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A STUDY OF STUDENTS' PERCEPTION OF TEACHER EFFECTIVENESS AND SCHOOL EFFECTIVENESS

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Abs tract:-Quality is the watchword of each and every field of life. Education has a vital role in molding a person. 'Survival of the fittest' has become a mantra of the globalized world. To get a better product, the quality of education should be strictly maintained. As the economy depends on its educated populace, quality education in the country is all that desired. While it has taken colossal efforts to increase the literacy rate, the results have been very significant. Quality education is very vital in shaping the future of millions of children and in turn the future of the nation. There for, quality education doesn't only target to provide literacy rate but the complete development of the children's personality. The objective of modern secondary education is to prepare the individual to participate in modern democratic society and, to develop the special abilities capabilities and to meet the needs and interest of each individual. In the attempt to achieve these objectives the curriculum has been broadened and enriched and new methods of instruction developed. Secondary schools must contribute to the development of habits attitudes and qualities of character should enable its citizens to bear worthily the responsibilities of democratic citizenship. The need for secondary education did gain some importance in India as seen in the NPE 1986, which stated, 'access to secondary education will be widened to cover areas unreserved by it at present', though the implementation of which requires tedious efforts. Caught in between elementary and higher education stages, the consideration for secondary education are quite different though at times less defined. No one can deny the roles of effective teacher and the effective school atmosphere in the process of quality education. This study will talk about the perception of secondary school students' on teacher effectiveness and School effectiveness.

Keyw ords: Perception, Teacher Effectiveness, School Effectiveness, Quality Education, Teaching Strategy, Personal, Professional, Academic, Infra Structure, Faculty

INTRODUCTION

BACKGROUND OF THE STUDY

Quality is the watchword of each and every field of life. Education has a vital role in molding a person. To get a better product, the quality of education should be strictly maintained. As the economy depends on its educated populace, quality education in the country is all that desired. While it has taken colossal efforts to increase the literacy rate, the results have been very significant.

Quality education is very vital in shaping the future of millions of children and in turn the future of the nation. There for, quality education doesn't only target to provide literacy rate but the complete development of the children's personality.

In addition to government, many private schools, institutions, colleges and universities are providing quality education. These institutions teach children to learn things in a different way. Hence, innovation is also an aspect of quality education. It should also include co curricular activities like sports, games, music, dance, debate and project work. The child's reasoning and analytical skills should improved through quality education.

Students are not mere consumers of learning in the schools but have their opinion on the relevance and

worthwhileness of the education and experiences being provided to them. The study focuses on finding out the attributes of school effectiveness and how students perceive these attributes.

Research consistency shows that teacher have the greatest potential to influence childrens' education. The major finding is that students achievement is related to teacher competencies in teaching. Kemp and Hall, (1992 P4). Evidence from teacher effectiveness studies indicates that student engagement in learning is to be valued above curriculum plans and materials.

THEORITICAL FRAME WORK

The objective of modern secondary education may be broadly stated as, first to prepare the individual to participate in modern democratic society and, to develop the special abilities capabilities and to met the needs and interest of each individual. In the attempt to achieve these objectives the curriculum has been broadened and enriched and new methods of instruction developed.

Secondary schools must contribute to the development of habits attitudes and qualities of character should enable its citizens to bear worthily the responsibilities of democratic citizenship.

This required a review of secondary education and the government of India set up the Secondary Education Commission in September 1952 under the chairmanship of Dr.A Lakshmanaswami Mudaliyar,the Vice Chancellor of Madras University. The Commission took note of the changed political and economic conditions of the country and restated the objectives of education.

The need for secondary education did gain some importance in India as seen in the NPE 1986, which stated, 'access to secondary education will be widened to cover areas unreserved by it at present' , though the implementation of which requires tedious efforts. Caught in between elementary and higher education stages ,the consideration for secondary education are quite different though at times less defined.

Such aspects when studied as students perception adds to the dimension of the emerging role of teachers and schools for students development. Difference may exist amongst students perception on important functions of schooling and effective teaching. There appears a need to study on the students view on effectiveness of teacher and school.

TITLE OF THE STUDY

A study of Students' Perception of Teacher Effectiveness and School Effectiveness among Higher Secondary School students in Malappuram District of Kerala.

