.

SAMPLE

The present study was conducted on 800 secondary school teachers from Kashmir valley (400 male and 400 female). The sample was taken randomly from various higher secondary schools in Kashmir division. After that the investigator employed the Teacher Effectiveness Scale by Umme Kulsum for identifying the effective and less effective secondary school teachers. The upper 27% of sample as effective and lower 27% of the sample as fewer effective teachers.

TOOL USED

The data was collected with the help of Job Satisfaction Scale developed by S. P. Alullwalia The inventory was administered to the sample subjects in the respective institutions in order to collect the data.

STATISTICAL TREATMENT

The data was analysed by applying Mean, S.D and 't' test of significance.

STATISTICAL ANALYSIS

Table 1: Showing the Mean and SD Comparison Between Effective and Less Effective Secondary School Teachers on Their Various Dimensions of Attitude Towards Teaching

Area/Dimensions	Group	N	Mean	Std. Deviation	t-value	Level of Significance
Teaching Profession (TP)	ESST	216	33.31	6.942	5.159	Significant at 0.01 level
	LESST	216	27.96	8.223		
Classroom Teaching (CT)	ESST	216	32.87	6.404	6.182	Significant at 0.01 level
	LESST	216	26.67	8.350		
Child Centered Practices (CCP)	ESST	216	32.78	7.218	6.029	Significant at 0.01 level
	LESST	216	26.67	7.672		
Educational Process (EP)	ESST	216	33.69	6.689	7.016	Significant at 0.01 level
	LESST	216	27.06	7.189		
Pupils (P)	ESST	216	34.24	6.924	9.101	Significant at 0.01 level
	LESST	216	25.79	6.726		
Teachers (T)	ESST	216	33.47	6.755	5.778	Significant at 0.01 level
	LESST	216	26.52	10.526		
Overall Attitude towards Teaching	ESST	216	200.36	23.331	11.304	Significant at 0.01 level
	LESST	216	160.61	28.128		

LESST = Less Effective Secondary School Teachers, ESST = Effective Secondary School Teachers

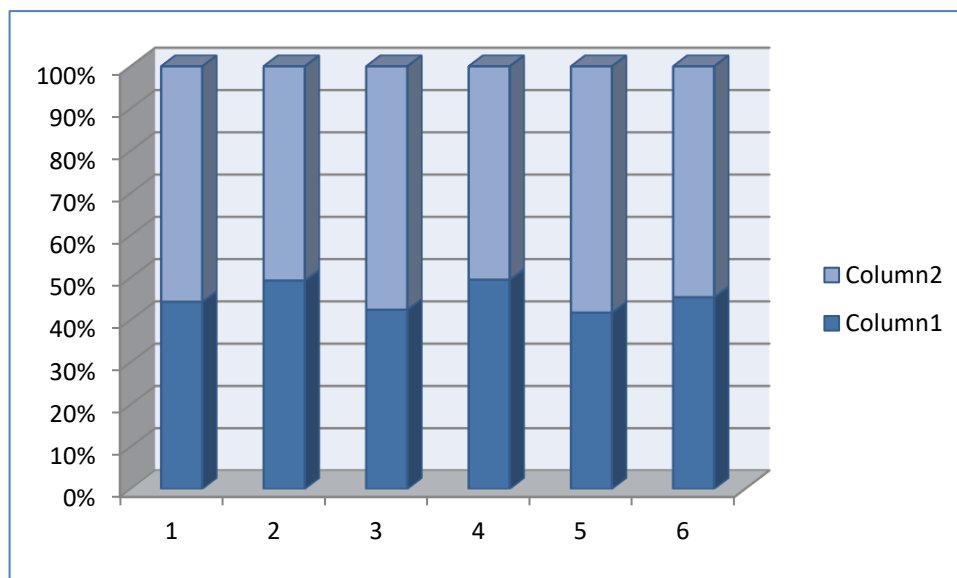


Figure.1: Showing the Mean Comparing of Effective and Less Effective Secondary School Teachers on Attitude Towards Teaching

DISCUSSION AND INTERPRETATION OF RESULTS

The perusal of table no 1 shows the significance of mean difference between the effective and less effective secondary school teachers on teaching profession dimension of attitude towards teaching. The mean score of effective secondary school teachers is 33.31 and less effective secondary school teachers are 27.96. The table no 1 makes it clear that the obtained 't' value on dimension (teaching profession) is (5.159), which is greater than the table 't' value at 0.01 level. The mean favors effective secondary school teachers. The effective secondary school teachers who have a favorable attitude towards teaching profession - keep the students engaged in teaching learning practice. The effective secondary school teachers develop positive attitude among the students. They always try to motivate the students by desire to learn, rather than by grades or degrees requirements. They prepare the material to be taught in a good manner to the students. The effective secondary school teacher's help in organizing the learned material thus have a good organizing power. The less effective secondary school teachers have unfavorable attitude towards teaching profession don't keep the students engaged in the teaching learning process. They are reported to have a low motivating power for the students. They don't take interest in preparing the materials in advance. They have a less motivating power.

