

Elementary Teachers: Their Identification and Effectiveness in UT of J&K (INDIA)

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ABSTRACT

The most imperative factor in educational reconstruction is the teacher – his personal qualities, his educational qualification, his professional training and the place he occupies in the school as well as the community (Kothari commission report). Teacher is the strategic element of any education system. Any educational process is regulated by teacher. The best of the educational devices and agendas cannot achieve success if they lack effective teachers. For effective teacher, the child or learner is like an opportunity to create something novel. The study identifies the ‘effective and ineffective’ elementary school teachers of Kashmir Valley, U.T of Jammu and Kashmir (India). Results from the study reported that 27% teachers are effective, 27 % are ineffective and the rest of the 46 % are the average teachers. When we compare effective and ineffective teachers on various domains of teacher effectiveness, it revealed that effective teachers scored high on all the four factors of teacher effectiveness in comparison to their ineffective counterparts.

Keywords: *Education, Teacher, Teacher Effectiveness and Identification*

Teacher effectiveness is the compilation of the features, competencies, qualities of a teacher that aid the learning as well the learner so as to attain both the long term and the short-term goals of education. An effective teacher not only generates the knowledge but also disseminates the same among his students. Effective teacher is the one who not only teaches but also learns at the same time. It is a well established fact that when one teaches two learn. The children or the pupil are the superlative judge of a teacher they can very well differentiate among the effective and the ineffective teachers. Every teacher makes use of different approaches, techniques and methods based on their personality, the requirements and the aspirations of the students. An effective teacher knows about the potentials as well as the weaknesses of his students, he makes the student aware about both these things; he in no way hides or conceals anything from his students. Similarly, an effective teacher encourages his students where-ever and whenever needed. Effective teachers are always available for their students, be it in the classroom or outside the classroom. They are always ready to give their feedback, suggestions or any kind of guidance to the students. So, it can be said that it is the compiling of all these things and

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Elementary Teachers: Their Identification and Effectiveness in UT of J&K (INDIA)

qualities that make teacher effective and distinguish an effective teacher from an ineffective one.

There are three comprehensive views or perspectives of elucidation of teacher effectiveness. The first one explains teacher effectiveness as per the personal qualities of the teacher, for example teacher's affection for his students, teacher's confidence, teacher's creativity and so on. All these qualities can be used as a measure of the teacher's effectiveness and these measures are generally used when the teachers are selected for the job. These are the most prominent attributes of an effective teacher and thus help in determining his or her overall effectiveness. Next, a very crucial thing is the role the teacher plays in the classroom i.e., what a teacher does inside the classroom. This contains the teaching behavioural traits. The effectiveness of a teacher can be known by knowing the behavioural traits of the teacher during actual transactional process. The third and the last view makes us think that teacher effectiveness can even be determined by knowing about the outcome of the teaching learning process. Teacher effectiveness as per this view is known by the bearing the teacher and his teaching has on the learner. Thus, it can be summed up that as per the first perspective, the teacher effectiveness is related to the personal report of the teacher, second the attributes of instructional process and third the bearing on the learner or directly we can say the learning outcome. Some of the indicators of effective teaching are: (a) Students have understood the content. (b) Students show independent ways of learning the content. (c) Learners show positive attitude towards other learners. (d) Students show positive behavioural changes. (e) Pupil is actively engaged in the teaching learning process (Mangla 2010).

“Teaching activity essentially boils down to communicating effectively the concepts, facts, procedures, principles and ideas to the learner and expect some kind of behavioural changes to take place in them. Teaching should be viewed as a live performance in a classroom or in any other learning situation. It is difficult to imagine that all the members of the profession would prove equally effective” (Rajarshi Roy 2016). Barr (1952) “has aptly defined teacher effectiveness as a relationship between teachers, pupils, and other persons concerned with educational understanding” (as cited by Kumar and Rao 2016, p .16). Flanders and Simon (1969) defined “teacher effectiveness as an area of research which is concerned with characteristic of teacher, teaching act and their effect on the educational outcome of classroom teaching” (as cited by Kumar and Rao 2016, p.16). An effective instructor is one who promotes positive student emotions by fostering critical thinking and creativity, showing sensitivity to student's feelings about the course material and promoting an atmosphere of respect”. (as cited by Jabeen 2014, p.4).

