

Teacher Effectiveness in Secondary Schools with Special Reference to Cachar District

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Abstract

The study aimed to compare the teacher effectiveness of Kendriya Vidyalaya, State government school, and private school. It was found that most of the teachers were belongs to highest teacher effectiveness in all three type of schools (Kendriya Vidyalaya, State Government Schools and Private School) but one teacher (5%) was belongs to moderate teacher effectiveness, who was a state government school teacher. The relation between teaching experience and teacher effectiveness was found satisfactory that among the three categories of schools most of the teachers were high effective, who were belongs to less than 10 years, more than years and more than 25 years of experience.

Key Words: kendriya vidyalaya, secondary schools, teacher effectiveness

Introduction

The growth and development of any society and of the nation depends largely upon the system of education. A part from physical resources the human resources i.e. the effective

teachers are to be ensured for the success of educational endeavour. Teaching, learning and evaluation are the three components interrelated. Teaching is always a dynamic activity. It unfolds a world of knowledge and information, experience and eradication. Creative and critical appreciation to everyone developed to teacher education. Teacher educators are therefore, intimately related to teacher effectiveness and, as such the avenues of effective teaching and the strategies adopted for that purpose necessitate orientation and reorientation with changing needs and priorities in teacher education. Teaching is a complex professional activity whose effectiveness can be helped or hindered by a host of factors, including physical environment, policies on the curriculum and pupil assessment, quality assurance and accountability systems, institutional leadership etc. Most education reformers agree with effective teaching is defined by improving student learning, but it is a matter of fact that how to measure teacher effectiveness and how to use those measurements to improve teaching. The best

way to improve teachers effectiveness is to provide teachers with support and guidance that are grounded in effectiveness – i.e., which uses effectiveness data to enhance professional development and teacher education strengthen evaluation and career development, and reward and encourage student learning. In order to improve secondary school teachers' quality, educators and policy-makers must first invest in solid objective ways to measure teacher's effectiveness. Actually, the basic motto of this study is to measure teacher effectiveness in secondary school, with special reference of Cachar district and the way of teaching learning systems and the teacher's depth knowledge on the subject as well as the related ideas and information of teaching profession. Accordingly the questionnaire has produced to them in adjust with the study. The teacher's position and responsibility is unquestionably pivotal in the learning outcomes or in general it can state the quality of education. The Indian Education Commission recommended that should programme of professional education of teachers is essential for the qualitative improvement of education. Education system of the nation is able to realize the formulated goals of there are corresponding reflections of the same concerns in the classroom teaching and evaluation with due effectiveness way. One of the recommendations of education commission

as to give more emphasis on assessing the performance of the students so as to raise the students academic achievements satisfactorily. To make dramatic improvements in all students preparation for secondary school and careers, states new thoughtful, intentional human capital strategies that get the right teachers in the right places in the right subjects. The need is especially acute in states that have or plan to adopt school and career ready academic standards and result requirements; they will need highly effective teachers capable of teaching rigorous content to all students. A central tenet of the race to the top criteria is that states need viable approaches to measure the effectiveness of teachers, provide an effectiveness rating to each individual teachers and use these ratings to inform professional development, compensation, promotion, tenure and dismissal. A state's measure must include multiple inputs, but must include student growth. Most of the education reformers agree that effective teaching is defined by improving student learning, but they disgrace on how to measure teacher effectiveness and how to use those measurements to improve teaching. Thus for, most of the policy debate on teacher effectiveness has focussed on using test scores to implement merit pay or to fire teacher's but those strategies alone will not lift teacher performance on a large scale. The best way to

improve teacher effectiveness is to provide teachers with support and guidance that are grounded in effectiveness that is which uses effectiveness data to enhance professional development and teacher education, strength evaluations and career developments and revamp accountability policies to renewal and encourage student learning. Only then can staffing, pay, or any other high school reform effort advance the primary goal of improving student achievement or secondary schools. High school or secondary school teacher effectiveness is defined as demonstrating contributions to growth in student learning. Good teachers accomplish other things, including motivating and engaging students, acquiring new knowledge and skills and collaborating with colleagues. But those accomplishments best serve their purpose when they lead teachers to improve student achievement. Measuring teacher effectiveness is a thorny issue methodologically, practically and politically. A teacher's impact on student academic achievement can be measured in many ways, with different result, depending on learning measured or the instrument used to measure it. It has seen that secondary school teacher effectiveness should be measured using student learning gains in multiple ways, supplemented by other relevant indicators of effectiveness such as a teachers acquisition of

knowledge and skill that lead to student achievement. Defining teacher's effectiveness in terms of student outcomes, such as learning gains and school or works readiness, free educators and policy-makers to focus on which teachers are getting results and why, when data on student achievement is available that data creates less need to rely on proxies for teacher effectiveness.

It has seen that classroom environment associated with teacher education and teacher effectiveness becomes all the more important. Pupils in a classroom sans discipline same control enjoy holdings in ukase. Teachers very often feel helpless in such a constrained atmosphere but it is undeniable that good classroom environment always awaits effective and sincere teaching. Effective teaching can not ignore favourable peer environment. Teacher education, therefore necessitate a reorientation of poor environment so that teachers become inspired in effective teaching. Undeniably in spite of best efforts directed towards effective teaching, absence of adequate and clean peer environment leads to passive and mechanical teaching often affecting the personality and the techniques adopted by efficient teachers as well.

