

Teacher Effectiveness in Teaching English at the Secondary level in Tribal Schools

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Introduction

English plays a key role in social communications. The ability to use English effectively is considered essential for honorable existence in the globalized world. The inclusion of English medium education in India from class 1 is the best evidence of the importance of the English in current competitive world.

English language teachers play an important role in enabling learners to learn the language effectively. The teaching of English in tribal schools of Warangal district is in panic status. The students are taught six periods in a week for ten years. The students do not know more than thousand words by the time they enter into university education. It means that they barely learn English words at the rate of one word per period.

The present study is an attempt to understand and assess teacher effectiveness in teaching English at the secondary schools of urban and tribal areas of Warangal district. Through the current study, the researcher tries to elicit the views, opinions, and perceptions of secondary learners as well as the teachers of English on teachers' effectiveness.

Literature Review

A few relevant studies carried out in the area

of teacher effectiveness support to the present study.

Sharma's (1971) study on teacher effectiveness found that the teaching aptitude of the teachers and the grades secured by the students yield positive student achievement. In this study teacher effectiveness was assessed in terms of the teachers' personality, classroom teaching and the end results of the course. Teacher aptitude was an important predictor of teacher effectiveness.

Chhaya (1974) examined certain psychological features of an effective secondary school teachers. The subjects of the study were 100 ineffective secondary school teachers and 80 effective secondary school teachers. The results of the study concluded that the effective teachers had better adjustment, personality and positive attitude towards their profession. Effective teachers were more interested in teaching than their counterparts. The study also found that effective teachers were emotionally stronger than ineffective teachers.

Christensen (1986) researched to examine the effective teacher characteristics showed by associate teachers of the University of Idaho. The subjects of the study were 35

teachers. The results of the study concluded that securing better scores in a teaching strategies course was not associated with the characteristics of an effective teacher.

Purser (1986) examined the connection between the classifications of teacher efficacy determined by learners' success on a set of teacher variables which incorporate years of teaching experience. The samples of the study were 87 secondary school teachers. The results demonstrated that there was no important connection between the shared set of chosen teacher variables and the efficacy of a teacher.

Noerrlinger (1987) carried out a study to observe the learners' feedback on teacher effectiveness and the factors that may impact learners' feedback. The subjects of the study were 1500 learners, 76 teachers and 19 principals. Results of the study showed that the effective teachers performed better in showing personal interest, presentation of the lessons, managing the class and guiding learners. The learners' feedback on teaching also significantly influenced the teacher effectiveness.

The research conducted by More (1988) found the intelligence of a teacher was a significant personality factor. The results of the study also found that the teacher's personality often influences the classroom instruction.

A study carried out by Prakasham (1988) made comparisons between the teachers working in the urban, semi-urban and industrial area schools. The subjects of the

study were 92 principals and 800 school teachers of 120 government local body schools, private and Christian missionary schools. The findings of the study revealed that teachers working in urban area schools situated in industrial areas exceptionally excelled over teachers working in the semi-urban area schools situated in industrial areas on both teacher competency and teacher effectiveness. There was a positive correlation between teacher competency and teacher effectiveness.

The research conducted by Fecser (1989) examined if highly effective teachers teaching students with severe behavior disorders show better effective teaching behavior than less effective teachers. The findings of the study revealed that there was no important variation between the teaching behavior of highly effective teachers and less effective teachers.

Daly's (1990) study observed if the student perceptions are reliable tool to assess teacher effectiveness. The subjects of the study were 864 students studying in Hanover Park high school in New Jersey. The results of the study concluded that the student perception is one of the reliable tools to evaluate the teacher effectiveness.

A study conducted by Sugiratham and Krishan (1995) examined the relationship between the teacher's medium of instruction and teacher effectiveness. The samples of the study were 295 female teachers teaching in girls' secondary schools. The results of the study found that teacher's medium of instruction and educational qualifications

would have significant impact on teacher effectiveness.

Wilhem's study (1996) examined the perception of students and perception of teachers on teacher effectiveness. Sample of the study were 41 college teachers and 560 students working in a community college. The findings of the study revealed that there were significant differences between the perception of students and teachers towards teacher effectiveness. Teacher effectiveness depended on the teacher's enthusiasm to teach, clarity on what he/she teaches, type of assignments given to the students and evaluation.

A study conducted by Treder (1998) tried to compare the attitude of more effective teachers and less effective teachers towards learners with special needs in a general classroom. The findings of the study indicated that more effective teachers had a greater interaction with learners with special needs and they had more inclusive attitude than the other group of teachers.

