



AN ANALYTICAL STUDY ON SENIOR SECONDARY SCHOOL EDUCATORS

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ABSTRACT

The showing adequacy was assessed by a self-rating scale, specifically Jayaraman's Teacher Effectiveness Scale (JTES) created by Jayaramanna. The essential point of this investigation was to investigate the distinctions in showing adequacy of the optional teachers as far as their sexual orientation, area of the schools and their assignment. If there should arise an occurrence of sex and area of the schools, it was discovered that instructors are not distinctive in their methodologies of showing viewpoint and social part of educating adequacy. Be that as it may, in close to home perspective, proficient viewpoint, scholarly part of showing viability and after all in showing adequacy itself, the instructors contrasted essentially because of their sex and the area of the schools. In the event of the assignment, instructors showed contrasts in every one of the parts of showing adequacy and furthermore in educating viability. Successful Teaching is a workmanship and no simple undertaking. For the most part Teaching is conveyed by an instructor to improve the measure of learning of a student. To make learning more significant, justifiable and productive to a student, viability of instructing conveyed by an educator is extremely fundamental condition. Through the current examination an endeavor has been made by the agents to consider the degree of teaching Effectiveness of Secondary School Teachers in the area of Purba Medinipur, West Bengal.

Keywords: *Teaching Effectiveness, Educators*

INTRODUCTION

Instructor is the establishment of any country. The progression and improvement of a country by and large depends upon its teachers" local area because of their respectable and tremendous responsibilities in country building. They have significant responsibilities in making and embellishment each and every person of the overall population. The nature of preparing is directed by the nature of instructors. That is the reason instructors are seen as fundamental and indispensable factor of any preparation structure. They are insinuated as the people who train to give the showing learning measure. Educators are the foundation of the informative structure the academic accomplishment or frustration of an understudy by and large depends upon this factor of preparing. That is the reason Kothari Education Commission has pertinent remarked that "of the multitude of different components which sway the nature of preparing and its obligation to country improvement, the quality, ability and character of educators are doubtlessly the most basic". In light of everything, it is immovably clear that there is a significant association

between educator's components and understudy's achievement. There are such immense quantities of components which impacts students' academic achievement. According to Postlethwaite students' educational achievement is dependent upon Teacher-related Variables, Environment or Family-related Variables and School-related Variables. Among these components, perhaps the most imperative Teacher-related Variables or components which contribute immensely to improve students' academic achievement is „Teaching Effectiveness“.

TEACHING EFFECTIVENESS

A good teacher is the one who encourages student's faith in teaching their subject, takes time to explain things and treats people equally. A teacher has to face innumerable challenges he play different roles in his/her institute. Teacher not only plan lessons but also organizes activities, provides motivation, keeps necessary records, makes purchases, administers timetable, provides oral and aural teaching aids, and motivates the students by words and deeds. stated that an effective teacher is the one who is quite consistently achieve goals with either directly or indirectly focus on the learning of their students. Investigated the factors related to effective teaching in secondary schools and found effective use of teaching aids, use of illustration, motivation, impartial attitude of teachers, improved supervision as major factors related to teaching effectiveness conducted study on the concept of teacher efficiency and its influence on teacher in classroom behaviour and student achievement. Results indicated that high and low efficiency teachers differ in instructional practices, classroom organization. Motivation is a combination of many different aspects that comprise a part of teacher's pedagogical knowledge. Motivation of teachers has been a prime concern of school and college administrators. Every educator needs to be concerned about motivation. It is a quality that students, teachers, parents, school and college administrator, and other members of the community must have if our educational system is to prepare young people adequately for the challenges and demands of the coming century. Of course, the way these various groups of individual generate and use motivation differs greatly. Motivation is an important tool that is often under-utilized by heads of institutions in today's work place.

Heads use motivation techniques at the work place to inspire teachers to work, both individually and in groups, to produce the best result for education in the most efficient and effective manner. This work motivation is prerequisite from bringing out effectiveness in teaching. Work motivation is anything done to make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work so that students, parents and the society will greatly benefit from their services. Work motivation appears crucial because it predicts not only teachers' engagement and well being but also student's outcomes such as motivation and learning. It appears to be vital for optimal human functioning in the workplace because teachers who are highly motivated are found to be more engaged in their work and more satisfied.

