

Study of Teaching Efficacy of Secondary School Teacher in Relation to Affective Attitude and Organization Environment

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Abstract

One of the most crucial things that a person should have in their life is education. The only way to adapt to the shifting demands of society is by education. The idea of education describes the method by which pupils can comprehend a concept. Education can also be defined as the process by which teachers impart knowledge, skills, and information to their students. Numerous modifications were made to the Indian Education System both before and after independence. Our educational system has occasionally been enhanced to meet societal demands and expectations, and it is now one of the world's leading exporters of labour; but, it is still a nation that consumes information rather than producing it. We live in a global village now, where highly educated individuals seize every financial opportunity. We must swim with the global stream in order to maintain the development process in all of its facets and dimensions, and to do so, we must emulate the highly developed global education system(s). That doesn't imply we have to abolish the current educational system entirely; rather, we should make the required adjustments to it.

Keywords: Education, Teacher effectiveness, attitude.

1. Introduction

In order to help achieve the goals of the country, our government has made an effort to assess the quality of education. In order to address this, numerous committees were established, and after reviewing the entire educational system, they provided a number of proposals. Numerous experts in education have examined the current educational system over the past few decades. Evaluation was found to be the weak point in the educational system. Today's examination procedure is intricate. They fulfil the demands of numerous stakeholders and serve a variety of purposes. Exams may be used for a variety of purposes, including selection, certification, institutional accountability, and social change tool development. In fact, it is more typically a combination of several functions. When implementing educational reforms, individuals involved must consider the needs of all relevant parties and make sure that a level of coherence in those needs has been

reached. Reforms that support school-based evaluation increase the accountability pressure and put more faith in the expertise of teachers. It's not always possible to apply pedagogies that function well in one school setting—one with optimal class sizes and possibly more generous funding levels—in another. To guarantee successful implementation, policy makers and educators must have a thorough discussion. Assessment methods place a strong emphasis on the application of skills, knowledge, and understanding as well as exploratory approaches to learning. The method acknowledges that in today's world of rapid change, the ability to "recall" becomes comparatively less valuable for people; instead, higher order talents such as understanding, applying, analysing, assessing, and creating—the ones included in a revised Bloom's taxonomy—become more significant. This is articulated in Not only are those in charge of enhancing education in our nation preoccupied with the subject of whether the current test system meets the needs of the times, but so are parents whose children are enrolled in educational institutions.

As stated by the Indian Secondary Education Commission." The educational system in our country was examination-ridden and that the deal weight of the examination tended to curf the teacher's initiative to change the stereotype curriculum, to stop the mechanical and lifeless methods of teaching, to encourage all spirit of experimentation and to place stress on wrong or unimportant things in education".

2. Operational Definitions of The Terms

Attitude

Attitude is composed from various forms of judgments. Attitude develops on the ABC model.

- Stands for Affective
- Stands for Behaviour
- Stands for Cognition

The emotional reaction known as the affective response conveys a person's level of preference for an object. A person's verbal hint or inclination towards normal behaviour is their behavioural intention. The cognitive response is an assessment of the thing that makes up a person's beliefs regarding the thing. The majority of

attitudes are the outcome of either firsthand encounters or environmental observational learning.

Teachers' attitudes are mostly determined by their persona qualities and disposition, which appear to be closely related. A teacher must exhibit specific dominating behaviours that demonstrate their intelligence, drive to succeed, extended professionalism, and commitment to teaching as a way of life. An individual's attitude refers to their belief or state of mind, particularly as demonstrated by their actions. This attitude is the culmination of all of man's impulses, sentiments, preconceptions, ideas, fears, threats, and convictions on a specific subject. A inclination to react favourably or unfavourably to a particular attitude or object is one definition of an attitude. An attitude is a mental state that pertains to a certain way of thinking or being.

