

**A Study of Teaching Effectiveness of Primary School Teachers**

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*Abstract*

*In this research paper researcher has prepared teaching effectiveness observation schedule for the primary teachers. Researcher has selected 144 primary teachers who are working in Ahmedabad city and he observed his classroom process. Researcher collected data and tabulated it and find out t-test and F-test for testing null hypothesis.*

*Key Words : Teaching Effectiveness, Gender, Teaching Experience, Stream*

**1.Introduction**

In this modern age of science, education plays an important role in building up of society. Education is the key to national prosperity and welfare. It is recognized as a mirror of the society and educational institution as society in miniature.

Education enables an individual to understand his responsibilities to society and nation and to become ideal citizen. It is a powerful instrument for change in society.

“Education is not limited to the imparting of information or training in imparting of information or training in skills. It has to give the educator a proper sense of values”.

**-Dr. RadhaKrishnan<sup>1</sup>**

The educational institutions are a psychological unit where person to person interaction between the teacher's and the taught, is a major factor in the child education. Education is the outcome of interaction in human environment that one experiences as a child, as an adult and as an old person. As such education is the life long process and each one of us gets opportunities for a variety of experiences. The quest for such experiences is an inborn quality. Every human child is compelled to seek his/her basic needs which in turn take the shape of human environment interaction result of which continues throughout life.

Education of an individual human begins at birth and continues throughout life. The very first institution, home [mother, father, siblings, etc.] leaves indelible impact on

the lives of individuals. The age 0-5 years is very much impressionable when the development of brain takes place at much faster rate. At this stage family members may have a profound educational effect on the overall development of the child - often more profound than they realize-though family teaching may function very informally. But the child also needs formal education which is imparted in schools and colleges by teachers.

It is teacher who directs and gives importance to the whole programme of Education. This ultimately affects immensely all-round progress of the child and nation. From the ancient times teaching was considered as the most noble and prestigious profession. In the past, the teacher was a religious preacher, sympathetic to his disciplines and never desired material gains. The teacher was called 'Guru' and his disciple was called a 'Shishya' – as learner one who used to acquire knowledge under the guidance of the Guru.

“A teacher should function like a burning lamp, which burn itself and enlightens others.”

**-Guru Rabindranath Tagore<sup>2</sup>**

Thus, the teacher is considered to be the custodian architect of the pupils future and its known as the builder of the nation. The parents and society handover many of their responsibilities in the teacher and pin their faith that the teacher would carry on this responsibilities in a dignified and refined way. The system of education depends upon the quality, the competence, the devotion and the character of the teacher.

Thus, the effective teachers ---

- Effective teachers have high expectations for all students and help students learn, as measured by value-added or other test-based growth measures, or by alternative measures.
- Effective teachers contribute to positive academic, attitudinal, and social outcomes for students such as regular attendance, on-time promotion to the next grade, on-time graduation, self-efficacy, and cooperative behaviour.
- Effective teachers use diverse resources to plan and structure engaging learning opportunities; monitor student progress formatively, adapting

instruction as needed; and evaluate learning using multiple sources of evidence.

- Effective teachers contribute to the development of classrooms and schools that value diversity and civic-mindedness.
- Effective teachers collaborate with other teachers, administrators, parents, and education professionals to ensure student of Ahmedabad city, particularly the students with special needs and those at high risk of failure.

In nutshell, the teacher is the top most academic and professional person in the educational pyramid under whose change the destiny of our children is placed by the parents and society. The quality of education solely depends upon well adjusted and well satisfied teachers. Teacher is considered to be the most important component of the educational structure in any teaching – learning situation. There is an interaction between teacher and students and the interaction is mostly –initiated and controlled by the teacher. Teaching is an interactive process between teachers and taught.

The American commission on teacher education remarked, “The quality of nation depends upon the quality of its citizens. The quality of education depends upon the quality of their teachers”<sup>7</sup>. It is no exaggeration to express that the whole educational process revolved round the teacher. In the entire teaching learning process the teacher is a powerful agent who can inculcate the democratic ideas of nationhood in children, the future citizens of the nation.

