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INDEX

No.	Title of the Paper	Author's Name	Page No.
English Section			
01	Information about Prehistoric Art in Central India at Bhimbetka	Dr. Pravin Chavan	05
02	Feelings of Isolation and Loss in Jhumpa Lahiri's 'When Mr. Pirzada Came To Dine'	Sahebrao Kamble	12
03	Friendship and Love Life in Chetan Bhagat's 'Five Point Someone : What Not To Do At IIT'	Vinayak Khot	15
04	Colonialism, Economics and Museums in Maharashtra	Dr. Ashwinkumar Rathod	18
05	Dalit Literature : A Voice of Revolt	Dr. Rajendra More	23
06	Performance Evaluation Study to Improve Efficiency of Effluent Treatment Plant in Automobile Industry	Chandrakant Yelam, Shridhar Jadhav, Abhijit Thorat & Sanjaykumar Thorat	26
07	Fluoride Comparative Study of Nagzari Lake, Loni Lake with Penganga River of Kinwat Taluka, Nanded District (M.S.)	Dr. Anand Bhalerao	32
08	A Correlational Study between Change Proneness and Psychological Well-Being among Organic Agricultural Population (N-150)	Deepa Naik	37
09	Study of Spider Fauna from the Cotton Fields of Vitala Village Near Wardha River Pulgaon, India	Dipti Kadu	43
10	Is Mobile based Applications a Possible Solution to Tackle the Mental Health Challenges among Uniformed Forces : A Scoping Review	Dr. Vinod Gajghate	48
11	Study of Love Marriage Male and Arranged Marriage Male on Expectations from the Life Partner	Dr. Sarika Kshirsagar	54
12	Teacher's Effectiveness in COVID 19	Dr. Ramesh Nikam	59
13	Current Status of Online Teaching and Learning During Lockdown Period in Maharashtra	Dr. Anand Shinde	66
14	Ensuring Effective Online Teaching	Dr. Lakshmi Muthukumar	73
15	Significance of Canal Irrigation on Changes in Cropping Patterns	Dr. Ankush Doke	78
16	Values among Working Women and Non-Working Women	Dr. C. P. Labhane, Anil Sawale	83
17	Importance of Online Banking in Indian Economy	Prof. Yuvraj Jadhav	88
18	Bank Loan Disbursement to Self Help Groups through Karnataka Sahakara Sindhu	Dr. Nirmala J.	92
19	A Correlational Study between Environmental Attitude and Occupational Stress among Conventional Farmers (N-150)	Deepa D. Naik	101
20	Integrated Watershed Development in Northeastern Parts of (Raver Taluka) Dist: Jalgaon, Maharashtra : An Overview	Dr. K. H. Nehete	106
हिंदी विभाग			
21	भारतीय काव्य में सांस्कृतिक जीवन मूल्य	डॉ. वाल्मीक सूर्यवंशी	109
22	आधुनिकयुग में भारतीय नारी के आदर्श	डॉ. विमुखभाई पटेल	112
23	स्त्री विमर्श के परिप्रेक्ष्य में 'निर्मला' उपन्यास	डॉ. सरला तुपे, डॉ. सुजाता लामखडे	116
24	महिला सशक्तीकरण और पंचायती राज : एक अध्ययन (उत्तराखंड के विशेष संदर्भ में)	डॉ. शिखा जैन	120
25	'मुझे चाँद चाहिए' उपन्यास में मध्यवर्गीय परिवार	डॉ. सन्मुख मुच्छटे	127

Teacher's Effectiveness in COVID 19

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Abstract:

It is generally agreed that goodness of an Educational Programme to a large extent is depend on a quality of teachers. In COVID 19 situation educational system is criticized by experts and layman also. Some people express that the all educational system is collapsed. Government policies, education institutional perspectives, teachers' role, misuse of technology all these factors are responsible to educational system. Researcher has the curiosity to know the role of teachers on educational system so he wants to understand teachers' effectiveness quality in education. In present study the population was secondary teachers in Malegaon Tehsil. One hundred secondary teachers were selected with the help of simple random sampling. The data was collected by administering TEACHERS EFFECTIVENESS SCALE (TES). This study emphasizes the teachers' effectiveness in information source, motivator, advice and guidance, relationship with pupils, relationship with colleagues, relationship with principals and parents, teaching skills, co-curricular activities, professional knowledge, general appearance and habits in relation to classroom, classroom management and personality characteristics. Role of gender and teaching experience has not impact on teacher effectiveness. Researcher found that score on test is very high so overall teachers' effectiveness is very effective and it is good sign for education.