The importance of effective s can never be under estimated. It is the effective teacher who shapes the child. It is the well observed thing that qualities and achievements of a student are credited to the teaching of the effective teachers. Effective teachers not only teach their learners but also make them understand the world outside the classroom. An effective teacher always makes efforts for the harmonious and overall development of the learner, he does not confine himself to the classroom practices only. The effective teacher gives a knowhow of the world to his students and tells them how to make the world a better place to live, what to do in different real-life situations, how to solve different problems in life. Thus, an effective teacher prepares his students for the life outside the schools. There is absolute originality in the methods and teaching of effective teachers. The success of an effective teacher is not only evaluated by the learning out of the learners but by the overall development of the learner. An effective teacher does not explain everything to the learners

Elementary Teachers: Their Identification and Effectiveness in UT of J&K (INDIA)

which means he does not spoon feed his learners but instead makes them to think and rethink till they get answers to their questions and queries. It is the effective teacher who can make any educational programme successful. No educational programme can show the positive outcomes if there are not effective teachers to implement those plans and programmes. It has been said that “an ordinary teacher tells, a good teacher demonstrates and the best teacher inspires”, and these teachers who inspire their students are effective teachers. For an effective teacher, the learner or the child is not a problem but an opportunity for him to create something marvellous which he can cherish throughout his life.

Rationale of the Study

Quality education is crucial for decisive the growth and prosperity of a nation which is straight dependent on the quality of the teachers. History tells that those societies that have had great teachers have flourished. Such is the importance of the teacher that he often and quite correctly is called the nation builder. Teachers serve as the channels passing on their accumulated knowledge to whole lot of students. Teachers are the determinants of almost every type of development a society makes so it can be said that teacher is the backbone of any nation. So, it is evident that teacher effectiveness is vital to any society. Teacher effectiveness is of greatest importance, “Effectiveness of every teacher is the life of every education institution” (Rao and Kumar 2004).

Not all the teachers are equally effective. There are many determinants of this teacher effectiveness like gender, experience, age, qualification, location, nature of job (permanent or contractual). The overall depiction of the literature reveals that a number of studies have been conducted on teacher effectiveness in relation to various demographic variables. Most of these studies are carried out at secondary level. This is an undertaking to study teacher effectiveness at elementary level in Kashmir (India). It was evident from the literature review that no such study has been carried out in Kashmir valley (India) where teacher effectiveness was studied in relation to “gender and length of service at elementary level of education”. The researchers throughout the horizon have conducted studies on teacher effectiveness but no study from the review was found on Kashmir in the present study. Furthermore, the earlier conducted studies showed highly contradicting results. These contradicting results and the fact that the proposed problem has least been investigated in Kashmir at elementary level interested the investigator to carry out the said investigation. The present work taken up with the aim of evaluating effectiveness of teachers at elementary level is one small endeavour in the same direction.

Objectives of the Study

1. To identify the effective and ineffective elementary school teachers of Kashmir.
2. To compare the effective and ineffective teachers on various domains of teacher effectiveness in Kashmir.

Hypotheses

1. Effective and ineffective teachers do not differ significantly on various domains of teacher effectiveness.

Delimitation of the Study

The study is delimited to Central Kashmir that includes the three districts Srinagar, Budgam and Ganderbal.

