

“A STUDY OF THE TEACHER EFFECTIVENESS UNDER NGOPA BRCC, CHAMPHAI DISTRICT, MIZORAM”

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Abstract:

The purpose of the study is to investigate the several factors affecting the teacher effectiveness in Government Primary school Teachers. The sample was taken from the Government Primary schools of Ngopa Block Resource Centre, Champhai District, Mizoram. The samples were randomly selected. There were 18 headmasters and 63 teachers in the Government Primary School of Ngopa BRCC. The study was conducted to find out the effectiveness Government Primary teachers towards knowledge of the subject matter, etc and teacher characteristics. The data were analysed by calculated by using Mean, SD and ‘t’ value. The study reveals that there is no significant difference in effectiveness between headmaster and teacher towards knowledge of the subject matter, etc; and teachers characteristics. The result also shows that trained teachers are more effective than untrained teachers towards knowledge of the subject matter, etc; and teacher characteristics.

Keywords: Teacher Effectiveness, Subject, Elementary School, Headmasters, Teachers and characteristics.

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Introduction

Colker (2008) reported that teachers claimed there were four characteristics of an effective teacher which include having a sound knowledge of subject matter, take personal interest in each student, establish a caring or loving or warm atmosphere and finally to show enthusiasm with students

There are several factors for the measurement of the teacher effectiveness. Teacher effectiveness is important for the development of the student as well for the school itself. Effective teachers are highly motivative and goal oriented. Effective teacher knows the problems of the students and effectively solves their problems. An effective teacher must have high expectation about learning. Effective teachers make use of teaching learning material and other teaching aids. The effective teaches are constantly interacting with the students both inside and outside the school environment.

Obodo (1990) said if teachers are not sound in the content of what he or she teaches, there will be problem in both quality of learning and students' academic performance. There is no way a teacher who is deficient in the subject knowledge will be effective in teaching. The medium of instructions in Government Elementary schools are mainly in Mizo language. Teachers' knowledge of the subject matter in the observed Government Primary schools can be described as adequate. The majority of teachers seemed to master their areas of teaching fairly competently. Whereas the medium of instruction in private schools is in English language. The present study focus on the teacher's knowledge of the subject matter, etc., and teacher characteristics.

There is a lack of sufficient funds and there is no provision of staff quarters at elementary level. Most of the elementary schools of rural areas have poor road connections, internet connection and some have poor communication facilities. Therefore in Mizoram, especially in the Government Primary Schools, teachers should be more devoted and effective to reduce the rate of dropouts or to retain the enrolled masses in the schools. Inadequate number of teachers in elementary schools of Mizoram is one of the major problem and reason for reduction in the enrollment of the students. At the same time teachers need to make extra efforts to make real

education possible, to tap the potentialities of the students, to increase the level of achievement, and to improve educational standards remarkably, especially in rural areas. The schools as well as the teachers need to develop transformational behavior, improve infrastructure, teaching methodology, etc to compete in the present world for quality education. The study has to be conducted in these aspects too.

Need and importance of the study

All the teachers in Government Primary are said to be professionally trained. The schools under the Ngopa Block Resource Centre are located at rural areas and there is a poor communication system. Enrolment problem and high rate to dropouts are the major problem of these schools. Majority of the teachers in these schools belong to the same locale and have good experience of teaching. The teachers are regularly undergoing various professional trainings, improving their skills. It is well known that teachers are important in the overall development of the student. Therefore their professional and characteristics development is essential for their effectiveness. Introduction of new elementary text books by SCERT, Mizoram in 2016 aimed to raise the standard of teaching and learning level. The text books are designed for English medium instruction. Thus the teachers are required to upgrade themselves to be an effective teacher. This study is important to reveal the teacher effectiveness towards knowledge of the subject matters, etc., and teacher characteristics of Government Primary Schools under Ngopa BRCC, Champhai District, Mizoram.

Research Questions:

1. Do the Headmasters and teachers are equally effective towards knowledge of the subject matter, etc. and teacher characteristics?
2. Whether there is a difference in teacher effectiveness between trained and untrained teachers towards knowledge of the subject matter, etc. and teachers characteristics.

Objectives of the study

1. To investigate the effectiveness of headmasters and teachers of Government Primary School in Champhai District towards knowledge of the subject matter, etc.
2. To study the effectiveness of Headmasters and teachers towards teacher effectiveness.

3. To investigate the significant difference between trained and untrained teachers of Government Primary school with reference to knowledge of the subject matter, etc.,
4. To investigate the teacher effectiveness of Government primary teachers between trained and untrained teachers with reference to teacher characteristics.

Hypothesis of the study

The following were the hypothesis of the present study:-

1. There is no significant difference between Headmasters and Teachers of Government Primary schools in teacher effectiveness with reference to knowledge of the subject matter, etc.
2. There is no significant difference between Headmasters and Teachers of Government Primary schools in teacher effectiveness towards teacher characteristics.
3. There is no significant difference between Trained and Untrained teachers of Government Primary schools in teacher effectiveness with reference to knowledge of the subject matter, etc.,
4. There is no significant difference between Trained and Untrained teachers of Government Primary schools in teacher effectiveness with reference to teacher characteristics.

Research Methodology

Descriptive research or Survey research was adopted for the present study.