3. Research Methodology

The first task of the investigation work is to select an appropriate research design. The main objective of the present study was to find out the attitude of the government school teachers towards grading system of evaluation concerning their experience, expectations, teaching competencies to deal with grading system and practical problems likely to be encountered by the teachers while executing grading system. To achieve this Normative survey method has been used in the present study.

4. Population of the Study

Population means the entire mass of observation. This is the present group from which a sample is to be formed. The sample observations provide only an estimate of the population characteristics. The term 'Population' conveys a different meaning than a traditional one. In census survey, the count individual (men, women and children) is known as specific group. A population, but in research methodology population means the characteristics of a specific group. A population is any complete group of entities people school, teachers etc. Population for this study has been defining as the teachers in Secondary levels school at Mathura. It is very essential that research should define his population and enumerate its characteristics. Population for purpose of this has been defined as the teachers teaching in secondary schools of Mathura. All of them were located in Mathura. This sample being sufficiently large and drawn in a random manner may be reasonably considered representative of the total population of the secondary school teachers teaching in Mathura school.

5. Result

The ultimate goal of research is to create generalisations by identifying correlations between variables through methodical observation and description of the traits or attributes of the things or occurrences being studied. Finding the data's underlying meaning in relation to the situation is a goal of data analysis and interpretation. Before analysis, any data appear more disorganised than ordered (Blaxter, 2022).

The analysis's goal is to ascertain how secondary school instructors feel about the grading scheme for assessments. The research also aims to ascertain Grading systems' function in evaluation. Teachers' perspectives on the grading scheme. Disparities in the attitudes of male and female educators towards the assessment grading system and issues associated with it. The analysis's specifics are provided on the pages that follow, categorised appropriately. Teachers' attitudes regarding the secondary level assessment grading system (Total Sample) Teachers' attitudes regarding the secondary level evaluation grading system (N=40) are provided in Table 1.

Table-1: Extent of Positive Attitude of Teaches to grading system of evaluation at secondary level

Aspect	Positive to great extent		Positive to some extent		Not at all positive		Total	
	No.	%	No.	%	No.	%	No.	%
Attitude to Grading System	19	47	16	40	5	13	40	100

It is evident from Table-1 that majority of the teachers had a positive attitude to the grading system of evaluation at secondary level. Here (47%) per cent of teachers attitude is positive to a great extent. The attitude of (40%) per cent of teachers is positive to some extent. Only (13%) percent reported to have a negative attitude to the Grading system of evaluation. The maximum possible score is 335 (for 67 items) and the minimum possible score is 67. The average score of 40 teachers is 83. The highest score obtained for the sample of 40 teachers is 89 and this also adds to the fqact that majority of the teachers had a high positive attitude to the Grading system of evaluation at secondary level. A graphical representation to the attitude of grading system of evaluation is represented below.

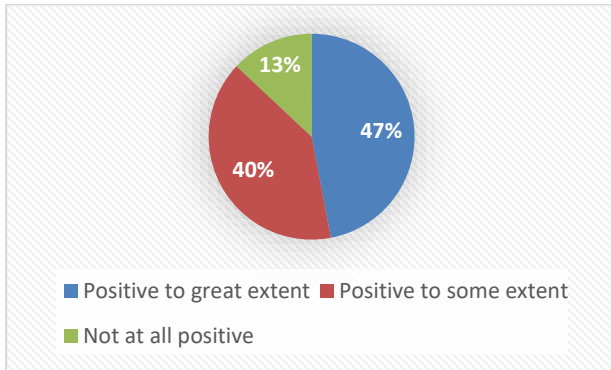


Figure-1: Graphical representation to show the extent of positive attitude of teachers to grading system of evaluation

Table-2: Extent of Negative Attitude of Teaches towards the grading system of evaluation at secondary level

Aspect	Positive to great extent		Positive to some extent		Not at all positive		Total	
	No.	%	No.	%	No.	%	No.	%
Attitude to Grading System	21	52	14	35	5	13	40	100

Table 2 makes it clear that most teachers had a bad opinion of the secondary level evaluation grading system. Here, 52% of teachers report that their attitude is largely favourable. Thirty-five percent of teachers have a rather unfavourable attitude. Merely 13% of respondents expressed dissatisfaction with the Grading system of evaluation. For 67 items, the greatest possible score is 335, and the lowest possible score is 67. Forty teachers had an average score of 83. The sample of 40 teachers had a maximum score of 89, which further supports the finding that most of the teachers had a very negative attitude towards the secondary level grading system of evaluation.

