



## **EFFICACY OF PRIMARY SCHOOL TEACHERS IN RAGHUNATHPUR OF PURULIA DISTRICT, WEST BENGAL**

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### **ABSTRACT**

*The all mighty created the man and education shapes him. It is secretly hidden wealth. Education is parmatma and it brings honour and recognition. No amount of wealth can equal education in this world. Every Nation progress with the quality of Education imparted to its citizens. In this modem age of science, education plays an important role in building up of society. Education is the key to national prosperity and welfare. It is recognized as a mirror of the society and educational institution as Society in miniature. Education enables an individual to understand his responsibilities to society and nation and to become ideal citizen. It is a powerful instrument for change in society. "Education is not limited to the imparting of information or training in imparting of information or training in skills. It has to give the educator a proper sense of values".*

### **INTRODUCTION**

In present days teachers are themselves conscious of what is expected of them as teachers in the new social order. They are also concerned with innumerable pressures, tensions and worries about their own status in today's society and proper working conditions in their school environments that often divert and distract them from their real aim as teaching. As a result, by and large, they tend to work mechanically just to receive their salaries as a mere labour force. Their dissatisfaction with the working conditions in schools in particular has significant impairing on the quality of their teaching as in turn on the students performance. This cannot as such so deemed as the hallmark of an effective teacher. The teacher is a dynamic force of the school. A school without a teacher is just like a body without the soul, a skeleton without flesh and blood, a shadow without substance. "There is no greater need for the cause of education today than the need for strong manly men and motherly women as teachers for the young." As social engineers, the teachers can socialize and humanize the young by their man-like qualities. The teacher's task is related to our perception of education. The process of education keeps on changing according to the contemporary demands and needs of the society. Therefore, the present teacher has to play different roles, and he has to be a competent professional, a skilled teacher. He is always expected to be an effective communicator, a designer and user of learning resources, learning facilitator and an active participant in community life.

The role of teacher is considered to be important in all stages of education but a teacher has a predominant part to play at the elementary school level because at this level the school students need the constant attention of their teachers. They consider their teachers as the only source of inspiration and guidance to them. So the question of effectiveness of teachers is very important for the students in particular and the society in general. Elementary education as its meaning suggests caters to the most fundamental needs of all the children and its something that man can't do without. Teachers at elementary level need to be best equipped in terms of his ability to help in laying strong foundations for children's personality. Teaching is an act of sharing knowledge, values, understanding skills and competencies by the learned person. For this task the teachers are also expected to possess good personality, favorable attitude towards teaching with a feeling of pride that they belong to teaching profession. A teacher must be aware of the level and interest of their students. What they have to do next may be the part of a teacher's personality.

### **AN EFFECTIVE TEACHER**

In order to identify an effective teacher, the role and contribution of the teacher to the product of education needs to be examined. This entails that good teacher should possess the knowledge of learner's characteristics, learning process, classroom management, requisite skills to be able to contribute significantly to the outcome of educational process which is the growth of



students in the right direction. There are many activities in this respect. The effectiveness of the educational system largely depends upon the active resourceful and competent teachers. An effective teacher not only imparts the entire educational curricula allotted to him in the best and most efficient manner but also ensures the best possible academic performance and an optimum development of the personalities of the students. In the present scenario when there is a fierce competition in every sphere of life, effectiveness of the teachers becomes imperative to empower the students for facing the emerging challenges of global world. Effective teaching is a par excellence attribute of quality education.

“An effective teacher is the one who quite consistently achieves goals, which either directly or indirectly focuses on the learning of their students.”

### **CHARACTERISTICS OF EFFECTIVE TEACHER**

**1. Training in Pre-Service Programme** -The ultimate aim of teacher education is to prepare effective teachers- teachers who are capable of bringing behavioral changes in pupils under their charge to an optimum level in relation to the input in terms of human energy and material resources expanded in the process. Teacher preparation ought to begin with a sound pre-service teacher education program that may transform an individual into a competent and committed professional functionary, fully equipped with an equally comprehensive professional readiness to perform these tasks with perfection and satisfaction.

**2. Academic achievements** -Academic achievement reveals scholastic performance of the individual in the curricular subjects and shows learning outcomes.

**3. Subject matter knowledge** - Subject matter knowledge is another variable that one might think could be related to teacher effectiveness.

