



Relationship Between Teaching Effectiveness And Socio-Economic Status Of Secondary School Teachers

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ABSTRACT

The aim of this study is to investigate the relationship between Teaching Effectiveness and Socio-Economic Status of secondary school teachers. The sample comprised 150 secondary school teachers working in secondary schools of Bengaluru Metro City selecting by simple random sampling technique. Research tools like Teacher Effectiveness Scale (2006) developed and standardized by Umme Kulsum was used to identify the teachers' teaching effectiveness and Modified Kuppuswamy's SES updated version of 2017 by Tulika Singh, Sanju Sharma and Seetharamiah Nagesh was to find out the socio-economic status of teachers. The Karl Pearson's Product Moment Coefficient of Correlation and independent 't' test was utilized to test the stated hypotheses. The correlation result shows that there was significant relationship between Teacher Effectiveness and Socio-Economic Status of secondary level teachers and the 't' test shows that sex was influenced on teaching effectiveness. The female teachers had higher teaching effectiveness than male teachers. The independent 't' test also confirmed that teachers who had higher socio-economic status had more effectiveness in teaching than moderate and low socio-economic status. The study recommends that the teachers' remuneration levels should be reviewed by the government with an aim of motivating their performance to enhance their effectiveness in efficiency. The government should invest in more infrastructures to cater for the growing numbers of learners nationally.

Keywords: Teaching Effectiveness, Socio-Economic Status, Secondary, School Teachers.

1. INTRODUCTION

Effective education can be achieved through the efforts of well qualified, competent and effective teachers. Depending on the demands of the era, the educational aims and objectives change very rapidly. These demands have a direct influence on the educational system. The strength of a nation depends upon how well educated its citizens are. Teachers are arguably the most important group of professionals of a nation's future. But, it has been observed over the years that the teachers are more prone to stress because dealing with students and caring for their better performance throughout the day is itself a stressful situation. To improve educational standards remarkably, the teacher should not only be committed and devoted but also be competent and effective. To mould the students into ideal democratic citizen with efficiency and skill, the teachers' should be exemplary, competent and effective and devoted

to the profession with expertise and intellect. Effective teaching can only be viewed in relation to effective learning.

The teacher effectiveness is made up of two familiar words 'teacher' and 'effectiveness'. Teacher is a person who teaches i.e. impart knowledge or skills to the learner. 'Effectiveness' is the quality of being successful in producing an intended result' (Collin's English Dictionary). Mac Gilchrist, Myers and Reed (1997) emphasizes that effective teaching and learning constitute a pact between the teacher and the learner. They illustrate the contribution of teacher and learner towards effective teaching and learning in a diagrammatic representation. The teacher effectiveness is a major correlate that play vital role in increasing effectiveness of school. It is the teacher's job to influence the students in certain direction that are regarded as educationally desirable. Teachers have a considerable amount of power and authority. Teaching effectiveness is important because effective teaching helps student learning. It has become even more important as the emphasis on quality in higher education has increased. Effective teaching does not occur by change. Effective teachers have become good at what they do because they evaluate their practice.

Socio economic status is defined as "the actual status of a person in the society and is measured in terms of education, occupation and income." The socio-economic status of secondary school teachers is defined as the socio-economic status of class to which he/she belongs. It is the economic status of the teachers as determined by the three accepted factors namely status related to education, occupation and economic status. "Socioeconomic status (SES) is often measured as a combination of education, income and occupation. It is commonly conceptualized as the social standing or class of an individual or group"

Sehjal (2021) accessed to the teacher effectiveness of secondary school teachers in relation to sex and found no significant difference found in teacher effectiveness between female and male school teachers. Bhat and Arumugam (2020) study was conducted to study the teacher effectiveness with special reference to secondary teachers of Baramulla district of Jammu and Kashmir. Sadhukhan (2018) analysed the study of Teaching Effectiveness of secondary school teachers in relation to sex and study concluded that the teaching effectiveness of secondary school teachers does not differ on the basis of sex. Bhat (2017) investigated the Teaching Effectiveness of Prospective Teachers in relation to sex and no significant effect of gender on teaching effectiveness of the pupil-teachers. Even after reviewing the related literature, it is felt that very few studies had been conducted to identify the teaching effectiveness of teachers with few variables but no relational study conducted on teaching effectiveness and socio-economic status of teachers at secondary level. Thus, the investigator has identified this research.