A study conducted by Pandey and Maikhuri (1999) examined the attitudes of effective teachers and ineffective teachers towards their teaching profession. The findings of the study showed that experience of a teacher is not the major factor or determiner of teacher effectiveness. The results also found that the attitude of more experienced teachers was significantly positive towards their teaching profession than the attitude of ineffective teachers with less teaching experience.

A research carried out by Quandahl (2001)

examined the teaching practices of more effective, effective and less effective teachers of kindergarten schools in the production of high learner achievement. The sample comprised of 9 teachers from kindergarten schools and 208 students from diverse backgrounds. Findings of the study revealed that more effective teachers had better teaching practices. In addition, students taught by effective teachers attained high academic achievement.

A research carried out by Kagathala (2002) investigated the teacher effectiveness of secondary school teachers working in various secondary schools situated in Gujarat with regard to gender, area of the school, teaching experience, educational qualifications, caste and the personality of the teachers. Creative personality inventory and teacher efficacy scale were given to 1800 teachers of which 510 were female and 1290 were male teachers. The findings of the study revealed that overall teacher effectiveness in secondary schools of Gujarat was average. The urban secondary school teachers were superior to the rural teachers in terms of teacher efficacy. Teacher's gender did not have significant effect on teacher effectiveness. The master degree holders were more effective in teaching than those who hold only bachelor degrees.

Objectives

The present study was carried out with the following objectives.

General Objective

- ❖ To obtain expressive status of teacher

effectiveness in teaching English at secondary schools of urban and tribal areas of Warangal district

Specific Objectives

- ❖ To know the teacher effectiveness variations of urban area and tribal area English language teachers
- ❖ To understand the attitude of the urban and tribal area teachers towards teaching English
- ❖ To assess the educational background of the teachers and their experience with teaching English
- ❖ To know students' perception of teacher effectiveness in urban and tribal areas
- ❖ To assess the infrastructure facilities in school
- ❖ To know what kind of motivation that the secondary learners get from the language teacher to learn English in the tribal area schools

Hypothesis

To meet the objective of the present study the following hypothesis were formulated:

- There would be significant difference in teacher effectiveness among urban and tribal area English teachers at the secondary level schools.
- The more effective English teacher of secondary schools will differ significantly from less effective teacher in their attitude towards teaching.

- Urban area teachers are more effective in teaching English than tribal area English teachers.

Research Questions

1. What is the difference between the urban and tribal teachers' and learners' perceptions towards teacher effectiveness?
2. What are the indices for language teacher effectiveness in the context of the Tribal learners?
3. What are the implications of the study of teacher effectiveness for language teacher education vis a vis tribal learners?

Subjects of the Study

The target population comprises of 300 secondary school learners from urban and tribal areas, out of which 150 learners are from tribal schools and the remaining 150 are from urban secondary schools. The sample of teachers consists of 100 teachers, 50 teachers from urban schools and 50 from tribal schools. 20 English classes were observed by the researcher, 10 from urban schools and 10 from tribal area schools. Semi-structured interviews with 20 teachers were done, 10 teachers from each area. The area of study (Warangal District) was demarcated into tribal and urban areas.

Research design

The research is comparative study because the researcher intends to investigate the perception of the teacher effectiveness by the students as well as by the teachers by using

student questionnaire and teacher questionnaire. In the questionnaire the questions include few sections on the teacher's preparation, subject knowledge, motivation, classroom management, teacher characteristics, and use of technology in teaching English. Classrooms observations are also done by the researcher to know to what extent the teachers' and students' responses are matching with the real classroom. The live classroom observation helps the researcher to know the implementations of the teaching strategies and implementation of activities in teaching English.

Findings and discussion

The following are the major findings of the study which would support the researcher's assumptions and hypothesis. The findings of the study are categorized into different aspects as mentioned below.

Teachers' Preparation

- Tribal school teachers do not come to the classroom with preparation and planning of the lessons.
- The teachers of tribal area do not come to the class in time.
- The teachers from tribal schools as well as urban area schools do not carry any lesson plans to make teaching more effective.
- The teachers of tribal area are not aware of the aims and objective of the subjects they teach.
- Tribal area teachers are not familiar with

the teaching techniques which would help them make teaching more effective.

Teachers' Knowledge of the Subject Matter

- Through observation it is found that the tribal teachers have less command over the subject matter than the urban school teachers.
- Most of the tribal teachers do not exchange their knowledge and ideas of subject matter with colleagues.
- Tribal teachers do not facilities to update their knowledge.
- The confidence of the tribal teachers is low.

