

IMPACT OF TEACHER EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS ON STUDENTS' ACADEMIC ACHIEVEMENT

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ABSTRACT

The purpose of this research is to know the teacher effectiveness of secondary school teachers on students' academic achievement. The present research was followed by descriptive survey method. Giving representation of management type (government, private aided and private unaided), a sample of 180 students were randomly selected from secondary schools in Bengaluru District. Academic Achievement was collected from the office records of their respective schools. Teacher Effectiveness Scale developed by Umme Kulsum (2012) was used by the researcher to know the teachers' effectiveness. The collected data was statistically analyzed through correlation and independent 't' test and in all cases the level of significance was fixed at 0.05 level of confidence. From the correlation result it was proved that there was a positive significant relationship between Teacher's Effectiveness of secondary school teachers and students' academic achievement & 't' test also confirmed that there was a significant difference in the Academic Achievement of secondary school boys and girls; and also 't' test proved that there was a significant differences in the Academic Achievement of secondary school students from government, private aided and private unaided schools. By taking measures to support students, offering different teaching strategies and focusing on rigorous educational standards, teachers should keep the class by motivating and encouraging better performance. Although it can seem challenging, teachers play a significant role in creating an environment to develop attitudes and awareness about science that encourages learning, improves students' behavior and creates better science achievement at every level of education.

Keywords: Teacher Effectiveness, Secondary School, Teachers, Students, Academic, Achievement.

INTRODUCTION

In secondary schools, student academic achievement is significantly influenced by teacher effectiveness. Understanding the elements that go into good teaching in secondary schools is crucial since it can have a big impact on student learning and academic achievement.

The depth and breadth of a teacher's topic knowledge and competence is one of the most important elements influencing effectiveness. Students can learn more from teachers who are knowledgeable in their subject and have the skills to properly communicate that knowledge to them. Both the material they are teaching and the techniques they employ should be thoroughly understood by teachers. Also, they must be knowledgeable about the best strategies for imparting knowledge and involving students in the learning process.

The capacity of teachers to foster a happy learning environment is a crucial component of their effectiveness. Students can feel more secure and inspired to learn if their teachers create a safe, inclusive environment in the classroom. By encouraging students to participate in class discussions, giving them opportunities to collaborate, and fostering a sense of community in the classroom, teachers may foster an environment that is conducive to learning. In order to support student learning and behavior, teachers can also employ positive reinforcement and praise.

The ability of teachers to handle the classroom effectively is also essential. Effective classroom managers reduce disruptions, encourage student participation, and uphold a secure and organized learning environment. To ensure that children have a structured and predictable learning environment, teachers should have clear and consistent rules and procedures in place and constantly enforce them. Also, technology is becoming a crucial instrument for enhancing teacher effectiveness. Technology can be used by teachers to increase student engagement, offer interactive learning opportunities, and get access to an abundance of learning resources. Teachers should know how to use technology effectively in the classroom and integrate it into their lessons in useful ways.

And finally, continuing education is essential for teachers to be effective. Instructors should constantly work to enhance their methods of instruction and implement fresh approaches and ideas in their classes. Teachers can take advantage of professional development opportunities to advance their topic knowledge, teaching abilities, and technological competency, such as workshops, conferences, and online learning.

Academic achievement in secondary schools is heavily influenced by teacher effectiveness. Students' learning and academic performance can benefit from teachers that possess in-depth subject knowledge, foster a happy learning environment, efficiently manage their classrooms, use technology in practical ways, and actively pursue professional development. Schools may contribute to ensuring that children receive a top-notch education and are adequately prepared for the challenges of the future by understanding and fostering teacher effectiveness. When Paul and Kurnarvel (2003) looked into the effectiveness of 183 elementary school teachers in the Dindigul District, they found that the effectiveness of these instructors varied depending on their backgrounds, including their teaching experience, community, kind of management, and location. Teachers in rural areas performed better than those in metropolitan areas.

NEED OF THE STUDY

Its direct effect on students' academic progress in secondary schools demonstrates the necessity and significance of teacher effectiveness. Effective teaching techniques have been linked to higher academic achievement, better learning outcomes, and more student engagement, according to research. Good teaching can also foster a welcoming and encouraging learning atmosphere, which can increase students' motivation and self-assurance. As a result, there may be an increase in student involvement, better attendance, and fewer behavioural problems. As well as ensuring that all students, regardless of background, have equal access to a high-quality education, good teaching can help eliminate the achievement gap. Instructors that are good at motivating and encouraging their students can help level the playing field and provide them the abilities and information they need to be successful. As crucial as measuring teacher effectiveness is developing it. Several studies have found that taking part in performance evaluations based on standards can help teachers become better practitioners. Teachers who have completed the National Board Certification process, for instance, say that the exercise of examining their own and their students' work in the context of industry standards enables them to more accurately gauge student learning and assess the results of their own behaviour. The requirements and examinations also require them to embrace new methods, such as having students write numerous revisions of articles or performing scientific research (Hammond, 2010).