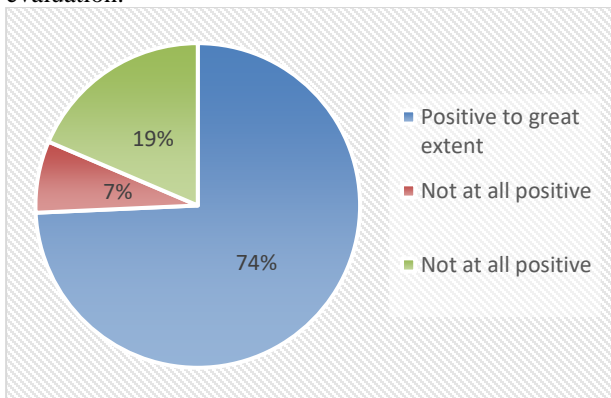


Figure 2: A graphical representation to the attitude of grading system of evaluation is represented below

It is evident from table 1 and table 2 that 47% of teachers have positive attitude to the grading system of evaluation while 52% of teachers have the negative attitude to the grading system of evaluation at secondary level. The consolidated table 3 shows the positive and negative attitude of teachers to the grading system of evaluation.

Table 3: To show the attitude of teachers to grading system of evaluation

No. of Teachers	Positive attitude	Negative attitude
80	38	42

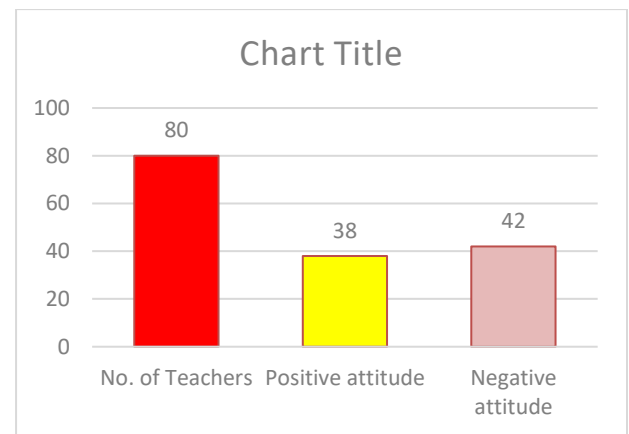


Figure 3: A graphical representation to the attitude of teachers to grading system of evaluation

Gender wise comparison of the attitude of teachers to the grading system of evaluation at secondary level.

To find out whether there is any significant difference in the attitude of male and female teachers to the grading system of evaluation at secondary level, two groups namely male and female teacher were selected for the study. The detail of gender wise comparison is presented graphically.

Table-4: Gender wise Attitude of Teachers Towards Grading System of evaluation

Gender	Positive Attitude	Negative Attitude	Total
Male	26	14	40
Female	12	28	40
Total	38	42	80

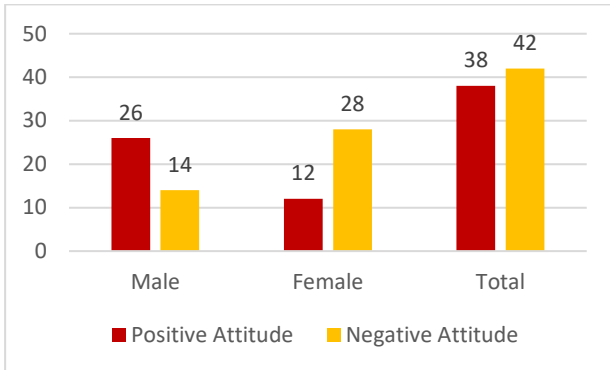


Figure 4: Graphically representations showing gender wise attitude of teachers to the grading system of evaluation