Introduction:

The process of education is the continuous evolving process; it has various aspects of diversity and extends it reach and coverage since the dawn of human history. Education is the backbone of human development as well as societal development. The progress of any country is depend upon the quality of education. Newness and advanced education is the sign of development. There are various philosophers as well as experts express their views regarding education. According to Mahatma Gandhi education means an all-round drawing out of the best in child and man's body, mind and spirit.

Swami Vivekananda thinks that the education is manifestation of perfection already in man. Like fire in a piece of flint, knowledge exists in the mind. Suggestion is the friction which brings it out.

Rabindranath Tagore says that the highest education is that which does not merely give us information but makes our life in harmony with all existence. Dr. Sarvhapalli Radhakrishnan states that in Indian tradition education is not merely a means of earning for living nor it is only a nursery of thought or a school for citizenship. It is initiation into the life of spirit and training of human souls in the pursuit of truth and the practice of virtue.

J. Krishnamurthy said that education should have following aims-

- a) Global outlook
- b) Concern for man and environment
- c) Religious spirit which includes the scientific temper.

Education is the foundation stone of a nation's intellectual power which shapes the power profile of the nation in world community. The progress and development of country depends upon the quality of its education. Education is a purposive, conscious or unconscious, psychological, sociological, scientific and philosophical process which brings about the development of the individual to the fullest extent and also the maximum development of society in such a way that both enjoy maximum happiness and prosperity. Education is the development of individual according to his needs and demands of society, of which he is an integral part.

Indian education perspective the various commissions are formed for the educational development or quality education. After the independence educational experts' always cautious regarding education and time to time appropriate changes suggested to improve education system. In 1948-49 Radhakrishnan Commission was formed and this commission has given many important recommendation regarding higher education. According to the report of this commission "Universities are the homes of intellectual adventure." Secondary education is important link between primary and higher education. Secondary education commission (Mudaliar commission was formed in 1952 under the chairmanship of Dr. Lakshmanswami Mudaliar for reconstruction of secondary education. This commission formulated the following aims of secondary education such as-

1. Developing democratic citizenship
2. Development personality or character
3. Vocational efficiency
4. Education for leadership.

This commission recommended the various changes in secondary education. Commission consider the importance of teacher and recommended the various policies for teacher. July 1964 government of India set up an education commission under the chairmanship of Dr. D. S. Kothari. The commission submitted its comprehensive report in July 1966. According to it education should aim at:

1. Increasing national productivity.
2. Achieving social and national integration.
3. Accelerating the process of modernization.
4. Cultivating social, moral and spiritual values.

Parliamentary Committee on education was set up in 1967 and this committee approved the recommendations of the Education Commission. In 1968 National policy of education was formed. After seventeen years of experiment an attempt was made to evaluate the national educational policy which was formulated in 1968. The government of India declared new education policy under the title "National Policy on Education, 1986." Then the constructivism approach was introduced and education policy 2005 was formed. This policy was focused on student centric approach but the role of teacher is important to gain new knowledge from environment.

Teachers' role is quite important in education. Teacher effectiveness was defined as "a teacher's ability to utilize approaches, strategies, connections to students, and a particular set of attitudes that lead to improved student learning and achievement" (Strong, Ward, & Grant, 2011). There are various components are involved in teachers effectiveness among them five are core components. These are as follows:

1. Self-Control Strategies.
2. Teaching to Appropriate Behaviors.

3. Accurate and Timely Consequences.
4. Classroom Design Techniques.
5. Student-Teacher Relationships.

Researchers agree that teachers are one of the most important school-based resources in determining students' future academic success and lifetime outcomes (Chetty et al. [2014](#); Rivkin et al. [2005](#); Rockoff [2004](#)).

Constructivist teachers are those teachers which encourages the students to constantly assess how the activity how the activity is helping them for understanding. The teacher is a

1. Good planner.
2. Good friend.
3. Help knowledge formation.
4. Good coordinator.
5. Good counselor.
6. Good evaluator
7. Provide appropriate learning aids to students as a good administer.
8. Always respects self-image of students.

