A Study On Teaching Effectiveness Of Model Schools Students In Cuddalore District In Tamilnadu

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Abstract

Basically a model school will have infrastructure and facilities of the same standard as in a Kendriya Vidyalaya and with stipulations on pupil -teacher ratio, ICT usage, holistic educational environment, appropriate curriculum and emphasis on output and outcome. This study aims at analyzing the teaching effectiveness of model schools students in Cuddalore district. The model school are developed in rural areas with a view to educate the socially and economically weak or poor students. Out of the total 13 model schools in Cuddalore district, the researcher has selected three schools from three blocks viz Panruti, M. Podaiyur and Mangalore. From each school only 9th, 10th, 11th and 12th standard students are selected as sample for the purpose of present study. Findings revealed that the model schools students' achievement level in the range of 70-80 ranks the first, 50-60 the second, 60-70 the third, above 90 marks the fourth, 80-90 marks the fifth, 40-50 marks the sixth and 30-40 the last. The XII standard students rank the first position in their achievement level, X students the second, IX standard students the third and XI standard students the last. The Mangalore school respondents rank the first position, Panruti school respondents the second position and M. Podaiyur school respondents the third position in their overall views on teaching effectiveness and the XII standard students rank the first position in their overall rating on teaching effectiveness, X standard students the second, XI standard students the third and IX standard students.

Key Words: Teaching Effectiveness and Model School Students

INTRODUCTION

The program has emulated the infrastructure norms of Kendriya Vidyalayas (KV) across the country. These schools would differ from Kendriya Vidyalayas in funding pattern and management structure. Following are some of the key features of the program: The schools would have adequate ICT infrastructure, Internet connectivity and full time computer teachers. The teacher pupil ratio will not exceed 1:25 and classrooms would be spacious enough to accommodate at least 30 students. Medium of instruction will be left to the state government, however special emphasis will be given on teaching spoken English and the selection of the students will be based on independent selection tests.

Teacher's effectiveness refers to the effect that the teachers performance has on pupils. It symbolizes the perfection in teaching and the potential of a teacher to bring out the desirable changes in student's behavior**.** The origin of the word 'effective' comes from the Latin word effectivus, which means creative or effective. It may be labeled as the special quality of a teacher who with his knowledge, experience, potential, tactics and skills leaves a positive impact on student learning, behavior and attitudes.

SIGNIFICANCE OF THE STUDY

Basically a model school will have infrastructure and facilities of the same standard as in a Kendriya Vidyalaya and with stipulations on pupil -teacher ratio, ICT usage, holistic educational environment, appropriate curriculum and emphasis on output and outcome. High performance of the students, better school performance, shaping the children into good citizens and exposing them in arena of growing competition are some of the major issues lying at our hand. An effective teacher can only bring success in justifying these issues. Research has taught us being taught by effective teachers have positive impact upon the students learning.

OBJECTIVES OF THE STUDY

To study the teaching effectiveness in model schools from the point of views of the students.

METHODOLOGY

This study aims at analyzing the teaching effectiveness of model schools studetns' in Cuddalore district. The model schools are developed in rural areas with a view to educate the socially and economically students.

In this study, students' achievement level and teaching effectiveness from the point of students could be identified under exploratory research frame work. The identified variables are cross tabulated with the socio-economic status of the respondents and thereby it gives analytical orientation to the study. Thus this study is partly exploratory in nature and

partly analytical in nature.

SAMPLING
Out of the total 13 model schools in Cuddalore district, the researcher has selected three schools from three blocks viz Panruti, M. Podaiyur and Mangalore. The 3 models from these blocks are selected in Cuddalore district. From each schools only 9th, 10th, 11th and 12th standard students are selected as sample for the purpose of present study. All the students who attended the class during the time of survey were selected as sample.

STATISTICAL ANALYSIS
In order to study the students realization on teaching effectiveness and cost of education, the anova two way model is applied.

RESULTS AND DISCUSSION

Table 1: Block Wise Students Achievement level (N=360)

Block	30-40 marks	40-50 marks	50-60 marks	60-70 marks	70-80 marks	80-90 marks	Above90 marks	Total
Panruti	6 (5.00)	9 (7.50)	13 (10.83)	19 (15.83)	52 (43.33)	9 (7.50)	12 (10.00)	120
M. Podaiyur	8 (6.20)	10 (7.75)	49 (37.98)	18 (13.95)	17 (13.18)	12 (9.30)	15 (11.63)	129
Mangalore	15 (13.51)	11 (9.91)	18 (16.22)	33 (29.73)	13 (11.71)	11 (9.91)	10 (9.01)	111
Total	29 (8.06)	30 (8.33)	80 (22.22)	70 (19.44)	82 (22.78)	32 (8.89)	37 (10.28)	360

