A STUDY OF TEACHER EFFECTIVENESS IN RELATION TO TEACHER’S ROLE COMMITMENT AND TEACHING COMPETENCY

SUMMARY

SUBMITTED FOR THE DEGREE OF

DOCTOR OF PHILOSOPHY

IN

EDUCATION

TO

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Education is a powerful instrument of social and economic change. There is a strong demand for improving education qualities in school in India and most other countries. In view of the significance of the role of teachers in education, policy makers recommended that the teachers should accept the responsibility and be accountable for maintaining good standards of education. They should contribute positively in a constructive manner.

It is generally agreed that the goodness of an educational programme to a large extent is dependent on the quality of teachers available to implement it. The problem of identification of effective teacher is therefore, of prime importance for realising desirable educational goals.

An effective teacher may be understood as one who helps in the development of basic skills of understanding, proper work habits, desirable attitudes, value judgment and adequate personality of the students. Moreover, effectiveness is not a state that once achieved, stays with a teacher for ever after. He needs to constantly work on it.

In the modern scenario, the role of teacher has been changing due to the pressure of social and economic changes. The expected role of teacher has assumed new dimensions. Thus to perform successfully, the teacher should be a learner. He must add to his competencies and commitments which will give him confidence and satisfaction. Only the confident and committed teachers can bring about excellence among their students, can channalize their energies in a fruitful direction and prepare them to face the everchanging competitive world which would in turn lead to their harmonious development and make a positive contribution towards creation of competent human capital.
The teacher is the keyman on whom depends the future of the student and the mankind. He plays an important role in shaping and moulding the personality of the students.

Hence in the fast changing situation, there is an urgent need to have competent and committed teachers who can cultivate a new generation of thinking individuals it is also necessary to find out those factors which are related to effectiveness of teachers.

Hence, the problem "A Study of Teacher Effectiveness in Relation to Teacher's Role Commitment and Teaching Competency" is worth studying.

This study will be useful for students, teachers, colleges and society.

**OBJECTIVES**

1. To find out the effectiveness of teachers.
2. To find out the role commitment of teachers.
3. To find out their teaching competencies.
4. To find out the extent of relationship between teacher effectiveness and teacher's role commitment.
5. To find out the extent of relationship between teacher effectiveness and teaching competency.
6. To find out the extent of relationship between teacher's role commitment and teaching competency.
7. To suggest measures to enhance teacher effectiveness.
HYPOTHESES

(1) There is no significant relationship between academic dimension of teacher effectiveness and role commitment in the group of professional courses teachers.

(2) There is no significant relationship between professional dimension of teacher effectiveness and role commitment in the group of professional courses teachers.

(3) There is no significant relationship between social dimension of teacher effectiveness and role commitment in the group of professional courses teachers.

(4) There is no significant relationship between emotional dimension of teacher effectiveness and role commitment in the group of professional courses teachers.

(5) There is no significant relationship between moral dimension of teacher effectiveness and role commitment in the group of professional courses teachers.

(6) There is no significant relationship between personality dimension of teacher effectiveness and role commitment in the group of professional courses teachers.

(7) There is no significant relationship between academic dimension of teacher effectiveness and role commitment in the group of general courses teachers.

(8) There is no significant relationship between professional dimension of teacher effectiveness and role commitment in the group of general courses teachers.
There is no significant relationship between social dimension of teacher effectiveness and role commitment in the group of general courses teachers.

There is no significant relationship between emotional dimension of teacher effectiveness and role commitment in the group of general courses teachers.

There is no significant relationship between moral dimension of teacher effectiveness and role commitment in the group of general courses teachers.

There is no significant relationship between personality dimension of teacher effectiveness and role commitment in the group of general courses teachers.

There is no significant relationship between academic dimension of teacher effectiveness and teaching competency in the group of professional courses teachers.

There is no significant relationship between professional dimension of teacher effectiveness and teaching competency in the group of professional courses teachers.

There is no significant relationship between social dimension of teacher effectiveness and teaching competency in the group of professional courses teachers.

There is no significant relationship between emotional dimensions of teacher effectiveness and teaching competency in the group of professional courses teachers.

There is no significant relationship between moral dimensions of teacher effectiveness and teaching competency in the group of professional courses teachers.