REVIEW OF RELATED LITERATURE

Roy and Halder (2018) accomplished a study “Teacher effectiveness: a self-report study on secondary school teachers”. The results of this study revealed that secondary school teachers differ on teacher effectiveness on the basis of gender and length of service. **Kumari and chahal (2017)** undertook a study on “Teacher effectiveness of secondary school teachers of Sirsa District of Haryana”. The objective of the study was to find out the teacher effectiveness of secondary school teachers in relation to gender and length of service. The results of the study revealed that gender does not have any role to play in teacher effectiveness. The results further showed that that with the increase in length of service, the effectiveness of the teachers increase. **Mangalama and Vardhuni (2017)** conducted a study on “Teacher effectiveness of secondary school teachers in relation to their teaching aptitude”. The objective of the investigation was to study teacher effectiveness of secondary school teachers in relation to gender. “The results of the study revealed that female teachers were more effective than their male counter parts”. **Dash and Bawan (2016)** undertook a study on “Teacher effectiveness of secondary school teachers in the District of Purba Midnapur, West Bengal”. The aim of the study was to find out the level of teacher effectiveness of secondary school teachers, “The results of this investigation revealed that there does not exist any difference in male and female teachers on teacher effectiveness however there is significant difference between rural and urban secondary school teachers on teacher effectiveness. **Degi and Zangmu (2015)** carried a study of “Teacher effectiveness of secondary school teachers of Tawang district of Arunachal Pradesh”. The goal of the investigation was to identify male and female effective and ineffective teachers and to uncover if there is any difference in teacher effectiveness on the basis of gender. “The results of the study reveal that there exists a significant difference in teacher effectiveness of male and female secondary school teachers”. **Priya Sehjal (2021)** conducted a study regarding the teacher effectiveness of the male and female teachers related to the location and type of schools. The author noted that there is a significant difference in the teaching effectiveness of male and female school teachers teaching at urban and rural levels. **Gupta and Verma (2021)** in their study of teacher effectiveness suggested some measures to improve it. Besides the emotional, cognitive and behavioral competence, the teacher should be well equipped with the robust personal and professional competence/ abilities which will have a great bearing on the overall effectiveness of his teaching. **Raju and Vadhini (2020)** carried out a research work with an emphasis on the self-efficacy viz a viz teaching effectiveness of the high school teachers. The study effectively deals with the tools to strengthen the teacher effectiveness by creating the friendly atmosphere and dialogue with the students. Besides the verbal communication and lecturing in classroom, an effective teacher finds out the anomalies in the students in the way of their learning and provides their solutions. An effective teacher can bring the good out of any student by dealing with him in a cordial way. This not only boosts confidence of student but also makes the student cognizant and conscious of his responsibilities.

METHODOLOGY OF THE STUDY

Descriptive method of research was employed for the present study. “Descriptive research studies are designed to obtain information concerning about the current status of phenomenon and to draw valid conclusions from the facts discovered. Descriptive studies are more than just collection of data; they involve measurement, classification, analysis, comparison, and interpretation. Descriptive research is carried out in natural settings” (Best & Kahn 2006).

Population

Population for the present investigation is the elementary school teachers of Central Kashmir encompassing the Government Middle Schools of Srinagar, Budgam and Ganderbal Districts of Kashmir valley (INDIA).

Sample Initial sample

The aim of the present study was to study the teacher effectiveness of elementary school teachers of Central Kashmir. Central Kashmir comprises of three districts viz District Budgam, District Ganderbal and District Srinagar.

A sample of four hundred elementary school teachers was selected through proper random sampling technique from all the three districts of central Kashmir (Budgam, Ganderbal and Srinagar). These four hundred elementary school teachers were selected from 40 elementary schools of central Kashmir. Twenty schools were selected from district Srinagar which constitute the urban schools and the urban teachers and ten schools were selected from district Budgam and district Ganderbal each which in total constitute the twenty rural schools from central Kashmir, balancing the number of rural and urban schools. Thus, the initial sample consisted of 400 elementary school teachers taken from twenty rural and twenty urban schools of central Kashmir.

Final Sample

Nadeem's Teacher Effectiveness scale was administered on the initial sample of 400 elementary school teachers. Further extreme group technique was put to use were in 27% higher scores and 27 % lower scores were identified as the effective and ineffective school teachers respectively. The final sample left out for the comparison between effective and ineffective teachers was 216 elementary school teachers. After the comparison between effective and ineffective teachers next 108 effective teachers were taken into consideration.

Tool

Teacher Effectiveness Scale (TES) is the outcome of rigorous research carried out by the author during 1983-1993. The scale has been constructed on a presage - process - product combined criteria of teaching success. TES is a battery consisting of the following scales:

Scale I: Teacher's Self-Assessment Scale (TSAS)

- a) Classroom Teaching Behaviour Scale
- b) Attitude Scale.

Scale II: Student's Rating Scale (SRS)

Scale III: Principal's / H.O. I's Rating Scale (PHIRS)

Data analysis and interpretation

Table 1. Identification of effective and ineffective teachers.

