

## **Teacher Effectiveness in relation to Values**

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### **Abstract**

The purpose of this present paper conducted a study of teacher effectiveness in relation to values. Teacher is a main role model for the learners for effective learning and changing appropriate behaviour in the schools and colleges. 200 teachers were selected from central schools of Uttarakhand state for the present study. Objectives were defined of this study to find out relationship between teacher effectiveness and values. Value has six dimension, theoretical value, economic value, aesthetic value, social value, political value religious value. Teacher effectiveness scale constructed by P. kumar and D.N. Mutha and value inventory standardized by Harbhajan L. Singh and S.P. Ahluwalia for collecting of data. Results of this study reveal that there is a positive relationship of theoretical value, aesthetic value and social value with teacher effectiveness. And negative relationship of economic value, political value and religious value with teacher effectiveness was found.

### **Introduction**

During last few years, large scale and far reaching developments as well as changes have taken place on the national and international scenes in social, economic, cultural, scientific and technological spheres as well as in information and communication technologies. These developments have effected education, including teacher education necessitating review and again reform of Indian teacher education. Taking a serious note of these developments, agencies responsible for education from nursery to tertiary and professional education have reviewed/ revised their programs and courses of study. The National Council for Teacher Education has to initiate suitable measures to make teacher education at various levels responsive to such developments as well as to quality concerns in future. Education of teachers not only facilitates improvement of school education by preparing competent, committed and professionally well qualified teachers who can meet the demands of the system, but also functions as a bridge between schooling and higher education. It has to meet twin demands: (a) Accept the challenges of the education system including school and higher education, and (b) the ever-changing demands of the social system. The role of teacher education as a process of nation building is

universally recognized. Its objective is man making and producing enlightened citizens. But teacher education in India has been confined to school education only.

Teachers are called nation builders in every country and in every society. The role of teachers is of great importance. It is left to the teachers to inculcate personality characteristics, right values the values of good citizenship producing law abiding and nation loving citizens. Teachers play an important role in fostering the intellectual and social development of children during their formative years.

### **Teacher Effectiveness**

Effective teachers are defined as those who are apt to pursue specified learning goals for their students. Teacher effectiveness assumes that teachers actively pursue goals related to their students' learning, they are intentionally and purposefully teach, and they are able to use their knowledge and skills to deal with many different situations (Anderson, 2004). Many times, the terms teacher performance and teacher effectiveness are used synonymously. Teacher effectiveness is understood as that which helps in the development of basic skills, understanding, proper work habits, desirable attitudes, commitment to work, value judgment and adequate personal adjustment etc. Effective teachers have ability of understanding the student's emotions and their causes, capability of effectively regulating these emotions is one self and in others. An effective teacher is one, who not only imparts the entire curriculum allotted to him in the best and efficient manner, but also ensures the best possible academic performances, high degree of moral, good inter-personal relationship with the staff members, active involvement in the decision-making process and an optimal development of all-round personality of the students. Effectiveness is the combination of various dimensions. It is considered to be an apex of perfection to be desired and looked for in all kinds of activities in which one is engaged. Thus, effectiveness characterized by optimum level of efficiency and productivity on the part of person concerned. It is an attribute in the person's personality in his best form (Arora, 1975).

**Dunkin (1997)** considered that, "teacher effectiveness is a matter of the degree to which a teacher achieves the desired effects upon students."

He defined teacher competence as the extent to which the teacher possesses the requisite knowledge and skills, and teacher performance as the way a teacher behaves in the process of teaching.

**Sandy (1998)** points out that the most important qualities of an effective teacher are: he must be a learner, a leader who can inspire and influence students through his expert and referent power, enthusiastic, innovator, sentinel, optimistic, idealistic, collaborator, revolutionary and having moral code of conduct. The teacher who lacks all these qualities is considered as an ineffective teacher. There are many other teacher characteristics that are identified as being important to student's achievement in school.

