

TEACHING EFFECTIVENESS IN RELATION TO ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS OF MYSORE DISTRICT

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ABSTRACT:

The present study has made an attempt to find out the relationship between teaching effectiveness of teachers and academic achievement of IX standard students studying in different secondary schools of Mysore district. A total number of 200 students were selected by using random sampling technique for analysis of data correlation technique as adopted, teaching effectiveness scale developed by Umme Kulsum and achievement test constructed by the investigator were administered to collect the required data and the normative survey method was used. Boys and girls and urban and rural students don't differ significantly in respect of the teaching competence and academic achievement, whereas, high and low SES students differ significantly in the academic achievement. However, there is a positive correlation between teaching competence and academic achievement of boys and girls, rural and urban and high and low SES students studying in IX standard.

1. INTRODUCTION:

The role of teacher assumes greater significance in this, deteriorating scenario of secondary education. The destiny of the nation is being shaped only in the classroom. A competent teacher can bring the entire world in to the classroom. Dr.S Radhakrishnan aptly said "Until and unless we have dedicated and committed teachers, who can take teaching as a mission in their lives, we cannot have a good educational system. Teacher should be the best minds of the country". The teaching competency of a teacher or teacher's effectiveness refers to the set of knowledge, abilities and beliefs a teacher possesses and brings to the teaching situation. Each specific type of effectiveness is called competency. Teaching competency is the sum total of all the effectiveness possessed by the teacher that are used in the teaching situation. The teacher's performance in the class is thus dependent on the teacher's competencies.

The CBTE (Competency - Based Teacher Education Movement) led to the development of written statements of explicit objectives in many of teacher education programmes. The competencies have been classified as follows:

Following teacher effectiveness especially required for the prospective teachers.

- a) Mastery of subject matter to be taught, b) Physical and health status, c) Personal attributes and emotional control, d) Understanding of human nature and development, e) Knowledge of and ability to apply the principles of learning, f) Sensitivity to and appreciation of cultural, religious and ethnic differences and g) Interest in continued professional improvement and cultural enrichment.

2. OBJECTIVES:

The following objectives were framed for the present study.

1. To compare boys and girls in respect of teaching effectiveness of teachers with academic achievement.

2. To compare urban and rural students in respect of teaching effectiveness of teachers with academic achievement.
3. To compare high SES and low SES students in respect of teaching effectiveness of teachers with academic achievement.
4. To investigate the relationship between teaching effectiveness of teachers and academic achievement of boys.
5. To investigate the relationship between teaching effectiveness of teachers and academic achievement of girls.
6. To investigate the relationship between teaching effectiveness of teachers and academic achievement of urban students.
7. To investigate the relationship between teaching effectiveness of teachers and academic achievement of rural students.
8. To investigate the relationship between teaching effectiveness of teachers and academic achievement of high SES students.
9. To investigate the relationship between teaching effectiveness of teachers and academic achievement of low SES students.

3. HYPOTHESES:

1. There is no difference between boys and girls in respect of teaching effectiveness of teachers with academic achievement.
2. There is no difference between urban and rural students in respect of teaching effectiveness of teachers with academic achievement.
3. There is no difference between high SES and low SES students in respect of teaching effectiveness of teachers with academic achievement.
4. There is no relationship between teaching effectiveness of teachers and academic achievement of boys.
5. There is no relationship between teaching effectiveness of teachers and academic achievement of girls.
6. There is no relationship between teaching effectiveness of teachers and academic achievement of urban students.
7. There is no relationship between teaching effectiveness of teachers and academic achievement of rural students.
8. There is no relationship between teaching effectiveness of teachers and academic achievement of high SES students.
9. There is no relationship between teaching effectiveness of teachers and academic achievement of low SES students.

4. SAMPLE:

In this study random sampling was used as it was thought to be the most convenient one. It represents a total sample. A total number of 200 secondary school students were selected using random sampling technique.

5. TOOLS USED:

1. Teaching effectiveness inventory constructed by Kulsum Teacher Effectiveness Scale (KTES-2000).
2. Achievement Test Construction: The investigator prepared and constructed an achievement test in social science for IX students.

6. STATISTICAL TECHNIQUES USED:

For the present study the following statistical technique was used.

1. Differential Analysis and
2. Simple Correlation

7. DATA ANALYSIS AND INTERPRETATION:

Table- 1

Comparison of Mean, SD and 't' Value of Boys and Girls, Urban and Rural and High and Low SES in Respect of their Teaching Effectiveness of Teachers and Academic Achievement (IX Standard)

Variable	Gender	n	Mean	SD	t-value	p-value	Signi
Teaching Effectiveness	Boys	109	89.5138	11.9673	-0.3671	0.7139	NS
Academic Achievement	Girls	91	90.1978	14.3846			
Teaching Effectiveness	Urban	89	91.7640	14.7487	1.8875	> 0.05	NS
Academic Achievement	Rural	111	88.2703	11.4288			
Teaching Effectiveness	High	89	30.5056	3.8321	2.2139	<0.05	S
Academic Achievement	Low	111	29.3694	3.4163			