Source: Computed figures in parentheses denote percentage

Data presented in table 1 indicate the block wise students' achievement level. It could be noted that out of the total 360 respondents' 8.06 per cent of them secured achievement level in the range of 30- 40 marks, 8.33 per cent of the students obtained achievement level in the range of 40-50 marks, 22.22per cent of the students got achievement level in the range of 50-60 marks and 19.44 percent of the students secured achievement level in the range of 60-70 marks. It could be noted that out of the total360 respondents' 22.78 per cent of the students secured achievement level in the range of 70-80 marks,
8.89 per cent of the students obtained achievement level in the range of 80-90 marks and the rest 10.28per cent of them got achievement level beyond 90 marks.
The school wise analysis reveals the following facts. Majority of the Panruti model school students (43.33%) secured achievement level in the range of 70-80 marks. A one third of the students of M. Podaiyur model school got achievement level in the range of 50-60 marks. Further a one third of the students of Mangalore model school secured achievement level in the range of 60-70 marks.
It could be seen clearly from the above discussion that the model schools students' achievementlevel in the range of 70-80 ranks the first, students' achievement in the range of 50-60 the second, students' achievement level in the range of 60-70 the third, students' achievement level above 90 marks the fourth, students' achievement level 80-90 marks the fifth, students' achievement level in the rangeof 40-50 marks the sixth and students achievement level in the range of 30-40 the last.

Table 2: Standard Wise Students Achievement level

Standard	30-40 marks	40-50 marks	50-60 marks	60-70 marks	70-80 marks	80-90 marks	Above 90marks	Total
IX Standard	5 (6.02)	8 (9.64)	24 (28.92)	16 (19.28)	18 (21.69)	5 (6.02)	7 (8.43)	83
X Standard	8 (9.30)	7 (8.14)	14 (16.28)	18 (20.93)	21 (24.42)	8 (9.30)	10 (11.63)	86
XI	10	9	25	10	15	9	7	85

Standard	(11.76)	(10.59)	(29.41)	(11.76)	(17.65)	(10.59)	(8.24)	
XII Standard	6 (5.66)	6 (5.66)	17 (16.04)	26 (24.53)	28 (26.42)	10 (9.43)	13 (12.26)	106
Total	29 (8.06)	30 (8.33)	80 (22.22)	70 (19.44)	82 (22.78)	32 (8.89)	37 (10.28)	360

Table 2 presents data on the standard wise students' achievement level. It could be noted that the IX standard students (28.92%) rank the first position in their achievement level in the range of 50- 60 marks. The X standard students (24.42%) hold the first position in their achievement level in the range of 70-80 marks. It could be noted that majority of the XI students have achievement level below 60 marks. A more than half of the XII standard students have achievement level above 60 marks.

It could be seen clearly from the above discussion that XII standard students rank the first position in their achievement level, X students the second, IX standard students the third and XI standard students the last.

Table-3 School Wise students' Rating on Teaching Effectiveness

S. No.	Variables	Panruti Schools	M. Podaiyur Schools	Mangalore Schools	Mean
1.	Well preparation with teaching	3.61	3.59	3.64	3.61
2.	Appreciate students opinion	3.35	3.02	3.32	3.23
3.	Advising students to solve the problems	3.55	3.52	3.60	3.56
4.	Teaching with proper examples	3.59	3.50	3.57	3.55
5.	Accepting mistakes pointed out by students	2.02	2.83	2.37	2.41
6.	Equal treatment of all students	3.46	3.19	3.49	3.38
7.	Treating students without any discrimination	3.67	3.66	3.59	3.64
8.	Proper checking of home work assignment	2.39	2.19	2.31	2.30
9.	Motivating students towards co-curricular activities	3.05	3.16	3.63	3.28
10.	Proper preparation of lessons properly	3.36	3.22	3.71	3.43
11.	Developing students interest in the lesson	3.52	3.40	3.59	3.50
12.	Proper use of blackboards	3.24	3.05	3.72	3.34
13.	Proper rapport with students	3.17	3.11	3.58	3.29
14.	Access of students out of class	2.80	2.90	2.96	2.89
15.	Genuine interest in students	3.52	3.34	3.51	3.46
16.	Punctuality in attending classes	2.39	2.24	2.32	2.32
	Mean	3.17	3.12	3.31	3.20

Source: Computed

ANOVA

Source of Variation	SS	df	MS	F	F crito
Rows	16.526		151.413	14.416	1.246
Columns	5.145	2	1.816	31.211	2.910
Error	1.387		240.026		
Total	23.058	41			

