

EXAMINING TEACHER EFFECTIVENESS IN THE HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

It is considered that only a teacher can make significant beneficial changes in his students because learning cannot occur without a teacher's active involvement. Researchers and educators agree that teacher effectiveness is a major determinant of student outcomes. A rising amount of data demonstrates that ineffective teachers leave students with information but no change in attitude, feelings, values, or beliefs. Personal factors such as intelligence, personality, attitude, mental and physical health are also responsible for a large part of teachers' effectiveness. It is a reality that a person's professional success is influenced by personal traits. The paper evaluates the Teacher Effectiveness in the Higher Education Institutions using statistical analysis approaches.

Keywords

Teachers, effectiveness, higher education, Teacher Effectiveness Scales, KTES

1. INTRODUCTION

In any educational institution, teachers play a significant role. They are the intellectual and professional apex of the educational pyramid entrusted with a nation's future. The instructor passed on wisdom, knowledge, experience, and culture and custom from generation to generation. Everyone knows that schools rely on teachers. They are the foundation of student success and a country's potential wealth. Because instructors are the most important and "accountable in this educational process" (David & Macayanan, 2010).

It is considered that only a teacher can make significant beneficial changes in his students because learning cannot occur without a teacher's active involvement. "Of all the numerous variables that determine the quality of education and its contribution to national development, teachers' quality, ability, and character are definitely the most significant," said the Indian Education Commission (1964-1966). According to Hunt (2009), "the quality of a teacher can make a full year's growth in learning for a kid in one year." Teacher quality is so critical and is connected with overall educational quality and student learning results at all levels (primary, secondary, and higher).

2. Teacher Effectiveness

Researchers and educators agree that teacher effectiveness is a major determinant of student outcomes. A rising amount of data demonstrates that ineffective teachers leave students with information but no change in attitude, feelings, values, or beliefs. A teacher's effectiveness can greatly impact student achievement. As stated by Kemp and Hall (1992), "effective teachers provide opportunities for students to apply knowledge and skills in a variety of situations." The efficacy of every instructor is vital to the life of any educational institution as well as the students. Sanders and Rivers (1997) claim that students who are assigned to ineffective teachers have lower achievement and learning than students who are assigned to a sequence of highly effective teachers. A good teacher also promotes excitement, motivation, an engaging teacher-student relationship, and most importantly, learning. L. Kemp & A. H. Hall (1992), "Impact of effective teaching research on student success and teacher performance: Equity and access implications for quality education". outside the classroom and the educational institution, utilising a number of techniques to interact with them. This inspires students to do their best in class ". Being a good teacher is not easy. Many things influence a teacher's efficacy. It is a reality that a person's professional success is influenced by personal traits. Teacher traits distinguish amongst teachers and include personality, attitude, and expectations. "Teacher characteristics are relatively constant attributes that relate to and influence how teachers conduct their profession," Anderson (2004) says. Personality, intelligence, behavioural characteristics, emotional intelligence, aptitude, and stress tolerance were identified as influencing teacher effectiveness.

3. Framework and methods

The current study seeks to understand the effectiveness of teachers in higher education. The researcher chose colleges from all types of higher education institutions in India using simple random sampling. The study sample consisted of 386 teachers from these chosen colleges. Using K.T.E.S. (Kulsum Teacher Effectiveness Scale), the researcher assessed the effectiveness of selected higher education lecturers. Ineffective teachers were those who scored less than 250 out of 600 on this self-anchoring striving scale.

3.1 Scale Used - Kulsum Teacher Effectiveness Scale (K.T.E.S)

The 'Kulsum Teacher Effectiveness Scale,' developed by Dr. (Mrs.) Ume Kulsum, was employed in this study. It's a striving scale that anchors itself. It was built along the lines of Kilpatrick and Cantril's self-anchoring striving scale, which was based on Kilpatrick and Cantril's ladder technique (1960). This scale is objective, thorough, has content validity, is simply amendable by the administrator, and

the respondent accepts it. This test has 60 items that cover practically every facet of a teacher and covers five areas of a teacher's effectiveness.