RESEARCH QUESTIONS

1. How do the higher secondary students perceive their teacher effectiveness?
2. How do the higher secondary students perceive their school effectiveness?

OBJECTIVES OF THE STUDY

To find out the main attributes of students' perception of Teacher Effectiveness and School Effectiveness among Higher Secondary School students in Malappuram District. Minor Objectives

To measure the level and extend of Teacher Effectiveness and School Effectiveness existing in Higher Secondary Schools.

To adopt standardized tools , (1) Teacher Effectiveness Measurement Tool(TEMT) and (2), School Effectiveness Scale(SES).

To find out the relation between Teacher Effectiveness and School Effectiveness.

To find out strong and weak areas of schools and teachers; To suggest measures for enhancing school effectiveness and teacher effectiveness.

OPERATIONAL DEFINITIONS OF THE KEY TERMS **Students' Perception**

View points of students regarding what makes a school effective.

School Effectiveness

School Effectiveness comprises of the factors instrumental for enhancing influence of school on students academic

achievement, personality development and inculcation of citizenship values.

Teacher Effectiveness

Ability of Teacher to pursue democratic approach , adopting activity based approach, encouraging students to raise and reply questions, asking questions in class room for developing alertness in students, taking care of individual learners to maintain motivation, practicing impartiality etc.

Population

All the higher secondary students in Malappuram District which learn Kerala Govt. Syllabus.

Sample

In the present study, the investigator handed out 30 questionnaires to each school and total of nine such schools were screened under the study, on the basis of convenience and cooperation level of the administration. Thus,270 questionnaires were handed out in total, by the investigator.

RESEARCH TOOL FOR THE STUDY

In this study the investigator made use of the standardized tools ,

- (1)Teacher Effectiveness Measurement Tool(TEMT) and
- (2)School Effectiveness Scale(SES)

The tools were standardized by Dr. U. Nageswara Rao, Reader in Education, M.R College of Education, Andhra Pradesh in 2000 and 2002 respectively.

HYPOTHESES

1. There exists no significant difference between the impact of all the four dimensions on Total Teacher effectiveness.
2. There lies no significant relationship among the impact of all the four dimensions of the TEAT on total Teacher effectiveness.
- 2(a) There lies no significant relationship between each of the 4 aspects with total teacher effectiveness .
- 3- There exists no difference between the impact of all 4 dimensions of the SEAS on total school effectiveness.
4. There lies no significant relationship among the impact of all the four dimensions of SEAS on Total School effectiveness.
- 4(a). There lies no significant relationship between each of the aspect of SEAS and school effectiveness .
5. There exists a significant relation between school effectiveness and teacher effectiveness;
6. There is no significant difference between male and female students of higher secondary school in the perception of teacher effectiveness.
7. There is no significant difference between students of higher secondary school coming from rural and urban areas in the perception of school teacher effectiveness.
8. There is no significant difference between students of higher secondary school run under different management in the perception of teacher effectiveness.
9. There is no significant difference between students of higher secondary school studying different subjects like arts, science , commerce and vocational stream in the perception of teacher effectiveness.

10. There is no significant difference between male and female students of higher secondary school in the perception of school effectiveness .

11. There is no significant difference between students of higher secondary school coming from rural and urban areas in the perception of school effectiveness .

12. There is no significant difference between students of higher secondary school run under different management in the perception of school effectiveness .

13. There is no significant difference between students of higher secondary school studying different subjects like arts, science , commerce and vocational stream in the perception of school effectiveness .

DELIMITATION OF THE STUDY

The study covers only Higher Secondary Schools of Malappuram District of Kerala.

The students perceptions of Teacher Effectiveness and School Effectiveness are limited to four dimensions each.

ANALYSIS OF DATA

Both qualitative and quantitative approach was followed to analyze questionnaire. The questionnaires consisted the statements and their response were as 'Most Effective' , 'Very Effective', 'Somewhat Effective' and 'Less Effective' corresponding to the Likert Type categories of responses ,the numerical values assigned to these categories were 4,3,2, and 1 respectively .The percentage of 'Most Effective' , 'Very Effective', 'Somewhat Effective' and 'Less Effective' were calculated. The mean score of each statement and combined mean of all the statement under each dimension were calculated to know the perception of the students as 'Most Effective' , 'Very Effective', 'Somewhat Effective' and 'Less Effective'

Table 4.1 Table showing the main statistical values of entire sample

S. No	ASPECT	Statistical Value
1	N	270
2	Arithmetic Mean	77.29
3	Median	79
4	Mode	82
5	S.D	9.72
6	Skewness	-0.918
7	Kurtosis	0.982
8	Range	52

As the values of A.M, Median and Mode are not one and the same, it can be interpreted that present statistical values deviate away from normal probability. The skewness is negative and the magnitude is reasonable. The kurtosis value 0.982 is away from the standard kurtosis value of 0.263, it can be interpreted that the present scores deviate away from normal probability. Range depicts the group of sample as a heterogeneous group.