In order to realize the first objective of the study, effective and ineffective elementary school teachers were identified with the help of the values scored by the same teachers on Nadeem N. A Teacher Effectiveness scale. The data was collected from all the four hundred teachers. The scores obtained by these teachers were arranged from maximum to minimum, then with the help of extreme group technique of 27% two groups of teachers were identified i.e., effective and ineffective teachers. Both the groups comprised of 108 teachers. This top to the identification of total **216** teachers out of which **108** were effective and 108 were ineffective. The 27% teachers who secured high on Nadeem's teacher effectiveness scale were considered as effective teachers and the 27% teachers who secured low on the same scale were considered as ineffective teachers.

Identification of effective and ineffective teachers by making use of extreme group technique

Table 1: Percentage of effective and ineffective teachers

LEVELS	N	Percentage
Effective Teachers	108	27
Average Effective Teachers	184	46
Ineffective Teachers	108	27
Total	400	100

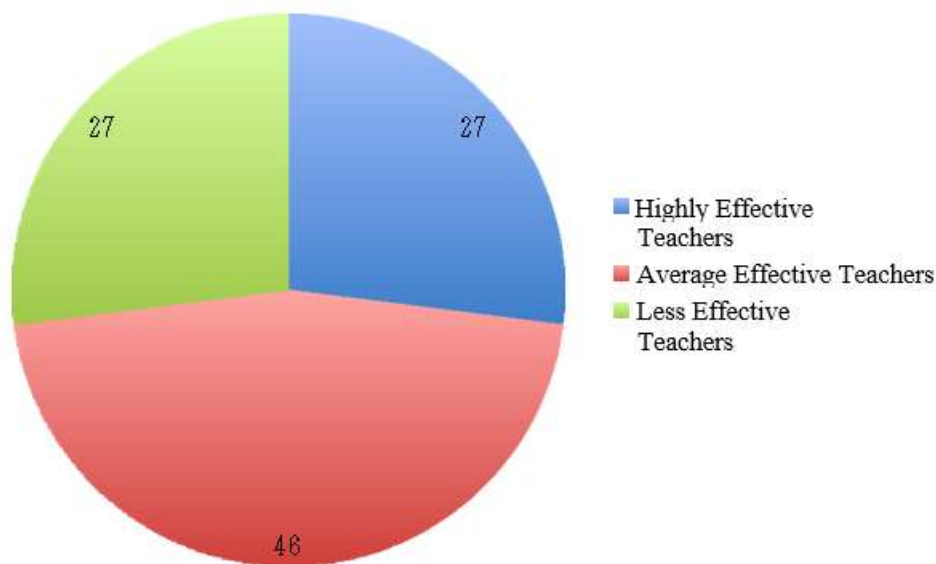


Fig: 1 Percentage distribution of effective and ineffective teachers.

Table 1 displays the percentage of the effective, ineffective and the average teachers. It brings to light that 27% teachers are effective, 27 % are ineffective and the rest of the 46 % are the average teachers. This 46 % of teachers is not included in the study, as the study is focussed on the comparison of the first two groups “effective and ineffective”.

Objective No 02: To compare effective and ineffective teachers on various factors of teacher effectiveness.

In order to realize this objective first the effective and ineffective teachers were identified with the help of teacher effectiveness scale by Nadeem N A, then with extreme group technique 108 effective (27 % of 400) and 108 (27% of 400) ineffective teachers were identified. Then these effective and ineffective teachers were compared on various factors of teacher effectiveness like teacher classroom behaviour, teacher’s attitude, students rating and finally Principal’s or Head of the Institution rating on the following four scales teacher classroom behaviour rating scale (TCBRS), teacher attitude scale (TAS), student rating scale (SRS) and Principal or Head of the Institution rating scale (PRS).

Elementary Teachers: Their Identification and Effectiveness in UT of J&K (INDIA)

Table 2: Mean comparison between effective and ineffective teachers on the various factors of teacher effectiveness

Factors	Group	N	Mean	S.D.	t- value	Level of Sig.
TCBRS	Ineffective Teachers	108	21.65	2.522	24.532	Sig. at 0.01 level
	Effective Teachers	108	28.25	1.208		
TAS	Ineffective Teachers	108	12.33	2.332	16.318	Sig. at 0.01 level
	Effective Teachers	108	16.45	1.203		
SRS	Ineffective Teachers	108	15.22	1.263	12.153	Sig. at 0.01 level
	Effective Teachers	108	16.78	.418		
PRS	Ineffective Teachers	108	14.74	1.256	15.013	Sig. at 0.01 level
	Effective Teachers	108	16.75	.598		

