

# TEACHER EFFECTIVENESS OF THE SECONDARY SCHOOL TEACHERS OF EAST KHASI HILLS DISTRICT OF MEGHALAYA

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**Abstract:** *This descriptive study attempts to bring to light the status of teacher effectiveness of the secondary school teachers of East Khasi Hills District of Meghalaya. Further, it sought to compare their effectiveness on the bases of sex, locale and types of management that the teachers serve and bring out the implications of the findings and offers suggestions for strengthening their teacher effectiveness.*

**Key words:** *Teacher effectiveness, secondary school, teacher, Meghalaya, Management*

## INTRODUCTION

Teachers hold a pivotal role in the teaching learning process for the fact they have a multifaceted roles and responsibilities that the profession mandated of them. Irrespective of the diversified role that they play in the teaching-learning process, students' achievement often have become the yard stick for measuring their effectiveness. Effectiveness or teacher effectiveness refers to the competencies and skills that the teachers must demonstrate in order to be able to accomplish the task that they have at hand as a teacher. This is manifested in the achievement of the learning objectives and outcomes that s/he sets for herself or himself while embarking on the task of teaching the students in the classroom. Such effective teachers display high level of professionalism, commitment, confidence, trustworthiness etc... while fulfilling their duties and responsibilities. In short, teacher effectiveness is encompassed in the knowledge, attitude and performance of the teachers. Teacher effectiveness plays an important role in the teaching learning process as teacher forms an important contributive factors to the student achievement through the expertise that they have in the contents of the subjects specific, the approaches and pedagogical knowledge and experiences. Effective teachers are boon to the schools as they not only have a positive impact in the students' learning but also for the performance of the school as a whole. They become an asset to the institutions.

## NEED AND JUSTIFICATION OF STUDY

Teacher effectiveness may be said that it correlates directly with the performance of the students. If this is to be true, records has shown that the passed percentage of students in the district has been remarkably higher as compare to the rest of the districts in the state of Meghalaya, which only substantiate the teacher teachers in the district are more effective than those working in other districts. However, paucity of studies of teacher effectiveness in the district at different levels of education are very scares especial in the secondary level. Hence, the investigator felt the need of undertaking this studies to find out the current status of effectiveness of the teachers in the district; identify the levels of effectiveness and to compare their performances on the basis of sex, locale and types of management.

## OBJECTIVES OF THE STUDY

The followings are the objectives of the present investigation:

1. To study teacher effectiveness of secondary school teachers of East Khasi Hills District of Meghalaya
2. To find out differences in teacher effectiveness of secondary teachers on the basis of sex, locale, type of management

## HYPOTHESES

The hypotheses of the study are spelt out as:

1. H<sub>0</sub> 1: There is no significant difference between the male and female teachers in the teacher effective
2. H<sub>0</sub> 2: There is no significant difference between the rural and urban teachers in teacher effectiveness

3. H<sub>03</sub>: There is no significant difference among the teacher of different types of management in teacher effectiveness

## METHODOLOGY OF THE STUDY

Taking into account the nature of the problem the investigator has selected the Descriptive Method to realize the different objectives of the study

## POPULATION

The Population of the present study comprised of all the secondary school teachers of East Khasi Hills District of Meghalaya. The number of secondary school teachers in East Khasi Hills District of Meghalaya is indicated in the table below.

Table 1 Population of the Present Study

		School Boards of Education												
		MBOSE				CBSE				ICSE				Total
		Rural		Urban		Rural		Urban		Rural		Urban		
M	F	M	F	M	F	M	F	M	F	M	F			
Types of Management														
Government		4	4	10	30	35	6	19	22	-	-	3	30	163
Government Aided		281	318	299	533	-	-	-	-	-	-	-	-	1431
Private		143	242	142	353	-	-	2	9	-	-	4	49	933
Total		428	564	451	916	35	6	21	31	-	-	7	79	2538

### Sources:

- District School Education Officer East Khasi Hills District 2013-2014
- UDISE 2013-2014

## SAMPLE AND SAMPLING TECHNIQUES

A total of 1255 was taken as the sample. Stratified random sampling technique was used in the selection of the sample for the study which is given in the following table