**4. Intelligence** - Intellectual teachers will make full use of their knowledge and provide Intelligence, also known as the general mental ability, helps an individual to adjust to the environment and learn from the past experiences. Operationally speaking, intelligence is the ability which helps an individual to succeed in school or in some job.

**5. Teachers as a Role Model** - Role Models are people who set good examples by the words they speak and by the actions they take. Role Models can be the people you know personally or people you have learned about in the news at school or on television.

**6. Teacher's Character** - A flower in bloom is loved by all and in this lies its glory. Similarly, man may be viewed as having achieved everything in life when he becomes perfect in character.

**7. Teacher's Personality** - Every teacher must have a good personality. Radiant, pleasing and impressive personal appearance, refinement, pleasant manners, enthusiasm, drive, initiative, open mindedness etc., are some of the essential traits of an ideal teacher.

**8. Teacher's Mental Health** -We speak of education as a lamp lighting another lamp, one life making another life and a spirit speaking to another spirit. We can achieve this objective, if the teachers have good mental health. Students develop interest in those subjects, which are taught by pleasing and genial teachers.

**9. Teacher's Physical Health** - A teacher should possess a sound body along with a sound mind. He should have a sound physical health, physical energy and vitality. This will make him alert, cheerful, happy, dynamic and enthusiastic.

**10. Teacher's Emotional Intelligence** - Teachers should be emotionally well balanced. Emotionally healthy teacher will not magnify their importance.

**11. Social Adjustment** - Sociability is another important quality of a teacher. He should have a sound social philosophy and he should make his best contribution to the society. He should know how to adjust himself to the social surroundings in which he lives. He should not be quiet, retreating and introverted. He should be free from worry, anxiety and egotism. He should mix well in society and take a helpful interest in his neighbour.

**12. Teacher's Professional Efficiency** -The teacher must possess a strong sense of vocation and true devotion to teaching. He should have a genuine love for his calling. For his professional efficiency, he should have knowledge of psychology and educational philosophy, and a clear understanding of aims, contents, methods and materials of instruction, perfect skill and interest in the teaching . He must possess a fair knowledge of national and international current affairs.

**13. Teacher's Accountability** - Lessinger advocates that each child has a right to be educated in order to become a productive citizen of a country. The parents and the citizens have a right to know the progress of education of their children.

**14. Professional Ethics of Teachers** - Teachers, who consider their job as a profession, work only for pay cheque. Their work is considered useful for their own sake. Since perchance they have occupied a professional chair they try for their own good, at the cost of others.

• **Towards Students** - It should be teachers primary duty to understand them, to be just, courteous, to promote a spirit of enquiry, fellowship and joy in them, not to do or say anything that would undermine their personality, not to exploit them for personal interests and to set before them a high standard of character, discipline and personality.

• **Towards Profession** -It should be teachers primary duty to be sincere and honest to their work and to go thoroughly prepared to the class, to endeavor to maintain their efficiency by study and other means; not to do or say anything which may lower their prestige in



the eyes of their students; not to write or encourage the use of help books; not to exert any pressure upon their students or their parents to engage private tuition, not to act as an agent or accept commission and other compensation for recommending books.

• **Towards Society** -It shall be teachers' primary duty to set an example in citizenship, to endeavor to promote the public good, to uphold the dignity of their calling on all occasions, to size up the demands and aspirations of the society, to be dynamic leaders when required and to be ideal followers when desired.

## TEACHER EFFECTIVENESS

Teachers who inspire and motivate the students are included in the category of "Effective Teachers. Teacher effectiveness plays a pivotal role in the teaching learning process. It, being the hub of the whole programme, needs close observation and critical analysis. It is generally agreed that the "goodness" of an educational system to a great extent is dependent on quality of teachers available to implement it. An effective teacher may be understood as one who helps in the development of basic skills, understanding, proper work habits, desirable attitude and value judgment. Teacher effectiveness concerns with these outcomes and the objectives of education. It points to the effects of a teacher in the classroom situation.

Effective teachers consistently achieve goals that focus on desired outcomes for their students. Teacher effectiveness is encompassed in knowledge, attitudes, and performance.