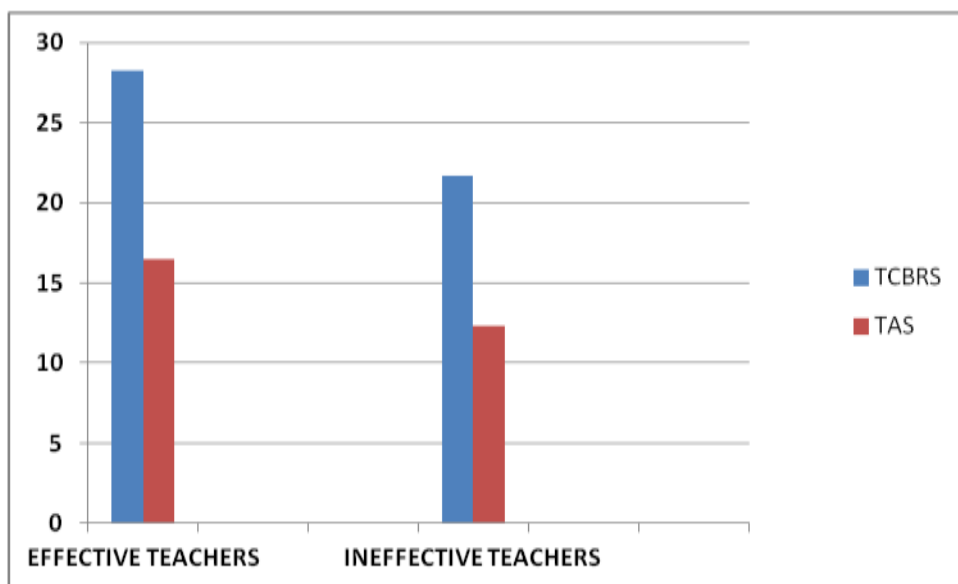


Fig 2.1 Mean comparison of TCBRS and TAS factors among effective and ineffective teachers

