



A study of teacher effectiveness and general intelligence of secondary school teachers

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Abstract

The present study attempts to compare teacher effectiveness and general intelligence of secondary school teachers in relation to gender and type of school. The sample for the study consisted of 850 secondary school teachers of Ganderbal and Srinagar district of Kashmir. The findings of the study revealed that there is no significant difference in teacher effectiveness of male and female secondary school teachers. The significant main effect of type of school is independent of gender groups i.e. government school teachers are more effective both in case of male and female groups of school teachers. There is significant difference in general intelligence of male and female secondary school teachers i.e. female teachers being more intelligent as compare to male teachers, both in case of government and private schools. Teacher effectiveness is positively and significantly related with general intelligence.

Keywords: general intelligence, secondary school teachers. teacher effectiveness

Introduction

Darling Hammond (2010) ^[1] defined an effective teacher as one who is intellectually challenging, motivating students, setting high standards and encourages self-initiating learning. Anderson (2004) ^[2] viewed effective teachers as those teachers who achieve the goals set for them or the goals set for them by others, like the ministry of education. Effective teachers are very important for students learning. However, teacher's effectiveness is difficult to define since there has not been a consensus agreement on what measured quality teachers. (Stronge, Ward and Grant, 2011). However, it is possible to measure some teacher's attributes like interaction with students, teaching strategy, motivation, pedagogical content knowledge and classroom management through qualitative research approach. These teacher's attributes could act in a long way to determine teacher's effectiveness. An effective teacher must have a high expectation about learning. A teacher who has low expectation of his or her students about learning a concept would not care if at the end of the teaching students does not understand the concept.

The origin of the concept of intelligence is in antiquity. IN the implicit approach definitions or characteristics, attributes and conception of intelligence has been gathered from people asking them what they meant by intelligence; what people say intelligence is. Spearman (1927) ^[3] gave earliest factor theory of intelligence which comprises two kinds of factors, general factor and specific factor. Thurstone (1938) ^[4] accepted Spearman's theory and identified primary mental abilities.

Need of the Study

Effective education depends upon active, competent, resourceful and effective teachers. Teacher's capability, competence and effectiveness make school good or bad, flourishing or deteriorating. So, quality of education depends upon the efficiency of teachers. One can say that teacher effectiveness is the capability of the teachers to teach in such a manner that he gets success to bring the

desirable change in the student's behavior. Recent years have seen that parents are sending their children to private schools and society at large feels that better and quality education is being provided to the students in private schools. Only private schools are also becoming more and more attractive and showing better results than government schools. There can be many reasons for better results but the quality of the in the institution can be one of the multiple reasons for better results. Quality of teachers undoubtedly depends upon the academic potentialities and psychological abilities of the teachers and selection in private schools is done by the management depending upon the criterion laid down by them for m time to time. Hence, there is a need to see whether there is a difference in the psychological variables such as general intelligence and teacher effectiveness of private and government school teachers.

Objectives of the Study

The objectives of the study are as follows:

1. To study teacher effectiveness, general intelligence of secondary school teachers in relation to gender.
2. To study teacher effectiveness and general intelligence of secondary school teachers in relation to type of school.
3. To study the relationship between teacher effectiveness and general intelligence among secondary school teachers.

Hypotheses of the Study

The hypotheses formulated for the study are as:

1. There will be significant difference between male and female secondary school teachers in teacher effectiveness and general intelligence.
2. There will be significant difference between government and private secondary school teachers in teacher effectiveness and general intelligence.
3. There will be significant relationship between teacher effectiveness and general intelligence among secondary school teachers.

Research Methodology

Sample

A total of 200 secondary schools were selected for the purpose of the study. A total of 850 secondary school teachers filled up the questionnaires from two districts of Kashmir.

Tools Used

Teacher Effectiveness Scale by Umme Kulsum (2013) and the Standard General Progressive Matrices (1938) were administered individually for collection of data.

Results of the Study

The mean teacher effectiveness scores of secondary school teachers is 308.07 and for female secondary school teachers 308.35, whereas mean teacher effectiveness of private and government secondary school teachers is 305.61 and 310.56 respectively. Similarly, the general intelligence mean scores of male and female teachers are 4423 and 4616 respectively. This shows that mean general intelligence score of female secondary school teachers is higher than male teachers. The mean general intelligence scores of private and government secondary school teachers stands at 44.65 and 45.57 respectively.

Findings of the Study

Following are the important findings of the study:

1. There is a significant difference in teacher effectiveness of government and private secondary school teachers. The government school teachers are more effective than private school teachers.
2. There is no significant difference in teacher effectiveness of male and female secondary school teachers.
3. The main effect of type of school is independent of gender groups, i.e. government school teachers being effective both in case of male and female groups of school teachers.
4. There is no significant difference in general intelligence of government and private secondary school teachers.
5. There is significant difference in general intelligence of male and female secondary school teachers, female teachers being more generally intelligent as compared to male teachers both in case of government and private schools.

From the above discussion, pertaining to correlation analysis of teacher effectiveness with general intelligence, it may be concluded that teacher effectiveness is positively and significantly related with general intelligence.

Recommendations

The results of the present study show that government secondary school teachers are more effective as compared to private school teachers. Government secondary school teachers are recruited on the basis of merit and now teacher eligibility test is being implemented with reference to Right to Education. Hence policies or characteristics that can contribute towards effective teaching among private schools should be mentioned as well recognized by the private authorities. Private school should enhance salaries of teachers and should be given on time. For increasing the teacher effectiveness of private school teachers, there should be change in managerial ideology, a good level of personal

relationships and democratic school environment should be provided. Government should take appropriate steps for securing, nurturing and retaining professional teachers, with ultimate goal of keeping their position in the education to deliver goods in effective manner.

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