

Study of the Teacher Effectiveness as Perceived by the Students of Higher Secondary Level

Ritu Tyagi*

Principal, Institute for Education and Technical Sciences, Ghaziabad, India

Abstract: An effective teacher is amongst the foremost factors contributing to educational improvement, which we are trying hard to achieve. The term teacher effectiveness consists of two words “teacher” and “effectiveness”. Teacher means a person who possess teaching competence and certain professional qualities and is also employed in an official capacity, for the purpose of guiding and directing the learning experiences of students in an educational institution. We here tried to show different dimensions of teaching effectiveness and how the student of higher & secondary level bearing introvert and extravert dimension of personality differ. It also reveals that whether the teacher effectiveness perceived by extravert and introvert students differ or not the socio-emotional climate, communication dimension, systematic behaviour dimension, the structure dimension of the teaching effectiveness of the teacher as perceived by introvert and extravert students of higher secondary level.

Keywords: Introvert, Extrovert, Socio economic environment, Teacher effectiveness, Socio-economic status.

1. Introduction

An effective teacher is amongst the foremost factors contributing to educational improvement, which we are trying hard to achieve. After independence, crores of rupees have been spent to open new schools and provide them with adequate equipment and other facilities. As a result, workers in the educational field have end favoured to develop better curriculum, textbooks and teaching aids, considerable effort has been made to devise better means of assessing student's achievement and techniques of teaching. But, all this of no use and the developmental target are bound to remain unachieved unless schools are staffed with effective teachers. Determination and measurement of teaching effectiveness is bound to help in better selection of prospective teachers. This study may be significant for teacher education, as teacher education become meaningful only when it is based upon the promotion and development of qualities which are essential for success in teaching. The personality of teacher had direct and cumulative impact on the lives and learning habits of pupils. It is neither expected nor desired that some ideal model of a teacher be established. Each teacher has his unique combination of experiences, interests, perceptions and attitudes and he must use them in ways most appropriate to him. In the present study the researchers have tried to show different dimensions of teaching effectiveness and how the student of higher 4

secondary level bearing introvert and extravert dimension of personality differ. It also reveals that whether the teacher effectiveness perceived by extravert and introvert students differ or not.

2. Teacher Effectiveness

Teacher effectiveness is how well a teacher's teaching impacts student learning. It's a dynamic process that involves creating and adapting learning environments. Teacher effectiveness is how well a teacher's teaching impacts student learning. It's a dynamic process that involves creating and adapting learning effective teachers.

3. Introvert Student

A person whose personality is characterized by introversion: a typically reserved or quiet person who tends to be introspective and enjoys spending time alone. Note: Introverts are typically more comfortable interacting with small groups of people rather than large groups (as at parties).

4. Extrovert Student

Extroverted students are outgoing, sociable, and energetic learners who thrive on social in People who are extroverts tend to be very talkative, sociable, active, and warm. Jung defined an extrovert as someone who feels energized by the external world and social interactions. They often learn best through discussion and collaboration.

5. Socio Economic Environment of Student

A student's "socioeconomic environment" refers to the broader social and economic conditions surrounding them, including their family's income, parental education level, occupation, and access to resources, which collectively contribute to their "socioeconomic status" (SES) and significantly impact their educational opportunities and life experiences.

Socio-Economic Status can have a powerful influence on learning outcomes. While poor performance does not automatically stem from socio-economic disadvantage, schools sometimes reproduce existing patterns of advantage and disadvantage, rather than create a more equitable distribution of learning opportunities and outcomes for students.

*Corresponding author: tyagiritu1971@gmail.com

6. Method of the Study

In order to achieve the objectives of the study Normative Survey Method was used.

7. Sample of the Study

The sample of 120 students from class XI belonging to age groups of 16-18 years were taken from the school randomly.

8. Variable Involved and Tools Used

The present investigation aimed at to find out the relationship between teacher effectiveness as perceived by students and personality traits of secondary level. To measure each one of these variables the following tools have employed.

1. Maudsley Personality Inventory (MPI) by S.S. Jalota and S.D. Kapoor.
2. Students rating of teaching effectiveness scale by Dr. Shashi Kala and Deshpande.

9. Statistical Techniques

In order to achieve the objectives of the study and testing hypothesis. The mean, SD and t-test techniques were used.

10. Conclusion

There is significant difference between the socio-emotional climate dimension, competence dimension, communication dimension, systematic behaviour dimension, classroom management dimensions, clarity dimension, structure dimension and Enthusiasm dimension of the teacher effectiveness as perceived by introvert and extravert students of higher secondary level.

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