2. NEED OF THE STUDY

The study may add on to the knowledge on the factors influencing teaching effectiveness of teachers from the results of the study. As a result, the school education of Karnataka might get to learn other factors which affect teacher effectiveness and hence work to improve on them. This may aid shape the policy formulation activities for the good of the education sector at large. The school principals would understand more on where their teachers' ineffectiveness comes from and this would set the base for

what they can do in order to help the teachers and hence improve their effectiveness. Teachers might be reminded of factors which lower their effectiveness and suggest what they wish should be done in order to increase their effectiveness. This may ultimately impact positively on the students' performance and raise the academic standards. The low salaries and poor conditions of service have contributed to ineffectiveness among teachers and the high level of brain drain.

School principals' support in terms of availing resources and facilities may affect the way teachers perform. Research consistently shows that teacher effectiveness is a powerful determinant of student achievement gains and it is therefore imperative to carry out a study on the socio-economic factors influencing teachers' effectiveness of teaching. Teachers in low economic status sometimes even present in school as a very exhausted person. His or her mind is chaotic due to the simple fact that they are not able yet to provide all the basic needs of family. This fact is directly impact teachers' work morale and the classroom performance (Sahertian, 2000). Hence, the present study intended to know the relationship of teaching effectiveness and socio-economic status of secondary level teachers which help to school heads and policy makers to increase effectiveness in teaching at secondary level.

3. STATEMENT OF THE PROBLEM

“Relationship between Teaching Effectiveness and Socio-Economic Status of Secondary School Teachers”

4. OBJECTIVES

1. To find out the relationship between Teaching Effectiveness and Socio-Economic Status of secondary school teachers.
2. To find out the differences in the Teacher Effectiveness of male and female secondary school teachers.
3. To find out the significant differences in the Teaching Effectiveness of secondary school teachers having low, moderate and high levels of socio-economic status.

5. STATEMENT OF HYPOTHESES:

The following are the hypotheses formulated in null form:

1. There is no significant relationship between Teaching Effectiveness and Socio-Economic Status of secondary level teachers.
2. There is no significant difference in the Teaching Effectiveness of male and female secondary school teachers.
3. There is no significant difference in the Teaching Effectiveness of secondary school teachers having low and moderate levels of socio-economic status.
4. There is no significant difference in the Teaching Effectiveness of secondary school teachers having moderate and high levels of socio-economic status.
5. There is no significant difference in the Teaching Effectiveness of secondary school teachers having low and high levels of socio-economic status.

6. METHODOLOGY

The study was chosen as descriptive survey method. The population comprised of secondary school teachers. The sample comprised 150 secondary school teachers working in secondary schools in Bangalore Metro City, Karnataka selected by using simple random sampling technique. To collect the data the researcher identified research tools like Teacher Effectiveness Scale (2006) developed and standardized by Umme Kulsum was used to identify the teachers' teaching effectiveness and Modified Kuppaswamy's SES updated version of 2017 by Tulika Singh, Sanju Sharma and Seetharamiah Nagesh was to find out the socio-economic status of teachers. The said two tools were distributed for 150 teachers for data collection. The Karl Pearson's Product Moment Coefficient of Correlation and independent 't' test was utilized to test the hypotheses. The collected data was analyzed by using Correlation and 't' test analysis. The level of significance was fixed at 0.05 level of confidence.

7. RESULTS OF THE STUDY

Table-1: Table shows correlation results ('r' value) pertaining to Teaching Effectiveness and Socio-Economic Status.

Variables	Mean	Standard Deviation	'r' value	Sig. Level
Teaching Effectiveness	369.286	84.573	0.262	*
Socio-Economic Status	15.893	6.314		

(N=150; df=148; *Significant at 0.05 level confidence ('r' table value=0.159)

The table-1 shows the correlation results between Teaching Effectiveness and Socio-Economic Status of secondary school teachers. The obtained 'r' value 0.262 is greater than the table value 0.159 at 0.05 level of confidence, hence the stated hypothesis is rejected and an alternative hypothesis accepted that is "there was a significant positive relationship between Teaching Effectiveness and Socio-Economic Status of secondary school teachers." It concludes that teachers had low socio-economic status had higher effectiveness in teaching and vice versa. The scatter diagram shows the values between raw scores of teaching effectiveness and socio-economic status.

