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A COMPARATIVE STUDY OF TEACHER EFFECTIVENESS OF TEACHERS WORKING IN GOVERNMENT, GOVERNMENT AIDED & PRIVATE SENIOR SECONDARY SCHOOLS

Urmila malik , Sushil and Vivek Singh

Associate Professor C R College of Education Hisar
Research Scholar

Associate Professor Department of Textile and Apparel Designing, CCC S H A U Hisar

Abstract:-Effective teacher succeed in creating suitable learning situations. He helps students to organise information in new ways & analyse the problems effectively. He is capable of analysing various learning styles followed by his students & give proper directions to modify their style of learning. He promotes self learning among his students. He evaluates himself & monitors his instructions to make sure worth of content taught by him. He accepts the responsibility for guiding student learning & behaviour.

Keywords: Government Aided , Comparative Study , Teacher Effectiveness .

INTRODUCTION:

Effective teachers engage students in intelligent learning & enhance knowledge of students by developing their ability to construct their knowledge. They believe in holistic appreciation, active knowledge, teamwork critical & creative thinking. They consider the individual differences in their students & treat all of them in the same manner. They are very much closer about their goals. They have their own objectives in teaching & design their instruction based on the objectives. Effective teachers also lead to best academic performance & optional all round development of students.

Committed & well adjusted personality teachers can produce effective & successful students. Teaching performance of a teacher mainly depends upon the teacher's psychological state of mind. Teachers have the potential for enhancing the quality of education by bringing life to curriculum & inspiring students, making them curious & attempting self directed learning. Effective teachers are committed, enthusiastic, intellectually & emotionally energetic in their work with children. They can make a difference to the learning & achievement of their pupils. They are curious to learn more about both in order to become & remain more than competent.

In order to teach effectively, teachers must feel psychologically & emotionally comfortable. They must feel their professional work is bringing about positive change in pupils. Teacher effectiveness as a belief is expected to guide teachers in their behaviours, decisions & motivation with regard to teaching. Specifically teacher's level of efficacy for teaching affects their daily decisions related to teaching & their willingness to invoke specific strategies & techniques. A teacher's commitment, concern, & devotion really count a lot in making her efficient. Effective teachers are required in the classroom because the best curriculum & the most perfect syllabus remain ineffective in the absence of a good teacher. In order to perform duty effectively, a teacher should fulfil the professional demands & obligations placed on him by the profession. They perform their duties with sincerity & interest. They are dedicated towards their profession & have academic excellence. Teacher's style of enjoying his job may compensate, for the lack of required personality traits & qualifications for his effectiveness at his job.

Teacher effectiveness greatly depends on teacher clientele. The teachers attain the needed competence in their roles & functions such as the preparation & planning of teaching, classroom management, knowledge of subject matter, vocational knowledge, emotional control, moral values, personality characteristics & interpersonal relations. Teacher effectiveness demands a contextual platform, where in the past experiences encompassing teaching components with all contents & methods play a very important role. Besides, qualitative position of pupils, classroom environment, peer environment, teacher's involvement, pupil's response & individual development are the parameters, which affect the teacher effectiveness.

Barr (1952) explains teacher effectiveness as a relationship between teachers, pupils and other persons concerned

with the educational understanding. Good (1959) defined, "Teaching effectiveness as the ability & interaction between the physical, intellectual and psychological interest of students, content matter, ability of the teachers & the evaluative procedures. Flanders & Simon (1969) defined the concept in terms of qualities like sense of humour, ability to explain, ability to understand, ability to manage class & helping & being fair with the students. Rajagopalan (1976) described teacher effectiveness is the activity & our interaction between the physical, intellectual and psychological interest of students & some given subject content, the ability of the teacher to relate the learning activities to the development process of the learner & to their current & future interests & needs. Anand (1992) has observed, "The total commitment to the teaching profession, and enjoying being in it, enhance teacher's effectiveness.

OBJECTIVES:

1. To study the difference in the teacher effectiveness of teachers working in Government & private senior secondary schools.
2. To study the difference in the teacher effectiveness of teachers working in Government & Government aided senior secondary schools.
3. To study the difference in the teacher effectiveness of teachers working in Government Aided & private senior secondary schools.

Hypotheses:

1. Government & private senior secondary school teachers differ significantly in teacher effectiveness.
2. Government & Government Aided senior secondary school teachers differ significantly in teacher effectiveness.
3. Government Aided & private senior secondary school teachers differ significantly in teacher effectiveness.