In order to promote student success, effective teachers cooperate with other educators, parents, and administrators. In particular, teachers must demonstrate their efficacy when working with students who have special needs or who are at high risk of failing (Goe, Bell & Little, 2008).

It is more crucial than ever for children to acquire a top-notch education in today's world of rapid change. Good education may assist in preparing students for future problems and giving them the knowledge and abilities they need to succeed in a world that is becoming more complex and competitive. The academic success of secondary school students is significantly influenced by teacher effectiveness. Schools can guarantee that children obtain a high-quality education, have higher learning outcomes, and are ready for the future by supporting effective teaching techniques.

STATEMENT OF THE PROBLEM

The purpose of this investigation is to examine the Teacher Effectiveness of secondary school teachers on students' academic achievement. The topic identified for the current investigation is: 'Impact of Teacher Effectiveness of Secondary School Teachers on Students' Academic Achievement.'

OBJECTIVES OF THE STUDY

1. To find out the relationship between Teacher Effectiveness of secondary school teachers and students' academic achievement.
2. To find out the significant differences in the Academic Achievement of secondary school students with regard to gender.
3. To find out the significant differences in the Academic Achievement of secondary school students with regard to type of school management.

RESEARCH HYPOTHESES

Following are the research hypotheses:

1. There is no significant relationship between Teacher Effectiveness of secondary school teachers and students' Academic Achievement.
2. There is no significant difference in the Academic Achievement of secondary school boys and girls.
3. There is no significant difference in the Academic Achievement of secondary school students from government and private aided schools.
4. There is no significant difference in the Academic Achievement of secondary school students from private aided and private unaided schools.
5. There is no significant difference in the Academic Achievement of secondary school students from government and private unaided schools.

METHODOLOGY

The purpose of this research is to know the teacher effectiveness of secondary school teachers on students' academic achievement. The present research was followed by descriptive survey method. Giving representation of management type (government, private aided and private unaided), a sample of 180 students were randomly selected from secondary schools in Bengaluru District. Academic Achievement was collected from the office records of their respective schools. Teacher Effectiveness Scale developed by Umme Kulsum (2012) was used by the researcher to know the teachers' effectiveness. The collected data was statistically analyzed through correlation and independent 't' test and in all cases the level of significance was fixed at 0.05 level of confidence.

ANALYSIS AND INTERPRETATION OF DATA

Table-1: Table shows correlation ('r') results pertaining to students' Academic Achievement and Teacher Effectiveness of secondary school teachers (N=180; df=178).

Independent and Dependent Variables	Number	df	'r' value	Sig.
Teacher Effectiveness and Academic Achievement	180	178	0.617	*

*Significant at 0.05 level.

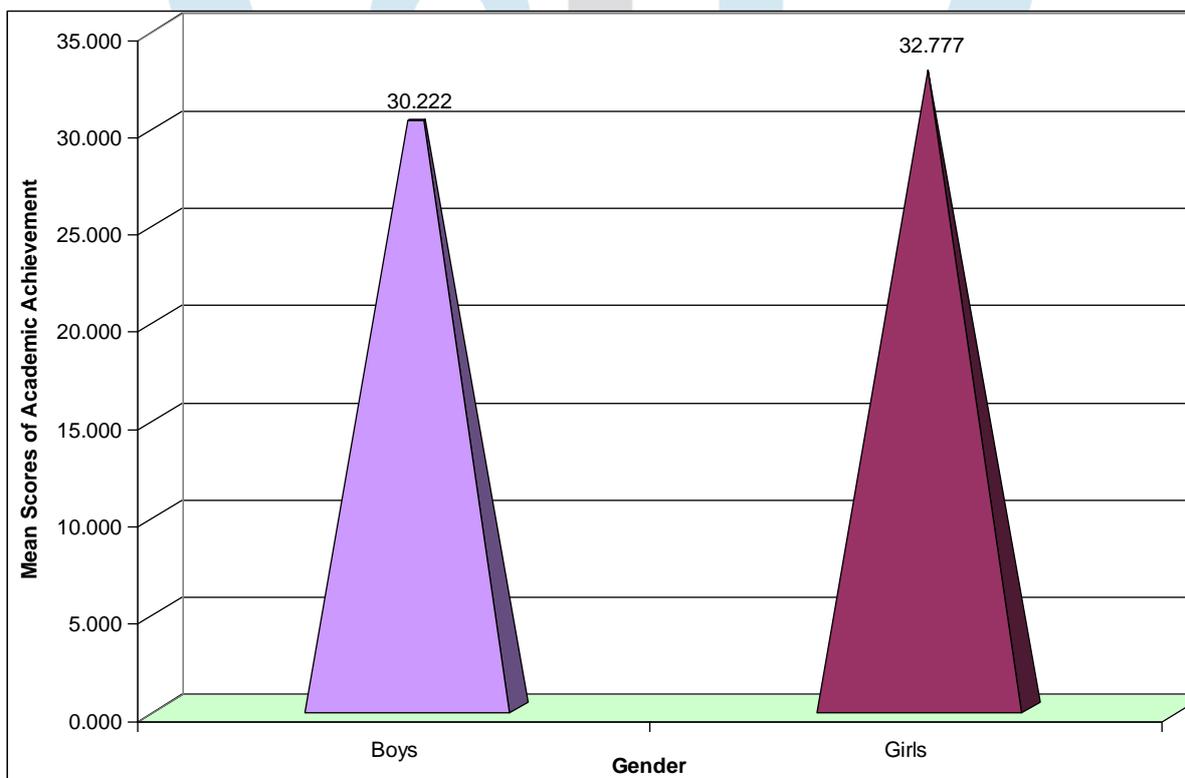
Above table-1 shows that, the correlation ('r') results related to students' Academic Achievement and Teacher Effectiveness of secondary school teachers. The obtained 'r' value 0.617 which shows a significant positive relationship at 0.05 level ('r' critical value 0.138) between students' Academic Achievement and Teacher Effectiveness of school teachers. Hence, the stated null hypothesis is **rejected** and an alternative hypothesis has been formulated that 'there is a positive significant relationship between Teacher Effectiveness and students' academic achievement.' It's inferred that teacher with more effectiveness in teaching had better impact on students' academic achievement and vice versa.

