

A STUDY OF TEACHER EFFECTIVENESS IN RELATION TO LOCUS OF CONTROL

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ABSTRACT

This study is aimed at :

a) Studying teacher effectiveness in relation to locus of control

b) Studying the interrelation of teacher effectiveness and locus of control.

To achieve the objectives of the study, 'Teacher Effectiveness Scale' by Dr. Parmod Kumar and D. N. Mutha & Rotter's locus of control scale were used. A sample of 250 Teachers was selected on the basis of random sampling method. Descriptive statistics were used to analyse the data. The t-value was applied. Results indicate that a significant difference exists between teacher effectiveness of male and female teachers & govt. and private teachers. A significant difference exist between locus of control of male and female teachers & private and govt. teachers. There is negative relation between teacher effectiveness and locus of control of teachers.

INTRODUCTION

Education is a powerful instrument for the social, political and economic development of a country. It has been an instrument in the evolution of mankind from 'stone age' to 'computer age'. To gear up education towards the desired end, teaching as a profession assumes a great importance. Education is like a guiding force for human growth and development. It is through education that a man develops his thinking, intelligence, aptitude, positive sentiments and skills, good values and attitude.

Through the concept of teacher as a 'Guru' might have faded away with the time, still the responsibilities of this 'Guru' have increased many folds as the civilization is advancing. In modern times, teaching has become a profession,

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which grows with innovation and with practice. The teacher is the agent of society who has been assigned this work and his first obligation is towards school children. So the role of teacher in our modern and complicated system of education today is indeed an important and complex one.

The teacher has more than one role to play. He has to play the role of a facilitator, a leader, a co-operative enterprise in which development occurs through reciprocal give and take. He is expected to arouse enthusiasm and be a source of inspiration to his pupils.

TEACHER EFFECTIVENESS

Effectiveness may be taken as one's hold on the circumstances and it is related to the power of influencing the environment. It is then accepted dominance of one's personality by his co-workers and subordinates in the process of interaction, a person's enduring impression left on the other bears testimony to his effectiveness. Effectiveness is the index of a success of life. Teaching is effective to the extent that the teacher sits in way that are favourable to the development of basic skills, work habits, desirable attitude, value judgement and adequate personal adjustment of the pupils.

Teacher effectiveness refers to the effect that the teacher's performance has on pupils. He who teaches effectively may pave the way for progressive and productive society; on the contrary the poor teaching would lead to the perpetuation of ignorance, misunderstanding, intellectual and cultural stagnation in the society. The school having excellent material resources and appropriately adopted curriculum may all go in waste, if the teacher is not effective.

The term 'teaching effectiveness', According to Encyclopaedia of Educational Research, will be used to refer to the result, a teacher gets or to the amount of progress the pupils make towards some specified goals of education. **According to Flanders (1970)**, 'Teaching effectiveness is by definition concerned with such things as teachers does that affect educational outcomes. **Barr (1952)** explains teacher effectiveness as a relationship between teachers, pupils and other persons concerned with the educational undertaking. All affected by limiting and facilitating aspects at the immediate situation.

LOCUS OF CONTROL.

Locus of control is a psychological term that refers to a person's belief about what causes the good or bad result in his life, either in general or in a specific area such as health or academics. Locus of control refers to the extent to which individuals believe that they can control events that affect them. Individuals with a high internal locus of control believe that events result primarily from their own behaviour and action believes that events result primarily from their own behaviour and actions. Those with a high external locus of control have better control of their behaviour, tend to exhibit more political behaviours, and are more likely to attempt to influence other people than those with high external locus of control. They are more likely to assume that their effort will be successful. They are more active in seeking information and knowledge concerning their situation.

One's 'Locus' (Latin for 'Place' or 'Location') can either be internal (meaning the person believes that they control their life) or external (meaning they believe that their environment, some higher power, or other people control their decision and their life. Locus of control is an expectancy variable that deals with the perception of control. The largest body of empirical data about perceived control, however, derives from Rotter's Social Learning Theory. It is in Rotter's theory that perceived control occupies a central place within a systematic formulation. In Rotter's theory, person's action is predicted on the basis of his values, his expectations and the situations.

NEED AND SIGNIFICANCE OF THE STUDY

The effectiveness of education is dependent on the effectiveness of its teachers. Most of the classroom teaching in India continues to be teacher dominated hence we should pay greater attention towards teacher effectiveness, to improve the teaching learning situations so that the future generation are to be adequately prepared to face the changing time.