Role of teacher in education is always important. Teacher is crucial component in education and his effectiveness reflect societal and national development. A school may have excellent material resources such as equipment, building, library, good campus, advanced facilities but if the teacher are misfit or indifferent to their responsibilities the all resources is likely to be ineffective and wasted. Effectiveness of teacher is therefore prime importance for realizing desirable educational goals. An effective teacher may be understood as one who helps development of basic skills, understanding proper work habits, good judgment, desirable attitudes, comprehensive knowledge, good self-control and adequate personal adjustment with students.

Objectives:

1. To assess the teachers effectiveness of secondary school teachers.
2. To find out gender difference regarding the teachers effectiveness of secondary school teachers.
3. To know the relationship between teaching experience and effectiveness of secondary school teachers.

Hypotheses:

1. There is no impact of adverse condition(covid19) on teachers effectiveness of secondary school teachers.
2. Male teachers are more effective than the female teachers of secondary school.
3. More experience teachers are more effective than less experience teachers.

Statement of problems: To study the effectiveness of teacher, role of gender and experience of teacher's effectiveness of secondary school teachers.

Review of literature:

F. E. Weinert, E. De Corte (2001) Educational Research for educational practice. Teacher is considerably more effective through combined training program for teachers that uses The model of the expert teacher provides an interesting theoretical perspective for the practical application of such research findings. Prompted by work in cognitive psychology, this model

investigates how experienced and successful teachers differ from inexperienced and/or unsuccessful teachers in their knowledge about education and in their teaching activities.

Rice (2003) was conducted study and found that the relationship between teacher experience and student achievement was most prominent for students at the secondary level. Additional work in schools in the United States by Wiswall, and Ladd and Sorenson, and a Dutch twin study by Gerritsen et al. , all these study indicated that teacher experience had a collective effect on student outcomes.

Boyd et al. (2009) study on teacher preparation Programme and found that overall these programs varied in their effectiveness. In their study of 31 teacher preparation programs designed to prepare teachers for the New York City School District. Data based on document analyses, interviews, and surveys of teacher preparation instructors, surveys of participants and graduates, and student value-added scores. They found that if a program was effective in preparing teachers to teach one subject, it tended to also have success in preparing teachers to teach other subjects as well. They also found that teacher preparation programs that focused on the practice of teaching and the classroom, and provided opportunities for teachers to study classroom practices, tended to prepare more effective teachers. Finally, they found that programs that included some sort of final project element tended to prepare more effective teachers.

Blank and De Las Alas (2009) study on r meta-analysis of the effects of professional development on student achievement and they found that 16 studies reported significant and positive relationships between professional development and student achievement. For mathematics, the average effect size of studies using a pre-post assessment design was 0.21 standard deviations.

The research of Pil and Leana (2009) found that acquiring teacher experience at the same grade level over a number of years, not just teacher experience in general (i.e. at multiple grades), was positively related to student achievement.

Education Statistics' National Assessment of Educational Progress (NAEP), Wallace (2009) used structural equation modeling to find that professional development had a very small, but occasionally statistically significant effect on student achievement. She found, for example, that for NAEP mathematics data from the year 2000, 1.2 additional hours of professional development per year were related to an increase in average student scores of 0.62 points, and for reading, an additional 1.1 h of professional development were related to an average increase in student scores of 0.24 points. Overall, Wallace identified professional development had moderate effects on teacher practice and some small effects on student achievement when mediated by teacher practice.

Chetty et al. (2014) found that students educated by highly effective teachers, as defined by the student growth percentile (SGPs) and value-added measures (VAMs), were more likely to attend college, earn more, live in higher-income neighborhoods, save more money for retirement, and were less likely to have children during their teenage years. This potential of a highly effective teacher to significantly enhance the lives of their students makes it essential that researchers and policymakers properly understand the factors that contribute to a teacher's effectiveness.

Papay and Kraft (2015) collect data from teachers of grades four to eight between 2000 and 2008 within a large urban school district in the United States, and confirmed previous research on the benefits experience can add to a beginner teacher's career. They found that

student outcomes increased most rapidly during their teachers' first few years of employment. They also found some further student gains due to additional years of teaching experience beyond the first five years.