Table 2: Table showing 't' test results pertaining to Academic Achievement scores of secondary school boys and girls.

Variable	Groups	No.	Mean Scores	Standard Deviation	't' value	Sig. P value
Gender	Boys	90	30.222	7.634	2.08	*
	Girls	90	32.777	8.818		

*Significant at 0.05 level (Table Value=1.97)

From the above table-2 presents the variable, groups, number(No.), mean scores, standard deviation, 't' value and significance level of Academic Achievement of secondary school boys and girls. It was observed that the obtained 't' value 2.08 which is greater than the table value of 1.97 (df=178) at 0.05 level and thus it is significant. Hence, the null hypothesis is **rejected** and an alternative hypothesis has been formulated that 'there is a significant difference in the Academic Achievement of secondary school boys and girls students.' It was inferred that, the secondary school girls had better achievement when compared to boys. The comparison of Academic Achievement of secondary school boys and girls are graphically presented in Graph-1.



Graph-1: Bar graph showing comparison of Academic Achievement of secondary school students with regard to gender.

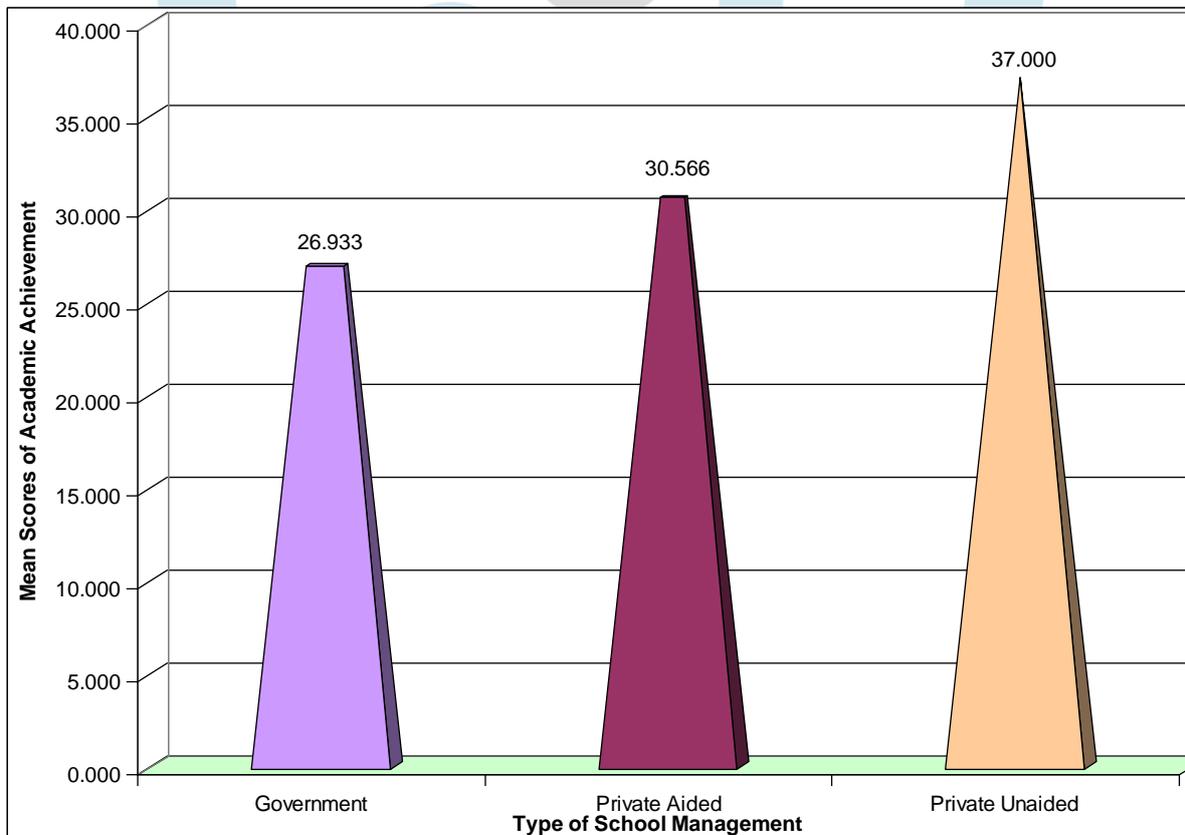
Table 3: Table showing ‘t’ test results pertaining to Academic Achievement scores of secondary school students from government, private aided and private unaided schools.