Teaching Strategies

- The teachers of tribal schools do not apply any teaching strategies except lecturing method, whereas urban teachers are found to apply many teaching strategies.
- Tribal teachers have the habit of summarizing lessons at the end of the lesson, while the learners read the paragraphs one by one.
- Most of the tribal area teachers do not bother about the learners' mistakes.

Classroom Management

- Very less number of teachers from tribal area schools motivates their students to learn English than urban school teachers.

- The use of audio visual aids in tribal schools in teaching English is not adequate and does not match the need of the learners.
- None of the tribal teachers takes remedial classes for the slow learners and they do not bother about their students' needs and necessities.
- The implementation of role-play, pair-work and group discussion does not take place in the tribal classroom.
- The maintenance of discipline in the tribal classrooms is very poor according to the observation and it is found that the teachers of tribal schools fail in maintaining minimum discipline in the classroom.

Teacher Characteristics

- The supportive nature of the teachers in tribal schools is less than urban schools.
- The implementation of creative ideas in teaching English does not take place in tribal schools. Through the observation it was found that it was better in urban schools.
- The teachers are not emotionally balanced in tribal areas as they get angry on learners and frighten them for small mistakes.
- The teachers of urban schools and tribal schools do not accept the criticism of other teachers as feedback for improvement in making their teaching more effective.

Use of Technology and TLM

- The use of technology in teaching English in tribal areas is poor as they do not have such facilities in their schools.
- The tribal teachers do not use teaching learning materials in teaching English except blackboard and textbooks, whereas urban teachers do use of some materials like charts and computers.

Implications of the Findings

Based on the findings mentioned above the researcher would like to suggest some implications here for the betterment of teaching English and make teachers more effective in tribal schools of Warangal district.

Implications to the Teachers

- The teachers should plan and prepare the lessons well in advance to make their teaching more effective with regard to English language teaching.
- The maintenance of time should be appropriate for making his/her presentation of lesson more effective.
- Teacher should come to class in time and leave it on time to make his/her teaching fruitful.
- The lesson plan should be prepared by the teacher so that he/she is clear about the objectives of the lesson and the teaching goes according to the needs of the learners.
- The teacher should implement newly updated techniques to make

his/her teaching more effective and useful.

- The teacher should have sound knowledge on the subject matter which he/she teaches.
- Teacher should exchange his/her ideas with other teachers to become more knowledgeable in the concerned subject.
- Attending the in-service training programmes, conferences and orientation programmes would make a teacher more effective and knowledgeable in subject matter.
- Teacher should motivate his/her learners towards learning English.
- Technically skilled teachers would make his/her teaching more effective. So all the teachers should have sound knowledge in using technology in teaching English.
- Teachers should implement role-play, pair-work and group-work in teaching English, which would involve learners in teaching learning process.
- The teacher should have supportive behavior with learners, which develops learners' confidence level in learning new things.
- The teachers should accept criticism as feedback for improving their teaching and making it more effective.
- Teachers should prepare some teaching aids to make their teaching more effective.

Implications to the Teacher Educators

The teacher trainers who produce the future teachers also have some suggestions from the researcher to implement during pre-service training programmes.

- More hands on learning experiences should be provided to trainees to make them more effective teachers.
- Continuous Professional Development programmes, workshops and conferences should be conducted for trainees to become effective in teaching and acquire new knowledge.
- Teacher trainers should focus more on practical aspects to become more practical and effective in dealing with subject.
- Personality development programmes should be offered to the trainees to cope with different conditions in which they work.
- Trainees should be trained to use effective teaching learning materials and aids.
- Teacher trainees should be trained to use advance technology effectively in teaching English.

Suggestions to the Education Department

The education department also has some responsibilities to make teaching learning process meaningful. English language teaching should be given importance. The department should monitor the schools through frequent visits to check the

learners' progress. The department should provide in-service training programmes to the teacher to up-to-date their subject knowledge. The training courses should be innovative and need based. The teachers should be evaluated by the experts and the needed training should be given to the ineffective teachers. The department should provide fully equipped teaching learning materials and teaching aids which would help teachers to make their teaching more effective. The department should ensure that the equipment works properly. The schools should be equipped with the language labs.

Conclusion

According to the findings and discussion of results, we can understand that the urban English teachers and tribal English teachers have variations with regard to the teacher's effectiveness. The uses of teaching methods, authentic materials, teaching learning materials have variation in both areas. The results of the present study support the assumptions of the researcher. Therefore, the suggestion given in this study would help the department of education as well as the government to bring about changes in the education system which, in turn, would help improve tribal education.

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