As far as effectiveness is concerned, experience also plays a major role in this as explore the attitude of effective and ineffective teacher's towards teaching profession .The major findings included that there was no significant differences between effective teachers having high or low experience in terms of their attitude towards their profession. High experienced effective teachers, attitude was positive towards teaching profession than low experienced ineffective teachers. Age of effective teachers was not differentiating factor in their attitude towards teaching profession. There has been a considerable

difference found in male and female teachers regarding teacher effectiveness as explored in their study on teacher effectiveness that only male and female teachers are different significantly on teacher effectiveness and the female teachers are comparatively much effective than their counterparts. revealed that female teachers are emotionally more mature/stable than male teachers apart from these emotionally mature/stable teachers are more effective in their teaching than emotionally immature/unstable teachers. It was also found that there is no sex difference in emotionally mature group and emotionally immature group with respect to teacher effectiveness. Conducted the study of characteristics of effective teaching, perceptions of pre-service teachers In this particular study the researcher studied the perceptions of 219 pre-service teachers about the characteristics of effective teaching and investigated factors that may have influenced their responses.

Six dominant themes were identified, headed by student centeredness and enthusiasm for teaching. It also established four profiles of student responses of these themes. Conducted the study that effective and ineffective teachers had sharp distribution in relation to the particular personality traits like emotional construction marked inhibition of sexuality, dependency, difficulty in establishing close personal relationship given to introspection etc It was found that effective teachers had deepened personality characteristic; whereas ineffective teachers had difficulty in establishing close personal relationship. Conducted a research on teaching effectiveness in schools and concluded that effectiveness may be understood as one's hold on the circumstances as well as on himself, befitting the best of his total adjustment. Conducted the study on relationship between the emotional intelligence and teaching effectiveness at primary level in this study it was found that emotional intelligence is positively related to teaching effectiveness. Conducted a study on teaching effectiveness of secondary schools teachers and found that on teaching effectiveness, central school teachers scored significantly higher in mean value than teachers of state government.

WORK MOTIVATION

Work motivation is a set of energetic forces that originate both within as well as beyond the individuals. Work motivation initiates work related behaviour and determine its form direction, intensity, and duration. It is a process used to encourage and inspire workers to perform their jobs thoroughly and well. Work motivation plays a vital and significant role in the lives of individuals, groups, communities, establishments, organizations, notions. Motivation is a process that starts with a physiological and psychological deficiency or need that activates behaviour or a drive that is aimed at a goal or an incentive. Motivation is necessary but insufficient condition for excellent performance, but actual performance depends on the ability of the worker and the circumstances of the job as well as on the motivation. A motivated and committed school teacher has the opportunity to influence the student significantly in building a global view that rests on a faith commitment.

Found that the effect of leadership behaviour of heads on their subordinate teacher's work motivation and frustration. The result shows that leadership behaviour of heads has a direct and significant effect on the work motivation and frustration. It was found that where there is a cooperative head is working there teacher are also enjoying their jobs with zeal. Similarity investigated the relationship between job satisfaction and motivation. It was found that motivation and job satisfaction correlated significantly with gender, responsibility levels, subject, years of teaching experience, age and activity. Further result

shows that socializing generally did not lead to motivation and satisfaction levels that were as high as those found in teaching.

For this group of teachers who work in a school with a selective student body, overall motivation and job satisfaction levels were high. Examined that job satisfaction and job motivation of secondary school teachers in Cuttack district of Orissa. The result indicates that teachers who were motivated were also found to be highly satisfied with their jobs. According to the researcher higher motivation was found among rural, trained and government school teachers as compared to their counterparts. Examined that teacher's motivation to work and some factors associated with high and low work motivation of teachers viz. their job satisfaction, personality factors, school organizational climate and pupil likings.

The researcher reported that in general, motivation to work was average or above average. Teacher's motivation to work was significantly related to job satisfaction and pupils' ratings. Those belonging to female sex group, those younger in age, those having experience of up to 10 years, those working in urban areas, private schools, in girls. Schools and in coeducational schools displayed higher motivation to work than their counterparts. Status, qualification, family income, size of school and management did not seem to exert much of an impact on motivation to work whereas location and type of school had. Motivation at work not only ensures that work is done in time but also ensures that quality of work is not compromised. For motivation at work place, the environment is very important. There are many factors which affect the work place environment to increase the motivational levels of employees. Work place is all about people working together to achieve a uniform goal. So it is important that all the co-workers respect each other and never show disrupt towards each other. If employees have good understanding of the work other perform and how their duties are adding value to the organization then it is easier to create a work place where respect and responsibility prevails. Good relationship between employees also decreases the stress level and employees feel more relaxed at work place. Leader plays a key role in maintaining a conducive work environment.

