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Teacher Effectiveness of a Top-Rated Primary School in Terms of Its Leadership Climate

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Teacher effectiveness, management, Leadership Climate, Primary school

ABSTRACT

Teaching is an art and it is always related teachers' effectiveness. Effective teaching can help the qualitative improvement and achievements of the learners. For an effective teacher some amount of autonomy, support from the management as well as from other staff, motivation, flexibility, respect are needed. Teaching is a complex task, in that effectiveness is an evasive concept. Some researchers define effectiveness of teachers in terms of achievements of the students. But here the researcher attempted to measure the effectiveness of teachers of a primary school in Thiruvananthapuram, Kerala, India in terms of its management and Leadership climate. Forty one teachers and teaching assistants from Vivekananda Memorial Public School, Thiruvananthapuram, Kerala, India were taken as sample. The tools used in this study were Staff Survey: The School Management Scale and Teacher Effectiveness Scale. Descriptive statistics, simple percentage, means, standard deviations, chi-square were done to analyze the data. Results were revealed that there is significant relation between teacher effectiveness in terms of management and leadership climate.

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INTRODUCTION

Teacher Effectiveness

Teacher effectiveness means efficiency and productivity of a teacher in its optimum level or the perfection in the job role. The term teaching effectiveness is a broad term having relatively wider connotations. According to Mitzel and Gross (1960), effectiveness of teacher can be assessed by three classes of variables namely; (1) Process Criterion, (2) Product Criterion and (3) Presage Criterion. *Process criterion* involves the process of teaching and interaction with the pupils. This criterion involves the behavior of the teacher, behavior of the pupil, rapport established between the teacher and the student as well. *Product criterion* involves the result or the end product of the teaching process. It involves the materials and resources applied by the teacher for making the process of teaching effective. *Presage criterion* focuses on the academic qualifications, background and personal characteristics of the teacher. In this criterion the teacher's effectiveness is measured by his/her educational qualifications, professional qualifications, personal qualifications and professional and personal experiences.

Teaching is a complex process and effectiveness is much more complex and elusive in nature. More effective teachers challenge the pupils by their innovative ideas, practice different approaches to extract the abilities and interest of the students. Experience is not mandatory to be an efficient teacher. Effective teachers will be having enthusiasm for their work, motivated mentality, high commitment and resilience. According to Medley and Shannon (1994) measurement of teacher effectiveness should be based on direct information about competence of teacher performance.

Anderson (1991) opined that an effective teacher's main focus is on the improvement and learning achievement of his/her students.

According to Dunkin (1997) teacher effectiveness means bringing desired effects on students by the teacher. He claimed that teachers should have competencies like knowledge, skills, performance behavior in the process of teaching, problem solving abilities, critical thinking capacity and rapport building capacity as well.

Teachers occupy crucial role in educational system and improvement of this system is not possible without the help of effective teachers. Effective teachers help all students to learn and reach their maximum ability. They can handle all type of students and can make an impact on them. Effective teachers will also have excellent classroom management skills. An effective teacher uses multiple approaches to utilize the available resources for the needs of their students. Teachers' this efficiency stands in creating greatest learning outcomes from lowest inputs. Teacher effectiveness can be measured based on some characteristics like gender, professional qualifications, age, experience in the field, organizational setup, etc. there are many criterions with which teacher's effectiveness is measured and those factors are; teachers' knowledge, communication skills, classroom management skills, motivation, inter personal relationships and cooperation and unique personal characteristics. The studies measuring the factors affecting teachers' performance are various but there is paucity of studies which help to reach a consensus about what specific characteristics and qualities could make an effective teacher. Thus this study aims at filling this gap.

School Management

Schools which are constantly responding to the needs and demands of the children, parents and teachers are highly dynamic in nature. Provisions

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for quality education to all children are one of the main aims of the most of the nations. If the school context is considered, the management has a crucial role in the proper functioning of the system. The tasks include economical, socio psychological and spiritual factors. According to Shields and Iwama (1989), “Japan’s school management thrives on teamwork, cooperation, consensus in a group, harmony, group effectiveness, equal treatment of members and devotion to the organization” (p. 73). He indicated that to work as a community, cooperation, participation, precision, diligence and group centeredness are needed.

Leadership Climate

Leadership is a subject that has remained a topic of interest globally.. The term leadership is a word taken from the common vocabulary and incorporated in to the technical vocabulary of a scientific discipline without being precisely redefined. Some definitions of leadership are:

(1) Leadership is “the behavior of an individual directing the activities of a group toward a shared goal” (Hemphill & Coons, 1957, p.7)

(2) “Leadership is a process of giving purpose (meaningful direction) to collective effort and causing willing effort to be expended to achieve purpose” (Jacobs & Jacques, 1990, p.281)

(3) Leadership is “the ability of an individual to influence, motivate and enable others to contribute toward the effectiveness and success of the organization” (House et al.,1999, p.184).

Leadership climate is a much-debated concept in the field of organizational studies. Not only for schools but also for other organizations. Leadership climate is very important for the smooth and easy executive functions of an organization. Bass (1977) argued that the

leadership climate is related to the nature and behavior of the principal/head teacher and the duties and tasks he/she assigns to the teaching and other staff. The head teacher of the school is responsible for providing constant feedback and motivation to the staff also. According to Daft (1991), leadership climate is the situation created by the leader of the organization and the ability to influence employees to achieve objectives.