Review Related Literature

It means those works or studies, which has been done, or the problems which are

directly or indirectly related to the study proposed by the researcher. It is a prerequisite for every researcher to learn what others have done in the area of his or her interest for developing an insight into the problem under investigation. A careful review of related literature is essential to bring a dimension in his or her study.

Related literature, as an accumulation of past knowledge, allows the researcher to acquaint himself with current knowledge in the proposed field or area of research, brings up-to-date knowledge on the work on which others have done, enables the researcher to define the objectives of the study, helps to delimit the problem taken and facilitates to make it more clear and concise. A researcher can avoid unfruitful and useless problem areas and select those areas in which positive findings are very likely to result so that his endeavours would be an addition to the knowledge and meaningful. It helps to avoid unintentional duplication of established findings. An understanding of the methods applied, statistical techniques and tools used in the previous studies and findings allows the researcher to adopt suitable techniques and method to the current topic. The related literature forms the foundation upon which all work can be suit.

There is no dearth of related literature attempting to define and describe the

construction of achievement test. A number of journals, books, dissertations, thesis, year book of educational research, encyclopedia of educational research, and other sources of information are used for collecting information regarding a study related to the present topic. The problems like, the measurement, evaluation, achievement test, curriculum construction, effectiveness, and the dimensions like cognitive, affective psychomotor of Bloom's taxonomy and other aspects were obtained from the researches already done by Scholars both in India and abroad.

The following are the some of the related studies on teacher effectiveness.

Kulik (1992) conducted a study on teacher evaluation and student achievement and found that the response variable the educational outcome of the student was the student's gain score from 1994 to 1995 that is, the student 1995 scale score on the TCAP minus the students' 1994 scale score. The student's achievement level was defined operationally as the average of the students 1994 and 1995 scale scores. Classroom heterogeneity in achievement was defined operationally as the standard deviation of achievement level scores of the students in the class, as defined above. The larger the standard deviation, the more heterogeneous in achievement were the students in class. For the analysis, classrooms were

classified into three groups – low, moderate and high heterogeneity using their standard deviation of achievement level. The moderate group contained about half of the classrooms, and the two extreme groups each contained about one-fourth of the classrooms. Students were classified into four achievement level groups of roughly equal size using the achievement level scores described above. Inclusion of an achievement level variable was thought to be particularly important in view of the results of earlier studies indicating that the value of tracking or not tracking depended on the achievement level of the student.

Ferguson and Helen Ladd (1996) conducted an analysis in Alabama similar to Ferguson's Texas study using a less extensive data set that included rougher prizes for teacher knowledge (master's degrees and Act scores instead of teacher licensing examination scores). They found somewhat smaller influences of these test scores, which are pre-college measures of general academic ability, compared to the licensing examinations in Texas, and somewhat larger influences of master's degrees. Together teacher's academic ability, education, and experience, when combined with class sizes.

Onyeachu (1996) studied that teaching effectiveness has been accepted as a multi-dimensional construct since it measures a

variety of different aspects of teaching such as, preparation and presentation.

Sanders and Rivers (1996) found that students given the most effective teachers for three years in a row made over twice the gains of comparable students assigned to the best effective teachers.

Wright Horn and Sanders (1997) studied on teacher and classroom context effects on student achievement : Implications for teacher evaluation, and found that the Tennessee Value Added Assessment System (TVAAS) has been designed to use statistical mixed-model methodologies to conduct multivariate, longitudinal analysis of student achievement to make estimates of school, class, size, teacher, and other effects. This study examined the relative magnitude of teachers effects on student achievement while simultaneously considering the influences of intra-classroom heterogeneity, student achievement level, and class size on academic growth. The results shows that teacher effects are dominant factors affecting student academic gain and that the classroom context variables of heterogeneity among students and class sizes have relatively little influence on academic gain. Thus, a major conclusion is that teachers make a difference. Implications of the findings for teacher evaluation and future research are discussed.

Gaubatz (2000) research indicates that instructors benefit most from formative evaluations (evaluation meant to improve teaching) when they have helped to shape the questions posed, when they understand the feedback that is provided, and, when assistance and resources for making improvement are available.

Ofoegbu (2000) said that conditions that would make for effective teaching such as resources available to teachers general conditions of infrastructure as well as instructional materials in public secondary schools in Nigeria are poor. This prevailing conditions would definitely show a negative influence on the instructional quality in public schools, which may translate to poor academic performance, attitude and values of secondary school students. Although teacher's strong effect would significantly influence students' academic achievement, other factors such as socio-economic background, family support, intellectual aptitude of student, personality of student, self confidence and previous instructional quality, have been found to also influence students examination score either positively or negatively.

Afe (2001) opined that teachers have been shown to have an important influence on student's academic achievement and they also play a crucial role in educational attainment

because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students

Ajao (2001) studied that overtime pupil's academic performance in both internal and external examinations had been used to determined excellence in teacher's and teaching process.

Cohen Theall Franklin (2001) studied on learner centred teaching and evaluating teacher effectiveness and showed that the most accepted criterion for measuring good teaching is the amount of student learning that occur. There are consistently high correlations both students' ratings of the 'amount learned' in the course and their overall ratings of the teacher and the course. Those who learned more gave their teachers higher ratings.