It is evident from the table 4 that 13 male teachers out of 20 have positive attitude towards the grading system of evaluation which is 65% of the total number of the male teachers while 7 male teachers out of 20 have negative attitude toward the grading system of evaluation. from thjs table this is concluded that male teachers possess more positive attitude towards grading system of evaluation than their female counterpart. The below mentioned table 5 shows the percentage wise attitude of the male teachers to the grading system.

Table-5

Comparison of Male and Female teacher's percentage wise attitude to Grading System of evaluation at secondary level

Attitude	Male	Female
Positive	65%	30%
Negative	35%	70%

The percentage wise results obtained from the table 5 and the 6 are presented graphically in the table-5 which shows that inclination of male teacher's positive attitude towards the grading system of evaluation at the secondary level. The results obtained from the table 6 are presented graphically which shows that inclination of female teacher's negative attitude towards the grading system of evaluation at the secondary level.

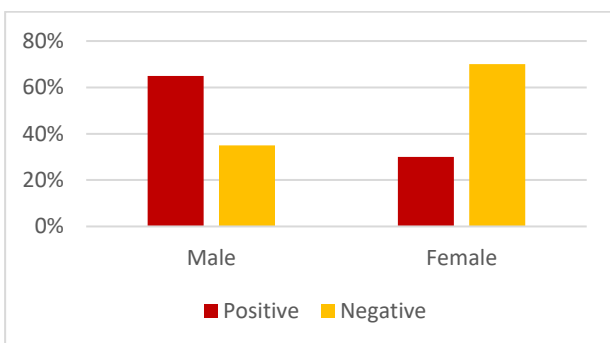


Figure-5: A graphical comparison of Male and Female teacher's percentage wise attitude to Grading System of evaluation at secondary level

Table-6: Calculation of Chi-Square Value of Male and Female Teachers and Their Positive and Negative Attitude to Grading System of Evaluation.

Teachers	positive Attitude	Negative Attitude	Total
Male	26	14	40
Female	12	28	40
Total	38	42	80

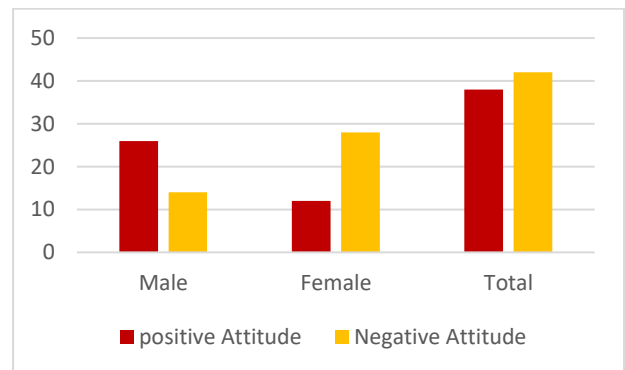


Figure 6: Graphically representations showing Chi-Square Value of Male and Female Teachers and Their Positive and Negative Attitude to Grading System of Evaluation

6. Conclusion

The study shows that the examination and assessment systems are highly valued by all Boards. Even while exams are given top priority in all of the Boards under study, schools have added project work, reading and writing proficiency, involvement in extracurricular activities, attitude and behaviour, and other aspects to the evaluation process. The field survey reveals that schools place a strong focus on written exams. Homework, projects, unit tests, cumulative exams, monthly tests, half-yearly tests, pre-board exams, and annual exams are all prioritised by CBSE. It seeks to advance intercultural learning and national integration. In addition to being evaluated academically, student achievement is also evaluated in light of the children's total or holistic development.

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