

**Impact
Factor
3.025**

ISSN 2349-638x

Refereed And Indexed Journal

**AAYUSHI
INTERNATIONAL
INTERDISCIPLINARY
RESEARCH JOURNAL
(AIIRJ)**

Monthly Publish Journal

VOL-IV

ISSUE-II

FEB.

2017

Address

• Vikram Nagar, Boudhi Chouk, Latur.
• Tq. Latur, Dis. Latur 413512 (MS.)
• (+91) 9922455749, (+91) 9158387437

Email

• aiirjpramod@gmail.com
• aayushijournal@gmail.com

Website

• www.aiirjournal.com

CHIEF EDITOR – PRAMOD PRAKASHRAO TANDALE

A Study on Teaching Effectiveness of Primary School Teachers In Relation to their Emotional Intelligence and Professional Satisfaction

Ramu Hanamantappa

Research Scholar,
Dakshina Bharathiya Hindi Prachar Sabha Regional
Postgraduate and Research Institute D.C.
Compound Dharawada State, Karnataka

Dr. V.S.Exambi,

Research Supervisors,
Principal K.R.E.Society's Karnataka College of
Education Bidar. Karnataka State.

Abstract

The World Declaration on Education for All, states that primary education must be universal to ensure that the basic needs of all children are met. Basic learning needs are defined in terms of the essential learning tools and the basic learning content that people require in order to survive, to live and work with dignity, to improve the quality of their lives, to make informed decisions, and to continue learning. However, the quality of education has been suffering. Education for all is all very well, but good quality education for all is another story. Professional satisfaction is great significance for efficient and profitable functioning of any organization with proper teaching and well teaching and aptitude teachers. Satisfied are the greatest asset of any organization whereas dissatisfied and ill adjusted teaching effectiveness of the biggest liability. This theoretical paper high light on issues like Introduction, Concept of teacher effectiveness, Assumptions are implicit in this definition of teacher effectiveness, Characteristics of Effective teachers, Determining Teacher effectiveness, Developing teacher effectiveness, Conclusion. Thus, in fact no organization can successfully achieve its goals until and unless those who constitute the organization are satisfied in their life satisfaction and with proper teaching effectiveness. It is believed that dissatisfied with their jobs and lack of teaching aptitude may be militant in their attitudes towards the teaching profession,

Key words:-Teacher effectiveness, Assumptions, Professionalism, Accountability, Initiative, etc

Introduction

The education commission (1964-68) has emphasized that the education is the one and the only instruments that can be used to bring about a change towards the social and economic betterment of India. Such a process of education focuses around teaching – learning in the classroom. Research on classroom climate and teaching effectiveness has a being on the teacher education programs

It is the teacher whose is responsible for setting the proper climate in a classroom A teacher who has got good classroom climate attends effectiveness of teaching. As a feedback teaching effectiveness may return classroom climate alive in his career. In taking of study of classroom climate one refers to relationship personal development and system maintenance. The term teacher effectiveness is quite broad when compare with the term teaching behavior, which has a relatively narrower connotation. The scope of term teacher effectiveness includes the study of presage variables like teacher personality, intelligence, experience, and professional training. The various aspects of cognitive and non-cognitive behaviors associated with a teacher when called upon to undertake teaching work will be considered elegant. In taking up the study of teaching effectiveness are refers to intellectual kindling, responsiveness, effectiveness, progress, impartiality and informal

academic help. The role of the classroom teacher in education is say that teaching effectiveness of teacher depends directly on the classroom climate. Maximizing teaching effectiveness in a major goal of teaching profession.

Teachers and the instruction they give their students are only two of a complex set of factors that have an impact on student learning. One of the fundamental truths in education is that the knowledge, skills, aptitudes, attitudes and values with which students leave school or a particular teacher's classroom are influenced to a great extent by the knowledge, skills, aptitudes, attitudes and values that students possessed when they entered the school or classroom. In addition, the knowledge, skills, aptitudes, attitudes, and values that students possess when they enter a school or classroom are the result of some intricate and complex combination of their genetic composition and the environment to which they have been exposed in their homes.

In addition to these genetic and environmental factors, which are beyond the control of any teacher, teachers are powerless in terms of making learning occur; they cannot simply open up the tops of their students' heads and pour in the desired learning. The stimulus-response theory has long been dismissed as a viable theory for understanding the link between teaching and learning (that is, teachers teach (stimulus) and students learn (response)).