Table 2 sample of the study

	School Boards												
Types of Management	MBOSE				CBSE				ICSE				Total
	Rural		Urban		Rural		Urban		Rural		Urban		
	M	F	M	F	M	F	M	F	M	F	M	F	
Government	2	2	5	15	17	3	17	6	-	-	1	15	90
Government Aided	135	157	146	265	-	-	-	-	-	-	-	-	703
Private	70	121	68	176	-	-	2	5	-	-	2	25	462
Total	207	280	219	456	17	3	19	11	-	-	3	40	1255

## TOOLS FOR THE STUDY

To achieve the aforesaid objectives the investigator used Kulsum Teacher Effectiveness Scale (KTES) by Umme Kulsum (2011)

## STATISTICAL TECHNIQUES USED

To analyze the collected data from the sample of 1255 teachers, spread sheet Excel was used and all the hypotheses were tested at 0.05 level. The statistical techniques used are mean, standard deviation, percentages, t test and One way ANOVA.

## MAJOR FINDINGS, DISCUSSIONS AND IMPLICATIONS

Following are the major findings, discussion and implications of the study:

### Objective I: Teacher effectiveness of secondary school teachers

The findings shows that 38.73% of the secondary school teacher are moderately effective, 32.53% above average effective and only 4.56% are highly effective. The remaining percentage 26.29% fall in the below, highly ineffective and most ineffective levels (see table 3). This study agrees with the findings of Sharma (2006), Riti (2010), Dabas (2011), Kaur (2013), Paite (2014), Kaur (2015), Joshi (2015), Jain (2016), Ramkrishna (2017) and Dua (2018) who found that majority of the teachers have average teacher

effectiveness. However, the present study refutes the findings of Goel (2011), Vishalakshi (2013), Sunny (2014), Rajyam (2014), Masiwal (2015), Jeelani (2016) and Dawar (2018) who accounted that majority of the teachers have high teacher effectiveness. The finding indicates that a 68.76% of secondary school teachers fall in the moderately and above average level, when the two levels are combined together. The remaining 26.29% falls between the range of below average to most ineffective level, which indicates that more efforts is needed to raise the effectiveness of the teacher in order to attain the desired level.

Table 3 shows the teacher effectiveness of the secondary school teachers

Range of Z	N= 1225	Percentage	Level
2.01 and above	0	0	Most effective
1.26 to +2.00	62	4.94	Highly effective
0.51 to +1.25	398	31.71	Above average effective
0.50 to -0.50	465	37.05	moderately effective
-0.51 to -1.25	142	11.31	Below average
-1.26 to -2.00	120	9.56	Highly ineffective
-2.01 and below	68	5.42	Most ineffective
Total	1255	100.00	

## Objective II

**The difference in Teacher Effectiveness of secondary school teachers on the basis of sex, locale, types of management and boards of education**

### (a) Sex

The study indicates that the difference in teacher effectiveness of the male and female teachers of East Khasi Hills district of Meghalaya is not significant (see table 4) This finding is in continuum with the findings of Dhillon and Navdeep (2010), Riti (2010), Sodhi (2010), Dabas (2011), Sawhney & Kaur (2011), Jha and Singh (2012), Vishalakshi (2013), Malik and Sharma (2013), Pachaiyappan & Raj (2014), Jain (2016), Jeelani (2016), Ruchika (2018). However, it negates the findings of Kumari (2017), Kaur (2015), Sunny (2014), Pama, Dulla & Leon (2013) and Roul (2002) who reportedly claimed the existence of a significant difference in teacher effectiveness between the males and females. The findings imply that a good number of male and female teachers are equally efficient in carrying out their duties in the school.

Table 4 shows the significant difference of male and female teachers in teacher effectiveness

Gender	N	Mean	SD	df	t stat	t critical value	p value	Remark
Male	465	470.10	86.11	1253	1.52	1.96	0.12	*Not Significant @ .05 level
Female	790	477.44	80.53					

### (b) Locale

The present investigation reveals the mean score difference in teacher effectiveness of the rural and urban secondary school teachers of East Khasi Hills District of Meghalaya to be statistically not significant (details see table 5). This finding substantiates the findings of Kurmari (2017), Jeelani (2016), Sunny (2014), Malik and Sharma (2013) and Sodhi (2010) who reported that the difference in teacher effectiveness of the rural and urban teachers is insignificant. On the other hand, this finding rebuts the findings of Dua (2018), Ramkrishna (2017), Joshi (2015), Kumari and Padhi (2014), Tyagi (2013), Kaur (2013), Dabas (2011), Goel (2011) and Riti (2010) who accounted that locale has significant effect on teacher effectiveness; whereby teachers working in urban areas exhibit more teacher effective in comparison with those working in rural schools. This finding indicates that locale or the areas where the teachers come from has no role to play in determining the effectiveness of secondary school teachers in East Khasi Hills District.