Ory (2001) showed that the collection of students retiring is not the only way or the best way but rather one way to evaluation instruction. Professionals in the field of teacher evaluation advocate a multiple source and multiple method approaches to evaluating teaching effectiveness. The collection of student ratings should be combined with data collection from different sources using various methods such as peer review, teaching portfolios, class-room observations, or self evaluation.

Garet (2001) investigated on Enhancing Professional development and teacher preparation and found that all teachers can benefit from professional development focused on improving effectiveness. Research is clear that one day workshops are inadequate to improve teaching.

Uchefuna (2001) reviewed that both teaching and learning depends on teachers no wonder an effective teacher has been conceptualized as one who produces desired results in the course of his study as a teacher

Rivkin (2002) studied that researchers have ever found that effective teachers have such a significant impact on a student's ability to learn that teaching can offset learning challenges such as low income levels and achievement gap.

Ofoegby (2004) conducted a study on teacher's effectiveness and found that poor academic performance in terms of accomplishing the teaching task, negative attitude to work and poor teaching habits which have been attributed to poor motivation.

Biancarosa and Snow (2006) searched on the ways to measure student learning that effective high school teachers must know has to impart literacy skills in their discipline. Literacy instruction is essential to teacher effectiveness in the upper grades because large numbers of older students still struggle to read and to write

proficiently, and all students need ongoing literacy training that prepares them for college and work.

Gordon (2006) studied on measuring and improving the effectiveness on high school teachers and showed that research is clear that what a teacher does in the classroom is a for greater predictor of student success than anything else and students who consistently get effective teachers benefit exponentially.

Jacob and Lefgren (2006) found a positive correlation between a principal's assessment of how effective a teacher is not raising student's achievement and that teacher's success in doing so as measured by the value added approach. The above study suggests that administrators rating may also be one of a comprehensive evaluation system to measure teacher's effectiveness in secondary schools. The literature reviewed indicates that effective positively influence the academic achievement of students. However, student's related factors are also found to have influence either positive or negative on students' academic outcomes.

Joshua (2006) showed that Nigerian teacher's condemn the use of student achievement scores as indicators of teacher's competence, performance or effectiveness.

Clotfelter (2007) conducted a study on impact of teacher effectiveness and found that

the magnitude of different in student outcomes as a result of teaching, such as research underscores that effectiveness, more than any other indicators of teacher quality, is the area in which policy makers and the educators must focus their attention in order to improve student achievement.

Conley (2007) studied on measures of teacher effectiveness with the objective on evaluating the teacher knowledge and skill and showed that the ability to motivate student is a base line skill that effective high school teachers need to deliver content and to prepare students for college and it can be measured in ways that inform instruction.

Darling-Hammond (2007) also conducted a study on measuring and improving the effectiveness of high school teachers, with the objective of measuring high school teacher effectiveness is to improve the knowledge and skills of teachers so that they improve student achievement. Some reformers advocate effectiveness measures solely to implement merit pay or to fire teachers based on test scores. Merit pay may be useful reform when done well and some chronically ineffective teachers should be dismissed. But caution is needed when using test scores or value added analysis to evaluate teaching. At this point, effectiveness measures may best be used to inform improvement strategies such as

enhancing pre-service and in-service training, strengthening evaluation and career development, and revamping accountability policies.

Akiri and Ughorugbi (2009) conducted a study entitled Teachers' effectiveness and students' academic performance in public secondary school in Delta state, Nigeria that the influence of teachers classrooms effectiveness on students academic performance in public secondary schools in Delta state, Nigeria. The objectives of the study were (i) to study the teachers effectiveness and students academic performance (ii) to study the mean effectiveness rating of teachers and the mean academic performance of students (iii) to study the academic performance of students taught by ineffective, moderately effective and highly effective teachers (iv) to study the mean performance of students taught by highly effective teachers and those taught by ineffective teachers. It was descriptive in nature and involved 979 teachers, made up of 450 males and 519 females drawn from 72 out of the total of 361 public secondary schools in the state by stratified random sampling techniques. Academic performance records of 50 students per teacher, which is 48,950 students scores were also used. Two questionnaires and a rating scale were used to collect data for the study. Four hypotheses were listed at the 0.05 level of

significance using correlation, simple regression, t-test and single factor analysis of variance. The results showed that effective teachers produced better performing students. However, he observed differences in students' performance were statistically not significant. This could be due to the influence of student and school environment related factors which were not included in this study. It was concluded that, teachers' effect is not the only determinant on students' academic achievement.

Rationale of the Study

Teacher effectiveness directly influences the learners performance. It does not mean only teacher is the promoter of student. Students attitude, motivation and readability some extent influence the academic performance of the learner. Kulik, 1992; Ferguson and Helen Ladd, 1996 found classroom heterogeneity and learners achievement directly influenced by teachers effectiveness. The heterogeneous group among the students directly depends on teaching learning process and teacher effectiveness. Teacher's academic ability, education and experiences help learners to increase their ability. Onyeachu, 1996; Sanders and Rivers, 1996; Wright, Horn and Sanders, 1997 found the same result that the magnitude of teachers effectiveness considering the influence of intra

classroom heterogeneity students achievements level and class size and academic growth. Similarly the studies conducted by Gaubatz, 2000; Oredein, 2000; Afe, 2001; Ajao, 2001; Cohen, Theall, Franklin, 2001; Ory, 2001 found the moderate influence of teacher effectiveness on learner academic performance. The age, sex, marital status, qualifications were moderately influence the learners performance. Garet, 2001; Uchefuna, 2001; Rivkin, 2002; Ofoegbu, 2004; Biancarosa and Snow, 2006 found that the poor academic performance in terms of accomplishing the teaching task, negative attitude to work and poor teaching habits which have been attributed to poor motivation. Gordon, 2006; Jacob and Lefgren, 2006; Joshua, 2006; Clotfelter, 2007; Conley, 2007; Darling-Hammond, 2007; Akiri and Ugoorugbo, 2009 found that the effective teachers produce better performing students but it was observed that students performance were statistically not significant.