The teacher is a dynamic force of the school. A school without a teacher is just like a body without the soul, a skeleton without flesh and blood, a shadow without substance. “There is no greater need for the cause of education today than the need for strong manly men and motherly women as teachers for the young.”<sup>8</sup> As social engineers, the teachers can socialize and humanize the young by their man-like qualities. The teacher’s task is related to our perception of education.

The process of education keeps on changing according to the contemporary demands and needs of the society. Therefore, the present teacher has to play different roles, and he has to be a competent professional, a skilled teacher. He is always expected to be an effective communicator, a designer and user of learning resources, learning facilitator and an active participant in community life.

The role of teacher is considered to be important in all stages of education but a teacher has a predominant part to play at the primary school level because at this level the school students need the constant attention of their teachers. They consider their teachers as the only source of inspiration and guidance to them. So the question of effectiveness of teachers is very important for the students in particular and the society in general.

Primary education as its meaning suggests caters to the most fundamental needs of all the children and something that man can't do without. Teachers at primary level need to be best equipped in terms of his ability to help in laying strong foundations for children's personality.

## **2. Review of Related Literature**

Samanta Roy<sup>3</sup> (1971), in her study entitled **A Study of Teacher Attitude and its relationship with Teaching Efficiency**, studied about the relationship between teacher attitude and teaching efficiency. Her study included 320 schools of Orissa state and reported that effective teaching and teachers' attitude were positively related.

Quraishi<sup>4</sup>(1972) conducted a study entitled **Personality Attitudes and Classroom Behaviour of Teachers**. He carried out the study using the Flanders interaction analysis category system (FIACS) to observe and record teachers' verbal behaviour. He reported that teachers attitude towards classroom procedure was positively related with effective teaching. Similar result was obtained as a result of study conducted by Singh (1975). He used the Flanders interaction analysis category system (FIACS) and Minnesota teacher Attitude Inventory (MTAI) to understand teacher behaviour in classroom and teachers' attitude.

Arora<sup>5</sup>(1978), from her study **Difference between Effective and Ineffective Teachers**, revealed the determinants of teacher effectiveness as (i) the age of the teacher when he/she enters the profession (ii) distance between school and

living place (iii) degree of satisfaction derived from job and (iv) interest in inservice education.

Mutha<sup>6</sup>(1980) conducted a study entitled **An Attitudinal and Personality Study of Effective Teachers**. His study revealed that sex, professional training, nature of schooling and income level was significantly associated with the teacher effectiveness. Similarly personality traits like anxiety, mental adjustment, extroversion, job satisfaction and teaching attitude were found to be predicting teacher effectiveness significantly.

Singh S. <sup>7</sup>(1980) conducted a study on **Relationship between Teachers Personality, Teaching and Bringing Behavioural Changes in Students** from his studies he claim that highly effective teachers posses better intellectual capacity, high creativity, ability to foster desirable attitudes in pupils and concern for development of school etc.

Sharma, R.D. <sup>8</sup> (1984) conducted a study on **Student Teachers and Teaching Experiment in Education**. From his studies found that mere academic qualification cannot be considered as the criteria, for a successful teacher. Effective teacher would go extraordinary lengths to understand their student and they put the relationship between teacher and students at the centre of effective teaching.

Subbrayan<sup>9</sup>(1985) conducted a study entitled **A Study of Relationship between Teacher Effectiveness, Research and Publication and Self Concept**. The aim of the study was to identify the relationship between teaching effectiveness, research and publication and self concept and found that (i) Male and Female teachers did not differ significantly in respect of teaching effectiveness (ii) Teacher who had fifteen years or more of experience did not differ from those of less experienced in general factors of teaching effectiveness and (iii) Professors, readers and lecturers did not differ significantly from one another in respect of teaching effectiveness.

Padmanabhaiah<sup>10</sup> (1986) conducted a study on **Job Satisfaction and Teaching Effectiveness of Primary School Teachers**. He reported that the variables age, designation, job satisfaction and experience of teachers showed a great influence on teaching effectiveness.