### Knowledge

Teachers have excellent verbal and written communication skills. Teachers have thorough knowledge of the subjects they teach and pedagogical methods for teaching those subjects to students. Teachers know a variety of pedagogical strategies, and when and with which students these are appropriate and likely to be effective.

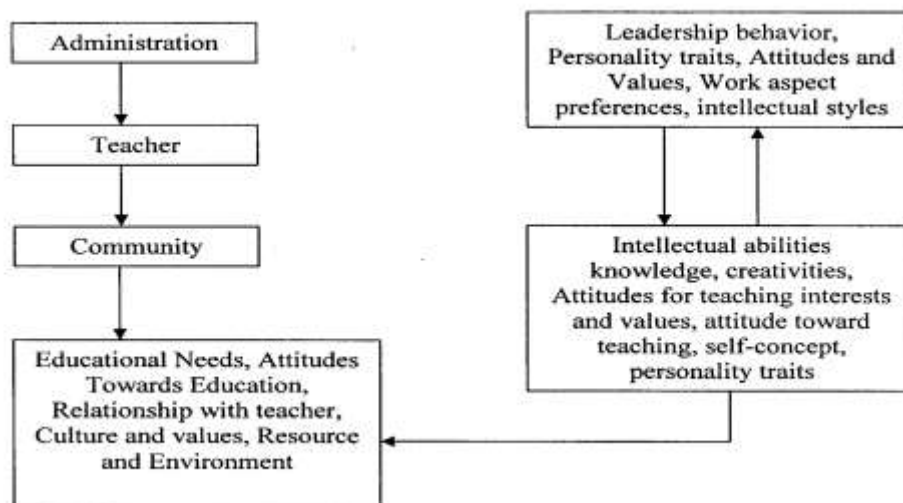
### Attitudes

Teachers respect their students regardless of their background, language, or ethnicity. Teachers have high expectations for the learning of all students. Teachers view student errors as a window to their thinking that can be used to improve student learning.

### Performance

Teachers' classrooms are well organized, providing an environment that fosters an interest in learning. Teachers develop classroom rules with students and maintain safe and orderly classrooms in which all students are treated fairly and equitably.

**A model of Teacher Effectiveness**



### Factors Influencing Teacher's Effectiveness.

Some of the factors that could have great influence teacher Effectiveness apparently would be : i) Locus of control, ii) Psycho-social maturity, iii) Organizational conflicts iv) Intelligence, v) Academic Back ground, vi) Altitude towards teaching profession, vii) Socio Economic status, viii) Age, ix) Self-Concept, x) Teaching Experience, xi) Professional Training Center, xii) Level of Aspiration, xiii) Climate, and xiv) Job Satisfaction.



## REVIEW OF LITERATURE

According to Southern (1974)<sup>1</sup>, “An effective teacher is the one who has a sense of humour, ability to understand the students and their problems, ability to explain things clearly so that students can easily understand what is being taught, ability to make any subject interesting to learn, ability to control the class, ability to be ready and willing to help students when they need and ability to be as fair as possible in dealing with students.” In the words of Anderson (1991)<sup>2</sup>, “An effective teacher is the one who quite consistently achieves goal, which either directly or indirectly focus on the learning of the students”.

The most significant factors which influence the quality of education and its contribution to national development are the quality, competence and character of teachers. “Teachers are vital to education and one key element for the facilitation of students learning.” Milan & Darling (1990)<sup>3</sup> revealed that teacher effectiveness is the effect that the teacher’s performance has on pupils. Teacher effectiveness depends not only on the competence and performance but also on the responses pupils make. (As cited in Malik, 2005)<sup>4</sup>. American Commission on teacher education (1974) remarked: “the quality of a nation depends upon the quality of its citizens. The quality of its citizens depends, not exclusively but in critical measure, upon the quality of their education. The quality of their education depends, more than any other single factor, upon quality of their teachers.

According to them, an effective teacher is he who has a sense of humour, ability to explain things clearly so that students can easily understand what is being taught, ability to make any subject interesting to learn, ability to control the class, ability to be ready and willing to help students when they need, and ability to be fair as possible in dealing with students.

According to Sheela Mangla, (2001)<sup>5</sup>, “Good teachers show a balance of qualities -continuous growth for excellence, readiness for guidance, set high value standards so that they can equip the children wisely and effectively, they are purposeful whose energies and values are organized and focused on their teaching work; they are thinkers and constructive workers with intellectual bent for achievements; they warm up the students, appreciate their efforts and encourage them to work harder; they have a hunger for vividness, for wholeness and completeness in their ideas, they are sensitive and responsive, they have a conscience and patient and persistently curious.”