Table 4.2 Table showing the level of impact of all the four areas of the questionnaire of TEAT on total Teacher effectiveness.

S.No	Areas	Level of Impact	Place of Impact
1	Area 1 (Tg. Strategy)	22 %	II
2	Area 2 (Professional)	29 %	I
3	Area 3 (Personal)	29 %	I
4	Area 4 (Academic)	20 %	III
	Total	100	

Hence Hypothesis No.1 “There exists no significant difference between the impact of all the four dimensions on total Teacher effectiveness is rejected.

Figure 4.1 Bar Diagram showing the level of impact of all the four areas of the questionnaire of TEAT on Total Teacher effectiveness.

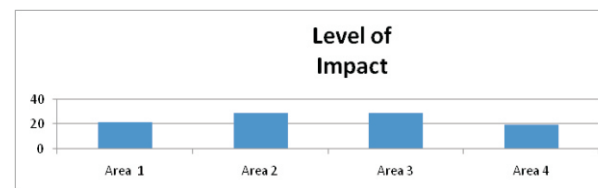


Table 4.3 Table showing the co relational values among the 4 dimensions of the TEAT utilized to Teacher Effectiveness.

Co relational Matrix

Dimensions	1	2	3	4
1 (Tg. Strategy)	1	0.451**	0.534**	0.435**
2 (Professional)		1	0.531**	0.413**
3 (Personal)			1	0.527**
4 (Academic)				1

**Significant at 0.05 and 0.01 level , i.e at both levels.

As the co relational values are significant at both levels, the Hypothesis No.2 “There lies no significant relationship among the impact of all the four dimensions of the TEAT on total Teacher effectiveness is rejected

Table 4.4 Table showing co relational values between each of the areas of the questionnaire TEAT on total Teacher Effectiveness.

S.No	Areas	co relational values with total	Mace of Significance
1	1 (Tg. Strategy)	0.761**	3
2	2 (Professional)	0.773**	2
3	3 (Personal)	0.853**	1
4	4 (Academic)	0.735**	4

** Significant at both levels,

Hence Hypothesis No.2(a)- “There lies no significant relationship between each of the 4 aspects with total teacher effectiveness “ is rejected.

Figure 4.2 Bar Diagram showing co relational values between each of the areas of the questionnaire TEAT on total Teacher Effectiveness.

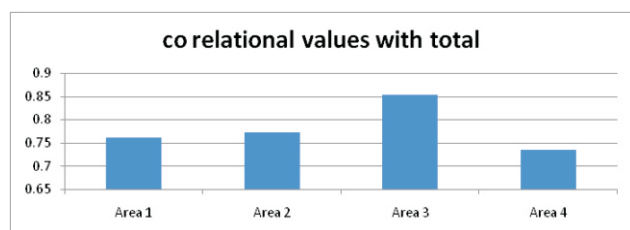


Table 4.5 Table showing the main statistical values of entire sample on School Effectiveness.

S.No	ASPECT	Statistical Value
1	N	270
2	Arithmetic Mean	73.26
3	Median	75
4	Mode	79
5	S.D	9.69
6	Skewnes	-0.297
7	Kurtosis	0.987
8	Range	55

As the values of Arithmetic Mean, Median and Mode are not one and the same, it can be interpreted that present statistical values deviate away from normal probability. The curve is negatively skewed, though the magnitude is negligible. The kurtosis value 0.987 is away from the standard kurtosis value of 0.263, it can be interpreted that the present scores deviate away from normal probability. Range depicts that the group of sample is heterogeneous.

Table 4.6 Table showing the level of impact of all the four areas of the questionnaire of SEAS on Total School effectiveness.