Leadership vs. management

There is a continuing controversy about the difference between leadership and management. It is obvious that a person can be a leader without being a manager (e.g. an informal leader), and a person can be a manager without leading. Some writers (e.g., Bennis & Nanus1985; Zalesznik, 1977) contend that leadership and management are qualitatively different and mutually exclusive. The definitions of leaders and managers assume they have incompatible values and different personalities. Managers value stability, order, and efficiency, whereas leaders value flexibility, innovation, and adaptation. Managers are concerned about how things get done, and they try to get people to perform better. Leaders are concerned with what things mean to people, and they try to get people to agree about the most important things to be done. Other scholars (e.g., Rost, 1991; Bass, 1990; Kotter, 1988; Mintzberg, 1973) view that leading and managing as distinct processes in management, but they do not assume that leaders and managers are different types of people.

Kotter (1990) differentiated between management and leadership in terms of their core processes and intended outcomes. Management seeks to produce predictability and order by (1) setting operational goals, establishing action plans with timetables and allocating resources; (2) organizing and

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staffing (establishing structure, assigning people to jobs); and (3) monitoring results and solving problems. Leadership seeks to produce organizational change by (1) developing a vision of the future and strategies for making necessary changes, (2) communicating and explaining the vision, and (3) motivating and inspiring people to attain the vision. However, the two processes have some incompatible elements; strong leadership can disrupt order and efficiency, and strong management can discourage risk taking and innovation. Both processes are necessary for the success of an organization.

NEED AND SIGNIFICANCE OF THE STUDY

Teacher's performances and the behavior in the way of teaching process constitute the effective teaching. Good performance of teachers is related to several factors. Some of the important things which affect effective teaching is professional qualification of the teacher, specialization of the subject, understanding of the process of education, teaching skills, school management system and the leadership climate. The leadership climate and the management system including rules and regulations, policies, work environment, supervision and motivation will be very important for teacher's effectiveness in the education system. The day to day interactions with the Head teacher, school management system, pupils and other staff need to satisfy different demands of effective teaching to avoid the stress or strain further developed in this process (Helpin, 1966). He further opined that Organizational climate is related to the personality of the school management system and interaction between the coworkers and leadership climate is the personality of the head of the institution as well.

In spite of all other factors, the relationship and interactions between the head teacher/principal and the other staff especially the teaching staff together constitutes the effective teaching to a large extent. This relation is called the leadership climate. This climate can affect the individual and group performances of the staff, the working environment and that in turn affect the effectiveness level of employee performance. That means teachers effectiveness is directly related to the leadership climate. According to Owens (1998), "leadership climate is the study of various aspects, perceptions of the head of the institutions. Leadership climate is the process which is experienced by its members, influences and demands of their behavior and can be attributed to the values of an organization (Mullins, 1993).

There is a need for healthy climate in the schools. From literature reviewed it is clear that teacher's effectiveness is the variable clearly and directly related to the leadership climate. In this context, it is necessary to explore this field. Therefore, the aim of this study was to measure the effectiveness of teachers of Primary schools in terms of its leadership climate.

STATEMENT OF THE PROBLEM

The problem for the present study entitled "**Measurement of Teacher effectiveness of a top-rated Primary school in terms of its Leadership Climate**".

DEFINITION OF THE TERMS USED

Teacher Effectiveness:

An effective teacher is one who helps in development of basic skills, understanding, proper work habits, desirable attitude, value judgment and adequate personal adjustment of students as measured by -Kumar, and Mutha (1974).

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Leadership Climate:

Leadership climate means it is the environment or climate or emotional tone set by the leaders or head of the institutions with in the work environment. As leaders are unique, leadership climate will also be unique.

Primary School Teachers

Primary School Teachers refers to those teachers who teach from Grade 1 to Grade 4.

REVIEW OF LITERATURE

In today's fast changing and technologically innovative world, the leadership behavior and organizational climate is very important and helpful for high staff effectiveness and team effectiveness. Many researchers have conducted many studies on this topic. Some of the major studies done on studying leadership and organizational performance are; [Chung and Leo \(2017\)](#), [Rowold \(2011\)](#) and for leadership and productivity; [Kungis \(2006\)](#).

There are many studies which explored and studied the leadership climate and staff effectiveness in the world. For instance, in 2011, [Tajasom and Ahmad](#) studied the effect of the leadership style on a school climate in Malaysia using a questionnaire and which found out the effect and differential roles of transactional and transformational leadership styles. According to [Stroud \(2009\)](#), leadership competence and employee engagement are inter connected. According to [Maxwell \(1999\)](#), a leader should invest on staff rather than expecting from them. This fostering relationship will increase the productivity.

For the purpose of this study, leadership can be considered as a process with which a single person influences a group of people towards a common

goal ([Northouse, 2011](#)). Leadership always occur in a special paradigm.

Since 1960s, there are several studies on organizational climate. Organizational climate of an organization is defined as "it as a set of characteristics that describe an organization, distinguishes one organization from another, and which is relatively stable over time and can influence the behavior of the organization's members" ([Moran & Volkwein, 1992](#); [Woodman & King, 1978](#); [Glimer, 1964](#)). This organizational culture /climate are very important for any organization's values, beliefs, and principles. According to [Alvesson \(2002\)](#), the organizational culture emphasizes the values and systems.