Who is an effective teacher and what makes a teacher effective or what makes him efficient and adequate and how to assess such attributes are the

preposition which for several decades have presented a problem beset with contradictions and difficulties. Teacher effectiveness may be influenced by various factors including teaching attitude, teaching experience, value patterns, locus of control, professional training, job satisfaction, congenial working environment and burnout etc. Through this study the investigator wants to find out the relation of factors like locus of control with teacher effectiveness.

In this study investigator also endeavour to compare the teacher effectiveness and locus of control among govt. and private school's male & female teachers. The result of this comparison certainly helps students and parents to make their choice. The comparison will definitely contribute in the field of teaching.

OBJECTIVES

1. To find out the difference between teacher's effectiveness of male and female teachers.
2. To find out the difference between teacher's effectiveness of govt. and private teachers.
3. To find out the difference between locus of control of male and female teacher.
4. To find out the difference between locus of control of govt. and private teachers.
5. To find out the relationship between teacher's effectiveness and locus of control of male and female teachers.
6. To find out the relationship between teacher's effectiveness and locus of control of govt. and private teachers.
7. To find out the relationship between teacher's effectiveness and locus of control of teachers.

HYPOTHESES OF THE STUDY

There exists no significant mean differences in the effectiveness of male and female teachers.

There exists no significant mean differences in the effectiveness of govt. and private teachers.

There exists no significant mean differences between locus of control of male and female teacher.

There exists no significant mean differences between locus of control of govt. and private teachers.

There exists no significant relationship between teacher effectiveness and Locus of control of male and female teachers.

There exists no significant relationship between teacher's effectiveness and locus of control of govt. and private teachers

There exists no significant relationship between teacher effectiveness and Locus of control of teachers

SAMPLE

In the present study, 250 Senior Secondary school teachers were taken randomly from different school of Ludhiana District of Punjab. Out of these 125 teachers (63male, 62females) were taken from Govt. Senior Secondary School and 125 (63 male and 62 female) teachers were taken from privately managed secondary school.

TOOLS

For the present study following tools were used to collect data:

Teacher Effectiveness scale by Dr. Parmod Kumar and D. N. Mutha (1985)

Locus of control scale by Rotter (1966)

DESIGN OF THE STUDY

Descriptive survey method was employed in the present study. Data was collected with the help of Teacher Effectiveness Scale, Locus of Control Scale, from 250 Senior Secondary School Teachers of Ludhiana District. Multistage random sampling was done. Product moment correlation and t-ratio technique were employed to analysis the data.

STATISTICAL TECHNIQUES USED

Mean, S.D, T-Ratio, Correlation were used to analyse the data.

ANALYSIS, RESULT & DISCUSSION

Table 1

Difference between Significance of the Means of Teacher Effectiveness and locus of control of Male and Female Teachers & govt. and private teachers.

Respondent	Group	N	M	S.D	SE _M	T-value	Significant at
Teacher Effectiveness	Male	126	328.06	18.25	1.63	2.28*	.05 level
	Female	124	322.66	19.45	1.75		
	Govt.	125	324.44	17.47	1.56	0.79	
	Private	125	326.33	20.46	1.83		
Locus of control	Male	126	4.52	1.77	.16	3.22**	.01 level
	Female	124	7.74	3.48	.31		
1.	Govt.	125	6.88	3.29	.29	3.90**	.01 level
2.	Private	125	5.36	2.90	.26		

The result shown in the Table 1 indicates that a significant difference exists between teacher effectiveness of male and female teachers and a significant difference exists between locus of control of male and female teachers which is significant at .01 level of confidence. This table also revealed that no significant difference exists between teacher effectiveness of govt. and private teachers. The t-ratio was calculated as 0.79 which is not significant at .05 level of confidence. A significant difference exists between locus of control of govt. and private teachers. The t-ratio was as 3.90 which is significant at .01 level of confidence.

Table 2

Coefficient of Correlation between Teacher Effectiveness and Locus of Control of male and female teachers & govt. and private teachers.