From the above discussion, it was very difficult to guess whether teacher effectiveness regarding the variables like age, sex, marital, status, qualification, experience were significantly influence the learners performance or not. If so what extent and how frequent the teacher effectiveness influence the learners performance. That's why the present study was undertaken.

Objectives

1. To study the teacher effectiveness in Secondary School Teacher.
2. To study the teacher effectiveness in Kendriya Vidyalaya teacher' s, State government school teachers and private school teachers.

Design of the Study

Design of the study is the blue print of the research projects. It contents population and

TABLE 3.1. : DETAIL SAMPLE STRUCTURE

Sl. No.	Name of the School	Management	Area	No. of Teacher	Level
1	K.V. Srikona	Central	Rural	10	Secondary
2	K.V. Masimpur	Government	Urban	10	Secondary
3	Kalain H.S. School	State	Rural	10	Secondary
4	M.M.M. Balika Vidyalaya	Government	Urban	10	Secondary
5	Adarsha Vidyapith, Kalain	Private	Rural	10	Secondary
6	Hindi Rastrabhasa High School		Urban	10	Secondary
Total = 6		3		60	

Table No. 3.1 reveals the details sample structure. Total 2 Central Government school, 1 from rural and another from urban area with 10 secondary teachers from Kendriya Vidyalaya, Srikona and Kendriya Vidyalaya, Masimpur were the sample for the study. Accordingly 2 State Governments schools, one was Kalain H.S. School and 10 Secondary school teachers

sample, methods including tools, procedure of data collection and a technique of data analysis.

Population and Sample

The researcher has taken 60 numbers of secondary teachers randomly from Cachar district. Among these, teachers were selected from 6 numbers of schools from rural and urban area.

and second was Madan Mohan Mazumder Balika Vidyalaya, Silchar belongs to urban area has ten secondary school teachers selected as the sample for the study. Similarly, Adarsha Vidyapith, Kalain and Hindi Rastrabhasa High School, Silchar which were rural and urban area and each has 10 secondary school teachers which were taken as the sample of the study.

Tool Used

In the present study the researcher has used a single tool i.e., teacher effectiveness scale. This scale was developed by Dr. Promode Kumar and Dr. D.N. Mutha. It contains 69 items having 5 responds, these are Strongly agree, Agree, Undecided, Disagree and Strongly disagree. This scale has good reliability and validity. It took 10 to 15 minutes for a teacher to give the responds. For the purpose of the study, the investigator has categorized scoring range lowest to highest in three ways ranges as 69-150 = Lowest Teacher Effectiveness, 151-250 = Moderately Teacher Effectiveness and 251-345 = Highest Teacher Effectiveness.

Procedure of Data Collection

From the very beginning of February, 2011, the researcher has selected the Schools and teachers randomly from the population. He has visited two numbers of Kendriya Vidyalaya, two state government schools and

two private secondary schools. From the three categories of school randomly 60 teachers were administer with teacher effectiveness scale by the researcher. This procedure contained up to 20 days. At the end, the researcher had collected all the data from the teachers and started scoring for the analysis.

Analysis and results

Analysis the data is of great importance in a research work. Statistical analysis was calculated by simple method of percentage of the teacher effectiveness with regard to age, sex, marital status, qualifications and teaching experiences.

TABLE 1 Teacher effectiveness in relation to types of school

Sl. No.	Type of School	LTE		MTE		HTE		Total
			%		%		%	
1	Kendriya Vidyalaya					20	100	20
2	State Govt. School			01	5	19	90	20
3	Private School					20	100	20

It is observed from the Table No. 1 that out of 20 teachers of Kendriya Vidyalaya, 100% teacher belongs to Highest Teacher Effectiveness, out of 20 teachers of State Government running school, 90% teacher belongs to Highest Teacher Effectiveness, and

only 5% teacher come under moderate teacher effectiveness. It is also seen that, out of 20 teachers of private management school 100% teachers belongs to highest teacher effectiveness.

TABLE 2 age wise distribution of teacher effectiveness

Sl. No.	Type of School	Age Range 25-40 years						Age Range 41-50 years						Age Range 51-60 years					
		LTE		MTE		HTE		LTE		MTE		HTE		LTE		MTE		HTE	
			%		%		%		%		%		%		%		%		%
1	K.V					14	70					4	20					2	10
2	SGS					5	25		1	5	3	15						1	5
3	PS					9	45					1	5					1	5

It is observed from the Table No. 2 that out of 20 teachers from Kendriya Vidyalaya cent percent belongs to highest teacher effectiveness of which 70% teachers come under the age range of (25-40 years), 20% teachers (41-50 years) and remaining 10% teachers come under (51-60 years).