Table -2

Correlation Coefficient between Teaching Effectiveness of Teachers with Academic Achievement of Boys, Girls, Urban, Rural, High SES and Low SES students

Variable	Academic Achievements of Boys Students			
	Correlation co-efficient (r)	t-value	p-value	Signi
Teaching Effectiveness	0.4794	5.6506	<0.05	S
Variable	Academic Achievements of Girls Students			
	Correlation co-efficient (r)	t-value	p-value	Signi
Teaching Effectiveness	0.6160	7.3767	<0.05	S
Variable	Academic Achievements of Urban Students			
	Correlation co-efficient (r)	t-value	p-value	Signi
Teaching Effectiveness	0.5422	6.0185	<0.05	S
Variable	Academic Achievements of Rural Students			
	Correlation co-efficient (r)	t-value	p-value	Signi
Teaching Effectiveness	0.5332	6.5793	<0.05	S
Variable	Academic Achievements of High SES Students			
	Correlation co-efficient (r)	t-value	p-value	Signi
Teaching Effectiveness	0.5628	6.3510	<0.05	S
Variable	Academic Achievements of Low SES Students			
	Correlation co-efficient (r)	t-value	p-value	Signi
Teaching Effectiveness	0.5356	6.6225	<0.05	S

Results according to Table 1 and 2:

1. Boys and girls do not differ significantly in respect of their academic achievement. However, the mean scores of girls is greater than the boys.
2. Urban and rural students do not differ significantly in respect of their academic achievement. The mean scores of urban students is greater than the rural students.
3. High and low socio-economic status students differ significantly in respect of their academic achievement. Whereas, the students of high SES is greater than low SES students.
4. There is a positive and significant relationship between teaching effectiveness and academic achievement of boys studying in IX standard.
5. There is a positive and significant relationship between teaching effectiveness and academic achievement of girls studying in IX standard.
6. There is a positive and significant relationship between teaching effectiveness and academic achievement of urban students studying in IX standard.
7. There is a positive and significant relationship between teaching effectiveness and academic achievement of rural students studying in IX standard.
8. There is a positive and significant relationship between teaching effectiveness and academic achievement of high SES students studying in IX standard.
9. There is a positive and significant relationship between teaching effectiveness and academic achievement low SES students studying in IX standard.

8. DISCUSSION AND CONCLUSION:

From the result obtained in the present study, it was found that there is a negative and positive and significant relationship between independent variables and academic achievement. The negative relationship among certain variables is due to the correlation between independent variables scores and academic achievement scores.

Kolwadkar V. (1980) Study of Gifted Children in Relation to their Personality Variables, Level of Adjustment and Scholastic Achievement found that the variables such as socio-economic status (both high and low), father's education, occupation, mother's education, size of the family, ordinal position, health status were significantly related to scholastic achievement. Mukhopadhyaya, Dilip Kumar (1988) Identification of school climate and study of its effect on the scholastic achievement and development of certain personality characteristics of students of secondary schools, found that six distinct organisational climate types were identified on the basis of nine determinants. Haq, Namjul (1988) A study of certain personality correlates of over-under-achievement in different school subjects, found that Male overachievement in Hindi were more enthusiastic, less excitable and less excitable and less tough-minded than male underachievers, while female over- and underachievers, did not differ on any of the 14 personality factors

Pradhan C. (1991), Effect of teaching effectiveness, adjustment and academic achievement of secondary school students of Orissa found that the teaching competence of teachers did not affect the uniqueness score creativity, adjustment, the social adjustment, the health and emotional areas of students and the school adjustment of students. Jean A. Baker (2006) Contributions of child relationships to positive school adjustment during elementary school found that the extent to which child relationship contributed to school adjustment among 1310 elementary school-aged students and the degree to which this relationship was moderated by significant child characteristics. Kathryn E. Perry, Kathleen M. Donohue, and Rhona S. Weinstein (2007) Teaching practices and the promotion of achievement and adjustment in first grade. The effects of practices in promoting student academic achievement, behavioral adjustment, and feelings of competence.

On the basis of the results obtained in the present study the following conclusions were drawn.

Boys and girls and urban and rural students do not differ significantly in respect of the teaching effectiveness and academic achievement, whereas, high and low SES students differ significantly in the academic achievement. However, there is a positive correlation between teaching effectiveness and academic achievement of boys and girls, rural and urban and high and low SES students studying in IX standard.

9. EDUCATIONAL IMPLICATIONS:

On the basis of the findings of the study and observations made by the investigator during the study, a few educational implications which may help us to understand the problem and to improve the educational system.

1. An effective teaching of the teachers in the school is based on their effectiveness and ability which promote students academic achievement in any class.
2. In every school teachers to be motivated to promote their professional growth which help to make teachers more effectiveness.
3. A competent teacher should always keep busy in his teaching activates so that he may gain more information and knowledge to provide the students in the class.
4. Teachers personality and adjustment is also important to keep the students engage in the class so the their academic achievement will be developed.
5. Lastly the problems expressed by students indicates that they differ from age, sex and personality factors.

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