3.2 Description of the Areas of teacher effectiveness Measured

1. *Preparation and planning for teaching* - It include the ability of the teacher in preparing, planning and organising for teaching in accordance with the course objectives by using different source material.
2. *Classroom management*- It comprises the ability of the instructor to properly communicate, encourage the students and evaluate the teaching learning process and also to maintain discipline in the classroom within the framework of democratic set-up.
3. *Knowledge of subject matter*- This area includes statements on the ability of the teacher in acquiring, retaining, interpreting and making use of the contents of the subject he/she dealing within the classroom situation.
4. *Teacher characteristics*- This part covers the assertions referring to the personality make-up and its behavioural expressions that have their own level of acceptability or unacceptability in the teaching profession. Ability to arouse 'a perceptive mass' and seeking active participation of the pupils constitute essential demand characteristics of the effective teacher.
5. *Interpersonal relation*- The ability of the teacher to adjust himself/herself to sustain cardinal relations with his/her colleagues, pupils and other persons in the society with whom he/she interact as the part and parcel of his/ her work.

Scoring of the items

Each item elicits two responses; (1) step number at now, and (2) step number aspiring to attain in the next three years. The time dimension of the next three years was used to score as a frame of reference for the now (present) effectiveness, hence the step number given for each item for present time was taken as the score of the effectiveness of each of the respondent. Total score of a respondent can be ranges from 0- to 600.

Reliability: Reliability of the scale was established by Test-retest and Split- half reliability techniques. The Test-retest reliability co-efficient of correlation was found to be 0.63 with a time gap of 16 days. The Split- half reliability co-efficient correlation was found to be applying the spearman-Brown prophecy formula, the reliability co- efficient went up to 0.94 which is quite high and acceptable.

Validity: Three types of criterion-related validities have been found for the scale. They were based on: (1) the correlation between headmasters' judgement of teachers' efficacy and teachers' self-assessment of their effectiveness. The total & area-wise correlation of the teacher effectiveness rating

scale and teacher effectiveness scale (self) were ranges from 0.85 and 0.64 to .78 respectively. (2) Contrasted group validity was established by finding out the two contrasted group of teachers as rated by their respective headmaster in term of effective and ineffective teachers. The calculated 't' value of the contrasted group of teachers 9.9 was found significant at 0.01 level of probability indicating that the scale is valid and is measuring what it purports to measure. (3) The internal consistency of the scale was found 0.69 to 0.76. All these three forms of criterion-related validities were revealed that the scale is quite valid.

Null Hypothesis: There is No significant relationship between teacher effectiveness and personality dimensions of the effective and ineffective teachers working in higher education institutions.

4. Data analysis

The researcher observed teacher effectiveness among the teachers of selected higher institutions by using K.T.E.S. (Kulsum Teacher Effectiveness Scale). The teachers who scored more than 350 out of 600 were assessed as effective teachers and the teachers who scored less than 250 out of 600 assessed ineffective teachers on this self-anchoring striving scale. The researcher identified 200 effective teachers (100 male and 100 female) and 186 ineffective teachers (98 male and 88 female) to fulfill the aim of present study.

Personality factors such as flexibility, achievement drive, boldness and excitement were found to be positively connected to teacher effectiveness. Competition, guilt proneness, imagination, suspiciousness, and tension have been found to be negatively related to teacher effectiveness. Only three personality traits, morality, sensitivity, and shrewdness, were found to be unrelated to teacher effectiveness. That there is a substantial association between teacher effectiveness and personality features of effective and ineffective instructors working in higher education institutions is regarded as a research hypothesis.

5 Discussion and Implications of the study

The traits of emotional maturity, social precision, and strong will power, among others, were found to be positively associated with teacher effectiveness. Personality qualities including dominance, ambition, and discipline have a negative correlation with teacher performance. The extent of the relationship showed that traits like cheerfulness, talkativeness, and expressiveness have a moderate positive relationship with teacher effectiveness. Traits like avoiding responsibility, insecurity, and anxiety are strongly associated with teacher performance. The extent and nature of the relationship indicated that traits like self-confidence, responsibility, and the ability to influence others can be understood as helpful characteristics to improve teacher effectiveness. The results showed that traits like over social alertness, polished and sophisticated behaviour, and intellectual dominance have a minor but negative relationship with teacher effectiveness. The results showed that qualities like

frustration, anxiety, and acute worry are strongly associated with teacher performance.

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