Similarly, in State government running schools out of 20 teachers, 25% teacher belongs to the age group of (25-40 years) and also they are under the category of highest teacher

effectiveness. There are 15% teacher are under the category of highest teacher effectiveness where as 5% teacher of same age group are under the category of moderately teacher effectiveness and there are 55% teacher belongs to the age group of (51-60 years) and they all are under the category of highest teacher effectiveness.

Out of 20 teacher from private schools, 45% teacher belongs to the age group of (25-40 years) 50% teacher belongs to the age group of

(41-50 years) and 5% teacher belongs to the age group of (51-60 years) and they all are come

under the category of highest teacher effectiveness.

TABLE 3 sex wise distribution of teacher effectiveness

Sl. No.	Type of School	Male						Female					
		LTE		MTE		HTE		LTE		MTE		HTE	
			%		%		%		%		%		%
1	K.V.					13	65					7	35
2	SGS					10	50			1	5	9	45
3	PS					16	80					4	20

Table No. 3 depicts that, out of 20 teacher from Kendriya Vidyalaya, 65% of male and 35% female teacher and they all are under the category of highest teacher effectiveness. Out of 20 teacher of State Government School, 50% teachers are male and 50% female teacher and all the male teacher come under the category of highest teacher effectiveness and out of 50%

female teacher, 5% teacher come under the category of moderately teacher effectiveness and remaining 45% female teacher belongs to highest teacher effectiveness.

Similarly in private schools, out of 20 teacher 80% of male and 20% female teacher and this all are under the category of highest teacher effectiveness.

TABLE 4 teacher effectiveness in relation to marital status

Sl. No.	Type of School	Married						Unmarried					
		LTE		MTE		HTE		LTE		MTE		HTE	
			%		%		%		%		%		%
1	K.V.					15	75					5	25
2	SGS			1	5	14	70					5	25
3	PS					15	75					5	25

It is observed from the Table No. 4 that out of 20 teacher from Kendriya Vidyalaya, 75% teacher are of married and 25% teacher of unmarried and they all are belongs to the criteria of highest teacher effectiveness. Out of 20 teacher of State Government School, there also 75% married and 25% teacher unmarried. Out of 75% married teacher 5% belongs to the category of moderate teacher effectiveness and

70% belongs to the highest teacher effectiveness and of 25% unmarried teacher also belongs to the same category of highest teacher effectiveness.

Out of 20 teacher of private schools there are 75% married and 25% unmarried teachers and they all are belongs to the category of highest teacher effectiveness.

TABLE 5 teacher effectiveness in relation to qualifications of kendriya vidyalaya school teachers

Sl. No.	Qualification	LTE		MTE		HTE		Total %
			%		%		%	
1	BA, B.Ed.					2	10	2
2	MA, B.Ed.					8	40	8
3	BSC, B.Ed.							
4	M.Sc., B.Ed.					5	25	5
5	BA					2	10	2
6	MA					1	5	1
7	B.Sc.							
8	M.Sc.					1	5	1
9	M.Com./B.Com ., M,Lib and other					1	5	1
TOTAL								20

It is observed from the Table No. 5 that both graduates, post-graduate, trained and untrained teacher belongs to the category of highest teacher effectiveness. There are 30% science teacher and 65% teacher belongs to Arts stream

and only 5% teacher are from (M.Com./B.Com./M.Lib.) disciplines. Out of 30% science teacher 25% are trained and 5% untrained teacher, whereas out of 65% teacher are of Arts stream, 50% teacher come under

trained and remaining 15% untrained criteria.

Here, it is highlighted that all the teacher are of

various group belongs to the category of highest

teacher effectiveness.

TABLE 6 teacher effectiveness in relation to qualifications of state government school teachers

Sl. No.	Qualification	LTE		MTE		HTE		Total %
			%		%		%	
1	BA, B.Ed.					1	5	1
2	MA, B.Ed.					4	20	4
3	BSC, B.Ed.					1	5	1
4	M.Sc., B.Ed.					1	5	1
5	BA					8	40	8
6	MA			1	5			1
7	B.Sc.					1	5	1
8	M.Sc.					2	10	2
9	M.Com./B.Com., M.Lib and other					1	5	1
TOTAL								20

Table No. 6 reveals that out of 20 teachers from State Government Schools 40% teacher are trained and 55% teachers are untrained and remaining 5% teacher come under other (M.Com./B.Com./M.Lib.) category. Except one Post Graduate untrained teacher (5%) all are belongs to highest teacher effectiveness criteria.

TABLE 7 teacher effectiveness in relation to qualifications of private school teachers

Sl. No.	Qualification	LTE		MTE		HTE		Total %
			%		%		%	
1	BA, B.Ed.					2	10	2
2	MA, B.Ed.					4	20	4
3	BSC, B.Ed.					1	5	1

4	M.Sc., B.Ed.					1	5	1
5	BA					6	30	6
6	MA					4	20	4
7	B.Sc.							
8	M.Sc.					2	10	2
9	M.Com./B.Com ., M,Lib and other							
TOTAL								20

Table No. 7 depicts that out of 20 teachers from private schools, there are 40% trained teacher and 60% teacher come under untrained criteria. Out of 40% trained teacher 30% belongs to Arts stream and 10% belongs to science stream and all the teachers come under highest teacher effectiveness criteria of teacher effectiveness.