Methodology

Random Sampling technique was used in the selection of sample. Detailed description of the sample is given in table 1.

Table 1- Type of Schools, No. of Schools and Teachers in Sample

Sr. No.	Type of School	No. of Schools	No. of Teachers
1	Government	2	40
2	Government Aided	2	40
3	Private	2	40

Tools Used

Investigator has used standardised "Teacher effectiveness Scale by Parmod Kumar and D.N. Mutha.

Procedure for data collection

After selecting 120 teachers of Senior Secondary Schools, the investigator approached them individually and requested them to fill up questionnaire related to job satisfaction. Though the tool was self administering, yet the investigator explained to teachers the procedure of filling up the same. After collecting the filled in tool in complete, they were scored and tabulated systematically for statistical calculation.

Statistical techniques

The Statistical techniques used for analyzing the data were calculation of mean, S.D., standard error of difference and t test. Findings This part of the study is devoted to the analysis of the data and interpretation of the results along with the major findings. The summarised data are presented in table 2 to 4.

Table-2: Teacher effectiveness of Teachers working in Government and Private Senior Secondary Schools

Sr. No.	Groups	N	Mean	S.D.	t value
1	Government School teachers	40	329	14.96	0.81*
2	Private School teachers	40	325.5	22.79	

*N.S. at 0.05 level

Table -2 depicts the mean value of teacher effectiveness of teachers working in Government and private senior Secondary Schools which were found to be 329 and 325.5. S.D. for Government and private senior Secondary School teacher was found to be 14.96 and 22.79 S.D for Private senior Secondary School teachers. t- ratio was calculated and found to be 0.81 between Government and private senior Secondary School teachers which was non- significant at 0.05 level. It shows that there exists no significant difference between teacher effectiveness of the Government and private senior Secondary School .So, hypothesis 1 was rejected

Table-3: Teacher effectiveness of Teachers working in Government and Government Aided Senior Secondary Schools

Sr. No.	Groups	N	Mean	S.D.	t value
1	Government School teachers	40	329	14.96	0.77*
2	Government Aided School teachers	40	326.5	14.06	

*N.S. at 0.05 level

Table -2 depicts the mean value of teacher effectiveness of teachers working in Government and Government Aided senior Secondary Schools which were found to be 329 and 326.5. S.D. for Government senior Secondary and Government Aided School teachers were 14.96 and 14.06. t- ratio was calculated and found to be 0.7 between Government and Government Aided senior Secondary School teachers which was non-significant ay 0.05 level .So, hypothesis 2 was rejected as there exists no significant difference between the job satisfaction of teachers of Government and between Government and Government Aided senior Secondary School teachers.

Table-4: Teacher effectiveness of Teachers working in Government Aided and Private Senior Secondary Schools

Sr. No.	Groups	N	Mean	S.D.	t value
1	Government Aided School teachers	40	326.5	14.06	0.24*
2	Private School teachers	40	325.5	22.79	

*N.S. at 0.05 level

Table -2 depicts the mean value of teacher effectiveness of teachers working in Government Aided & private senior Secondary Schools which were found to be 326.5 and 325.5. S.D. for Government Aided and private senior Secondary School teachers was found to be 14.06 and 22.79. t- ratio was calculated and found to be 0.24 between Government Aided and private senior Secondary School teachers. So, hypothesis 3 was rejected as there exists no significant difference between the teacher effectiveness of teachers working in Government and private senior Secondary Schools.

The study clearly indicates that teachers working in Government senior Secondary Schools were more effective in their teaching than teachers working in Government Aided & private senior Secondary Schools. It means that Government school teachers have better professional knowledge, academic knowledge, source of information, motivation, teaching skills, co-curricular activities, class room management, personality characteristics & better relationship with pupils. Findings of the present study are supported by Shewta Aggarwal -all types of Government school teachers are endowed with more teacher effectiveness than aided and non aided school teachers. Paul and Kumarwal (2003) found similar findings-effectiveness of Government school teachers is better than aided school teacher's teacher effectiveness. Nair (1974) found contradictory findings-teachers of private schools appeared to have better teaching skills than those of Government schools.

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258/34 Raviwar Peth Solapur-413005, Maharashtra
Contact-9595359435
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com
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