There is a conceptual gap in studies on leadership style and staff effectiveness in service sectors particularly in school settings. A few studies are done to prove the relationship between these two. Every organization consists of its staff and their behavior definitely affects the goal or the outcomes of the same organization. The culture of an organization, the styles of the leadership and the commitment of the organization are always directly connected and inter related. The term organizational culture is being used for the last few decades by the research scholars and the management students. According to [Schein \(1997\)](#), organizational culture is a shared phenomenon with which the group can cope with the external problems and adapt to the internal integration. Each and every member of the organization should learn the culture ([Wilson, 2001](#); [Baumgartner, 2009](#)). [Clark \(1997\)](#) says that leadership is a process carried out by the leaders by applying their knowledge and skills. Leadership process is affected by (1) leader's personal characteristics, (2) organizational context and (3) the behaviour of the subordinates ([Chaganti et al., 2002](#); [Yukl, 1998](#)).

Since 1980s, transformational and transactional leadership styles are getting great importance ([Avolio et al., 1999](#); [Bass & Avolio, 1994](#)). If the

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leadership is effective and visionary in style, the followers will get a better understanding of what to be done and therefore they will be able to involve more in their work as well. According to [Bycio \(1995\)](#) and [Avolio \(1993\)](#) some hypotheses developed on leadership style and Organizational commitment are; the employee's affective commitment, normative commitment and continuance commitment are affected by the leadership styles.

Leadership style consists of the behavior pattern of a person who attempts to influence others. It includes both directive and supportive behaviors. Directive behaviors help group members achieve goals by giving directions, setting deadlines, defining roles etc. Supportive behavior helps group members feel comfortable about themselves, their coworkers and the situation. [Bono and Judge \(2003\)](#) conducted a survey to analyze the leadership style and the employee performance and they found out that the employees of a transformational leader show highest degree of performance, commitment and job satisfaction in their service. According to [Nemanich and Keller \(2007\)](#), the transformational leadership is directly related to goal clarity and employee performance. In many contexts, leadership has been studied qualitatively and quantitatively and now it is treated as a complex process with multiple dimensions. According to [Kotter \(1990\)](#), both management and leadership are essential for an organization to prosper. Even if the organization has a strong management without an effective leadership the outcome will be bureaucratic and misdirected. According to traditional perspectives leaderships are the processes which creates compliance and cooperation ([Anderson, Ford & Hamilton, 1998](#)). The followers consider the leadership process as a powerful source of knowledge, innovation and performance which help to improve the performance of organization ([Oyetuniji, 2006](#)).

According to organizational climate theory ([Cloete, 2011](#)), the leadership in every organization has a very significant role in creating the organizational climate. It involves the actions and dealings of the organizations towards its employees. Internal factors of an organization have a major role in determining the climate ([Ostroff& Schmitt, 1993](#)). Organizational climate has a major role in motivation level of employees, their performance and for job satisfaction. According to [Mathieu et al., 2008; & McGrath, 1984](#), the effectiveness is the outcome of an effective leadership climate and the output from the organizational – team – individual combo as well. Team effectiveness is the capacity of the team to achieve its organizational goals and objectives. To be effective the team should have member satisfaction and the unity and willingness to be together.

There is paucity of studies in this area. According to available studies talent management and employee effectiveness are inter related. The success of all the organizations depends on the employees' commitment and contribution ([Baum & Kokranikal, 2005](#)). A company's success is measured in terms of employee's effectiveness ([Lockwood, 2006](#)). There are many studies available on leadership behavior and team effectiveness and also staff effectiveness as well. The foundation for these leadership behavior studies are done by Burns in 1978. He defined leadership behavior as; "Leaders inducing followers to act for certain goals that represent the values and the motivations – the wants and the needs, the aspirations and expectations – of both leaders and followers." Different types of leadership behaviors are transactional leadership behavior ([Bass, 1985](#)), transformational leadership behavior ([Burns, 1978](#)), contra productive leadership ([Einarsen et al, 2007](#)) etc.

Leadership as variable is the most studied variable regarding employee performance ([Cummings & Schwab, 1973](#)). There are around 35 studies,

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which report a direct and positive relationship between both. For any employee leadership or work climate is what he or she perceives about that, but not others perceive (Schneider, 1973). Changes in a work climate should be planned in a very systematic manner (Ginsberg, 1978). According to Ginsberg, it should be a method for performance assessment of the employees as well. For an effective work climate the essential plans are; well defined aim and objectives, clearly identified programmers, clear action plans, cost impact structure -(Backer, 195).

In school setting, the social collective consists of the Principal, teaching staff, non-teaching staff and the students. As the leader, the principal should exert a significant amount of effort on school climate and school effectiveness. There are 6 organizational climates for schools, and those are; the open climate, the autonomous climate, the controlled climate, the familiar climate, the paternal climate, and the closed climate (Halpin & Croft, 1963). Open climate is highly effective for schools (Tarter & Koltkamp, 1991). Open climate is characterized by mutual respect between leaders and followers towards the organizational goals. Hoy & Tarter (1995) opined that the principal is recognized primary leader of a school with great influencing power towards school effectiveness. By reviewing previous literature there are many specific characteristics for school principals for the leadership process. Some of the school leadership styles are transformational, transactional and laissez-faire styles. According to Fullan (2014), the instructional style of the principal's will be a narrow one. Many studies proved that the transformational style is effective for school setting (Robinson et al, 2008; Caldwell & Spinks, 1992; Gunter, 2001). Bass (1985) developed a Multifactor leadership questionnaire (MLQ), which helps to assess and quantify a leader's style. Many studies had examined the leadership practices, school climate, school effectiveness etc.

and found out many effective links between leadership and successful school climate also. Student's achievement also related with school leadership and school climate. Many studies inferred that transformational style is effective for high school effectiveness. This literature review tries to describe some important aspects of leadership process, organizational climate, employee performance, staff effectiveness, school effectiveness etc. based on these literatures review the author attempts to study the relation between leadership climate and employee effectiveness in a top primary school setting in her area.