### **Values**

Generally, value has been taken to mean moral ideas, general conceptions or orientations towards the world or sometimes simply interests, attitudes, preferences, needs, sentiments and dispositions. But sociologists use this term in a more precise sense to mean “the generalized end which has the connotations of rightness, goodness or inherent desirability”. Values are guiding principles helping in making decision decisive in day to day behavior as also in critical life situations. In this age of rapid social change influenced by technology, there appears a value crisis in the society. Some values seem to perish, some submerging into others, some new ones have emerged and some new ones are gaining creditability.

According to **M. Haralambos (2000)**, “a value is a belief that something is good and desirable”.

### **Types of Value**

Many psychologists were given different types of values. According to Springer values can be categorized as follows:

**Theoretical Value:** The Theoretical person is primarily concerned with the discovery of truth, to which they seek in a cognitive way.

**Economic Value:** This value stands for desire for money and material gains. A man with high economic value is guided by considerations of money and material gain in the choice of his job.

**Aesthetic Value:** This is characterized by appreciation of beauty, form proportion and harmony, love for fine arts, drawing-painting, music, dance, sculpture, poetry and architecture, love for literature, love for decorations of the home and the surroundings, neatness and system in the arrangements of the things.

**Social Value:** This value is defined in terms of charity, kindness, love and sympathy for the people, efforts to serve God through the service of mankind, sacrificing personal comforts and gains to relieve the needy and the affected of their misery.

**Political Value:** This value is characterized by respect for individuality, absence of discrimination among persons on the bases of sexes, language, creed, religion, caste, colour, race and family status, ensuring equal social, political and religious rights to all, impartially, social justice and respect for the democratic institutions.

**Religious Value:** This value is defined in terms of faith in God, attempt to understand him, fear of divine wrath and acting according to the ethical codes prescribed in the religious books. The outward acts of behaviour expressive of this value are going in pilgrimage, living a simple life, having faith in the religious leaders, worshipping God and speaking the truth.

### **Need and Significance of the study**

In our developing country educational system must be well organized. The key point in the total educational system is the teacher and he plays an active role in the formation of habit, personality, values, attitudes and other qualities among the students. A glance over the present system it is clear that they are not capable of shouldering the responsibilities assigned to them.

Having reviewed the researches undertaken in the field of teacher effectiveness, it was observed that most of the researches connected with effectiveness have been conducted in relation to the variables such as, teaching aptitude, attitude, motivation, professional training, nature of schooling, income levels, experience, intelligence, adjustment, creativity, inter personal relationship and competency (Das & Burman, 2016; Johal & singh, 2016; Hussainmiya & Naik, 2015; Kuar & Sharma, 2015; Raju, 2013; Jain, 2007). Many studies support the findings that teacher effectiveness influenced by the gender (Kumar & Kumar, 2010; Bhrgava & Gupta, 2016; Roy & Haldar, 2010). Although there are some studies conducted on teacher effectiveness in

higher educational institute's teachers in India and abroad by the researchers. Therefore it was felt that there was a need to embark upon the relation of teacher effectiveness and values.

### **Objectives**

The present study undertaken to achieve the following objectives-

1. To find out the relationship between teacher effectiveness and theoretical value.
2. To find out the relationship between teacher effectiveness and economic value.
3. To find out the relationship between teacher effectiveness and aesthetic value.
4. To find out the relationship between teacher effectiveness and social value.
5. To find out the relationship between teacher effectiveness and political value.
6. To find out the relationship between teacher effectiveness and religious value.

### **Hypotheses**

The following hypotheses have been formulated to achieve the objectives-

1. There will be a significant relationship between teacher effectiveness and theoretical value.
2. There will be a significant relationship between teacher effectiveness and economic value.
3. There will be a significant relationship between teacher effectiveness and aesthetic value.
4. There will be a significant relationship between teacher effectiveness and social value.
5. There will be a significant relationship between teacher effectiveness and political value.
6. There will be a significant relationship between teacher effectiveness and religious value.

### **Methodology**

The present study deals with the teacher effectiveness in relation to values. So, the researcher has employed "*Normative Survey Method*" type of 'Descriptive Research' which attempts to describe and interpret practices, processes, trends, effects, attitudes and beliefs etc. Hence, this method was found to be most suitable for present study.