S.No	Areas	Level of Impact	Place of Impact
1	Area 1 (About Institution)	24 %	III
2	Area 2 (About Infra structure)	16 %	IV
3	Area 3 (About faculty)	28 %	II
4	Area 4 (About Other resources)	32 %	I
		Total 100	

Hence Hypothesis No.3 –“ There exists no difference between the impact of all 4 dimensions of the SEAS on total school effectiveness” is rejected.

Figure 4.3 Bar Diagram showing the level of impact of all the four areas of the questionnaire of SEAS on Total School effectiveness.

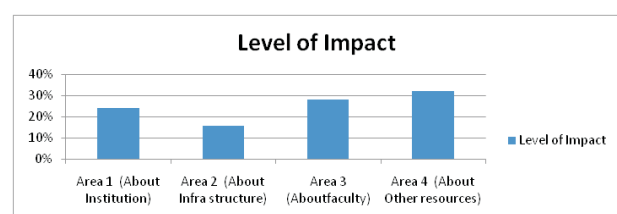


Table 4.7 Table showing the co relational values among the 4 areas of the questionnaire SEAS utilized to assess School Effectiveness.

Co relational Matrix

Areas	1	2	3	4
Area 1 (About Institution)	1	0.413**	0.456**	0.484**
Area 2 (About Infra structure)		1	0.438**	0.495**
Area 3 (About faculty)			1	0.490**
Area 4 (About Other resources)				1

**Significant at both levels, Hence Hypothesis No. 4- “There lies no significant relationship among the impact of all the four dimensions of the SEAS on total school effectiveness” is rejected.

Table 4.8 Table showing the co relational values between each of the area of the questionnaire of SEAS on total School Effectiveness.

S.No	Areas	Corelational values with total	Place of Significance
1	Area 1 (About Institution)	0.765**	3
2	Area 2 (About Infra structure)	0.724**	4
3	Area 3 (About faculty)	0.783**	2
4	Area 4 (About Other resources)	0.814**	1

** Significant at both level,

Hence Hypothesis No. 4 (a)–“ There lies no significant relationship between each of the aspect of SEAS and school effectiveness “ is rejected.

Figure 4.4 Bar Diagram showing the co relational values between each of the areas of the questionnaire of SEAS on total School Effectiveness.

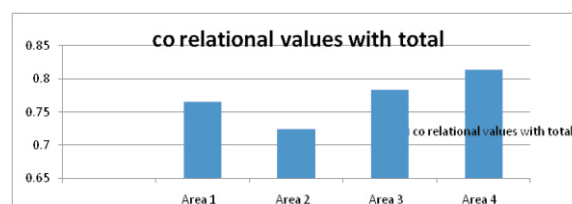


Table 4.9 Table showing the co relational value between Teacher Effectiveness and School Effectiveness

Components	Teacher Effectiveness	School Effectiveness .
Teacher Effectiveness	1	0.832**
School Effectiveness .		1

** Significant at both levels.

Hence hypothesis No.5,-“There exists a significant relation between school effectiveness and teacher effectiveness” is rejected.

Table 4.10 Table showing the mean values S.D and t-test values related to attitudes of sample towards Teacher Effectiveness.

S.No	Category	N	Mean	S.D	t-value
1	Male	155	78.37	9.9	1.75@
2	Female	115	76.21	10.1	
Total		270	@not		

Retained

As the T-Value 1.75 is less than 1.96, it can be interpreted that there is no significant difference between male and female in possessing of attitudes towards Teacher Effectiveness. Hence the hypothesis no:6 is retained.

Figure 4.5 Bar Diagram showing the mean values related to attitudes of sample towards Teacher Effectiveness.

Variable :sex

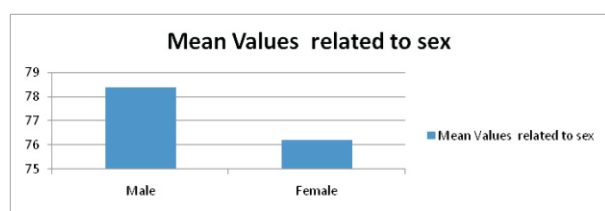


Table 4.11 Table showing the mean values S.D and t-test values related to attitudes of sample towards teacher effectiveness.