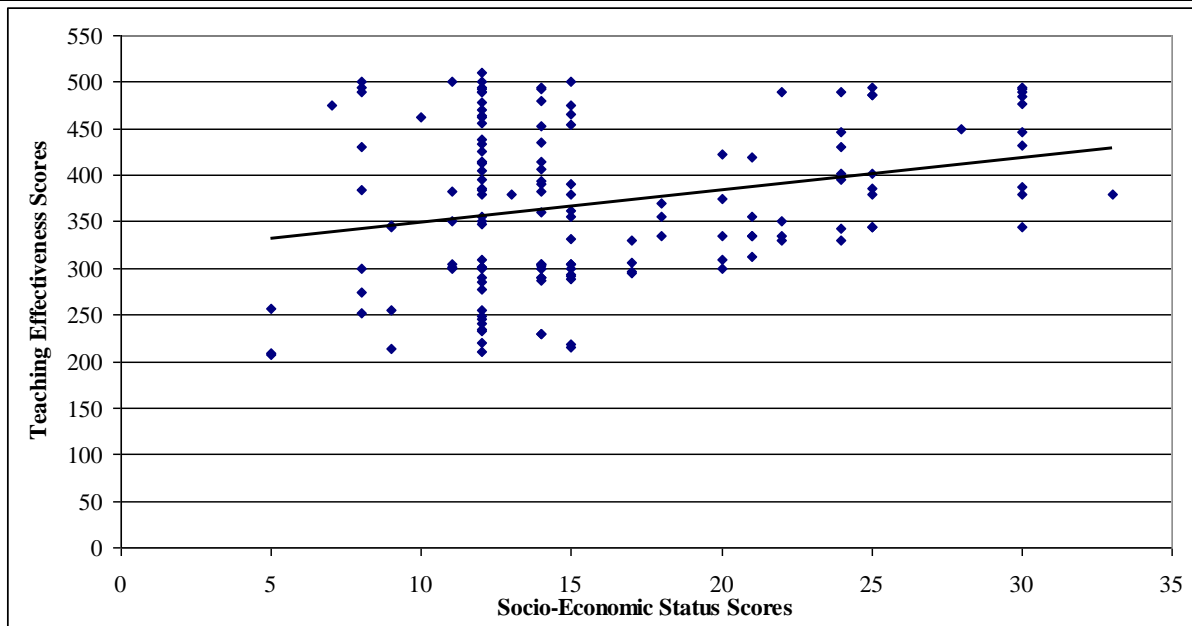


Fig.1 : Scatter diagram shows the values between Teaching Effectiveness and Socio-Economic Status perceived by school teachers.

Table-2: Table shows ‘t’ test analysis results on Teaching Effectiveness scores between male and female school teachers.

Variable	Groups	No.	Mean Scores	Standard Deviation	‘t’ value	Level of Sig.
Sex	Male	39	339.692	64.663	3.01	*
	Female	111	379.684	88.456		

*Significant at 0.05 level of confidence (Tabled ‘t’ value is 1.98)

The said table-2 shows ‘t’ test analysis results on the scores of Teaching Effectiveness between male and female secondary school teachers. The obtained ‘t’ value of 3.01 is higher the table value of 1.98 at 0.05 of confidence, hence it is found significant at 0.05 level between male and female teachers’ effectiveness in teaching. Hence, the formulated hypothesis has been rejected and an alternative hypothesis has been accepted that “there was a significant difference in the Teaching Effectiveness of secondary school male and female teachers. The female teachers (M=379.684) had more effectiveness in teaching when compared with male teachers (M=339.692).