METHODOLOGY

OBJECTIVES OF THE STUDY

1. To study the relationship between the Leadership climate and teacher effectiveness of a top rated Primary school.
2. To measure the teacher effectiveness in relation to their qualifications, experience, age, gender and income,
3. To study the effectiveness of the school management system of a top rated Primary school.

HYPOTHESES OF THE STUDY

1. There will be no significant difference between Teacher Effectiveness and Leadership Climate.
2. There will be no significant difference between Teacher Effectiveness and gender, qualifications, experiences and income.
3. There will be no significant difference between Teacher Effectiveness and Management system

RESEARCH DESIGN

The present study followed a Descriptive survey method of research.

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SAMPLE SELECTION

It's been decided to select all the teachers and teaching assistants present on the day of survey of a top rated primary school in Thiruvananthapuram, Kerala, India. On the day of data collection there were 41 teachers and teaching assistants present and all of them participated in the survey. The data were taken from Vivekananda Memorial Public school, Aralummodu, Thiruvananthapuram, Kerala, India.

VARIABLE STRUCTURE

In this study the (1) Independent variables are Leadership Climate and School Management system and the (2) Dependent variable is Teacher effectiveness.

RESEARCH TOOLS TO BE USED / DEVELOPED

The following materials were used for the study:

1. The Personal Data schedule (PDS) (Prepared by the researcher)
2. The Teacher Effectiveness Scale (TES)
3. The Staff Survey: School Management Scale

THE PERSONAL DATA SCHEDULE DEVELOPED FOR THE STUDY

A Socio demographic data schedule was developed for the study. It comprises of two sections. Section (1) was Personal Information; Section (2) was Professional Information. In Personal information, details about the teachers, such as age, gender, marital status, residential place etc. were recorded. In Professional information, details about their job, such as educational qualifications, experience, income, etc. were recorded.

TEACHER EFFECTIVENESS SCALE (TES)

Teacher Effectiveness Scale developed by Kumar and Mutha (1999 Revised Edition) was used to assess the teacher effectiveness of sampled teachers. This scale consists of 69 items.

STAFF SURVEY: SCHOOL MANAGEMENT SCALE

The School Management Scale is a simple questionnaire in which the total teaching staff population of a school is asked to rate 17 items on a 5-point scale. The instructions are to put a score of 0 to 4 against each of the 17 items:

“For each statement, put a score of 0, 1, 2, 3 or 4 against each statement, where the score measures the extent to which you agree that the statement reflects what is happening in your school at this time”.

0 = strongly disagree, 1 = Disagree, 2 = Uncertain, 3 = Agree, 4 = strongly agree

The questionnaire should be returned in an envelope without identifying the respondent and respondents should be assured that it is only the whole school scores which are of interest, not the responses of any individuals.

PROCEDURE OF THE STUDY

Teachers and other were selected from a top rated primary school and three tools namely the personal data schedule, Teacher Effectiveness Scale and the Staff Survey: School Management Scale was administered and the feedback also collected on the same day. It was an Incidental sampling. All the teaching staff presented on the same day of data collection was taken as sample. Using appropriate statistical methods data were analyzed and interpreted.

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LIMITATIONS OF THE STUDY

1. The study is limited only one school in Thiruvananthapuram.
2. The study is limited to teachers of Primary schools only.

Statistical Techniques used for analysis

Research design is a detailed outline of how an investigation will take place. A research design will include the data collection method, the instruments used, the procedure and the means used for the analysis of the data. A research design is a systematic plan to study a scientific problem. It is the framework that has been created to seek answers to research questions.

Kothari (2004) says, the research design is the conceptual structure with in which the research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. As such the design includes an outline of what the researcher will do from writing the hypothesis and its operational implications to the final analysis of data. So the research design can be defined as a plan, structure and strategy of a research to find out alternative tools to solve the problems and to minimize the variances.

The following are the details of the method, which were formulated with a view to testing the hypotheses of the present investigation.

ETHICAL CONSIDERATIONS

1. Written informed consent was sought from all the participants prior to the administration of the questionnaires. They were given option of discontinuing answering the questions at any point of time. They were assured of the availability of the researcher and were told they could contact the investigator for further clarifications if any.

2. Participation was voluntary and no incentive was offered for participation in research.
3. Participants were assured confidentiality in storing and disposal of record and research data. They were also informed that the researcher would be under the supervision of a senior Professor as well
4. All participants were debriefed at the end of the study.

The details of analysis and interpretation of results are given in the next chapter.

RESULTS AND DISCUSSIONS

The sample, for the present study was collected from Vivekananda Memorial Public school, Aralummodu, Thiruvananthapuram, Kerala, India. The period of data collection was 3 months. During this period the data collected as an incidental sampling by survey method using questionnaires. The data collected were coded for computer analysis. The data was statistically analyzed using SPSS. Descriptive statistics like frequencies, percentages, means and standard deviations were computed.

Results and Discussions of Descriptive Statistics

Data Analysis is a method of processing of data in such a way that the researcher gets answer to questions.

The present study was intended to find out the level of effectiveness of performance of teachers regarding the leadership climate of a top rated primary school in Thiruvananthapuram, Kerala, India. Data collected from 40 teachers and teaching assistants were analyzed using appropriate statistical resources. The findings are presented below.