	Group	N	M	S.D	SE _M	r
Teacher Effectiveness	Male	126	328.06	18.25	1.63	-0.01
Locus of control	Male	126	4.52	1.77	.16	
Teacher Effectiveness	Female	124	322.66	19.45	1.75	-0.25**
Locus of control	Female	124	7.74	3.48	.31	
Teacher Effectiveness	Govt.	125	324.44	17.47	1.56	-0.33**
Locus of control	Govt.	125	6.88	3.29	.29	
Teacher Effectiveness	Private	125	326.33	20.46	1.83	-0.09
Locus of control	Private	125	5.36	2.90	.26	

**significant at .01 level

Table 2 shows the coefficient of correlation between teacher effectiveness and locus of control of male teachers as -0.01 , that of female teachers as -0.25 and the coefficient of correlation between teacher effectiveness and locus of control of govt. school teachers as -0.33 , of private school teachers as -0.09 . All of which the relationship of teacher effectiveness and locus of control of female teachers & govt. school teachers are negative and significant at $.01$ level of confidence.

Table 3

Coefficient of Correlation between Teacher Effectiveness and Locus of Control of teachers.

Respondent	N	R	Significant
Teacher Effectiveness	250	-0.21	At $.01$ level
Locus of control	250		

Table 3 shows the coefficient of correlation between teacher effectiveness and locus of control of total sample as -0.21 which is negative by correlated and is significant at $.01$ level of confidence

CONCLUSION

The following conclusion and discussion were drawn on the basis of analysis and interpretation.

A significant difference exists between teacher effectiveness of male and female teachers. Male teachers are more effective than that of female teacher. Therefore the hypothesis 1 stating that there exists no significant differences in the effectiveness of male and female teachers stands rejected.

There exists no significant differences between teacher effectiveness of govt. and private teachers. Effectiveness of teaching of both govt. and private teachers are same. As both govt. and private teacher have followed the same syllabus and both govt. and private teachers have same status and responsibilities. Therefore the hypothesis 2 stating that there exists no significant difference in the effectiveness of govt. and private teachers stands accepted

A significant difference exists between locus of control of male and female teachers. Locus of control in female teachers is higher than male teachers. Therefore the hypothesis 3 stating that there exists no significant mean differences between locus of control of male & female teacher stands rejected.

A significant difference exists between locus of control of govt. and private teachers. Govt. teacher's locus of control is higher than that of private teachers. Govt. teachers find themselves lucky to get govt. job. Therefore the hypothesis 4 stating that there exists no significant mean difference between locus of control of govt. & private stands rejected.

There is negative relationship between teacher effectiveness and locus of control of male and female teachers which was found significant. When a teacher believes in luck then it effects his teaching . Therefore the hypothesis 5 stating that there exists no significant relationship between teacher effectiveness and locus of control of male & female teachers stands rejected.

There is negative relationship between teacher effectiveness and locus of control of govt. and private teachers which was found significant. Therefore the hypothesis 6 stating that there exists no significant relationship between teacher effectiveness and locus of control of govt. & private teachers stands rejected.

There is negative relationship between teacher effectiveness and locus of control of teachers. Therefore the hypothesis 7 stating that there exists no significant relationship between teacher effectiveness and locus of control of teachers stands rejected.

EDUCATIONAL IMPLICATION

The results of this research have some implications for teachers in Senior Secondary schools. If an educational system will strive for excellence, the implication for the practice explained below should be taken into account:

Intervention programs can be prepared in co-operation with administration and counsellors to make teaching more effective. In the light of educational journals and books which can be provided for the teachers and head teachers to increase their knowledge and self confidence. Understanding the nature of a

teaching profession may be the best approach to make teaching effective. Increased dissatisfaction may lead to an erosion of the teacher's effectiveness and therefore it needs to be considered closely by all responsible authorities and professionals.

The present study will also contribute to teacher's organizations, society, parents as well as to the nation.

With the help of this study, teacher will be able to know the causes of their less effectiveness. This study will also help to make them more effective. As the teacher is the role model for the students. They are the nation builder; they are also the maker of the life and character of children and youth.

With the help of this present study, the teacher will have to set an example in front of them. If the teaching will be effective then it will definitely affect the way of thinking of the youth and their way of taking life. The thinking of the youth will involve the society and nation. Then they will make the nation strong. Parents and society will feel proud on their children and youth.

SUGGESTIONS FOR FURTHER RESEARCH

Every research, which is well executed, tends to provide clues for further exploration. Relationship can be studied between Teacher effectiveness and self concept of teachers. Relationship can be studied between teacher effectiveness and method of teaching. Attempts should be made to study relationship of teacher education with school and home environment. The study can be taken up with regard to other factors as related to teacher effectiveness like aptitude, attitude, job satisfaction and occupational adjustment, professional experience and school organization etc. Teacher Effectiveness can be undertaken with other variables like with emotional competence, emotional maturity, self concept, personality, aptitude, work environment, work ethics, work load, self actualization etc

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