TABLE 8 teaching experience and teacher effectiveness

Sl. No.	Type of School	Less than 10 years experience			More than 10 years experience			More than 25 years experience			Total				
		LTE		MTE	LTE		MT E	LTE		MTE		HTE			
			%		%		%		%			%			
1	K.V			1	5			6	3			3	1	20	
				1	5				0				5		
2	SGS			4	2		1	5	1	6			2	1	20
					0				3	5			0		
3	PS			4	2				1	7			1	5	20
					0				5	5					

It is observed from Table No 8 that, teacher effectiveness in relation to experience of teaching. He0072e, out of 20 teachers from Kendriya Vidyalaya, 55% teacher belongs to less than 10 years experience, 30% teacher

belongs to more than 10 years of experience and 15% teacher are above 25 years experienced. All are come under highest teacher effectiveness criteria. In State Government School, out of 20 teacher, 20% teacher are less

than 10 years experience, 70% teacher are more than 10 years experienced and 15% teacher are more than 25 years experienced. Here only 5% teachers come under moderately teacher effectiveness and remaining all are highest teacher effectiveness criteria. In private schools, 20%, 75% and 5% teachers are there in 1st, 2nd and 3rd group of experience. All are belongs to highest teacher effectiveness of teacher effectiveness.

Findings

Findings related to objective– I (To study the teacher effectiveness in secondary school teacher).

It was found that most of the teachers were belongs to highest teacher effectiveness in all three type of schools (Kendriya Vidyalaya, State Government Schools and Private School) but one teacher (5%) was belongs to moderate teacher effectiveness, who was a state government school teacher.

Findings related to objective-II (To study the teachers’ effectiveness in relation to Kendriya Vidyalaya teacher’ s and provincial government school teacher and private school teachers).

It was found from the multiple comparison among Kendriya Vidyalaya, State Government Schools and Private School of Cachar district in relation to teachers age and their effectiveness

that 14 (70%), 5 (25%) and 9 (45%) teachers were high effective who were belong to (25 to 40 years) age range. Similarly it was shown from the comparison that 5% teachers were moderately effective from State Government’ s School and 4, 3 and 10 teachers were belongs to high effective, who were belongs to (41-50 years) of age range among Kendriya Vidyalaya, State Government Schools and Private School respectively. It was also shown that 2, 11, 1 teacher were belongs to 51-60 years of age range among three types of school respectively.

The relation between sex and teacher effectiveness among the secondary school teachers of Kendriya Vidyalaya, State Government Schools and Private School were mostly high effective among male but one female teacher of state government school was belongs to moderately effective. It was also found that among the three types of school (9) female teachers of state government school were high effective than Kendriya Vidyalaya (7) and Private School (4).

The teacher effectiveness in relation to marital status clearly that 75% of teachers were married and high effective who were belongs to Kendriya Vidyalaya and Private School. But only 25% teachers among three types of schools each were high effective.

The teacher effectiveness in relation to qualification among three types of school found

high effective when their percentage of teacher effectiveness range start from 1 to 8%. Mostly M.A., B.Ed. and M.Sc., B.Ed. teachers of Kendriya Vidyalaya and state government running schools were highly effective in relation to private running school.

The relation between teaching experience and teacher effectiveness was found satisfactory that among the three categories of schools most of the teachers were high effective, who were belongs to less than 10 years, more than years and more than 25 years of experience. Among them 75% of teachers having more than 10 years of experience belongs to private school who were high effective than other.

Conclusion

It was concluded that all teachers were carrying highest teacher effectiveness skill in Kendriya Vidyalaya Schools, State Government Schools and Private Schools. The age range (25-40 years) of teachers were carrying highest teacher effectiveness than the age range of (41-50 years) and (51-60 years) age. Mostly male teachers were highest effectiveness than female teachers in all the three types of schools as Kendriya Vidyalaya Schools, State Government Schools and Private Schools. It was also found that on the basis of marital status, married teachers were carrying highest teacher effectiveness than the unmarried teachers in all the three types of schools as Kendriya

Vidyalaya School, State Government Schools and Private School. Study also found that M.A./M.Sc. and B.Ed. (trained) teachers carrying highest teacher effectiveness than untrained teacher among Kendriya Vidyalaya Schools, State Government Schools and Private Schools. It is also found that the teachers having more than 10 years of teaching experience were highest teacher effectiveness than less than 10 years experienced teachers and also found that more than 25 years of teaching experience teacher carrying high teacher effectiveness among Kendriya Vidyalaya Schools, State Government Schools and Private Schools.

Educational Implications

The following educational implications, for researcher has been put in front of the world of education. Private running school teachers to some extent carrying highly teacher effectiveness. So, more incentives should be given to them to gain more development in schools. Present study will be focused on the development of teachers' qualifications, experience and teaching method for the development of students' future. Teacher effectiveness skill will influence on students performance and future national development not only individually but also socially.

Suggestions

Studies related to teachers job satisfaction, age and qualification in relation to teaching profession needs further study. Professional growth, academic qualification and their relation to types of schools needs frequent research in the community. Community participation in school, teachers' encouragement, students' achievements in relation to teachers' age and sex needs further study. The different programme and policy for teachers' effectiveness needs experiment in different area and community for the fulfillment of local demand. The multiple comparisons between Kendriya Vidyalaya, State Government Schools and Private School, missionary run co-education schools need further study to know the attitude of the students towards their subject teachers.