Section I – shows preliminary analysis of the data and **section II** – deals with the analysis of the primary objectives.

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Section 1 deals with the following headings.

- Age
- Gender
- Professional Education
- Experience

TABLE -1

DISTRIBUTION OF THE TEACHING STAFF ACCORDING T) THEIR AGE GROUP.

Age	Number	Percent
30-39	28	70.0
40-49	12	30.0
TOTAL	40	100.0

Table 1- shows that 12 teachers and teaching assistants (30%) are in the group of 40-49 years and 28 teachers and teaching assistants (70%) are between 30 – 39 years old. This also giving the meaning that 70% of the teaching staff is young and dynamic in nature.

Figure 1 – Shows age wise distribution of Teachers and Teaching staff.

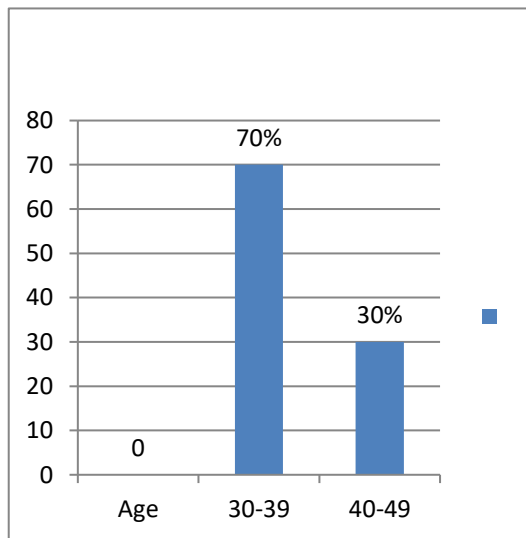
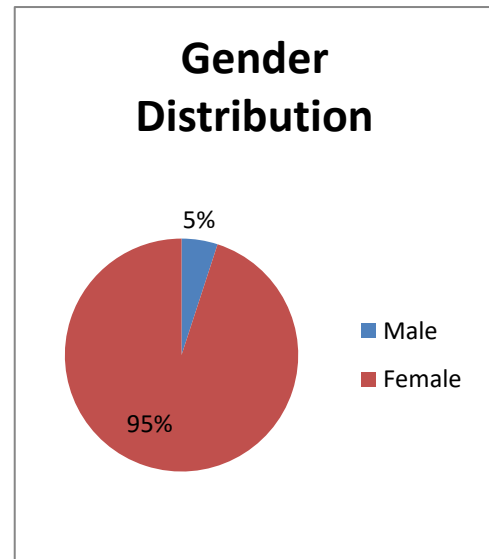


Table – 2

GENDER WISE DISTRIBUTION OF TEACHING STAFF

	Number	Percent
Male	2	5.0
Female	38	95.0
Total	40	100.0

Figure – 2



The table 2 and figure 2 shows that 2male teaching staff constitutes the 5.0% of the population and 38 female teaching staff constitute 95.5% of the study population, which shows that teaching is still a female dominant profession especially in younger years.

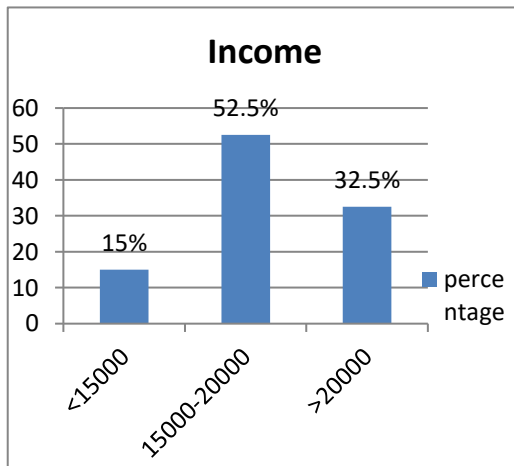
Table – 3

DISTRIBUTION OF TEACHING STAFF BASED ON INCOME

INCOME (Rupees)	Frequency	Percent
<15000	6	15.0
15000 – 20000	21	52.5
>20000	13	32.5
Total	40	100.0

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Figure – 3



According to table – 3 and figure -3, there are 6 teaching staff (15.0%) belonging to the category getting a salary below Rs. 15000. There are 21 teaching staff (52.5%) belongs to a category

getting salary in between Rs. 15000 and 20000 and 13 teaching staff belong to a category getting a salary above Rs. 20000. This shows that majority of the teaching staff belong to the category of getting a salary of Rs. 15000 and Rs. 20000.

Table – 4

DISTRIBUTION OF TEACHING STAFF ACCORDING TO PROFESSIONAL QUALIFICATION

Professional Qualification	Frequency	Percent
Graduation & B.Ed	27	67.5
Post-Graduation& B.Ed	13	32.5
Total	40	100.0

Figure – 4

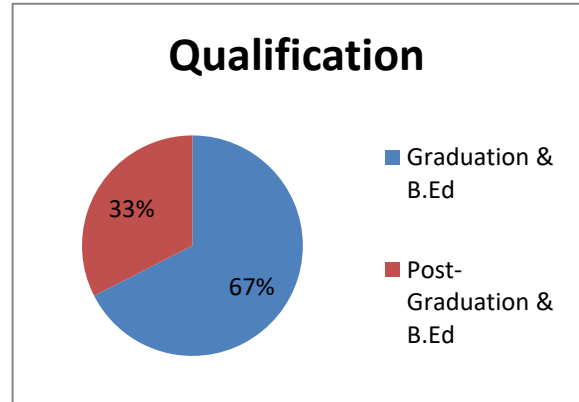


Table – 4 and Figure – 4 shows that 27 teaching staff (67.5%) hold a Graduation in some discipline with B.Ed. , the professional qualification for teaching and 13 teaching staff (32.5%) are holding post-graduation in particular disciplined and B.Ed. this shows very high teaching facility in service.

