A STUDY OF SCHOOL EFFECTIVENESS AND EFFECTIVE TEACHERS

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ABSTRACT

School effectiveness has always been a center of attraction in all ages and among all societies. For maintaining standards in school education, the paramount status of a teacher can never be eschewed at all. A teacher through his/her preparation and planning for teaching, classroom management, knowledge of subject matter; its delivery and presentation including blackboard summary, teacher characteristics and interpersonal relations contribute in accelerating the effectiveness of a school. The paper aims to find out the correlation between school effectiveness and effective teacher. In this present study 60 Government and private schools from Fatehgarh, Hoshiarpur districts each from Punjab state were taken up for the study in first phase. In second phase 60 schools were selected as final sample. So a sample of 320 teachers at secondary level was drawn from these schools. Two tools were used namely Teacher Effectiveness scale by Umme Kulsum (2000) and School Effectiveness Scale by Dr. D.N.Dsah (2007). The effective teach factor was found to be positively and significantly related to school effectiveness. So teacher must be quite effective to accomplish the goal of education.

INTRODUCTION

Each and every educational institution has its own ‘aura’ and ‘personality’ just as human personality. Personality word is an amalgamation of many visible, abstract, invisible and perceptual attributes that make an educational institution an effective or less-effective one. School is a place where students and teachers jointly undertake a voyage of discovery with open minds. The minds, which are allowed to free from pressure and prejudices. When the full depth meaning of the word ‘School’ is understood, one realizes the vital importance of effective schools for the future of humanity. The term “School effectiveness” means school capable of producing good and desired results. The long history of research into school effectiveness suggests that schools may increase or decrease pupil’s achievement. Teachers have ability to become really efficient and effective agents of pupils’ learning and development or do just
the opposite. In the present study, teacher effectiveness refers to the results a teacher gets or to the amount of progress the pupils make towards some specified goals of education. It includes common dimensions as preparation and planning for teaching, classroom management, knowledge of subject matter and interpersonal relationship.

- **Preparation and Planning for Teaching**
  This area includes the ability of the teacher in preparing, planning and organizing for teaching in accordance with the course objectives by using different material.

- **Classroom Management**
  This area includes the ability of the teacher to successfully communicate, motivate the students and evaluate the teaching learning process and also to maintain discipline in the classroom within the framework of democratic set-up.

- **Knowledge of Subject Matter; its Delivery and Presentation including Black Board Summary**
  This area includes the ability of the teacher in acquiring, retaining, interpreting and making use of the contents of the subject he/she is dealing within the classroom situations. Delivery of course contents and its presentation including Black Board summary constitute essential aspect of the teaching-learning process.

- **Teacher Characteristics**
  This area refers to the personality make-up of teachers and its behavioural manifestations that have their own level of acceptability or unacceptability in the teaching profession. Ability to arouse ‘A Perceptive Mass’ and seeking active participation of pupils, constitute essential demand characteristics of effective teacher.

- **Interpersonal Relations**
  The ability of the teacher to adopt himself/herself to maintain cordial relations with his/her colleagues, pupils, their parents and other persons in the community with whom he/she is to interact as part and parcel of his/her profession form the basis to this area.

**LITERATURE REVIEW**

Teacher plays a vital role in increasing the effectiveness of school. An effective teacher is one with a repertoire of diverse organizational strategies and teaching techniques. He must be grounded in clearly articulated goals and secure knowledge of subject matter and pupil knowledge. Lulla (1974) in a study on the effects of teachers’ classroom behavior on pupils’ achievement. The study revealed that the pupils who were taught by the teachers trained in using indirect behavior scored higher when compared to their counterparts studying under the teachers who were not provided any training. Pradhans and Mistry (1996) conducted a study on a teaching learning process in schools with consistently good or poor result. The findings were: (1) teachers of good result schools follow student centered methods of teaching and
encourage students questions and participation but the teachers of poor result schools mainly followed
teacher centered methods and discourage students and questions and participation during teaching (ii)
There exists a healthy interaction among students and teachers in good result schools, but in poor results
schools the interaction among students, teachers and students teachers is not very healthy A strong
association between the school effectiveness and teacher factor is also evident from the studies of (Patel,
1974; Lulla, 1974; Singh, 1978; Veeranghav and Bhattacharya, 1989). It was found that teachers’ classroom
behavior, motivation, training has positive effect on students academic achievement. The highly successful
teachers were able to induce learning, develop interest and foster learning attitude in their students.
Naga Laxmi (1996) found that there is a positive effect of teacher pupil interaction and friendship pattern.
Gyanani and Aggarwal (1998) found that classroom climate, teacher leadership behavior do influence the
academic achievement achievements of the students. Begum (2000) revealed in his research that classroom
atmosphere, activities, teacher role, classroom interaction, appropriateness of the subject matter, and
presentation of subject matter ensure quality output and effective school system. The above findings are
similar to the findings of the present study that the teachers in more-effective schools are more effective
than less-effective schools. Yadav (2005) found that size of teacher force, teacher professionalism, pre-
services and in-service teaching programmes, school climate, and service conditions are important factors
of school effective. The findings of the study of James H. Stronge (2011) shows that the academic
outcomes of effective teachers’ classroom practices were better than that of less effective teachers.