Examined that teacher's motivation to work with the objective of identifying the factors that affect teacher's motivation to work.

It was found that school organization, classroom teaching, evaluation and guidance, co-curricular activities and extra activities were the five main areas of teachers' motivation to work. Saeed (2012) studied the work motivation of male and female secondary school teachers in Karachi. It was found that female teachers were found to be more motivated to their work than male teachers. George et al (2012) examined the importance of organizational commitment in motivating the teachers. The results of the study indicated that a positive relationship between work motivation and organizational commitment of teachers. More committed teachers were found to be more motivated.

Webb (2007) and job satisfaction levels studied the relationship between school principals, leadership strategies and teacher's work motivation.

The result indicates that there is significant relationship between teachers' perceptions of the school principals' leadership approaches and teachers' work motivation, teachers' job satisfaction levels, and teachers' work motivation and job satisfaction levels. Finally there were no statistically significant

relationships found between teachers' work motivation, job satisfaction levels, and work motivation and job satisfaction levels and their years of experience. Bryant (1996) examined the association between the leadership Style of public secondary school principals and the motivation levels of their teachers. There was a statistically significant relationship between the leadership styles of secondary school principals and the motivation level of the teachers who were employed in those schools. Sharma (2005) examined on the effect of work motivation on job satisfaction of teachers. The results shows that gender of the teacher had no influence on their job satisfaction; however the level of motivation did have a significant impact on job satisfaction. Sindhu (2005) explored on teacher's motivation to work, student's adjustment and their likings for their teachers in relation to their academic achievement. It was found that teachers' gender did not yield differential influence on their motivation to work. Also, highly motivated teachers did not succeed in producing high pupil achievement.

REVIEW OF LITERATURE

Padmanabaiah (2013) directed an investigation on "Occupation Satisfaction and Teaching Effectiveness of Secondary School Teachers". He tracked down no huge distinction existed between appropriately qualified and over qualified instructors with respect to their Teaching Effectiveness. In any case, age and experience of instructors showed that there were extraordinary impact existed on their Teaching Effectiveness.

Jayamma (2002) detailed that preparation didn't impact the expert achievement of instructors, yet experience and capabilities affect the expert accomplishment of educators.

Vijaya Lakshmi (2005) directed an investigation on "Educator Effectiveness and Job Satisfaction of Women Teachers" to discover the impact of territory, the executives and subject of instructing on instructor adequacy and occupation fulfillment. The discoveries of the examination uncovered that the region of school and subject of instructing fundamentally affect instructor adequacy.

Jones (2005) through his investigation discovered that there was no huge distinction among prepared and undeveloped instructors with respect to their Teaching Effectiveness in Barbados.

Sharadha and Pareswaram (2008) in their investigation on "Educator Characteristics and Learning in the Classroom", make an endeavor to inspect the job of some social varieties among instructors and their potential ramifications for powerful study hall educating and learning. The discoveries of the examination uncovered that the sex and region of the establishments essentially affected the conduct varieties in the level of their Teaching Effectiveness.

Sundara Rao (2009) examined "Educator Effectiveness as an Observational Study" by utilizing 90 Teaching Staff through the observational strategies. He found that sex had no critical alliance with instructor adequacy scores. It is tracked down that female instructors were more viable than male educators. It is uncovered that science instructors were nearly more successful than expressions of the human experience educators. Alongside this it is likewise found that trained instructors were relatively more compelling than the undeveloped educators.

Sodhi (2010) has directed an examination on "Instructor Effectiveness of Secondary School Teachers of Punjab comparable to School Organizational Climate". The discoveries of the examination uncover that there were no huge contrasts in Teacher Effectiveness of auxiliary teachers across sex, area, stream and showing experience gatherings.

Kiadese (2011) has led an investigation on "An Assessment of the Teaching Effectiveness of

Prevocational Subject Teachers in Ogun State, Nigeria" The discoveries of the investigation uncovered that larger part of the prevocational subject instructors had low Teaching Effectiveness. It is discovered that there was no critical sexual orientation distinction in the Teaching Effectiveness of prevocational subject educators. Moreover, it is additionally discovered that there was no critical distinction in the Teaching Effectiveness of graduate and non alumni prevocational subject educators.