SECTION 2

ANALYSIS OF PRIMARY OBJECTIVES

This section deals with:

1. Effectiveness of the teaching staff related to the Class room management, Knowledge of subject matter, Personality characteristics, teacher’s behavior and Inter - personal relations.
2. Measurement of school effectiveness related to the management and leadership climate of the school.
3. The working environment of the school related to school management system and support for teachers.

Primary Objective:

To find out the effectiveness of teaching staff (primary objective), aggregate score is calculated for each respondent on the basis of the data obtained and “t”scores for each response also

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calculated from the rating scale. The scores thus obtained from 40 respondents are subjected to statistical methods. Mean was used to find out the average teaching effectiveness of the sample. χ^2 - Test is used to determine whether or not two variables that consist of frequencies or counts are associated with each other.

The test provides means of determining whether a set of observed frequencies deviate significantly from a set of expected frequencies. The usual formula for calculating the statistics, called the Pearson Chi- square test, is $\chi^2 = \sum (o - E)^2$

O – Represents an observed frequency. E, an expected frequency under the null hypothesis and the summation is over all pairs of observed and expected frequencies. Statistical parameters used to measure teaching effectiveness are shown in the following tables.

Table – 5

LEVEL OF TEACHING EFFECTIVENESS AMONG TEACHERS & TEACHING ASSISTANTS

Teaching effectiveness	Frequency	Percentage
Highly effective	5	12.5
Moderately effective	32	80
Least effective	3	7.5
Total	40	100.0

Figure – 5

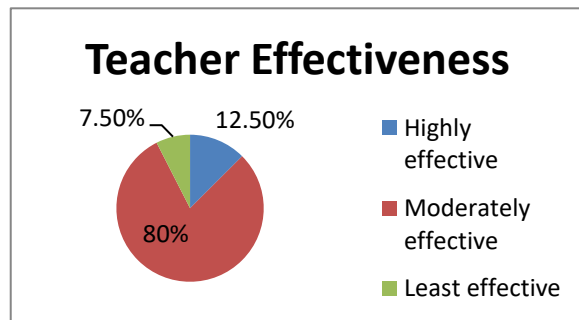


Table – 5 and figure – 5 shows that 12.5 % of the teaching staff are highly effective in their teaching, 80 % of the teaching staff are moderately effective in teaching and 7.5% of the teaching staff are least effective in their performance as teaching. However a majority of teaching staff (92.5%) are effective in teaching in relation to leadership climate and school management system.

Table – 6

DESCRIPTIVE STATISTICS OF TEACHER EFFECTIVENESS

	N	Minimum	Maximum	Mean	Std. Deviation
Level of Effectiveness	40	41.8	69.3	56.05	6.60

Mean score of the descriptive statistics shows that mean score of teacher’s effectiveness is found to be 56.05 with standard deviation of 6.60. Those having scored less (mean – SD) are considered to be having least level of effectiveness. While those are having scored more than (Mean + SD) is considered as highly effective in their teaching performance. Between these two levels are considered to be moderate level of effectiveness.

Table 7

ASSOCIATION BETWEEN AGE AND LEVEL OF EFFECTIVENESS

Age in Years	Level of Effectiveness							
	Least effective		Moderately effective		Highly effective		Total	
	N	%	N	%	N	%	N	%
30-39	3	25.0%	1	8.3%	8	66.7%	12	100.0%
40-49	0	0.0%	4	14.3%	24	85.7%	28	100.0%
Total	3	7.5%	5	12.5%	32	80.0%	40	100.0%

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$X^2 = 7.619$ $df = 2$ $p = .022$

Table 8 shows that the association of age and level of effectiveness is statistically significant (since $p < 0.5$). Around 66.7% of the teaching staff belonging to the age group 30 – 39 years is moderately effective and 85.7% of the teaching staff belonging to the age group 40 – 49 years is highly effective in their profession. This observed difference is statistically significant ($p < .05$).

Table – 8

ASSOCIATION BETWEEN GENDER AND LEVEL OF EFFECTIVENESS

Gender	Level of Effectiveness							
	Least effective		Moderately effective		Highly effective		Total	
	N	%	N	%	N	%	N	%
Male	0	0.0%	1	50.0%	1	50.0%	2	100.0%
Female	3	7.9%	4	10.5%	31	81.6%	38	100.0%
Total	3	7.5%	5	12.5%	32	80.0%	40	100.0%

$X^2 = 2.763$ $df = 2$ $p = .251$

Table 8 shows that 50% of the male teaching staff of the female teaching staff is moderately effective and 10.5% the female teaching staff are also moderately effective. 81.6% of the female teaching staff is highly effective. This shows that job satisfaction is comparable according to gender.