The table no 1 also shows the significance of means difference between the effective and less effective secondary school teachers on class room teaching dimension of attitude towards teaching. The mean of effective secondary school teachers is 32.87 and less effective secondary school teachers are 26.61. On this factor (class room teaching) the obtained 't' value is (6.182) which is greater than the table 't' value at 0.01 level. The mean favors the effective secondary school teachers which imply that the effective secondary school teachers have better class room teaching. The effective secondary school teachers are reported to prepare the material well in advance before they go to class room. They make their class room teaching more effective by giving examples to the students. They always use new techniques and skills in the classroom for new innovations. The effective secondary school teachers who have a good attitude towards class room teaching develop innovative ideas and thinking in the students. They use audio- visual aids in the class room for enhancing the learning process. The less effective secondary school teachers have low attitude towards class room teaching don't prepare the teaching materials in advance. They use fewer examples in the class room for explaining the concept development. They use less audio – visual aids in the class room. They are generally less cooperative in the class room. They have low command on the demonstration skill of teaching. They use fewer skills in the class room. The table no 1 shows the significance of mean difference between effective and less effective secondary school teachers on child centered practice dimension of attitude towards teaching. The mean of effective secondary school teachers is (32.78) and less effective secondary school teachers is (26.67). On this factor (child centered practice) the obtained 't' value is (6.029) which is greater than the table 't' value at 0.01 level. The mean favors the effective secondary school teachers which implies that the effective

secondary school teachers have better child centered practice. The effective secondary school teachers have good attitude towards child centered practice and makes the child as the center of teaching learning process. They give freedom to the child in the class room in order to develop proper attitude among them. They give them time for free discussions and group work. They always try to motivate students to learn more and more. They try to develop the creative and reflective thinking in the students. The less effective secondary school teachers have low attitude towards child centered practice take little bit of interest in the class room teaching. They give little bit freedom to the child in the class room. They don't take part in the group discussion in the class. The table no 1 shows the significance of means difference between the effective and less effective secondary school teachers on educational process dimension of attitude towards teaching. The mean of effective secondary school teachers is (33.69) and less effective secondary school teachers (27.06). On this factor (educational process) the obtained 't' value is 7.016 which is greater than the table 't' value at 0.01 level. The mean favors the effective secondary school teachers which imply that the effective secondary school teachers are good in educational process as compared to less effective secondary school teachers. The effective secondary school teacher have good attitude towards educational process develop the proper and positive attitude among the students in the class room. They make the class room more active and attractive for learning. They try to develop the self-discipline among the students. The help in making the students more democratic and sociable to the school. They develop in the students good moral and spiritual values. They make them available for the school activities and sports activities. The less effective secondary school teachers have low attitude towards educational process develop little bit of positive attitude in the students.

The table no 1 shows the significance of mean difference between the effective and less effective secondary school teachers on pupils dimension of attitude towards teaching. The mean of effective secondary school teachers is (34.24) and less effective secondary school teachers is 25.79. On this factor (pupils) the obtained 't' value is (9.101) which is greater than the table 't' value at 0.0 level. The mean favors the effective secondary school teachers. The effective secondary school teachers who have a good attitude towards the pupils make the child as the center of education. They develop proper and good attitude among the students. They develop the self-concept among the students. They make sociable and democratic atmosphere in the school. They help to try developing in the student's reflective and creative thinking. The less effective secondary school teachers have low attitude towards pupils are not affectionate to the students. They don't develop proper concept of teaching and learning. The table 1 shows the significance of mean difference between the effective and less effective secondary school teachers on teacher's dimension of attitude towards teaching. The mean of effective secondary school teachers is 33.47 and less effective secondary school teachers is 26.52. On this factor (teachers) the obtained 't' value is (5.778) which is greater than the table 't' value at 0.01 level. There is a significant difference between the less effective and effective secondary school teachers on teacher dimension of attitude towards teaching. The effective secondary school teachers who have good attitude towards the teacher are friendly and cooperative

with other members of the school. They make group discussion with the other teachers of the school. They remove their teaching difficulties by discussing with other teachers of the school. They always help each other for the progress and benefit of the school. They take interest in the school activities with each other in the school. They help their partner teachers in the school to develop their creative and reflective thinking. They have the qualities like working together or group working in the school. they show sympathy to the other teachers in the school at large. The less effective secondary school teachers who have low attitude towards teachers are not too much friendly with the other teachers in the school. They make little bit of discussions in the class and in the school as whole. They don't have a good attitude towards group working and discussion in the school.

DISCUSSION AND INTERPRETATION OF RESULTS ON COMPOSITE SCORE

The table no 1 shows the significance of effective and less effective secondary school teachers on overall or composite score. The mean of effective secondary school teachers is 200.36 and less effective secondary school teachers are 160.61. The obtained 't' value on the overall Attitude towards teaching 11.304 which is greater than the table 't' value. The mean favors the effective secondary school teachers; therefore, the effective secondary school teachers have favorable attitude as compared to less effective secondary school teachers. The effective secondary school teachers have good attitude towards child centered practice and makes the child as the center of teaching learning process. They give freedom to the child in the class room in order to develop proper attitude among them. They give them time for free discussions and group work. They always try to motivate students to learn more and more. They try to develop the creative and reflective thinking in the students. They make the whole classroom as child centered and enjoyable. The less effective secondary school teachers have low attitude towards child centered practice take little bit of interest in the class room teaching. They don't take part in the group discussion in the class. They are not too much of creative in creating proper reflecting thing in the students.

CONCLUSION

It has been found that there is a significant difference between the effective and less effective secondary school teachers on teaching profession dimension of attitude towards teaching. Significant difference has been found between the effective and less effective secondary school teachers on class room teaching dimension of attitude towards teaching. There is a significant difference between the effective and less effective secondary school teachers on child centered practice dimension of attitude towards teaching. It has been revealed that there is a significant difference between the effective and less effective secondary school teachers on educational process dimension of attitude towards teaching.

Significant difference has been found between effective and less effective secondary school teachers on pupil's dimension of attitude towards teaching. A significant difference has been established between the effective and less effective secondary schoolteachers on teacher's dimension of attitude towards teaching. A significant difference has been established between the effective and less effective secondary school teachers on overall or composite score of attitudes towards teaching.

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