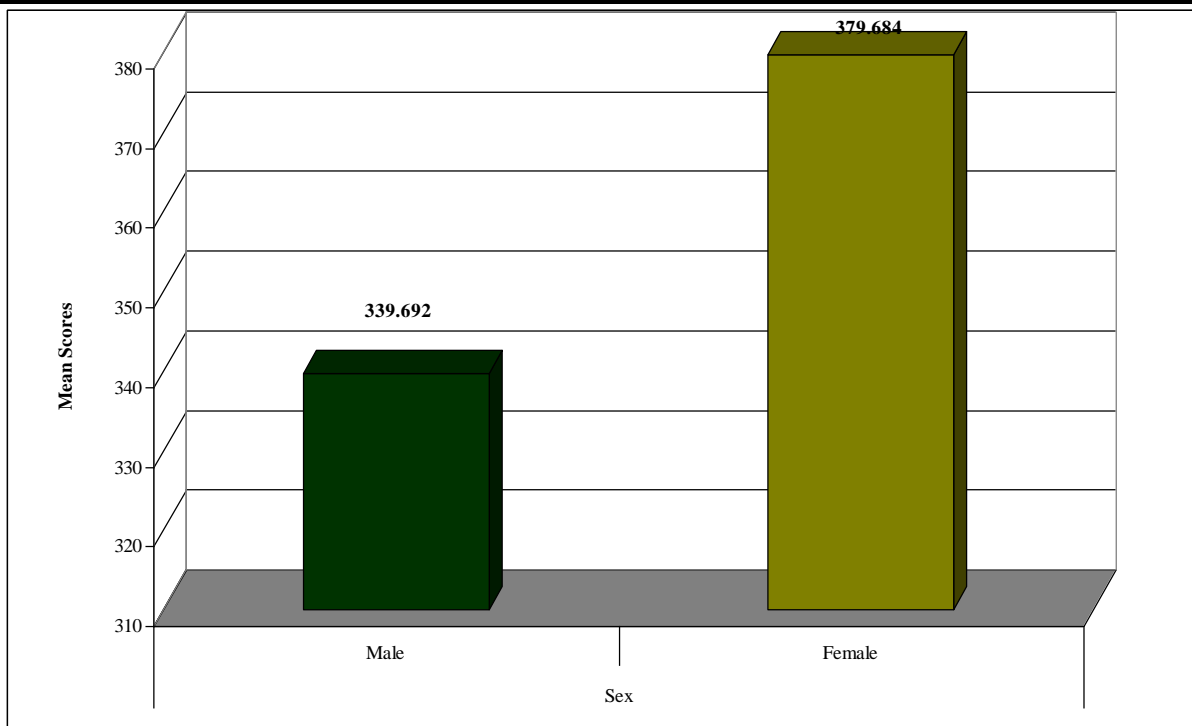


Fig.2: Bar graph shows comparison of mean scores of Teaching Effectiveness between male and female teachers

Table-3: 't' test analysis results shows the scores of Teaching Effectiveness between secondary school teachers having different levels of socio-economic status.

SES level Groups	No.	Mean Scores	Standard Deviation	't' value	Level of Sig.
Low SES level	3	224.333	27.428	8.18	*
Moderate SES level	135	366.385	82.517		
Moderate SES level	135	366.385	82.517	4.26	*
High SES level	12	438.166	52.852		
Low SES level	3	224.333	27.428	9.72	*
High SES level	12	438.166	52.852		

*Significant at 0.05 level of confidence (Tabled 't' value is 1.98)

The said table-3 shows 't' test analysis results on the scores of Teaching Effectiveness between secondary school teachers having low, moderate and high levels of socio-economic status.

The obtained 't' value of 8.18 is higher than the table value of 1.98 at 0.05 of confidence, hence it is found significant at 0.05 level between low and moderate levels of socio-economics status of school teachers' effectiveness in teaching. Hence, the formulated hypothesis has been rejected and an alternative hypothesis has been accepted that is "there is significant difference in the Teaching Effectiveness of secondary school teachers having low and moderate levels of socio-economic status." The teachers having moderate SES level (M=366.385) had more effectiveness in teaching when compared with teachers having low SES level (M=224.333).

The obtained 't' value of 4.26 is higher than the table value of 1.98 at 0.05 of confidence, hence it is found significant at 0.05 level between moderate and high levels of socio-economics status of school teachers' effectiveness in teaching. Hence, the formulated hypothesis has been rejected and an alternative hypothesis has been accepted that is "there is significant difference in the Teaching Effectiveness of secondary school teachers having moderate and high levels of socio-economic status." The teachers having high SES level (M=438.166) had more effectiveness in teaching when compared with teachers having moderate SES level (M=366.385).

The obtained 't' value of 9.72 is higher than the table value of 1.98 at 0.05 of confidence, hence it is found significant at 0.05 level between low and high levels of socio-economics status of school teachers' effectiveness in teaching. Hence, the formulated hypothesis has been rejected and an alternative hypothesis has been accepted that is "there is significant difference in the Teaching Effectiveness of secondary school teachers having low and high levels of socio-economic status." The teachers having high SES level (M=438.166) had more effectiveness in teaching when compared with teachers having low SES level (M=224.333).