> 5 <
(18) There is no significant relationship between personality dimension of teacher effectiveness and teaching competency in the group of professional courses teachers.

(19) There is no significant relationship between academic dimension of teacher effectiveness and teaching competency in the group of general courses teachers.

(20) There is no significant relationship between professional dimension of teacher effectiveness and teaching competency in the group of general courses teachers.

(21) There is no significant relationship between social dimension of teacher effectiveness and teaching competency in the group of general courses teachers.

(22) There is no significant relationship between emotional dimension of teacher effectiveness and teaching competency in the group of general courses teachers.

(23) There is no significant relationship between moral dimension of teacher effectiveness and teaching competency in the group of general courses teachers.

(24) There is no significant relationship between personality dimension of teacher effectiveness and teaching competency in the group of general courses teachers.

(25) There is no significant relationship between role commitment and teaching competency.

The second chapter deals with relevant literature in India.

The third chapter deals with different methods of research in brief. Descriptive research specially. The survey method has been made use of at the present study.
The tools used for the collection of data in the present research are as follows:–

1. Teacher Effectiveness Scale (T.E.S.), by Pramod Kumar and D.N. Mutha.
2. Teacher's Role Commitment Scale (T.R.C.S.), by Meena Buddhisagar Rathod and Madhulika Verma.
3. Teaching Competency Scale (T.C.S.) by B.K. Passi and M.S. Lalitha.

1. TEACHER EFFECTIVENESS SCALE

Teacher Effectiveness Scale is prepared by Pramod Kumar and D.N. Mutha. The test is available in Hindi Language.

For the test in the first instance 93 items were developed, these items, belonging to eleven different teaching aspects, were put to a panel of 25 experts. The final form of test contains 69 items related to six main areas and eleven sub areas – Academic, Professional Social, Emotional, Moral, Personality.
<table>
<thead>
<tr>
<th>S. No.</th>
<th>Areas</th>
<th>Sub Areas</th>
<th>No. of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ACADEMIC</td>
<td>(i) Information Source</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>PROFESSIONAL</td>
<td>(i) Motivator</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(ii) Teaching Skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(iii) Co-curricular Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(iv) Professional Knowledge</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(v) Class-room Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(vi) General appearance and habit in relations to classroom</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>SOCIAL</td>
<td>(i) Relationship</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>With Pupils</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>With Fellow Teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>With Principal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>With Parent</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>EMOTIONAL</td>
<td>Adviser and Guide</td>
<td>8</td>
</tr>
<tr>
<td>5.</td>
<td>MORAL</td>
<td>Disciplinarian</td>
<td>10</td>
</tr>
<tr>
<td>6.</td>
<td>PERSONALITY</td>
<td>Personality Characteristics</td>
<td>12</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>69</td>
</tr>
</tbody>
</table>

**RELIABILITY** - The reliability of the scale was determined by calculating reliability co-efficient on a sample of 100 subject using split half reliability method and was found to be 0.82.
VALIDITY- Besides face validity, as all items were related to the variable under focus, the scale has high content validity. In order to find out the validity from the co-efficient of reliability (Garrett, 1961). The reliability index was calculated, which indicated high validity on account of being 0.87.

SCORING PROCEDURE- No time limit was given to complete the scale. Each statement was scored 5 for strongly agree, 4 for agree, 3 for neutral/undecided, 2 for disagree and 1 for strongly disagree.

The total score varied from 69 to 345, showing lowest teacher effectiveness to highest teacher effectiveness.

2. TEACHER'S ROLE COMMITMENT SCALE

The Teacher's Role Commitment Scale has been prepared by Dr. Meena Buddhisager Rathod and Mudhilika Verma. The test is available in Hindi Language. In final draft the scale contains 58 items.

The test includes the following six domains of teacher's role commitment - Towards Student, Parents, School, Society, Nation and Profession. The no. of items in each domain of teacher's role commitment are given below :

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Area/Domains</th>
<th>No. of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students</td>
<td>24</td>
</tr>
<tr>
<td>2.</td>
<td>Parents</td>
<td>08</td>
</tr>
<tr>
<td>3.</td>
<td>Schools</td>
<td>04</td>
</tr>
<tr>
<td>4.</td>
<td>Society</td>
<td>06</td>
</tr>
<tr>
<td>5.</td>
<td>Nation</td>
<td>04</td>
</tr>
<tr>
<td>6.</td>
<td>Profession</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>06</td>
<td>58</td>
</tr>
</tbody>
</table>
RELIABILITY- The reliability of the tool was measured by test - retest method, which was found to be 0.843 on a sample of 187 teachers. The split half reliability coefficient was found to be 0.879. Thus this test was considered to be adequately reliable.