Variable: Locality

S.No	Category	N	Mean	S.D	t-value
1	Urban	120	79.48	10.3	2.68**
2	Rural	150	75.1	10.47	
Total		270	@not		

** Significant at both levels. Rejected

Hence, hypothesis no.7- "There is no significant difference between students of higher secondary school coming from rural and urban areas in the perception of school teacher effectiveness" is rejected.

Figure 4.6 Bar Diagram showing the mean values related to attitudes of sample towards teacher effectiveness.

Variable: Locality

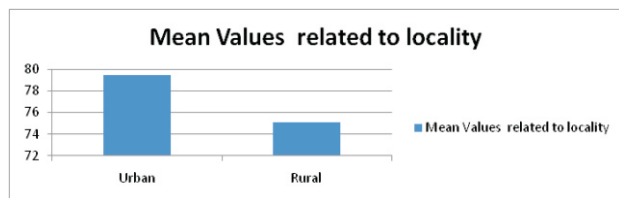


Table 4.12 Table showing the F ratio values of students pursuing their studies in different categories of schools under different management in possession of attitudes towards teacher effectiveness.

S.No	Category	N	Source groups	Mean	Df	F ratio value
1	Govt	90	Between groups	19.93	2	9.968
2	Aided	90	With in groups	1217.46	197	6.18
3	Unaided	90	Total	1237.39	199	

@ Not significant. Hence the hypothesis no.8 –“ There is no significant difference between students of higher secondary school run under different management in the perception of teacher effectiveness. “is retained.

Table 4.13 Table showing the F ratio values of students studying different school subjects in possession attitudes towards teacher effectiveness.

S.No	Category	N	Source groups	Mean	Df	F ratio value
1	Sciences	90	Between groups	69.54	3	23.18
2	Humanities	90	With in groups	1221.00	196	6.23
3	Commerce	60	Total	1290.62	199	
4	Vocational	30				
Total		270				

*Significant. Rejected.

F ratio denotes that there lies significant difference among different stream of subjects. Hence the hypothesis no.9 –“ There is no significant difference between students of higher secondary school studying different subjects like arts, science , commerce and vocational stream in the perception of teacher effectiveness “ is rejected.

Table 4.14 Table showing the mean values S.D and t-test values related to attitudes of sample towards School effectiveness.

Variable: sex

S.No	Category	N	Mean	S.D	t-value
1	Male	155	74.48	9.87	2.81**
2	Female	115	72.04	10.01	
Total		270	@not		

** Significant at both levels. Rejected.

Hence the hypothesis no. 10-“There is no significant difference between male and female students of higher secondary school in the perception of school effectiveness “ is rejected.

Figure 4.7 Bar Diagram showing the mean values related to attitudes of sample towards School effectiveness.Variable :sex

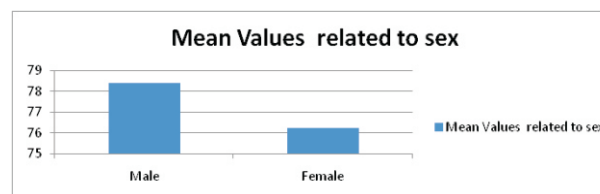


Table 4.15 Table showing the mean values S.D and t-test values related to attitudes of sample students towards School effectiveness.

Variable: Locality

S.No	Category	N	Mean	S.D	t-value
1	Urban	120	76.42	10.43	4.97 **
2	Rural	150	30.1	10.35	
Total		270	@not		

** Significant at both levels. Rejected

Hence the hypothesis no. 11- "There is no significant difference between students of higher secondary school coming from rural and urban areas in the perception of school effectiveness" is rejected.

Figure 4.8 Bar Diagram showing the mean values related to attitudes of sample towards School effectiveness .

Variable: Locality

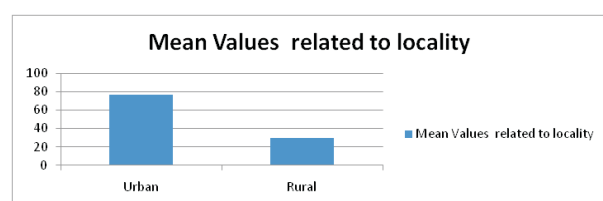


Table 4.16 Table showing the F ratio values of students pursuing their studies in different categories of schools under different management in possession of towards School effectiveness.