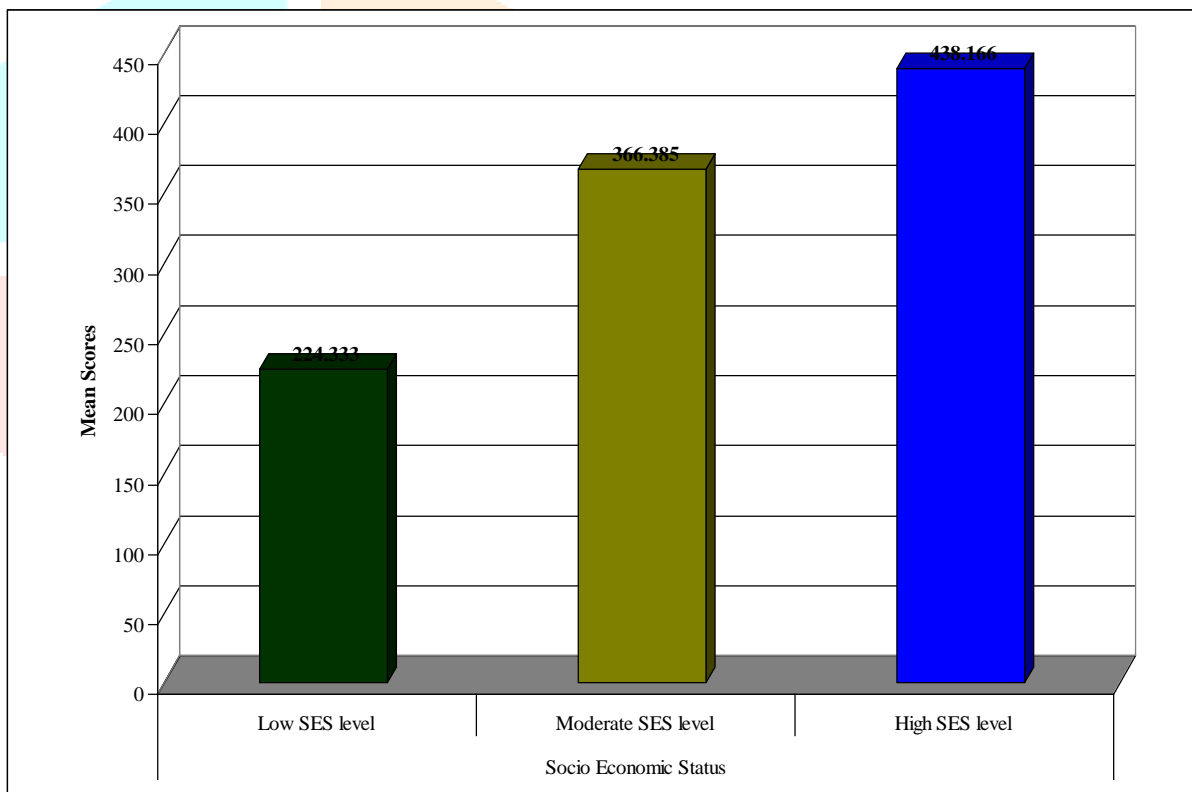


Fig.3: Bar graph shows comparison of Teaching Effectiveness between teachers having low, moderate and high levels of socio-economic status.

8. FINDINGS OF THE STUDY

It was found from the statistical analysis that

1. there was a significant positive relationship between Teaching Effectiveness and Socio-Economic Status of secondary school teachers ($r' = 0.262$; Sig. at 0.05 level).
2. there was a significant difference in the Teaching Effectiveness of secondary school male and female teachers ($t' = 3.01$; Sig. at 0.05 level).
3. there was a significant difference in the Teaching Effectiveness of secondary school teachers having low and moderate levels of SES level. ($t' = 8.18$; Sig. at 0.05 level).
4. there was a significant difference in the Teaching Effectiveness of secondary school teachers having moderate and high levels of SES level. ($t' = 4.26$; Sig. at 0.05 level).
5. there was a significant difference in the Teaching Effectiveness of secondary school teachers having low and high levels of SES level. ($t' = 9.72$; Sig. at 0.05 level).

9. CONCLUSION AND EDUCATIONAL IMPLICATIONS

From the present investigation, it was found that positive significant relationship between Teaching Effectiveness and Socio Economic Status of teachers. The research further found from the 't' test analysis that there was significant differences in the teaching effectiveness of secondary school teachers in relation to sex and socio economic status.

The investment in teaching and learning materials in the name of curriculum reference books will ensure that the teachers are not constrained with regard to provision for facilities and infrastructure requisite for their delivery at work. Low-SES teachers even attend the classroom with all the burdensome ideas and sentiments of caring for their sick family member, renting houses, paying for electricity deductibles, meeting the children's school requirements etc. The study recommends that the teachers' remuneration levels should be reviewed by the government with an aim of motivating their performance to enhance their effectiveness in efficiency. The government should invest in more infrastructures to cater for the growing numbers of learners nationally.

11. REFERENCES

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