OBJECTIVES OF THE STUDY

✓ To identify more effective and less effective schools.
✓ To differentiate more effective schools and less effective schools on the composite index of Human
   Resources, Non-human Resources and Students’ performance.
✓ To compare identified more-effective schools and less-effective schools in terms of teacher
effectiveness.
✓ To investigate the relationship between school effectiveness and teacher.

HYPOTHESE

✓ The more-effective and the less-effective schools will significantly differentiate in terms of a composite
   index of human resources, non-human resources and students’ achievement.
✓ The more effective schools and less effective schools will significantly differ in terms of teacher
effectiveness.
✓ There is a positive relationship between school effectiveness and effective teacher.

SAMPLE AND TOOLS

The study was conducted through descriptive method of research. The descriptive method has
undoubtedly, been the most popular and most widely used research method in education. Data for this
research is drawn from randomly selected 120 schools Principals and 320 teachers teaching in these
schools of Fatehgarh Sahib and Hoshiarpur districts which include both government and private schools. The researcher used ‘Teacher Effectiveness Scale’ by Umme Kulsum (2000) (administered to teachers only) and ‘School Effectiveness Schedule’ (SES) by Dr. D.N Dash (2007) is used to differentiate more effective schools and less effective schools (administered to Principals only).

METHOD AND PROCEDURE

At first School Effectiveness Schedule was administered on randomly selected 120 schools Principals of Fatehgarh Sahib and Hoshiarpur districts. Scoring of school effectiveness schedule was done and 30 schools having top scores and 30 schools having bottom scores were taken as the final sample. Then ‘Teacher Effectiveness Schedule’ was administered on the 360 teachers teaching in these 60 schools for finding out the relationship between school effectiveness and effective teachers.

STATISTICAL TECHNIQUES USED

It was thought desirable to apply bi-serial correlation and ‘t’ test to measure the level of difference and relationship.

DATA ANALYSIS AND RESULT

Identification Of More-Effective Schools And Less-Effective Schools At Secondary Stage In Fatehgarh Sahib and Hoshiarpur districts On The Composite Index Of Human Resources, Non-Human Resources And Performance Of Students

For identification of more-effective schools and less-effective schools, School Effectiveness Schedule was administered to the heads of 120 randomly selected schools from Patiala. The overall scores of all the listed schools were arranged in descending order according to their School Effectiveness Schedule score and systematically tabulated. The top 30 and the bottom 30 schools getting the highest and the lowest scores were selected to study the relationship between school effectiveness and effective teachers.

The more-effective schools came out with the range of 155 to 182 and the less-effective schools ranged from 104 to 127. Further, the analysis was done to find out the significance of difference between the more-effective schools and the less effective schools on physical facilities, school Headmaster’s/principal’s and teachers' performance and students' performance.

Significance of Difference between the More-Effective Schools and the Less-Effective Schools on Physical Facilities; Principals and Teachers' Performance and Students' Performance.

Further the significance of difference between more-effective schools and less-effective schools (on the basis of Scholl effectiveness schedule)at secondary stage of Patiala district was found on composite index
of human resources and non-human resources and students' performance, the analysis has been done in the following paragraphs and Tables.

TABLE 1.1 SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEAN SCORES ON PHYSICAL FACILITIES OF THE MORE-EFFECTIVE SCHOOLS AND THE LESS-EFFECTIVE SCHOOLS (N=60)

<table>
<thead>
<tr>
<th>Schools</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>‘t’ value</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>More-effective</td>
<td>30</td>
<td>76.3</td>
<td>5.34</td>
<td>15.35</td>
<td>.01</td>
</tr>
<tr>
<td>Less-effective</td>
<td>30</td>
<td>57.73</td>
<td>4.10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table 1.1 indicates the mean scores on physical facilities of the more-effective schools and the less-effective schools were found to be 76.3 (S.D.= 5.34) and 57.73 (S.D.=4.10) respectively. The calculated ‘t’ value 15.35 turned out to be greater than the Table value at .01 level. Therefore, it can be stated that it is significant beyond .01 levels.

The Table 1.1 further reveals that the mean scores on physical facilities of more-effective schools were found to be higher than the less-effective schools. It means that in the more-effective schools the existing/available physical facilities were better than the less-effective schools.

TABLE 1.2 - SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEAN SCORES ON HEADMASTER/ TEACHERS' PERFORMANCE OF THE MORE-EFFECTIVE SCHOOLS AND THE LESS-EFFECTIVE SCHOOLS (N=60)

<table>
<thead>
<tr>
<th>Schools</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>‘t’ value</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>More-effective</td>
<td>30</td>
<td>63.83</td>
<td>4.41</td>
<td>10.99</td>
<td>.01</td>
</tr>
<tr>
<td>Less-effective</td>
<td>30</td>
<td>47.56</td>
<td>6.80</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table 1.2 indicates that the mean scores on Headmasters’/ Principals’ and performance of teachers of the more-effective schools and the less-effective schools came out to be 63.83 and 47.56 with S.D. 4.41 and 6.80 respectively. The calculated ‘t’ value 10.99 turned out to be much greater than the Table value at .01 level. Therefore, it can be said that it is significant beyond .01 levels.