VALIDITY- Content validity was established with the help of experts opinion and face validity was established with the help of the testes for which the test was prepared.

SCORING PROCEDURE- No time limit was given to complete the scale. Each statement has three alternative situation, which scores '3' for most committed, 2 for committed and '1' for least committed. The theoretical range of score is from 58 to 174.

3. GENERAL TEACHING COMPETENCY SCALE

This test is prepared by B.K. Passi and M.S. Lalitha.

In the test, there are 21 items related to 21 teaching skills which encompass the entire teaching learning process in the classroom. They are related to five major aspect of classroom teaching namely-Planning, Presentation, Closure, Managing and Evaluation. The item are such that they are centered around teacher classroom behaviour in relation to pupil behaviour. It is a 7-point rating scale measuring the use of the skills by the teacher in the classroom corresponding to each item ranging from 1 to 7. The classification of teaching skill given below :-

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Classification of Teacher Skills</th>
<th>No. of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Planning</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>Presentation</td>
<td>11</td>
</tr>
<tr>
<td>3.</td>
<td>Closing</td>
<td>02</td>
</tr>
<tr>
<td>4.</td>
<td>Evaluation</td>
<td>02</td>
</tr>
<tr>
<td>5.</td>
<td>Managerial</td>
<td>02</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>21</td>
</tr>
</tbody>
</table>
RELIABILITY- Since this is an observation tool, the more appropriate type of reliability is the inter observer reliability. The tool has been used in doctoral researcher and the reported inter observer reliability coefficient range from 0.85 to 0.91.

VALIDITY- Content validity was established with the help of experts. The scale has factorial validity established by Rama (1979) her doctoral study using principal component Analyses technique.

SCORING PROCEDURE- Each item alternative is assigned a weight ranging from 1 (for not at all) to 7 (for very much). The theoretical range of scores in from 21 to 147.

DETAILED DESCRIPTION OF TOTAL SAMPLE

For the sample 200 teachers of professional courses and 200 teachers of general courses have been taken. Thus the entire sample comprises of 400 teachers.

| TABLE |
| PROFESSIONAL COURSES | M.B.A. | 50 |
|  | Engineering | 50 |
|  | B.Ed. | 100 |
|  | Total | 200 |
| GENERAL COURSES | Arts | 75 |
|  | Science | 75 |
|  | Commerce | 50 |
|  | Total | 200 |
|  | GRAND TOTAL | 400 |
Symbols Used for Variables

In The Present Study researcher studied there variables i.e. Teacher Effectiveness, Teacher's Role Commitment and Teaching Competency. The symbols used are as follows:

- $V_1$ = Teacher Effectiveness
- $V_2$ = Teacher's Role Commitment
- $V_3$ = Teaching Competency

Symbols used for Teacher Effectiveness Parts ($V_1$)

- $V_{1a}$ = Academic Dimension
- $V_{1b}$ = Professional Dimension
- $V_{1c}$ = Social Dimension
- $V_{1d}$ = Emotional Dimension
- $V_{1e}$ = Moral Dimension
- $V_{1f}$ = Personality Dimension

Symbols used for Professional Courses

- $A_1$ = M.B.A.
- $A_2$ = Engineering
- $A_3$ = B.Ed.

Symbols used for General Courses

- $B_1$ = Arts
- $B_2$ = Science
- $B_3$ = Commerce
In order to make the study thorough and meaningful statistical analysis of data was done and product moment correlation was used.

Detailed conclusion were drawn, some of which are given below :-

**TEACHER EFFECTIVENESS AND ROLE COMMITMENT**

(1) The academic dimension and social dimension of teacher effectiveness was found to be significantly correlated with role commitment of engineering teachers.

(2) The professional dimension and moral dimension of teacher effectiveness was found to be significantly correlated with role commitment of M.B.A. teachers.