Table 3 presents data on the school wise students rating on the Mangalore school respondents rank the first position in their overall views on teaching effectiveness as per their secured mean score of 3.31 on a 5point rating scale. The Panruti school respondents take the second position in their overall views on teaching effectiveness as per their secured mean score of 3.17 on a 5point rating scale. The M. Podaiyur school respondents occupy the third position in their overall views on teaching effectiveness as per their secured mean score of 3.12 on a 5point rating scale. The anova two

way model is applied for further discussion. At one point, the computed anova value 14.41 is greater than its tabulated value at 5 per cent level significance. Hence the variation among the components of teaching effectiveness is statistically identified as significant. In another point, the computed anova value 31.21 is greater than its tabulated value at 5 per cent level significance. Hence the variation among the school areas of the respondents is statistically identified as significant. It could be seen clearly from the above discussion that the respondents rate the high level teaching effectiveness with respect to treating students without any discrimination, well preparation with teaching, advising students to solve the problems and teaching with proper examples as they secured mean score above 3.5 on a 5 point rating scale. The respondents rate the moderate level teaching effectiveness with respect to developing students interest in the lesson, genuine interest in students, proper preparation of lessons properly, equal treatment of all students, proper use of blackboards, proper rapport with students, motivating students towards co-curricular activities, appreciate students opinion and access of students out of class as they secured mean score in the range of 2.5 to 3.5 on a 5 point rating scale. The respondents rate the low level teaching effectiveness with respect to accepting mistakes pointed out by students, punctuality in attending classes and proper
checking of home work assignment as they secure mean score below 2.5 on a 5 point rating scale.

Table 4 - Standard Wise Students' Rating on Teaching Effectiveness

S. No.	Variables	IX Standard	X Standard	XI Standard	XII Standard	Mean
1.	Well preparation with teaching	3.49	3.61	3.41	3.13	3.41
2.	Appreciate students opinion	2.18	3.20	3.33	3.16	2.97
3.	Advising students to solve the problems	3.44	3.55	2.40	3.43	3.20
4.	Teaching with proper examples	3.31	3.47	4.31	3.29	3.60
5.	Accepting mistakes pointed out by students	3.83	2.84	4.05	3.63	3.59
6.	Equal treatment of all students	2.29	4.38	3.41	3.40	3.37
7.	Treating students without any discrimination	3.52	3.57	3.53	3.52	3.53
8.	Proper checking of home work assignment	3.25	3.27	2.11	2.85	2.87
9.	Motivating students towards co-curricular activities	3.29	2.37	2.22	4.18	3.02
10.	Proper preparation of lessons properly	2.44	3.52	3.39	3.33	3.17
11.	Developing students interest in the lesson	3.57	2.56	3.35	3.24	3.18
12.	Proper use of blackboards	2.33	2.08	2.22	2.25	2.22
13.	Proper rapport with students	2.24	2.40	3.25	2.18	2.52
14.	Access of students out of class	2.79	3.02	2.91	3.80	3.13
15.	Genuine interest in students	3.46	3.56	3.49	3.30	3.45
16.	Punctuality in attending classes	2.99	3.26	3.04	3.00	3.07
	Mean	3.03	3.17	3.15	3.23	3.14

Source: Computed

ANOVA

Source of Variation	SS	df	MS	F	F crit
Rows	23.096		151.491	17.491	1.255
Columns	6.082	3	1.341	32.237	1.065
Error	1.105		420.320		
Total	30.283	60			

Table 12 reveals data on the standard wise students' rating on teaching effectiveness. The XII standard students rank the first position in their overall rating on teaching effectiveness as per their secured mean score of 3.23 on a 5 point rating scale. The X standard students take the second position in their overall rating on teaching effectiveness as per their secured mean score of 3.17 on a 5 point rating scale. The XI standard students occupy the third position in their overall rating on teaching effectiveness as per their secured mean score of 3.15 on a 5 point rating scale. The IX standard

studentscome down to the last position in their overall rating on teaching effectiveness as per their secured mean score of 3.03 on a 5point rating scale.

The anova two way model is applied for further discussion. At one point, the computed anova value 17.491 is greater than its tabulated value at 5 per cent level significance. Hence the variation among the components of teaching effectiveness is statistically identified as significant. In another point, the computed anova value 32.237 is greater than its tabulated value at 5 per cent level significance. Hence, the variation among the students with different standards is statistically identifiedas significant.

It could be seen clearly from the above discussion that the XII standard students rank the first position in their overall rating on teaching effectiveness, X standard students the second, XI standard students the third and IX standard students.

FINDINGS AND CONCLUSION

The finding the model schools students' achievement level in the range of 70-80 ranks the first, students' achievement in the range of 50-60 the second, students' achievement level in the range of 60-70 the third, students' achievement level above 90 marks the fourth, students' achievement level 80-90 marks the fifth, students' achievement level in the range of 40-50 marks the sixth and students achievement level in the range of 30-40 the last.

The XII standard students rank the first position in their achievement level, X students the second, IX standard students the third and XI standard students the last.

The Mangalore school respondents rank the first position, Panruti school respondents take the second position and M. Podaiyur school respondents occupy the third position in their overall views on teaching effectiveness.

The XII standard students rank the first position in their overall rating on teaching effectiveness, X standard students the second, XI standard students the third and IX standard students.

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