



Teaching effectiveness of social science teacher and academic achievement in social science among secondary school students

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ABSTRACT

The present study investigates teacher effectiveness of social science teacher and academic achievement in social science subject of secondary school students. This study is descriptive in nature and survey method was used. Data from 50 students studying in Maulana Azad secondary school were collected by using the tools students' ratings of teaching effectiveness scale constructed by Deshpande and Bhats. Through random sampling technique. The collected data were analysed by percentage analyses, t-test and correlation of co-offence test. The study revealed that 20% of students having high teaching effectiveness of social science teacher, 64% and 16% of the students are having average and low teaching effectiveness of social science teacher. 14% students are scored 40-59 marks in social science subject, 40% and 56% of the students are score 60-79 and 80% and above marks scored in social science subject. Boys students are no significantly different from girl students as for as teaching effectiveness of social science teacher and also academic achievement in social science, and also slight and negligible relationship between Teaching effectiveness of social science teacher and academic achievement in social science among secondary school students.

Key words: Teaching effectiveness of social science teacher and Academic achievement in social science.

Introduction

The ability to produce gains on student achievement scores, taking account of a baseline measure of students' prior attainment and other characteristics of student intake, the teacher effect is identified in relation to students' progress measured by later attainment. Although there has been a substantial amount of research over the years in the area of teacher effectiveness, there is still little consensus about how to define and identify effective teaching. One of the reasons for the different opinions about teaching effectiveness is that teaching is such a complex, multidimensional, and idiosyncratic process.

Teaching effectiveness places the blame mainly on teachers and the way they present the content while multi-layered nature of teaching effectiveness has been taken for granted by most researchers. Although teachers' instructional behaviour and their direct teaching is reflective of their quality of teaching (Opdenakker & Van Damme, 2006), teaching effectiveness is by no means a single construct and other key factors such as teachers' individual differences, competencies, beliefs, and work environment play crucial roles in empowering teachers to have and to show effective teaching practices.

It is generally agreed that the good-ness of an educational programme to a large extent is dependent on quality of teachers available to implement it. A school may have excellent material resources, equipment, building library and other facilities along with a curriculum appropriately adopted to suit the community need, but if the teacher is misfit or indifferent to their responsibilities, the whole programme is likely to be ineffective and wasted. The problem of identification of effective teachers is, therefore of prime importance for realising desirable education goals. An effective teacher may be understood as one who helps development of basic skills, understanding, proper work habits, desirable attitudes, value judgement and adequate personal adjustment of the students.

Statement of the problem

“Teaching effectiveness of social science teacher and academic achievement in social science among secondary school students”.

Operational definition

The researcher has given the following operational definitions for the terms used in the research problem for the study

- Teaching effectiveness of social science teacher: teaching effectiveness of social science would be relevant could be used for purposes of both formative and summative evaluating of teaching effectiveness. Variables which showed consistent correlation with measures of teaching effectiveness were considered. They were social -emotional climate, competency, communication, business-like behaviour, classroom management, clarity, structure, warmth, enthusiasm and opportunity to learn.
- Academic achievement of social science: who is study in 10th standard previous year social science scores are consider has an academic achievement of social science.

Objectives

The following objectives were formulated for the present of study, they are:

- To find-out the level of Teaching effectiveness of social science teacher among secondary school students.
- To find-out the level of academic achievement of social science teacher among secondary school students.
- To study the significant difference between Teaching effectiveness among social science teacher of boys and girls secondary school students.
- To study the significant difference between academic achievement in social science among boys and girls secondary school students.
- To study the relationship between Teaching effectiveness of social science teacher and academic achievement in social science among secondary school students

Hypotheses

- There is no significant difference between Teaching effectiveness among social science teacher of boys and girls secondary school students.
- There is no significant difference between academic achievement in social science among boys and girls secondary school students.
- There is no relationship between Teaching effectiveness of social science teacher and academic achievement in social science among secondary school students

Methodology

This study is descriptive in nature and survey method was used. Data from 50 students studying in Maulana Azad secondary school were collected by using the tools “students’ ratings of teaching effectiveness scale” constructed by Deshpande and Bhats. Through random sampling technique. The collected data were analysed by percentage analyses, t-test and correlation of co-efficient test.

Analysis

Table 1: To find-out the level of Teaching effectiveness of social science teacher of secondary school students.

Teaching effectiveness categories	%
low teaching effectiveness	16
average teaching effectiveness	64
High teaching effectiveness	20

Table 2: To find-out the level of academic achievement of social science teacher among secondary school students.

Academic achievement of social science categories	%
40 to 59 marks	14
60 to 79 marks	40
Above 80 marks	46

Table 3: There is no significant difference between Teaching effectiveness among social science teacher of boys and girls secondary school students.

Gender	N	Mean	Sd	Df	t-value	remarks
Male	25	144.80	13.21	48	0.88	Null hypothesis is accepted
Female	25	141.04	16.52			

Table 4: There is no significant difference between academic achievement in social science among boys and girls secondary school students.

Gender	N	Mean	Sd	Df	t-value	remarks
Male	25	73.92	17.12	48	0.15	Null hypothesis is accepted
Female	25	73.20	15.04			

Table 5: There is no relationship between Teaching effectiveness of social science teacher and academic achievement in social science among secondary school students

Variable	N	r-value	remarks
Teaching effectiveness of social science teacher	50	0.13	Slight and negligible positive correlation
academic achievement in social science			

Findings

16% of the teacher are low teaching effectiveness of social science teacher, 64% of the teacher are have an average and 20% of the teacher are have a high teaching effectiveness among social science teacher.

14% of the students are score 40 to 59 marks in social science, 40% of the students are score 60 to 79 and also 46% of the students are score 80 and above marks in social science.

Boy and girl students does not differ significantly in their teaching effectiveness of social science teacher.

Boy and girl students does not differ significantly in their academic achievement of social science teacher.

Slight and negligible positive correlation between teaching effectiveness social science teacher and academic achievement social science among secondary school students.

Conclusion

Table 1 refers that levels of teaching effectiveness social science teacher, 16% of students refer to ineffectiveness, 64% of students refer to average effectiveness and also 20% of students are referred to highly effectiveness of teaching effectiveness social science teacher.

Table 2 indicated that 14% of the students score 40 to 59 marks gaining in social science subject, 40% of the students score 60 to 79 marks gaining in social science and 46% of the students score above 80 marks gaining in social science this is point out more than 86% of the students are good academic achievement in social science subjects.

Mean of teaching effectiveness social science teacher scores of boys and girls were compared in the table 3 and 4, t-value calculated was found to be 0.88 which was not significant at 0.05 and 0.01 level, so the hypothesis that there is no significant difference between Teaching effectiveness of social science teacher of boys and girls secondary school students. Was accepted. It means that boys and girls have same level of teaching effectiveness social science teacher. The t-value calculated between two groups was found to be 0.15 which was not significant at 0.05 and 0.01 level. Therefore, the null hypothesis that There is no significant difference between academic achievement in social science of boys and girls secondary school students was accepted. It means that boy and girl student are equal as for as academic achievement in social science is considered.

The table 5 shows that slight and negligible correlation between teaching effectiveness social science teacher and academic achievement in social science of boys and girls secondary school students.

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