Idrisi<sup>11</sup> (1987) from his study entitled **A Study of Teaching Efficacy of Teachers in relation to their Locality, Sex, Grade Experience and Level of Education** found that urban male teachers more effective than their rural counterparts. But in the case of female teachers no such dependence of efficiency on locality was observed. He also reported that highly qualified and averagely qualified teachers do not differ significantly in their teacher effectiveness.

Hill<sup>12</sup> (1988), conducted a study entitled **Beginning First Year Teachers' Perception of Characteristics of Effective Teaching**. In the study he analyzed the characteristics of effective teaching. According to him effective teaching include (i) warm and friendly relationship with students (ii) ability to break complex things down to pupils (iii) effectiveness to adopt new techniques and (iv) flexibility.

Kumar S.<sup>13</sup> (1991), researched on the topic **Teacher Effectiveness Among Different Group of Teachers in Relation with Personality Traits**. He conducted the study in different subjects of teachers like science, Arts and commerce. The study revealed that there was no significant relationship between teacher effectiveness and personality traits among all the different group of teachers.

Babu and Shelvaraj<sup>14</sup> (1997), from their research study on the topic **Teacher Effectiveness and Involvement in Teaching** reported that the sex and locality of higher Primary school teachers had no effect upon teacher effectiveness. Also they found that teachers with research degrees possessed greater effectiveness and competence.

Kammatai Jayaramanna<sup>15</sup> (2001) conducted a study of **Teacher Effectiveness in Relation to Work Orientations and Academic Achievement of Students**. He studied teacher effectiveness giving priority to personal aspect, professional aspects intellectual aspect, teaching strategies and social aspect of teacher effectiveness. He found all the above mentioned factors strongly influenced teacher effectiveness and that teacher effectiveness influenced academic achievement of students. He also reported that work orientation and teacher effectiveness were positively correlated.

### **3. Objectives of the Study**

The following were the objectives of the study:

1. To study the teaching effectiveness of primary school teachers in context of gender.
2. To study the effectiveness of primary school teachers in context of their teaching experience.
3. To study the effectiveness of primary school teachers in context of their marital status.
4. To study the effectiveness primary school teachers in context of their stream.

### **4. Hypothesis**

**Ho<sub>1</sub>** There is no significant difference between the mean scores of effectiveness of male and female primary school teachers towards their profession of Ahmedabad city.

**Ho<sub>2</sub>** There is no significant difference between the mean scores of effectiveness of primary school teachers having more than 5 years teaching experience and less than 5 years teaching experience towards their profession of Ahmedabad city.

**Ho<sub>3</sub>** There is no significant difference between the mean scores of effectiveness of married or unmarried primary school teachers towards their profession of Ahmedabad city.

**Ho<sub>4</sub>** There is no significant difference between the mean scores of effectiveness of primary school teachers towards their profession of Ahmedabad city in respect to stream.

### **5. Research Methodology**

Survey Method of the research have been used in present research work.

#### **Population and Sample**

The population of the present study refers to all the male and female primary teachers of private schools of GSEB of Ahmedabad city.

The researcher has select probability sampling method for data collection in which 59 male and 85 female teachers of private primary school affiliated to GSEB schools selected by Stratified random cluster sampling method. The list of schools and total numbers of teacher (sample) is given in Table 1.

**Table-1**  
**Sample of the Study**

Sr.No.	Names of GSEB Schools of Ahmedabad	Primary School Teachers		Total Sample
		Males	Females	
1.	K. R. Raval, Ranip, Ahmedabad	2	12	<b>14</b>
2.	Shree Swaminarayan International Schaool, Ranip, Ahmedabad	4	8	<b>12</b>
3.	Balkrushna Vidyalaya, Ranip, Ahmedabad	6	5	<b>16</b>
4.	Swaminarayan English School Ranip, Ahmedabad	5	5	<b>15</b>
5.	Nelson High School, Maninagar, Ahmedabad	5	9	<b>14</b>
6.	Best Higher Primary School, Maninagar, Ahmedabad	9	5	<b>14</b>
7.	Rubes High School, Maninagar, Ahmedabad	6	7	<b>13</b>
8.	St. Mary's School, Ognaj, Ahmedabad	5	12	<b>17</b>
9.	St. Mary's School, Naroda, Ahmedabad	7	8	<b>15</b>
10.	S. H. Kharawala, A.G. & L.D. School, Navrangpura, Ahmedabad	5	9	<b>14</b>
Total		59	85	<b>144</b>

### **Research Tool**

In this study researcher has prepared observation schedule with five point scale for the teachers effectiveness measurement.