Tagore has aptly said, “A lamp can never light another lamp unless it continues to burn its own flame: a teacher can never truly teach unless he is still learning himself.” Pritam Singh (1998) said that, who are: teaching instead of tutoring, checking practices in examinations instead of encouraging them: commanding respect rather than demanding it from their students, observing professional ethics instead of violating it. Such half-backed teachers, who might have had good graduation degrees in their respective subjects, lack the needed professional competence to teach and make pupils good learners and good human beings.

Vijayalakshmi (2002)<sup>6</sup> conducted a study on factors effecting teacher effectiveness with the objective to find out the effect of some independent variables viz. sex, age, qualification, status of the college, type of college, subject of teaching and designation of the teacher on Teacher - Effectiveness. Sample consisted of 220 lecturers working in degree colleges and colleges of Education.

The main finding was that except age, all variables had no significant impact on the variable under study on teacher effectiveness. Malik (2005)<sup>7</sup> carried out a study on teacher performance of Senior Secondary School teachers in relation to their job satisfaction and adjustment. The objective was to compare the level of performance of senior secondary school teachers in relation to their age, gender, experience and locality. The sample included 400 senior secondary teachers selected from four districts of Haryana-Bhiwani, Jhajjar, Panehkula and Gurgaon.

Suja (2007)<sup>8</sup> in a study found that attitude towards teaching, interest in teaching and teaching experience have significant main effect on job commitment of teachers. In other, Usha & Sasikumar (2007)<sup>9</sup> revealed that teacher commitment is the best predictor of job satisfaction among school teachers. Saxena & Singh (2008)<sup>10</sup> conducted a study on teaching competency of different level teachers with the objective to compare the teaching competency of male and female teachers. A sample of 200 teachers was selected. The result showed that teaching competency of male and female is equal. Sylvester (2010)<sup>11</sup> held that the factors like gender, location of institute, educational qualification and years of teaching experience of teacher educators have no impact on their attitude towards teaching profession as well as level of job satisfaction.

Kalra (2010)<sup>12</sup> conducted a study on effect of gender and adjustment on teaching effectiveness of higher secondary teachers with the objective to find out the level of teaching effectiveness of higher secondary school teachers in relation to gender.

## SIGNIFICANCE OF THE STUDY

Education is perceived to be a universal phenomenon. It is adequately organized and regulated through formal institution like schools and colleges. There are different factors which determine the quality of education and its contribution to national development. The quality competence and character of teachers are undoubtedly very significant. Nothing is more important than to secure a sufficient supply of high quality personnel to the teaching profession providing them with the best possible professional preparation and to create satisfactory conditions of work to make their teaching more effective. Today the main trust of the whole education system is on “Elementary education” and more so its effectiveness for the all round development of the children. The quality, competence and character of teachers are undoubtedly very significant. Hence, the present study was undertaken to assess the



level of professional commitment of teacher educators and identify the factors responsible for declined commitment and dedication among teacher educators that consequently result in undesirable role played by them in teacher training institutions.

### OBJECTIVES OF THE STUDY

- To study the level of Teacher effectiveness of primary school teachers of Raghunathpur Block-1 of West Bengal.
- To study the level of Attitude Towards Teaching of primary school teachers of Raghunathpur Block-1 of West Bengal.
- To study the relationship between the level of Effectiveness and level of Attitude Towards Teaching of primary school teachers of Raghunathpur Block-1 of West Bengal.

### METHODOLOGY OF THE STUDY

This present study is based on primary as well as secondary data. The primary data has been collected from 80 teachers with help of questionnaires & survey method. The research tools were administered to 80 teachers of Govt. primary Schools. Before administering the tools, the investigator went to the randomly selected 28 different primary Schools which were situated in Raghunathpur- block1 and contacted the principals of Govt. schools to obtain permission for collecting data from their teachers. The secondary data also collected from, books journals, articles and internet. The collected primary data has been analyzed with help of SPSS tools.