Table 5 shows the difference of means in teacher effectiveness between the rural and urban secondary school teachers

Locale	N	Mean	SD	df	t stat	t critical value	Remark
Rural	507	467.43	88.68	1253	-2.57	1.96	* Not Significant @.05 level
Urban	748	479.66	78.04				

### (c) Management

The differences of mean scores of secondary school teachers is given in the table 6.

Table 6 shows the difference in the mean scores in teacher effectiveness among teachers working in different types of management

#### ANOVA Single factor

Groups	Count	Sum	Mean	Variance
Government Aided	703	337625	480.26	6019.14
Government	90	44150	490.56	3289.08
Private	462	214001	463.21	8567.47

#### ANOVA table

Source of Variation	SS	df	MS	F	P-value	F crit	Remark
Between Groups	105421.94	2	52710.97	7.79	0.00	3.00	*Significant @.05 level
Within Groups	8467768.00	1252	6763.39				
Total	8573189.95	1254					

Table 7 shows the post hoc test with Kramer's correction

Group I	Group II	Difference	N (Group 1)	N (Group 2)	SE	q	Crit. q	Remark
Govt. Aided	Govt.	10.29	703	90	6.51	1.58	3.31	Not Significant
Govt	Private	27.35	90	462	6.70	4.08	3.31	Significant
Private	Govt. Aided	17.06	462	703	3.48	4.90	3.31	Significant

The present study illustrates the significant difference in teacher effectiveness among the secondary school teachers working in schools by different managements (government, government aided and private) the significant of difference existed between the private and government teacher and private teachers and teachers belonging to government aided schools, the difference is in favour of the government and government aided schools. This study fall in line with the findings of Kumari (2017), Kaur (2013) who found that government and private teachers differ significantly in term of teacher effectiveness whereby government teachers were higher in effectiveness as compared to the private teachers. On the contrary, Dawar (2018), Sharma (2018) and Agrawal (2003) reported that private teachers were significantly more effective than government teachers. The present investigation also refutes the findings of Jain (2016) and Jeelani (2016) who stated that the types of school management do not exert differential effect on teacher effectiveness. Heavy workload, poor salary, lack of incentive for promotion etc., could be the contributive factors for the ineffectiveness of the teachers in private schools. However government and government aided secondary school teachers do not differ significantly in their teacher effectiveness and this could be attributed to the fact that in these educational institutions, teachers are blessed with better infrastructural facilities, better pay , lighter workload etc., to mention a few.

### SUGGESTIONS

On the basis of the above findings the followings suggestions may be spelt out for bringing improvement in the teacher effectiveness of the secondary school teachers of Meghalaya:

- Interventions such as organization of workshops on the latest methods of teaching, classroom management and organization, orientation programme for pre-service teachers, etc., may be handy in helping them to become more effective
- Opportunities to help teachers avail professional development programme, subject-wise refresher courses and provision of other incentives could boost effectiveness of teachers.



- Similar interventions such as professional development programme, subject-wise refresher courses etc., should be given priority by the Directorate of Education especially for school teachers.
- The school authorities could take into account logistics support such as provision of adequate infrastructural facilities, teaching aids and management of workload of the teachers. Besides the private school authorities should take cognizance of this difference, and to provide supportive and enriching training programmes from time to time to improve the effectiveness of their teachers.

## CONCLUSION

The study shows that majority of the secondary school teacher of East Khasi Hills falls within the moderately and above average level when these two are combined together Private and government; and private and government aided teachers differs significantly in teacher effectiveness and lastly the study highlights some of the practical implications and suggestions for bringing improvement in the teachers for the betterment of the teaching learning process.

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