



DEVELOPMENT OF A TOOL FOR ASSESSMENT OF TEACHER EFFECTIVENESS**Dr. Mukund Pondhe**

Principal, S.S.B. College of Education, Shirampur, Dist-Ahmednagar.

ABSTRACT

Teacher effectiveness has a long past but short history. Teacher qualities and performance attract researchers to probe in this area. Over the last three decades considerable investigative work has been done on, teaching, teaching efficiency and teaching effectiveness. Most of the studies have taken samples in specific experience age and personal qualities appeared to be sound predictors of teacher effectiveness.



content on the level of teacher education, teacher qualifications, socio-economic background, gender, cultural and working contexts, rural urban divide as linking and delinking factors in these studies. Teaching aptitude, lesson planning and presentation, classroom management and motivation, academic grades, socio-economic status, teaching

KEYWORDS : Teacher effectiveness , socio-economic background, gender, cultural.**INTRODUCTION:-**

Separately the main predictors were identified as personal and professional qualities of a teacher. In a background of the global research view of Teacher effectiveness, as discussed when a researcher tries to see what is going on in India, he finds a picture which is not satisfactory. This situation indicates the need to develop a proper system of assessment of teacher effectiveness.

OBJECTIVES

- 1) To study the qualities of effective teacher through review of literature.
- 2) To compare the teacher effectiveness of aided and non-aided school teachers as perceived by them.
- 3) To compare the teacher effectiveness of male and female students as perceived by them.
- 4) To develop a tool for assessment of teacher effectiveness.

RESEARCH METHODOLOGY

Method of Research: To study the qualities of effective teacher and to develop a tool for the assessment of effective teacher, survey method of research was used.

Population and Sample: The population is the students and teachers from the secondary schools of Maharashtra State. The sample includes 1200 students and 1200 teachers from 80 schools of 12 districts of

Maharashtra. The simple random sampling technique was used for the selection of districts and schools while incidental method was used for the selection of the students and teachers.

Tool for Data collection: A questionnaire was developed and used to study the views of secondary school teachers and students regarding teacher effectiveness. The questionnaire was comprised of items related to personal and professional qualities of teachers. Five point scales is provided for the response.

Scope and Limitations: This study focuses on the outcomes reflected through personal and professional qualities of a teacher as an indicator of teacher effectiveness. It includes a comparison of views of male and female teachers and students from both aided and non-aided schools and excludes other comparative aspects. The study is mainly focused on to develop a tool for assessment of teacher effectiveness. The study is delimited to the secondary schools only.

Data analysis: The mean and standard deviation for the total sample and relevant sub sample based on gender and locale were computed and null hypotheses were tested by using t test to compare two means.

Procedure: A questionnaire was developed for students and teachers with the help of reviewed literature and information obtained through interview of the peers. A survey has been undertaken in the schools identified as sample and the teachers and students chosen in the sample are asked to respond the questionnaire provided to them. The responses of aided and non aided secondary school teachers, students of aided and non aided schools, male and female teachers, male and female students are to be analyzed and compared by testing the hypothesis. Finally a tool (system) is to be developed for the assessment of teacher effectiveness.

CONCLUSION

It was concluded that teacher effectiveness is a complex concept. It requires some specific skills and qualities. It is necessary to check the teacher effectiveness with the working conditions. It is also necessary to build up a complete frame work for assessment of teacher effectiveness. It is combinations of different qualities, some of them are more important than others. An effective teacher is one who possesses all these qualities and uses them in proper manner. This task of defining teacher effectiveness was also completed with a new approach to teacher effectiveness. It was felt that every institute may need to build up its own parameters of teacher effectiveness within some common factors and indicators.

As it was established that teacher effectiveness is a complex process, it was difficult to identify the factors of teacher's effectiveness. From the review, it was concluded that there are two types of factors that affect teacher effectiveness. These are "professional" and "personal" qualities of teacher. The professional factor further subdivided into five factors which are planning, motivation, classroom presentation, classroom management and communication. Each factor has a set of indicators, which makes easy to judge the performance of teacher.

An important problem was how to assess the teacher effectiveness. It is the main output of the research as the research ended with the complete framework of assessment of teacher effectiveness. This tool was developed through many stages and after a review of existing tools.

REFERENCES

1. Abler, D.A. (2002). Relationship of Teacher Organizational Commitment and Teacher Efficacy to School Academic Standing and Teaching Experience. *Dissertation Abstracts International*, 63(10), 347.
2. Alan paisey. (1983). *The effective teacher*. London: Ward Lock Educational.
3. Bakke, P.A.L. (1999). Perceptions of Characteristics of Effective Teachers. *Dissertation Abstracts International*. 60(08), 2746-A.
4. Bansibihari, and Lata, (2006). The Effect of Emotional Maturity on Teacher effectiveness. *Edutracks*.6 (1), 37-38.
5. Borich, G. D. (2000). *Effective Teaching Methods* (4 Ed.). New Jersey: Prentice-Hall, Inc.