### DATA ANALYSIS AND INTERPRETATION

**Table No-1: Demographic profile of the Respondents**

Gender	Male	Female	Total
	40 (50.00%)	40 (50.00%)	80 (100.00)
Teaching Experience	Less than 10 Years	More than 10 Years	
	27 (33.75)	53 (66.25)	80 (100.00)
Age	Less than 45 Years	More than 45 Years	
	33 (41.25)	47 (58.75)	80 (100.00)

From this table it is clear that, both male and female Primary School Teachers were 50% and 50% Respectively in Raghunathpur Block-1 of West Bengal. In case of the Experience of teacher, Both more than 10 years and less than 10 years Elementary School Teachers were 66.25% and 33.75% respectively. On the basis of age, Both more than 45 years and less than 45 years Elementary School Teachers were 58.75% and 41.25% respectively.

#### Effectiveness of Elementary School Teachers

The analysis of total sample on teacher effectiveness was done to have picture of the existing level of Teacher Effectiveness among the Government Elementary Teachers of Raghunathpur Block-1 of West Bengal. The total scores obtained by the teachers, their mean and standard deviation are as shown in Table.

#### Effectiveness of Elementary School Teachers

N	Variables	No. of items	Mean	S.D.
80	Teacher Effectiveness	18	122.60	18.16

Table 2 shows that the mean score and standard deviation of teacher effectiveness are 122.60 and 18.16 respectively. As the obtained mean score falls in the average i.e. average effective, this can be interpreted that elementary teachers of Raghunathpur have been found to be 'average effective' in their level of effectiveness as teachers.

**Comparison of Effectiveness of Demographic profile and Elementary school teachers.****Mean, SD and t-value of Effectiveness of Demographic profile of elementary school Teachers**

Groups	N	Mean	S.D.	t-value
Male	40	112.99	14.94	0.38(N.S.)
Female	40	112.22	17.45	
More than 10 Years	53	121.32	16.61	2.20 (N.S.)
Less than 10 Years	27	79.35	14.69	
Teachers having age 45 years and more	47	114.40	12.87	0.78 (N.S.)
Teachers having age less than 45 years	33	104.97	14.31	

The mean scores of male and female teachers on composite scale were found as 112.99 and 112.22 and S.D. as 14.94 and 17.45 respectively. Since mean scores fall in 'average effective' teachers by their means. Both the groups were found to be almost equal in their effectiveness as teacher, though with a marginal difference in favour of the male teacher (by +.77 mean difference) which may be due to sampling error. The calculated t-value between these two groups 0.38 being less than the table value of 't' at 0.05 level of significance.

Table also shows that t-value of effectiveness of elementary school teachers having teaching experience of 10 years and more with those having teaching experience of less than 10 years is significant at 0.05 level, further it reveals that mean effectiveness score of elementary school teachers having teaching experience of 10 years (121.32) is higher than the mean effectiveness score of elementary school teachers having teaching experience of less than 10 years (79.35) by +5.97, which means that experienced teachers are more effective in teaching than less experienced teachers, even though both of them belongs to 'average effective' teachers by their means.

The above Table reveals that t-value 0.78 for difference in the mean scores of the teachers of the age 45 or more with those of the teacher having age less than 45 years is not significant at 0.05 level of significance. The mean scores of teacher having age 45 or more years, is 114.40 which is higher than the mean scores of teachers having age less than 45 years which is 104.97. Even though both of them belong to 'average effective' teachers, though with a difference of +3.43 mean in favour of the elder group.

**SUMMARY**

Education is recognized as a mirror of the society and educational institution as Society in miniature. Education enables an individual to understand his responsibilities to society and nation and to become ideal citizen. It is a powerful instrument for change in society. The all mighty created the man and education shapes him. It is secretly hidden wealth. Education is parmatma and it brings honour and recognition. No amount of wealth can equal education in this world. Every Nation progress with the quality of Education imparted to its citizens. In this modern age of science, education plays an important role in building up of society. Education is the key to national prosperity and welfare. It is recognized as a mirror of the society and educational institution as Society in miniature. Education enables an individual to understand his responsibilities to society and nation and to become ideal citizen. The overall level of Attitude Towards Teaching of Govt. primary School teachers of Raghunathpur has been found to be average, which is consistently sustained along all the Attitude Towards Teaching factors chosen for the study i.e. by gender, age, as well as by teaching experience.

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