Malik and Sharma (2013) have led an investigation on "Teaching Effectiveness of Secondary School Instructors in Relation to their Professional commitment". This study uncovers that sex of educators doesn't bear any relationship with their Teaching Effectiveness. It likewise uncovers that region of schools doesn't impact the Teaching Effectiveness of instructors.

Tyagi (2013) led an examination on "Showing Effectiveness of Secondary School Teachers in Relation to their Demographic Characteristics" to find out segment attributes astute impression of Secondary School Teachers with references to their instructing viability. The discoveries of the examination uncovered that Qualification, Stream, Teaching Experience and Locality of the School altogether affected the Teaching Effectiveness of optional teachers.

Onyekuru and Ibegbunam (2013) directed an examination on "Teaching Effectiveness of Secondary School Teachers in Emohua Local Government Area of Rivers State, Nigeria" to find out the Teaching Effectiveness of optional teachers in Emohua Local Government Area. The consequences of the investigation uncover that the Teaching Effectiveness of auxiliary teachers in Emohua Local Government Area was less than ideal and subsequently low. It is discovered that sexual orientation had no critical impact on Teaching Effectiveness of auxiliary teachers. In any case, it is discovered that Teaching Experience and Qualification affected Teaching Effectiveness of optional teachers in Emohua Local Government Area of Rivers State, Nigeria.

Eleri (2013) has led an examination on "Showing Effectiveness in Elements of Special Education in NCE-Awarding Institutions in Nigerian:- Influence of Teacher Qualification and Experience". The discoveries of the examination showed that different parts of study hall educating were incapable (implies range from 2.08 to 2.63). Lecturers' capability and experience didn't altogether influence their instructing adequacy.

OBJECTIVES OF THE STUDY

- i) To explore the teacher effectiveness in (personal, professional, intellectual, social and strategies of teaching and social) aspects of the secondary school teachers.

RESEARCH METHODOLOGY

The principle point of the current examination was to contemplate the impacts of school authoritative environment on instructor effectiveness overall and in mix with certain individual factors like sexual orientation, area, stream and teaching experience. Likewise it meant to assess how powerful teachers vary from less successful ones as far as occupation fulfillment and instructor mentalities. To research the elements basic these factors, legitimate methodology and normalized devices were utilized.

DATA ANALYSIS

The motivation behind the current study was to investigate educator adequacy among secondary school instructors of Punjab in relation to school organizational environment along with investigating the interaction impact of school organizational environment with location of school, sexual orientation, showing experience and control of educating. For this reason analytical way to deal with analysis for example analysis of variance and t-test was followed to meet the targets of the study. It very well might be mentioned once again that assumptions of analysis of variance were not tried with respect to 'educator adequacy', as a reliant variable keeping in see the observations of Norton and Box study (Guilford and Fruchter, 1981, pp.283-84) that F-test is strong to any sort of deviation in routineness of information. It very well might be mentioned that inspecting of secondary school educators was made on random premise and equivalent number of cases in every cell of factorial plans was guaranteed again utilizing random technique. The formation factorial characterizing for and results are talked about as under:

IDENTIFICATION OF SCHOOL ORGANIZATIONAL CLIMATE AND CLASSIFICATION OF TEACHERS IN DIFFERENT TYPES OF SCHOOL ORGANIZATIONAL CLIMATE

Based on scores got by secondary school educators on eight dimensions of school organizational environment, to be specific withdrawal, alienation, espirit, closeness, psycho–actual hindrance, control, production accentuation and humanized push, the secondary schools were grouped into six sorts and each school was assigned into six distinct kinds of school organizational environment. The distribution of schools and number of educators in each sort of school organizational environment is given in Table 1.1.

Table 1.1 Distribution of Secondary School teachers in terms of School Climate

Number of schools /teachers	School Organization Climate						Total
	Open	Autonomou s	Familiar	Controlled	Paternal	Closed	
No. of schools	09	13	14	16	14	09	75
No. of teachers	16	24	10	13	18	11	92

CONCLUSIONS

The secondary school teachers perceiving autonomous and familiar type of school organizational climate have exhibited significantly higher levels of teacher effectiveness as compared to that perceiving school climate to be of closed type.

1. There are no significant gender differences in teacher effectiveness of secondary school teachers.
2. There are no significant mean differences in teacher effectiveness of rural and urban secondary school teachers.
3. There are significant mean differences in teacher effectiveness of secondary school teachers teaching in science, social studies and language streams.
4. There are no significant mean differences in teacher effectiveness of secondary school teachers varying in their teaching experience.

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