### **Data Collection**

The researcher planned to collect data from the selected primary schools in sample. The researcher informed the target schools in advance about the purpose of the data collection. This process completed in a stipulated timeframe.

The researcher ensured the convenience of the teachers and the school authorities so that quality of responses is maintained. Required procedure to seek permission from

the school taken up by the researcher in order to maintain professionalism and avoid waste of time and resources.

The Teachers were apprised of the aim of this research. It brought to their notice that the information provided by them shall be used solely for the purpose of educational research and the details provided by them shall be kept confidential.

The teachers provided with information regarding filling up the personal details. They advised to read the statements carefully and fill their personal details based on their own experience of teaching, in the given proforma.

### 6. Data Analysis and Interpretation

**Ho<sub>1</sub>** There is no significant difference between the mean scores of effectiveness of male and female primary school teachers towards their profession of Ahmedabad city.

**Table: 2**

**Statistics of Male and Female Teachers**

Gender	Number	Mean	Standard Deviation	SED	t- value	Level of Significance
Male	59	255.71	16.97	2.67	1.543	Not Significant*
Female	85	259.83	13.93			

**\* Significant at 0.05 level of significance**

$$t_{cal} = 1.543 < t_{tab} = t_{0.05} = 1.96$$

Observation of Table 2 reveals that the mean score of effectiveness of male and female primary school teachers are 255.71 and 259.83 respectively and SD is 16.97 and 13.93 respectively and SED is 2.67 respectively. So, it shows that female teachers have more mean level than male teachers. It is evident from the table that t -value is 1.543 which is less than  $t_{0.05} = 1.96$ . This indicates that difference between the effectiveness of male and female teachers is not significant at 0.05 level of significance.

Thus, the null hypothesis is retained and it is concluded that there is no significant difference between the mean scores of effectiveness of male and female Primary school teachers towards their profession of Ahmedabad city. Hence, Ho<sub>1</sub> is accepted.

**Ho<sub>2</sub>** There is no significant difference between the mean scores of effectiveness of primary school teachers having more than 5 years teaching experience and less than 5 years teaching experience towards their profession of Ahmedabad city.

**Table: 3**

**Statistics of less than five years and more than five years teaching experience teachers**

Experience	Number	Mean	Standard Deviation	SED	t Value	Level of Significance
More than 5 years	67	255.89	14.326	2.58	1.77	Not Significant*
Less than 5 years	77	260.38	16.09			

Significant at 0.05 level of significance

$$t_{cal} = 1.77 < t_{tab} = t_{0.05} = 1.96$$

Observation of Table- 3 reveals that the mean score of effectiveness of Primary school teachers of more than 5 years experience and less than 5 years experience is 255.89 and 260.38 respectively and SD is 14.32 and 16.09 respectively and SED 2.58 respectively.. So, it shows that teachers of less than 5 years experience have more mean level than more than 5 years teaching experienced teachers. It is evident from the table that t-value is 1.77 which is less than the value of  $t_{0.05} = 1.96$ . This indicates that difference between the effectiveness of Primary teachers of more experience and teachers of less experience is not significant at 0.05 level of significance.

Thus, the null hypothesis is retained and it is concluded that there is no significant difference between the mean scores of effectiveness of more than five years experience and less than five years experience primary school teachers towards their Profession of Ahmedabad city. Hence, Ho<sub>2</sub> is accepted.

**Ho<sub>3</sub>** There is no significant difference between the mean scores of effectiveness of married or unmarried primary school teachers towards their profession of Ahmedabad city.