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APPENDIX

TEACHER EFFECTIVENESS SCALE

*Dr. Pramod Kumar & Dr. D. N. Mutha

निर्देश :

इस प्रश्नावली में अध्यापक तथा अध्यापन के विभिन्न कार्यों व गुणों का विवरण दिया गया है। प्रत्येक गुण व कार्य को एक या अधिक कथनों में प्रदर्शित किया गया है। आपको, अपने को अध्यापक के रूप में/अपने सहयोगी अध्यापक को अध्यापक के रूप में/अपने अध्यापक को अध्यापक के रूप में हर कथन पर नीचे में से केवल एक वर्ग पर मूल्यांकन करना है। कथन के जिस वर्ग पर आप अपना/अपने सहयोगी अध्यापक का/अपने अध्यापक का मूल्यांकन करें उस पर सही (✓) का निशान लगा दें। आपके मूल्यांकन का उपयोग केवल अनुसन्धान के लिये ही किया जायेगा तथा इसे पूर्ण रूप से गोपनीय रखा जायेगा। अतः आप प्रत्येक कथन को ध्यानपूर्वक पढ़कर ही स्वयं का/अपने सहयोगी अध्यापक का/अपने अध्यापक का स्पष्टता से मूल्यांकन करें। धन्यवाद।

उदाहरण-- अध्यापक A का मूल्यांकन निम्न कथनों पर करना है :

क्र. सं.	कथन	पूर्णतया सहमत	सहमत	अनिश्चित	असहमत	पूर्णतया असहमत
1.	छात्र के साथ व्यवहार में निष्पक्ष है।	✓				
2.	शाला का हर कार्य नियत समय पर समाप्त करता है।			✓		

कथन (1) पर सम्बन्धित अध्यापक का मूल्यांकन पूर्णतया "सहमत" पर किया गया है अतः वर्ग 1 के नीचे सही (✓) का चिन्ह लगाया गया है। इसी प्रकार कथन (2) पर सम्बन्धित अध्यापक का मूल्यांकन "अनिश्चित" पर किया गया है अतः वर्ग (3) पर सही (✓) का निशान लगाया गया है।

इन्हें भरिये :

Name of Institution _____

Type of Institution (1) Boys/Girls (2) Government/Private

Name of Teacher _____ Age _____ years. Sex : Male/Female

Marital status : Married/Unmarried _____ Caste _____

Qualification : M. A./M. Sc./M. Com./B. Ed./M. Ed. Any other.

Teaching experience _____ years.

प्राप्तांक तालिका :

पृष्ठ	1	2	3	योग
प्राप्तांक				

*Professor of Psychology, Sardar Patel University, Vallabh Vidyanagar-388 120, Gujarat.

कथन	पूर्णतया सहमत	सहमत	अनिश्चित	असहमत	पूर्णतया असहमत
(1) जिस विषय को पढ़ाता हूँ/हैं उस पर पूर्ण अधिकार है.					1
(2) अपने ज्ञान का विकास करने के लिए सदैव प्रयत्नशील रहता हूँ/हैं.					
(3) अपने पाठ्य-विषय के अतिरिक्त अन्य उपयोगी विषयों, जैसे-तत्कालीन घटनाओं का ज्ञान, सामान्यज्ञान आदि का ज्ञान देने की क्षमता रखता हूँ/हैं.					
(4) छात्रों को उनकी समस्याओं का हल ढूँढने के लिये आवश्यकतानुसार परामर्श देता हूँ/हैं.					
(5) छात्रों को उपयुक्त उत्प्रेरण (motivation) के योग्य अवसर प्रदान करता हूँ/हैं.					
(6) वांछनीय लक्ष्यों की प्राप्ति के लिये कक्षा में पुरस्कार का अधिक-तया दण्ड का न्यूनतम प्रयोग करता हूँ/हैं.					
(7) समस्त छात्रों के प्रति एक-सा व्यवहार करता हूँ/हैं.					
(8) अपना समय व श्रम छात्रों के लिये स्वेच्छा से देने को सदैव तैयार रहता हूँ/हैं.					
(9) छात्रों को यथासम्भव शारीरिक दण्ड नहीं देता हूँ/हैं.					
(10) छात्रों के साथ शिष्ट भाषा का प्रयोग करता हूँ/हैं.					
(11) छात्रों के साथ समानता का व्यवहार करता हूँ/हैं.					
(12) छात्रों के विचारों व प्रस्तावों का सम्मान करता हूँ/हैं.					
(13) छात्रों को अकारण ही कक्षा के बाहर किसी कार्य के लिए नहीं बुलाता हूँ/हैं.					
(14) छात्रों द्वारा बताई गई अपनी त्रुटियों को सहज स्वीकार करता हूँ/हैं.					
(15) संस्था प्रधान का वरिष्ठतम सदस्य के अनुरूप सम्मान करता हूँ/हैं.					
(16) छात्रों के वेतुके प्रश्नों को भी धैर्य से सुनकर उनका समाधान करता हूँ/हैं.					
(17) विद्यालय के दैनिक कार्यों में वांछित सहयोग देता हूँ/हैं.					
(18) भरपूर आत्म-विश्वास (confidence) है.					
(19) विद्यालय की गतिविधियों के सम्बन्ध में अपनी निष्पक्ष राय देता हूँ/हैं.					
(20) संस्था के हित के विरुद्ध कोई भी कार्य नहीं करता हूँ/हैं.					
(21) अपने मतभेदों का निवारण विचार-विनिमय द्वारा करता हूँ/हैं.					
(22) अपने साथी अध्यापकों की पीठ पीछे निन्दा नहीं करता हूँ/हैं.					
प्राप्तांक					