Sample

The Teachers and Headmasters of **Government Primary School** of **NGOPA Block Resource Centre** at Champhai District were selected by using random sampling through random sampling technique. (Headmasters-18 and Teachers-63).

Tool Used

The TES-KU Questionnaire developed and validated by Dr. (Mrs) Umme Kulsum was used to measure the teacher effectiveness.

Data Collection

For the collection of data/information **TES-KU** Questionnaire and information blank were used. The questionnaires were personally administered to the selected sample with a request to fill the required data. The pre-prepared questionnaire was personally distributed among the teachers of Government Primary schools. The questionnaires were then personally collected after fill up the respondents.

Data Analysis

Table No.1: Effectiveness of Headmaster and Teacher towards Knowledge of Subject Matter, etc.,

Groups	Number	Mean	SD	SED	SEM	T-value	Sig level
Headmaster	18	9	1.32	0.32	0.31	1.904	NS
Teacher	63	8.38	1.18	0.34	0.14		

The Table No. 1 shows that there are 18 Headmasters and 63 Teachers in Government Primary Schools under Ngopa BRCC in Champhai District. The table also shows that the 't' value for the significance of difference between Headmaster and Teachers towards knowledge of subject matter is found to be 1.904 which is statistically not significant. From the finding it is found that difference between Headmaster and Teachers has no influence on their effectiveness towards the above mentioned aspect of Knowledge of Subject Matter, etc.

Therefore the hypothesis 1 that there is no significant difference between Headmasters and Teachers of Government Primary schools in teacher effectiveness with reference to knowledge of the subject matter, etc., is accepted.

Table No. 2: Effectiveness of Trained and Untrained towards Knowledge of Subject Matter, etc.,

Groups	Number	Mean	SD	SED	SEM	T-value	Sig level
Trained	80	11	1.21	1.21	0.13	2.061	At 0.05 level
Untrained	1	8.48	0	0	0		

From

the Table No. 2, it can be seen that there are 80 Teachers who are Trained and only 1 Teacher who is untrained. From the table it can be seen that trained teachers obtained lower mean score than the untrained teachers. The table also shows that the 't' value for the significance of

difference between Trained and Untrained Teachers found to be -2.061 which is significant at 0.05 level. Trained teachers are found to be more effective than the untrained teachers towards knowledge of subject matter, etc.

Table No. 3: Effectiveness of Headmaster and Teacher towards Teacher Characteristics.

Groups	Number	Mean	SD	SED	SEM	T-value	Sig level
Headmaster	18	20.22	2.26	0.53	0.53	1.275	NS
Teacher	63	19.53	1.92	0.58	0.24		

The Table No. 3 shows that there are 18 Headmasters and 63 Teachers in Government Primary Schools under Ngopa BRCC in Champhai District. Headmasters obtained higher mean scores than the teachers. The Table also shows that the 't' value for the significance of difference between Headmaster and Teachers towards teacher characteristics is found to be 1.275 which is statistically not significant at any level.

From the finding it is found that there is no significant difference between Headmaster and Teachers of Government Primary schools towards the above mentioned aspect of Teacher Characteristics.

Table No. 4: Effectiveness of Trained and Untrained towards Teacher Characteristics.

Groups	Number	Mean	SD	SED	SEM	T-value	Sig level
Trained	80	19.67	2.01	2.03	0.22	1.963	At 0.05 level
Untrained	1	21	0	0	0		

Table No. 4 reveals that there are 80 Teachers who are trained and 1 Teachers who is untrained. From the table it can be seen that the 't' value for the significance of difference between Trained and Untrained Teachers found to be 1.963 which is significant at 0.05 level. Thus the finding implies that there is a significant difference between Trained and Untrained teacher on their effectiveness towards the teacher characteristics. Trained teachers are found to be more effective than the untrained teachers.

Thus hypothesis 2 that there is no significant difference between Trained and Untrained teachers of Government Primary schools in teacher effectiveness with reference to teacher characteristics rejected.

Major findings of the study

- a) The study of the teacher effectiveness of Government Primary teachers reveals that there is no significant difference between headmaster and teachers towards knowledge of the subject matter, etc.,
- b) There is no significant difference between headmaster and teachers towards teacher characteristics.
- c) The study also reveals that trained teachers are more effective in knowledge of the subject matter, etc., than untrained teacher of Government Primary teachers under Ngopa BRCC, Champhai District, Mizoram.
- d) There is significant difference between trained and untrained teachers with reference to teacher characteristic of Government Primary schools, Ngopa BRCC.

Conclusions

The present study was conducted among the 81 Government Primary School teachers and headmasters of Ngopa Block Resource Centre, Champhai District, Mizoram. During the study only 1 teacher was found to be untrained and other 80 teachers were trained. The study was conducted to find out the factors affecting the teacher effectiveness towards knowledge of the subject matter, etc., and teacher characteristics. High rate of dropout and low students enrolment has been the major problem in most of the Government Elementary schools of Mizoram. The study reveals that trained teachers are more effective than untrained teachers towards knowledge of the subject matter, etc., and teacher characteristics. Headmasters and Teachers were found to be equally effective in knowledge of the subject matter and teacher characteristics.

This study is found to be very crucial for determining the effectiveness status of the Government Primary teachers. Thus knowledge of the subject matter, etc., and teacher characteristics are essential factor for the measurement of teacher effectiveness.

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