**Table: 4**

**Statistics of teacher context to their marital status**

<b>Marital Status</b>	<b>Number</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>SED</b>	<b>t Value</b>	<b>Level of Significance</b>
<b>Married</b>	70	254.6	14.36	<b>2.50</b>	<b>2.688</b>	<b>Significant*</b>
<b>Unmarried</b>	74	260.89	15.47			

Significant at 0.05 level of significance

$$t_{cal} = 2.688 > t_{tab} = t_{0.05} = 1.96$$

Observation of Table -4 reveals that mean scores of effectiveness of married and unmarried primary school teachers is 254.6 and 260.89 respectively and SD is 14.36 and 15.47 respectively and SED 2.50 respectively.. So, it shows that unmarried teachers have more mean level than the married teachers. It is evident from the table that t-value is 2.688 which is greater than  $t_{0.05} = 1.96$ . This indicates that difference between the effectiveness of married and unmarried Primary school teachers is significant at 0.05 level of significance.

Thus, the null hypothesis is retained and it is concluded that there is significant difference between the mean scores of effectiveness of married and unmarried Primary School teachers towards their Profession. Hence,  $H_{03}$  is rejected.

**H<sub>04</sub>** There is no significant difference between the mean scores of effectiveness of primary school teachers towards their profession of Ahmedabad city in respect to stream.

**Table: 5**

**Analysis of ANNOVA of Effectiveness of Primary School Teachers towards their Profession of Ahmedabad city in respect to Stream**

<b>ANOVA : Single Factor</b>				
<b>Groups</b>	<b>Count</b>	<b>Sum</b>	<b>Average</b>	<b>Variance</b>

Arts	61	15859	259.9836066	211.8497
Commerce	41	10529	256.804878	195.111
Science	42	10760	256.1904762	283.6214

Source of Variation	df	SS	MS	F-value	Significance
Between Groups	2	435.99	217.99	<b>0.95</b>	<b>Not Significant*</b>
Within Group	141	32143.89	227.97		

Observation of Table 5 reveals that mean scores of effectiveness of various stream of Primary School teachers is 259.98, 256.80 and 256.19 respectively. So, it shows that teachers of arts have more mean level than science and commerce teachers. It is evident from the table F-value 0.95 which is less than F-value 0.05 = 1.96.

This indicates that difference between the effectiveness of arts, commerce and science teachers is not significant at 0.05 level of significance. The calculated F-value is 0.95 which is less than table value at 0.05 level. This indicates that difference between the effectiveness of Primary school teachers of Arts, Commerce and Science stream is not significant at 0.05 level of significance.

Thus, the null hypothesis is accepted and it is concluded that there is no significant difference between the mean scores of effectiveness of Primary School teachers of various stream towards their Profession of Ahmedabad city. Hence, Ho4 is accepted at 0.05 level.

### **7. Findings of the Study**

- There is no significant difference between the effectiveness of male and female teachers. This may be because teaching effectively is a priority of each and every male and female teacher.
- From the effectiveness expressed by the primary school teachers, it is found that female teachers have more inclination and acceptability towards their profession than male teachers. The female teachers appeared to be more

motivated towards implementing effectively teaching than their male counterparts.

- There is no significant difference between the effectiveness of teachers of more than 5 years experience and less than 5 years experience towards their Profession of Ahmedabad city.
- It is found that all the teachers having more than 5 years experience and less than 5 years experience have equal effectiveness towards their profession. It is found that the teachers having less than 5 years teaching experience have favourable effectiveness compare to the teachers having more than 5 years teaching experience.
- There is significant difference between the effectiveness of married and unmarried primary school teachers towards their profession of Ahmedabad city.
- It is found that unmarried teachers have more favourable effectiveness towards their profession of Ahmedabad city than the married teachers.
- There is no significant difference between the effectiveness in different stream of primary school teachers towards their profession of Ahmedabad city.
- It is found that that teacher of Arts stream have more inclination and acceptability towards their profession than teachers of Commerce and Science stream. The teachers of Arts stream appeared to be more motivated towards implementing effectively teaching than teachers of Commerce and Science stream.

### **8. Conclusion**

In this research work researcher trying to find the teachers effectiveness and specially for the primary teachers. This study will helpful for the teachers as well as principals. School administrator and government also can use this research tool for measure the effectiveness of primary teachers.

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