Table – 9

ASSOCIATION BETWEEN INCOME AND LEVEL OF EFFECTIVENESS

Income	Level of Effectiveness							
	Least effective		Moderately effective		Highly effective		Total	
	N	%	N	%	N	%	N	%
<15000	1	6.7%	1	6.7%	4	6.7%	6	100.0%
15000 – 20000	2	9.5%	2	9.5%	7	1.0%	21	100.0%
>20000	0	0.0%	2	5.4%	11	4.6%	13	100.0%
Total	3	7.5%	5	2.5%	32	0.0%	40	100.0%

$X^2 = 2.25$ $df = 2$ $p = .690$

Table 9 shows that majority of the teaching staff in all income groups are effective in their field of action. There is no significance in the association between income and level of effectiveness as $p > .05$

Table – 10

ASSOCIATION BETWEEN PROFESSIONAL QUALIFICATION AND LEVEL OF EFFECTIVENESS

Qualification	Level of Effectiveness							
	Least effective		Moderately effective		Highly effective		Total	
	N	%	N	%	N	%	N	%
Graduation & B.Ed.	3	8.1%	30	81.1%	4	10.8%	37	100.0%
Post-Graduation & B.Ed.	0	6.7%	2	66.7%	1	33.3%	3	100.0%
Total	3	7.5%	32	80.0%	5	12.5%	40	100.0%

$X^2 = 1.441$ $df = 2$ $p = 0.486$

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According to the above table 66.7% of the teaching staff having Post graduation and B.Ed. is moderately effective with their job 81.1% of the teaching staff with Graduation and B.Ed. is also moderately effective. The observed difference in percentage is not statistically significant ($p > .05$).

Table – 11

ASSOCIATION BETWEEN EXPERIENCE AND LEVEL OF EFFECTIVENESS

Experience	Level of Effectiveness							
	Least effective		Moderately effective		Highly effective		Total	
	N	%	N	%	N	%	N	%
5 or Less than 5 years	1	7.1	1	7.1	12	85.7	14	100.0%
More than 5 years	2	7.7	4	15.4	20	76.9	26	100.0%
Total	3	7.5	5	12.5	32	80.0	40	100.0%

$X^2 = 0.586$ $df = 2$ $p = 0.746$

The above table shows that 85.7% of teaching staff having 5 year or less than 5 year experience as teachers are effective and 76.9% of teaching staff having more than 5 year experience as teachers are also effective. Both groups are comparable with experience.

Table 12

FACTORS THAT AFFECT LEVEL OF EFFECTIVENESS

	Highly ineffective		Ineffective		Effective		Moderately effective		Highly effective	
	n	%	n	%	n	%	n	%	n	%
	Organizational setup					1	2.5	9	2.5	30
Working condition					2	5	7	7.5	31	7.5
Autonomy					2	5	5	2.5	33	2.5
Relationship							8	20	32	80

with head teacher										
6. Relation with co workers							7	7.5	33	2.5
Supervision					3	7.5	3	7.5	34	85
7. Career development	1	2.5	13	2.5	17	42.5	8	20	1	2.5
8. Salary & promotion	7	17.5	21	2.5	7	17.5	4	10	1	2.5
9. Leave & other benefits	2	5	21	2.5	6	15	11	7.5		
Recognition					3	7.5	6	15	31	7.5
10. Status & attitude			1	2.5	4	10	4	10	31	7.5
Leadership					2	5	9	2.5	29	2.5
11. Decision making			2	5	8	20	9	2.5	21	2.5
Communication			2	5	9	22.5	14	35	15	7.5
12. Job satisfaction	5	12.5	5	2.5	4	10	7	7.5	19	7.5
Frequency of training programs	18	45	9	2.5	7	17.5	3	7.5	3	7.5

Table 13

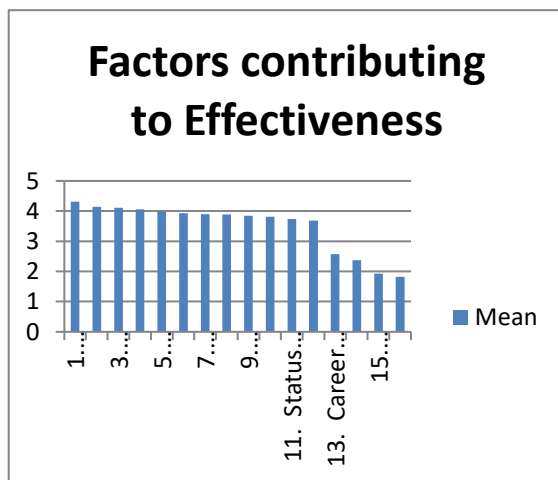
MEAN VALUES OF FACTORS IN THE ORDER OF EFFECTIVENESS LEVEL

FACTORS	Mean	Std.Deviation
1. Leadership	4.31	0.37
2. Relation with co worker	4.14	0.32
3. Relation with Head teacher	4.11	0.32
4. Decision making	4.05	1.05
5. Organisational setup	4.00	0.38
6. Autonomy	3.93	0.4
7. Communication	3.9	0.97
8. Working condition	3.88	0.4
9. Supervision	3.84	0.37
10. Recognition	3.81	0.45

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11. Status & attitude	3.74	0.54
12. Job satisfaction	3.68	1.52
13. Career development	2.57	0.79
4. Leave & other benefits	2.37	0.95
15. Frequency of training programs	1.92	1.19
16. Salary & promotion	1.815	1.22

Figure-5



The above table and figure reveals that mean value for factor leadership is the largest score given by the respondents which covers the items 43-44 in the tool given in the appendix. This shows that the teaching staff is highly satisfied with their leadership, inter personal relationship between coworkers (items 21 -22), which ranks second in satisfaction level. Among the factors of job satisfaction, third ranking is the inter- personal relationship with head teacher. The area covers the items 17-20. The decision making is the fourth factor in job satisfaction. This area covers the items 45 -46 in the tool. Fifth ranking area is organizational setup (1-4). The items up to organizational setup are belonging to the category of satisfied group. These satisfied groups of teachers are effective in their performance also.