### **Population of the Study:**

All items or units in any field of inquiry constitute a 'Universe' or 'Population'. A population is any group of individuals who have one or more characteristics in common that are of the interest of the researcher. For this study, all the central school teachers who have teaching experience of 5 to 20 years from Uttarakhand are taken as population.

### **Sample and Sampling Procedure:**

The present study is conducted on the teachers of central schools of Uttarakhand state, India. For this purpose 200 Teachers were selected for the study from only the central schools of Uttarakhand state.

**Variables and tool used:****(a) Dependent Variable**

**Teacher effectiveness** – It is the only dependent variable involved in the present study. Teacher effectiveness of teachers has been studied by '*Teacher Effectiveness Scale*' developed by *Pramod Kumar and D. N. Mutha*.

**(b) Independent Variable**

In the present study value is the only independent variable being studied and measured:

**Values** –Values of the teachers has been measured by '*Teachers value Inventory*' developed by '*Harbhajan L. Singh and S. P. Ahluwalia*'.

**Statistical Technique used:**

Pearson coefficient of co-relation was used to find the relationship between teacher effectiveness and values.

**Analysis and Interpretation**

The analysis and interpretation of this study is as follows:

**Table-01****Coefficients of Correlation between Teacher Effectiveness and Theoretical value**

| Variable              | Coefficient of Co-relation |
|-----------------------|----------------------------|
| Teacher Effectiveness | +0.093                     |
| Theoretical Value     |                            |

The table-01 shows the coefficients of correlation between teacher effectiveness and values of teachers. The obtained coefficient of correlation between theoretical value and teacher effectiveness is +0.093. It indicates a positive correlation between the variables. It means that there is a positive association between teacher effectiveness and theoretical value. It means that with the increase of theoretical value in teachers, the teacher effectiveness also increases.

**Table-02****Coefficients of Correlation between Teacher Effectiveness and Economic value**

| Variable              | Coefficient of Co-relation |
|-----------------------|----------------------------|
| Teacher Effectiveness | -0.048                     |
| Economic Value        |                            |

The coefficient of correlation between economic value and teacher effectiveness is - 0.048. It shows a negative correlation between the variables. It means that with the increase or decrease of economic value in teachers, the teacher effectiveness decreases or increases.

**Table-03****Coefficients of Correlation between Teacher Effectiveness and Aesthetic value**

| Variable              | Coefficient of Co-relation |
|-----------------------|----------------------------|
| Teacher Effectiveness | +0.005                     |
| Aesthetic Value       |                            |

The obtained coefficient of correlation between aesthetic value and teacher effectiveness is +0.005. It shows slightly positive relationship between teacher effectiveness and aesthetic Value. It means that with the increase of aesthetic value in teachers, the teacher effectiveness also increases.

**Table-04****Coefficients of Correlation between Teacher Effectiveness and Social value**

| Variable              | Coefficient of Co-relation |
|-----------------------|----------------------------|
| Teacher Effectiveness | +0.125                     |
| Social Value          |                            |

The obtained coefficient of correlation between social value and teacher effectiveness is +0.125. It exhibits a positive correlation between the variables. It indicates that with the increase of social in teachers, the teacher effectiveness also increases.

**Table-05****Coefficients of Correlation between Teacher Effectiveness and political value**

| Variable              | Coefficient of Co-relation |
|-----------------------|----------------------------|
| Teacher Effectiveness | -0.016                     |
| Political Value       |                            |

The obtained coefficient of correlation between political value and teacher effectiveness is -0.016. It indicates a negative correlation between the variables. It means that with the increase or decrease of political value in teachers, the teacher effectiveness decreases or increases.

**Table-06****Coefficients of Correlation between Teacher Effectiveness and Religious value**

| Variable              | Coefficient of Co-relation |
|-----------------------|----------------------------|
| Teacher Effectiveness | -0.148                     |
| Religious Value       |                            |

The coefficient of correlation between Religious value and Teacher effectiveness is -0.148. It shows a negative correlation between the variables. It indicates that with the increase or decrease of economic value in teachers, the teacher effectiveness decreases or increases.

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