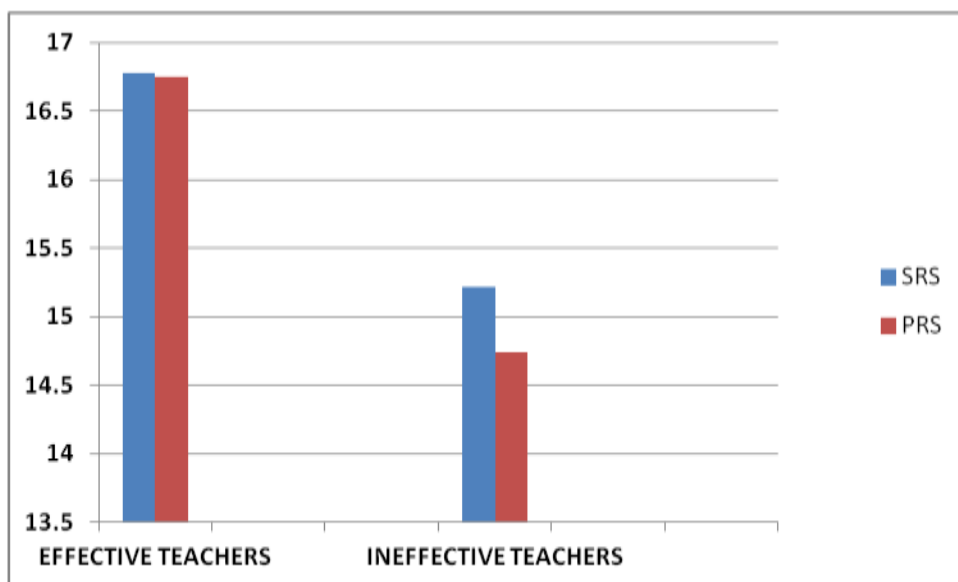


Fig 2.2 Mean comparison of SRS and PRS factors of teacher effectiveness

Table 2 shows

1. The mean and S. D of the effective teachers on teacher classroom behaviour factor of teacher effectiveness is 28.25 and 1.208 respectively and that of ineffective teachers is 21.65 and 2.522. The t- value for this is 24.523 which is significant at 0.01 level.
2. The mean and S. D of the effective teachers on teacher attitude factor of teacher effectiveness is 16.45 and 1.203 respectively and that of ineffective teachers is 12.33 and the t-value for this is 16.318 which is significant at 0.01 level.
3. The mean and SD of the effective teachers on student rating factor of teacher effectiveness is 16.78 and 0.418 respectively and that of ineffective teachers is 15.22 and 1.263. The t- value for this is 12.153 which is significant at 0.01 level.
4. The mean and SD of the effective teachers on Principal or Head of the Institution rating factor of teacher effectiveness is 16.75 and 0.598 respectively and that of ineffective teachers is 14.74 and 1.25. The t-value for this is 15.013 which is significant at 0.01 level.

It is clear from the interpretation of the results that the effective and ineffective teachers differ significantly on all factors of teacher effectiveness viz teacher classroom behaviour, teacher attitude, student rating and Principal rating or Head of the Institution the rating factors; in the view of these results the hypothesis number one which reads as “effective and ineffective teachers do not differ significantly on various factors of teacher effectiveness” is rejected.

With this the second objectives which states “To compare effective and ineffective teachers on various factors of teacher effectiveness” is achieved.

DISCUSSION OF THE RESULTS

On the basis of the scores of the teachers on the teacher effectiveness scale and extreme group technique of 27 % above and 27 % below, elementary school teachers were divided into two groups namely effective and ineffective. The effective teachers scored high on the all the four factors of teacher effectiveness in comparison to the ineffective teachers. The effective and ineffective teachers were compared on teacher classroom behaviour, teacher attitude, student rating and Principal rating factors of teacher effectiveness. The effective teachers scored high on all the four factors of teacher effectiveness in comparison to their ineffective counterparts. The results revealed that effective teachers are better than the ineffective teachers on all the four factors of teacher effectiveness.

Findings and Conclusion

The data was collected from all the four hundred teachers by making use of Nadeem’s Teacher Effectiveness scale. The scores attained by these 400 teachers was arranged in an increasing order and after that extreme group technique was put to use by which 27 % upper and 27 % lower were identified as effective and ineffective teachers. By making use of extreme group technique 108 effective and 108 ineffective teachers were identified, rest of the cases were dropped from the final sample. The final sample consisted of 216 teachers. This means that highly effective teachers were 108 (27 % of 400), average effective teachers were 184 (46 % of 400) and ineffective teachers were 108 (27 % of 400). After the identification of effective and ineffective teachers, these were compared on numerous domains of teacher effectiveness like the teacher classroom behaviour, teacher attitude, student rating and Principal rating. Consequent conclusions can be drawn from the comparison of effective and ineffective teachers. Effective and ineffective teachers differ mainly on all the four domains of teacher effectiveness i.e., teacher classroom behaviour,

Elementary Teachers: Their Identification and Effectiveness in UT of J&K (INDIA)

teacher attitude, student rating and Principal or Head of the Institution rating. A substantial difference between effective and ineffective teachers on teacher classroom behaviour factor of teacher effectiveness was noticed. The mean difference favoured the effective teachers which depicts that effective teacher have classroom behaviour better than ineffective teachers. An extensive variation between effective and ineffective teachers on teacher attitude domain of teacher effectiveness was observed. The mean of effective teachers was higher than ineffective teachers which show that effective teachers have better teaching attitude than ineffective teachers. A substantial difference between effective and ineffective teachers on student rating domain of teacher effectiveness was observed. The mean difference favoured the effective teachers which shows that effective teachers score high on student rating scale. A substantial difference between effective and ineffective teachers on Principal rating domain of teacher effectiveness was found. The mean difference favoured the effective teachers which show that effective teachers score high on Principal rating scale.

Educational Implication

1. The study will facilitate the identification of effective and ineffective teachers.
2. It will be of prodigious help for those teachers who want to grow.
3. It will be supportive for apprehending counteractive measures for the ineffective teachers.
4. It will support the teachers to know that teaching is much more than the classroom practices. And thus, will help them to expand not only on the process variable but on the portent as well as the product variable of effective teaching.
5. The study will provide a road map to contrive workshops and seminars for the teachers as per the needs.

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Elementary Teachers: Their Identification and Effectiveness in UT of J&K (INDIA)

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Conflict of Interest

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