James H. Stronge,.. Xianxuan Xu, (2015): Teacher Behaviours and student outcomes. - Studies on teacher effectiveness provide some insights into the qualities that connect teacher effectiveness and student achievement. The outcomes of these studies, while informative, have not led to a standard definition of teacher effectiveness. Neither have they generated a commonly agreed-upon list of effective teaching qualities. Generally, effective teachers plan carefully, use appropriate materials, communicate goals to students, maintain a brisk pace, assess student work regularly, and use a variety of teaching strategies. They use class time well and have coherent strategies for instruction.

Methodology:

Population and sample:

This study was conducted on secondary school teachers in Malegaon Tehsil. Population of this study is secondary school teacher in Malegaon Tehsil. For this study 100 secondary school teachers were selected as sample. They all selected by using simple random sampling. Sample consists of male and female secondary school teacher. Included teachers in sample are all working as permanent teacher.

Tool:

The data was collected by using questionnaire method. Teacher effectiveness scale (TES) was used for data collection. This questionnaire is standardized by Dr. Pramod Kumar and D. N. Mutha. This scale consists sixty nine items having five alternatives. These items are related to teacher's effectiveness. The test-retest reliability of the scale is 0.85 and split-half reliability is 0.67. The face validity of scale is fairly high. The scale has been validated against principals rating and it was found 0.77. The scale is having percentile norms. High percentile score indicates good effectiveness and low percentile score shows ineffectiveness of teachers.

Results and Discussion:

In this study survey research method was used and data was collected by questionnaire method. The average score of teachers on teacher effectiveness scale was 318.20. This score indicates that score is in between 80 and 90 percentile and the range of this percentile shows that teachers are very effective. This finding shows that COVID 19 was really creating danger situation in society but teachers are doing their duties and responsibilities honestly. They change their teaching strategies, adopt online teaching and evaluation skill, maintain good rapport with students and parents, acquire appropriate professional knowledge and guide properly for corona appropriate behavior. Teachers served the community by risking their own lives in difficult situations for the health of the community. They are doing their job just like warrior.

In this study second hypothesis was "Male teachers are more effective than the female teachers of secondary school." To test this hypothesis t test was used.

	Type of Teacher	N	Mean	SD	t	Significance
Teacher effectiveness	Male Teacher	50	320.24	30.38	0.63	NS
	Female Teacher	50	316.17	34.15		

Table shows the mean, standard deviation, t value and its significance level. The mean score of male teachers on teachers effectiveness scale was 320.24 and standard deviation was 30.38. The mean score of female on teachers effectiveness scale was 316.17 and standard deviation was 34.15. The high score indicates effectiveness of teacher and low score indicates ineffectiveness of teacher. The t value is 0.63 which is not significant at 0.05 & 0.01 level. This value indicates that there is no significant difference between male teacher and female teacher in terms of effectiveness so the hypothesis is rejected. This finding shows that the role of gender has not any impact on teacher's effectiveness.

Third hypothesis was "More experience teachers are more effective than less experience teachers."

	Type of Teacher	N	Mean	SD	t	Significance
Teacher effectiveness	More experienced Teacher (More than 10 years)	60	321.10	32.14	0.92	NS
	Less experience Teacher (less than 10 years)	40	315.30	30.28		

Table shows the mean, standard deviation, t value and its significance level. The mean score of more experience teachers on teachers effectiveness scale was 321.10 and standard deviation was 32.14 and the mean score of less experience on teachers effectiveness scale was 315.28 and standard deviation was 30.28. The high score indicates effectiveness of teacher and low score indicates ineffectiveness of teacher. The t value is 0.92 which is not significant at 0.05 & 0.01 level. This value indicates that there is no significant difference between more experience teacher and less experience teacher in terms of effectiveness so the hypothesis is rejected. This finding shows that the role of teaching experience has not any impact on teacher's effectiveness.

Conclusion: It can be concluded that the effectiveness of teacher was very high and there was no role of gender and experience of teacher's effectiveness of secondary school teachers.

Limitations:

1. This study is restricted to particular region of Maharashtra i.e. Malegaon Tehsil.
2. The finding of study is related to only approved teachers.
3. Paper pencil test has its unique limitations and this study carry this limitations

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