कथन	पूर्णतया सहमत	सहमत	अनिश्चित	असहमत	पूर्णतया असहमत
(23) साथी अध्यापक के साथ मित्रता व भ्रातृत्व का सम्बन्ध रखता हूँ/है.					
(24) अपने साथी अध्यापक से ज्ञान ग्रहण करने में संकोच नहीं करता हूँ/है.					
(25) अपने साथी अध्यापकों का मार्गदर्शन करने के लिये सदैव तैयार रहता हूँ/है.					
(26) जाति, सामाजिक-स्तर व आर्थिक-स्थिति आदि का बिना भेदभाव किये समस्त अभिभावकों से साथ सम्मानजनक व्यवहार करता हूँ/है.					
(27) छात्रों की समस्याओं के समाधान अथवा उनके सद्विकास के लिये अभिभावकों को यथावसर सहयोग देता हूँ/है.					
(28) छात्रों के सर्वाङ्गीण विकास में अभिभावकों का सहयोग प्राप्त करता हूँ/है.					
(29) विद्यालय में संचालित सह-शैक्षणिक (co-curricular) क्रियाओं में रूचि लेता हूँ/है.					
(30) छात्रों की रूचि व क्षमता के अनुसार उन्हें सह-शैक्षणिक क्रियाओं (co-curricular) में भाग लेने के लिये तैयार करता हूँ/है.					
(31) सह-शैक्षणिक (co-curricular) क्रियाओं का सुसंचालन करता हूँ/है.					
(32) दैनिक-पाठ योजना नियमित रूपसे तैयार करता हूँ/है.					
(33) पाठ के शिक्षण उद्देश्योंसे पूर्णतया परिचित हूँ/है.					
(34) उपयुक्त सहायक सामग्री का पहले से चयन या निर्माण करता हूँ/है.					
(35) सृजनशील (creative) हूँ/है.					
(36) उत्तरदायी (responsible) हूँ/है.					
(37) अन्तर्दृष्टि (insight) है.					
(38) कल्पनाशील (imaginative) हूँ/है.					
(39) समायोजन क्षमता (adjustment capacity) है.					
(40) छात्रों की क्षमता के अनुसार अभ्यास कार्य (गृह-कक्षा) तैयार करता हूँ/है.					
(41) कक्षा में उपयुक्त शिक्षण विधि का उपयोग करता हूँ/है.					
(42) विषय-सामग्री स्पष्ट रूप से प्रस्तुत करता हूँ/है.					
(43) अभिव्यक्ति (expression) प्रभावशाली है.					
(44) पाठ में छात्रों की रूचि का विकास करता हूँ/है.					
प्राप्तांक					

कथन	पूर्णतया सहमत	सहमत	अनिश्चित	असहमत	पूर्णतया असहमत
(45) स्वाम-पट्ट (black-board) का उपयोग करता हूँ/है.					
(46) प्रत्येक छात्र पर व्यक्तिगत ध्यान देता हूँ/है.					
(47) सहायक सामग्री (teaching aid) का अधिकाधिक उपयोग करता हूँ/है.					
(48) कक्षा अभ्यास कार्य की उपयुक्त परीक्षण (supervision) करता हूँ/है.					
(49) लिखित कार्य की समय पर उपयुक्त जांच करता हूँ/है.					
(50) यथावश्यक उपचारात्मक (remedial) विधियों का प्रयोग करता हूँ/है.					
(51) पाठ की समाप्ति पर पाठ की समीक्षा (review) करता हूँ/है.					
(52) कक्षा की स्वच्छता की ओर ध्यान देता हूँ/है.					
(53) भावात्मक स्थिरता (emotional stability) वाला हूँ/है.					
(54) कक्षा का भयमुक्त नियंत्रण करता हूँ/है.					
(55) शिक्षा मनोविज्ञान का पूर्ण ज्ञान है.					
(56) शिक्षा मनोविज्ञान का उपयोग छात्रों की व्यक्तिगत भिन्नता के आधार पर करता हूँ/है.					
(57) शिक्षा की नवीनतम प्राविधियाँ (devices) का ज्ञान प्राप्त कर उनका उपयोग करने के लिए प्रयत्नशील रहता हूँ/है.					
(58) कक्षा व्यवस्था में अधिकाधिक छात्रों का सहयोग लेता हूँ/है.					
(59) विद्यालय में स्फूर्तिमय (smart), क्रियाशील (active) और प्रसन्नचित रहता हूँ/है.					
(60) कक्षा में सम्मानित वेशभूषा में रहता हूँ/है.					
(61) नियमित एवं समय का पालन हूँ/है.					
(62) कक्षा में धूम्रपान/चायपान नहीं करता हूँ/है तथा पान आदि खाकर नहीं आता हूँ/है.					
(63) सहयोग की भावना है.					
(64) व्यवसाय के प्रति रुचि है.					
(65) व्यवसाय में निष्ठा (dedication) है.					
(66) विनोदी (humorous) हूँ/है.					
(67) मिशनरी उत्साह (missionary zeal) है.					
(68) छात्रों में नियमितता की आदत पर जोर देता हूँ/है.					
(69) अनुशासित (disciplined) हूँ/है.					
प्राप्तांक					