Variable	Groups	No.	Mean Scores	Standard Deviation	‘t’ value	Sig. P value
Type of Management	Government	60	26.933	7.130	2.82	*
	Private Aided	60	30.566	6.989		
	Private Aided	60	30.566	6.989	4.83	*
	Private Unaided	60	37.000	7.593		
	Government	60	26.933	7.130	7.49	*
	Private Unaided	60	37.000	7.593		

*Significant at 0.05 level (Table Value=1.98)

From the above table-3 presents the variable, groups, number(No.), mean scores, standard deviation, ‘t’ value and significance level of Academic Achievement of secondary school students from varied type of management.

- It was observed that the obtained ‘t’ value 2.82 which is greater than the table value of 1.98 (df=118) at 0.05 level and thus it is significant. Hence, the null hypothesis is **rejected** and an alternative hypothesis has been formulated that ‘there is a significant difference in the Academic Achievement of secondary school students from government and private aided schools.’
- The obtained ‘t’ value 4.83 which is greater than the table value of 1.98 (df=118) at 0.05 level and thus it is significant. Hence, the null hypothesis is **rejected** and an alternative hypothesis has been formulated that ‘there is a significant difference in the Academic Achievement of secondary school students from private aided and private unaided schools.’
- The obtained ‘t’ value 7.49 which is greater than the table value of 1.98 (df=118) at 0.05 level and thus it is significant. Hence, the null hypothesis is **rejected** and an alternative hypothesis has been formulated that ‘there is a significant difference in the Academic Achievement of secondary school students from government and private unaided schools.’ It was inferred that, the private unaided school students (Mean=37.000) had better academic achievement when compared to private aided (Mean=30.566) and government (Mean=26.933) school students. The comparison of Academic Achievement of secondary school students from government, private aided and private unaided schools are graphically presented in Graph-2.



Graph-2: Bar graph showing comparison of Academic Achievement of secondary school students with regard to type of management.

RESULTS

- There was positive significant relationship between Teacher Effectiveness of secondary school teachers and students' Academic Achievement.
- There was a significant difference in the Academic Achievement of secondary school boys and girls.
- There was a significant difference in the Academic Achievement of secondary school students from government and private aided schools.
- There was a significant difference in the Academic Achievement of secondary school students from private aided and private unaided schools.
- There was a significant difference in the Academic Achievement of secondary school students from government and private unaided schools.

CONCLUSION AND EDUCATIONAL IMPLICATIONS

The correlation results demonstrated a substantial positive association between secondary school teachers' effectiveness and their students' academic achievement, and the 't' test further demonstrated a considerable disparity between the academic achievement of secondary school boys and girls. The study also reveals that there were notable discrepancies between secondary school pupils who attended government, private aided, and private unaided schools in terms of their academic achievement. According to the study, teachers can better manage challenging student behavior by introducing a teacher effectiveness programme rewards system. It's easy to capture students' interest and maintain it by differentiating the tasks. Teachers should maintain the class by motivating and promoting higher performance by taking steps to encourage students, providing a variety of teaching styles, and emphasizing on strict academic standards. Although, it may seem difficult teachers play a crucial role in fostering an environment where attitudes and knowledge about learning topics can be developed. This environment promotes learning, improves students' conduct, and leads to higher accomplishment at all educational levels.

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