(3) The emotional dimension of teacher effectiveness was found to be significantly correlated with role commitment of B.Ed. teachers.

(4) Except for social dimension, all the dimensions of teacher effectiveness were found to be significantly correlated with role commitment of science teachers.

(5) A significant relationship was found between teacher effectiveness and role commitment in the whole sample.

**TEACHER EFFECTIVENESS AND TEACHING COMPETENCY**

(1) The academic dimension and professional dimension of teacher effectiveness was found to be significantly correlated with teaching competency of M.B.A. teachers.

(2) The personality dimension of teacher effectiveness was found to be negatively and significantly correlated with teaching competency of engineering teachers. This may be because engineers are involved with technical issues in the organisation. They usually do not meet the customers directly.
(3) The academic, professional, social and personality dimensions of teacher effectiveness were found to be significantly correlated with teaching competency of science teachers.

(4) The emotional dimension of teacher effectiveness was found to be negatively and significantly correlated with teacher competency of Art's teachers. The reason for the negative correlation may be that students of Arts (B.A.) Faculty usually go for further studies and choose the line of either teaching or business or ordinary jobs. They usually do not seek any guidance or advice from their teachers which is the main forte of emotional dimension.

(5) A significant relationship was found between teacher effectiveness and teaching competency in the whole sample.

TEACHER'S ROLE COMMITMENT AND TEACHING COMPETENCY

(1) A significant relationship was found between teacher's role commitment and teaching competency.

EDUCATIONAL IMPLICATION OF THE STUDY

The result of this study shows that a significant relationship exists between Teacher Effectiveness and Teaching Competency and Role Commitment of Teachers. The relationship was also found to be positive. This denotes that the teacher effectiveness increases with increase in Teaching Competency and Teacher's role Commitment. This means that if we want teacher effectiveness to improve, we may try to improve Teaching Competency and Role Commitment of teachers. There is no doubt that the intellectual preparation of the teacher in the subject matter, he teaches must be abundant. It must be much wider than the ground laid out in text-book or in any plan for teaching a lesson. But, the teacher must
be competent enough to present the subject matter effectively in the class. For this he must have the knowledge of teaching skills. Role commitment can also be increased by motivating them to excel as a teacher. For this the teacher should be given the training before joining the service. There should be arrangement for in-service teacher training also, so that they can update themselves with the latest trends.

**SUGGESTIONS FOR THE IMPROVEMENT OF TEACHER EFFECTIVENESS**

- Teachers must be aware about different methods of teaching.
- Teacher must be able to know the objectives of their subject.
- They must be able to select learning material according to the objectives.
- The teacher should be expert in all teaching skills, like :-
  - Skill of introducing the lesson.
  - Skill of explanation.
  - Skill of probing questioning, etc.
- They must be able to create very healthy environment in class in which student can work himself rather than depend upon teachers.
- The teachers must have a genuine enthusiasm to interact with his pupils.

**SUGGESTIONS TO SUSTAIN THE EFFECTIVENESS OF TEACHING IN HIGHER EDUCATION**

- It is high time that higher education should have training centres for degree college teachers also.
- There is an urgent need to have specific teacher education programmes. The fallow up programmes should also be organized to judge the effectiveness of such programmes.
• They should also be encouraged to participate in regular in-service programmes at-least after putting each two years of service, so that they compulsorily undergo those experiences and update their knowledge and skills.

• There is need to organize specially designed orientation program for all new lecturers.

• It is also required to introduce periodic inspection in colleges to review the progress and achievement of teachers in terms of their quality output in teaching and their academic par excellence. The modalities of inspection can be arrived at in consultations with the teaching community, student and management.

• Finally, good and effective teaching can not just happen. The teachers should carry out their part of the responsibility through intensive effort to improve standards, competencies and commitment to the pursuit of knowledge.

SUGGESTIONS FOR FURTHER STUDY

This study can be carried on further by including following things :-

(1) Effectiveness of the teachers can be studied in relation to their academic achievement, creativity, job-satisfaction and aptitude for teaching.

(2) Situational variable like-facilities provided by the institution, manageable size of the class, freedom for organizing instructional materials and co-curricular activities in the institutions and encouragement given by the authorities and colleagues in the application of new teaching techniques and method etc : be considered as influencing factor on teacher effectiveness.