The Table 1.2 further shows that the mean scores of the more-effective schools on Headmasters’/Principal’s and performance of teachers were found to be higher than the less-effective schools. It means that in the more-effective schools Headmasters’/Principals’ and teachers' performance was found to be better than the less-effective schools.
TABLE 1.3 SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEAN SCORES ON STUDENTS’ PERFORMANCE OF THE MORE-EFFECTIVE SCHOOLS AND THE LESS-EFFECTIVE SCHOOLS (N=60)

<table>
<thead>
<tr>
<th>Schools</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>‘t’ value</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>More-effective</td>
<td>30</td>
<td>25.00</td>
<td>5.99</td>
<td>11.44</td>
<td>.01</td>
</tr>
<tr>
<td>Less-effective</td>
<td>30</td>
<td>10.9</td>
<td>3.11</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The perusal of the Table 1.3 reveals that the mean scores on students’ performance of the more-effective and the less-effective schools were found to be 25 and 10.9 with S.D. 5.99 and 3.11 respectively. The calculated ‘t’ value 11.44 came out to be much greater than the Table value at .01 level. Therefore, it can be said that it is significant beyond .01 level.

The Table 4.4 further indicates that the mean scores of students’ performance of the more-effective schools are higher than the less-effective schools. It means that in the more-effective schools, students’ performance was better than the less-effective schools.

COMPARISON AND ASSOCIATION OF THE MORE-EFFECTIVE SCHOOLS AND THE LESS-EFFECTIVE SCHOOLS ON TEACHER EFFECTIVENESS (OVERALL)

The details about teacher effectiveness were collected under the various categories from the teachers of the schools using a questionnaire titled ‘Kulsum Teacher Effectiveness Scale’. The scale consists of five components i.e. Preparation and planning for teaching, Classroom management, Knowledge of subject matter, Teacher characteristics and Interpersonal relationship. The descriptive statistics is presented in the Table 1.4.

TABLE 1.4

<table>
<thead>
<tr>
<th>Statistics</th>
<th>More-effective Schools</th>
<th>Less-effective schools</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>342.83</td>
<td>321.60</td>
<td>332.43</td>
</tr>
<tr>
<td>S.D.</td>
<td>62.74</td>
<td>57.74</td>
<td>61.18</td>
</tr>
<tr>
<td>Minimum</td>
<td>230</td>
<td>230</td>
<td>230</td>
</tr>
<tr>
<td>Maximum</td>
<td>490</td>
<td>440</td>
<td>490</td>
</tr>
<tr>
<td>Range</td>
<td>260</td>
<td>210</td>
<td>260</td>
</tr>
<tr>
<td>Bi-serial Correlation</td>
<td>.347</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard Error of Bi-serials</td>
<td>.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>t - test</td>
<td>3.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level of significance</td>
<td>.05</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The perusal of the Table 1.4 reveals that school teachers’ scores of overall teacher effectiveness scale range from ‘230-490’ in the more effective schools and 230-440 in less-effective schools. The mean scores on of overall teacher effectiveness of the more effective school came out to be 342.83(S.D. =62.74) and 321.60 (S.D. = 57.74) in the less effective schools. The value of bi-serial correlation came out to be .347 indicates the fair relationship between school effectiveness and teacher effectiveness.

The calculated ‘t’ value 3.30 came out to be greater than the Table value at .05 level. Therefore, it can be said that it is significant beyond .05 levels. The Table 1.4 further shows that the mean score of teachers on overall teacher effectiveness scale in the more-effective schools was found to be higher than the less-effective schools. It means that in the more-effective schools teacher effectiveness was found to be better than the less-effective schools.

**FINDINGS**

1. In the present study, the more-effective schools and less effective schools were found to differ significantly in terms of physical facilities, Headmaster/Principal and teachers’ performance and students’ performance
2. The more-effective schools were having better physical facilities and were superior in Headmaster/Principal and teachers’ performance and students’ performance in comparison to less-effective schools.
3. The school effectiveness and teachers’ effectiveness of schools at secondary stage of education is essentially related (not independent). This reveals that there is a significant positive relationship between school effectiveness and effective teachers.

**CONCLUSION**

The schools having better physical facilities, Headmasters/teachers’ performance and students’ performance were identified as the more-effective schools. It suggests that the educational authorities/administrators should identify the less-effective schools in their respective areas and make necessary arrangements and take initiatives for the development of physical facilities, provide feedback in the form of incentives to teachers and students for their better performances and achievements in order to increase their own effectiveness and effectiveness of schools at large. The effective teacher in terms of better preparation and planning, classroom management, knowledge of subject matter, teacher characteristics and interpersonal relationship is associated with higher school effectiveness. So educational authorities should make a surprise visit to schools and check the teachers’ classroom teaching and their teaching methods. Thus feedback /incentives to the effective and innovative teachers can improve their performance, learning outcomes of students at school, which is likely to improve the effectiveness of schools.
REFERENCES