S.No	Category	N	Source groups		Df		F ratio value
1	Govt	90	Between groups	24.15	2	12.06	1.72@
2	Aided	90	With in groups	1380.97	197	7.01	
3	Unaided	90	Total	1405.12	199		

@ Not significant. Retained.

Hence the hypothesis no. 12- "There is no significant difference between the students of higher secondary schools run under different management in the perception of school effectiveness ." is retained.

Table 4.17 Table showing the F ratio values of students studying different school subjects in possession attitudes towards School effectiveness.

S.No	Category	N	Source groups				F ratio value
1	Sciences	90	Between groups	85.65	3	28.55	4.01**
2	Humanities	90	With in groups	1395.52	196	7.12	
3	Commerce	60	Total	1481.17			
4	Vocational	30					
Total		270					

*Significant. Rejected.

Hence the hypothesis no. 13- "There is no significant difference between students of higher secondary school studying different subjects like arts, science , commerce and vocational stream in the perception of school effectiveness" is rejected.

FINDINGS OF THE STUDY

1. There exists significant difference between the impact of all the four dimensions of teacher effectiveness on Total Teacher effectiveness.
2. There lies significant relationship among the impact of all the four dimensions of the TEAT on total Teacher effectiveness.
- 2(a) There lies significant relationship between each of the 4 aspects with total teacher effectiveness .
- 3- There exists difference between the impact of all 4 dimensions of the SEAS on total school effectiveness.
- 4..There lies significant relationship among the impact of all the four dimensions of SEAS on Total School effectiveness.
- 4(a).There lies significant relationship between each of the aspect of SEAS and school effectiveness .
5. There exists no significant relation between school effectiveness and teacher effectiveness;
6. There is no significant difference between male and female students of higher secondary school in the perception of teacher effectiveness.
7. There lies significant difference between students of higher secondary school coming from rural and urban areas in the perception of school teacher effectiveness.
8. There is no significant difference between students of higher secondary school run under different management in the perception of teacher effectiveness.
9. There lies significant difference between students of higher secondary school studying different subjects like arts, science , commerce and vocational stream in the perception of teacher effectiveness.
10. There lies significant difference between male and female students of higher secondary school in the perception of school effectiveness .
11. There lies significant difference between students of higher secondary school coming from rural and urban areas in the perception of school effectiveness .
12. There is no significant difference between students of higher secondary school run under different management in the perception of school effectiveness .
13. There lies significant difference between students of higher secondary school studying different subjects like arts, science , commerce and vocational stream in the perception of school effectiveness .

In addition to the major findings,

1. Extra classes of difficult subjects can make improvement in schools.
2. Students believe that winning competition could help the school in gain in reputation in the community.
3. Establishing good communication between administrations can make school effective.
4. Co-curricular activities should be undertaken for student welfare.
5. Teacher should be friendly and time devoting.
6. Students think that counseling to students on various matter and aptitude tests should be conducted by their schools.

EDUCATIONAL IMPLICATIONS

Taking into account the findings of the study,

following educational implications may be used:

- Schools ,in order to be more effective, need to give more emphasis on providing learning experiences to the students.
- Infrastructure resources both human and material should be developed in such a manner that students may not feel deprived of developing their potentials.
- Arranging added classes for weak students.
- Giving experiences to students over and above textbooks.
- Practicing impartiality to students.
- Providing options to the students for selecting subjects of their choice.
- Asking questions in classroom for developing alertness in students.
- Planning curriculum to promote students learning at regular pace.

SUGGESTIONS FOR FURTHER STUDIES

- 1.The study can be conducted on a large sample.
- 2.A study more than one tool can be undertaken so as to make the study in this area more objective.
- 3.A study considering the opinion of Principals, teachers, non-teaching staff, parents and other eminent persons could be undertaken.
- 5.A study can be undertaken to find out the impact of various school factors on the overall performance of the students.
- 6.A study can be undertaken to find out the impact of various teaching competencies on the overall performance of the students.
- 7.A comprehensive study can be undertaken taking in to considerations many more components of teacher effectiveness.
- 8.A comprehensive study can be undertaken taking in to considerations many more components of school effectiveness.
- 9.A study can be undertaken to find out the factors responsible for ineffectiveness of teaching.
- 10.A study can be undertaken to find out the factors responsible for ineffectiveness of schools.
- 11.Comparative studies of perception of government and aided schools students and aided and un-aided schools students can be made.

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