Teachers must create conditions that reduce the likelihood that students will use their veto power and increase the probability that students will put forth the time and effort needed to learn what their teachers intend them to learn, that is the teacher effectiveness.

Concept of Teacher Effectiveness

Effective teachers are those who achieve the goals which they set for themselves or which they have set for them by others such as ministries of education, legislators and other government officials, school / college administrators. Effective teachers must possess the knowledge and skills needed to attain the goals, and must be able to use that knowledge and those skills appropriately if these goals are to be achieved.

In Medley's terms, the possession of knowledge and skills falls under the heading of 'teacher competence' and the use of knowledge and skills in the classroom is referred to as 'teacher performance', Teacher competence and teacher performance with the accomplishment of teacher goals, is the 'teacher effectiveness'.

Assumptions are implicit in this definition of teacher effectiveness.

I. Effective teachers tend to aware of and actively pursue goals.-These goals, in turn, guide their planning as well as their behaviours and interactions with students in the classroom. This assumption does not mean that effective teachers are always aware of goals; in fact, awareness is particularly likely to be lacking when others have established goals for teachers. Using current educational terminology, these 'goals established by others' are referred to as 'standards'. That is, standards are externally imposed goals that indicate what students should know and be able to do because of the instruction that they receive.

II.The teaching is an international and reasoned act:- Teaching is intentional because we always teach for some purpose, primarily to facilitate learning. Teaching is reasoned because what teachers teach their students is judged by them to be worthwhile.

III.The vast majority of teacher goals should be concerned with their student learning:- An example of direct teacher concern with learning is a teacher who states that he or she intends to help students develop the ability to differentiate facts from opinions, or reality from fantasy. An example

of indirect teacher concern with learning is a teacher who sets out to decrease the level of disruptive behaviour in the classroom because he or she believes that learning cannot occur before the level of disruptive behaviour is reduced. It should be obvious that if teachers' goals are stated in terms of their students' learning, then the "Teacher effectiveness must be defined, and can only be assessed, in terms of behaviours and learning of students, not behaviours of teachers".

IV.No teacher is effective in every aspect of their profession:- For example a primary school teacher may be highly successful in teaching reading comprehension to his or her students while struggling to teach them the elements of rudimentary problem-solving in mathematics. Likewise, a secondary literature teacher may be quite able to teach students an appreciation of poetry, but have some difficulty in teaching them how to interpret the symbolism in a series of novels. Thus, the degree to which a given teacher is effective depends, to a certain extent, on the goals being pursued by that teacher.

Similarly, a schoolteacher may be very gifted in dealing with less able students, while at the same time feeling quite frustrated with his or her inability to render the work more challenging for the more able students. A secondary mathematics teacher may be particularly adept with students who are well motivated to learn mathematics, but have great difficulty motivating those who question why they have to learn mathematics in the first place. Thus, the degree to which a teacher is effective also depends, largely, on the characteristics of the students being taught by the teacher. Despite the underlying the above mentioned assumptions, it seems reasonable to assume that those who are referred to as being 'effective teachers' are more often than not effective in achieving specified learning goals. In other words, there is some degree of consistency in these teachers' effectiveness vis-à-vis classroom conditions, time, and goals. However, this effectiveness does not stem from rigid adherence to a standard set of behaviours, activities, methods, or strategies in all situations. Rather, teachers who are consistently effective are those who are able to adapt their knowledge and skills to the demands inherent in various situations so as to best achieve their goals. Doing whatever is necessary in order to achieve these goals, rather than doing certain things in certain ways or using certain methods or techniques, is a hallmark of an effective teacher.

Characteristics of Effective teachers

Teacher characteristics are relatively stable traits that are related to, and influence, the way of teachers practice in their profession. These characteristics are organized into four 'groups: professionalism, thinking/reasoning, expectations and leadership.

I. Professionalism

- i. Commitment:-Commitment to doing everything possible for each student and enabling all students to be successful
- ii. Confidence :Belief:- in one's ability to be effective and to take on challenges
- iii.Trustworthiness:-Being consistent and fair; keeping one's word
- iv.Respect:-Belief that all individuals matter and deserve respect

II.Thinking/reasoning

- i.Analytical thinking:-Ability to think logically, break things down, and recognize cause and effect
- ii.Conceptual thinking:-Conceptual thinking Ability to identify patterns and connections, even when a great deal of detail is present.

III. Expectations

- i. Drive for improvement:-Relentless energy for setting and meeting challenging targets, for students and the school
- ii. Information seeking Drive;-Information seeking find out more and get to the heart of things, intellectual curiosity.
- iii. Initiative:-Initiative Drive to act now to anticipate and pre-empt event

IV. Leadership

- i. Flexibility:-Ability and willingness to adapt to the needs of a situation and change tactics
- ii. Accountability:-Accountability Drive and ability to set clear expectations and parameters and hold others accountable for performance
- iii. Passion for learning:-Passion for learning Drive and ability to support students in their learning, and to help them become confident and independent learners

Determining Teacher effectiveness

The criteria of teacher effectiveness employed in these investigations were of two sorts, namely efficiency ratings and pupil gains, as measured by tests administered to the pupils before and after instruction. More specifically, the criteria included the following:

I. In Service rating by

- | | |
|--------------------------------|----------------------------------|
| a) The Superintendent. | e) Departmental personnel. |
| b) The principal. | f) state departmental personnel. |
| c) other supervisory official. | g) Self rating |
| d) Teacher Education. | |

II. Peer rating

III. Pupil gain score

IV. Pupil rating

V. Composite of test scores from tests thought to measure teaching effectiveness.

VI. Practice teaching grades.

VII. Combination or composite of some or all of the above criteria not seem to be complicated, so that my comments are lucid, not too long winded and yet stimulating.

Developing teacher effectiveness

How to increase teacher effectiveness; that is, how to get teachers to use this knowledge in order to become more effective in their classrooms. There is little, if any, evidence that enticing teachers, for example by giving them more motivating salaries or coercing them by, for example, making them conform to administrative mandates results in any meaningful, long-lasting improvement in their effectiveness, at least in normal circumstances where teachers are actually paid and where they earn a salary that allows them to live. If teachers are to change the way they teach and, perhaps more importantly, the way they think about their teaching, their reluctance to change must be overcome and support must be provided in their attempts to improve. Overcoming teachers' reluctance to change

Teachers are reluctant to change for a number of reasons, most of which are quite understandable. Three of the primary reasons are:

1. A lack of Awareness.
2. A lack of Knowledge.
3. The belief that the changes will not make any difference to them or their students.

Support for improvement efforts

There is ample evidence that few teachers can engage in serious attempts to improve their teaching without the support of others. Virtually all teachers who attempt to change experience some problems and setbacks early on. Without support, these teachers are likely to give up and return to the status quo. Virtually all-meaningful change requires time. If changes are expected in less than the time required, efforts to change are likely to be abandoned and disappointment will reign supreme.

Conclusion:-

A good teaching is the main criteria of and an effective teacher. Teaching efficiency is considered as the process factor. The effective teacher never stops experimenting to discover what best suits his own particular needs and those of his students the effective teacher can apply teaching methods that are easier, quicker, better, safer, more rewarding, less laborious, intensive, and more suitable. A scouting of the related literature would reveal that classroom climate and teaching effectiveness of teachers as perceived by students in India has rarely been subjected to research with particular variable to students of school, type of school managements getting scholarship etc, the present study is an attempt to explore the relationships between classroom climate and teaching effectiveness of teacher perceived by students in terms of certain Scholl variables Effective teacher is one who quite consistently achieves goals – be they self-selected or imposed – that are related either directly or indirectly to student learning.

Bibliography

- i. Anand C.L. (2000) – Teacher Education in emerging India, NCERT, New Delhi
- ii. Basavanthappa, B.T. “Nursing education” Jaypee Brother, New Delhi, First Edition (reprint 2004), Page No. – 254-256.
- iii. Bhatia and Bhatia (2007) :-Theory and Principles of Education Dobha House Book seller and Publisher1688 Nasi saraka New Delhi.
- iv. Dr. Balbir Singh Jamwal and Mohanti, J.(1998) Modern Trend in Indian Education: Current Issues and Strategies in the context of NEP, New Delhi.
- v. Education in Emerging India, Dr.M.H.Syed, Himalaya Publishing House, Mumbai
- vi. Darling-Hammond, L. (2006). Constructing 21st-century teacher education. Journal of Teacher Education, 57 (2).
- vii. Lorin W. Anderson, “Increasing teacher effectiveness” UNESCO: International Institute for Educational Planning, Paris 2004, Second edition, Page no. – 19-32 & 109-115.
- viii. Teacher Education, Dr. Harish Bandsal, APH Publishing Corporation, New Delhi.
- ix. Teacher Education, Sheela Mangala, Deep Publication New Delhi.