This table shows that Autonomy followed by Communication, working condition, Supervision, Recognition, , Status & attitude, Job satisfaction, etc. are belonging to the category of moderately effective group with moderate job satisfaction also.

The most dissatisfying areas are salary and promotion, frequency of training programs, leave and other benefit and career development. It is evident that teaching staff is highly dissatisfied with the salary and promotion that they receive. They are also dissatisfied with the available opportunities for in service training and higher education.

According to Cavanagh S.J (1992), benefits had the largest effect on the job satisfaction as well as effectiveness.

FINDINGS AND SUGGESTIONS

The major findings and suggestions of the study are presenting below.

CHARACTERESTICS OF POPULATION

With regard to the age, among 40 teachers majority (70%) of the teachers belong to the age group of 30 – 39. This shows that majority of the teachers young professionals. The study also shows that among the population majority are females (95%). This shows that teaching in early years is female dominant field. Now a day the situation is changing for the better and the number of male primary school teachers are increasing.

Considering the salary of the teaching staff 52.5% of teachers receive monthly salary between Rs. 15000 – 20000 and 32.5% of the nurses are earning above Rs. 20000 and 15% of the teachers receiving below Rs. 15000 of salary.

Regarding the professional qualification 37 teachers (92.5%) hold graduation and B.Ed.

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degree in teaching and 7.5% of the teachers hold post-graduation and B.Ed. degree in teaching. This shows that knowledge is power. As the knowledge increases efficiency also increases. As the performance or efficiency increases job satisfaction also increases. The head teacher and the school management team should take provisions for in service education with salary as motivational procedure. Workshops and conferences should be conducted frequently.

Taking in to consideration, the study regarding experience, around 14 teachers (35%) are having 5 or less than 5 year experience and around 26 teachers (65%) are having more than 5 years of experience.

TEACHERS’ EFFECTIVENESS LEVEL AND RELATED FINDINGS

The study revealed that 92.5% of the teachers are effective in their profession and 7.5% of teachers are ineffective. This shows that majority of the teachers are effective and they are satisfied with the present school management team in Vivekananda Memorial Public school, Thiruvananthapuram.

When comparing mean values in 16 factors of Personal Data Schedule and 4 areas in Teachers Effectiveness Scale, the leadership role, relationship with coworkers, relation with the head teacher, decision making procedure and organizational set up are the factors with which the teachers can show high level of effectiveness in teaching profession.

Autonomy followed by Communication, working condition, Supervision, Recognition, Status & attitude, Job satisfaction etc. are the factors found to be affecting the teacher’s effectiveness level also.

There are factors which cause dissatisfaction and thereby causing inefficiency in teachers and those factors are salary & promotion, frequency of in service training, leave and other benefits and

career development. The most dissatisfying factor is salary & promotions. Hence administrators must consider this.

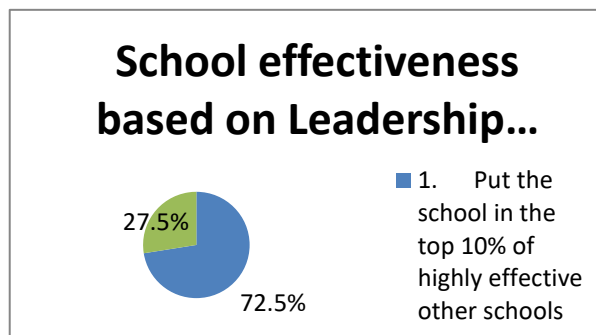
The study findings show that the teachers in Vivekananda Memorial Public school Thiruvananthapuram are effective in their teaching profession in relation to its Leadership climate and School Management Team.

Table 14

Effectiveness level of School under the Leadership Climate & Management team (Results of “staff survey: school Management Scale” tool)

	Number	%
Put the school in the top 10% of highly effective other schools	29	72.5
Put the school in the top 25% of highly effective other schools	11	27.5

Figure 14



After analyzing the data 72.5% of the teaching staff reported that the school management team

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and the leadership climate of the Vivekananda memorial school is highly effective and they put this school in one among the other top rated 10% of the highly effective other schools in Thiruvananthapuram district, under this management team and 27.5% put this school in one among the other top rated 25% of the highly effective other schools in Thiruvananthapuram district as well.

SUMMARY & CONCLUSION

1. The study revealed that 95% of the Primary School teachers of Vivekananda Memorial Public school, Aralummodu, Thiruvananthapuram, Kerala, India are effective teachers and 5% are ineffective in their profession.
2. There are many factors existing like leadership climate, organizational setup, decision making procedure etc. which decides the effectiveness of teachers
3. There exists significant difference on Teacher Effectiveness on the basis of experience and professional qualification, and these findings are supported by statistical analysis of Chi square.

LIMITATIONS OF THE STUDY

There can be no work without any limitation, so, this work also has some limitations. The major limitations of the study are;

1. In order to arrive a reasonable generalization, the study needs to be conducted on a large sample.
2. As the effectiveness level has varied between individual and institutional level the role of secondary variables could not be accounted.
3. The only variable selected and studied is stress. More variables can be included.
4. Sample should be collected from different regions of Kerala state to make the sample more distributive in nature.
5. The data can be analyzed and interpreted using more advanced analytical techniques.

SUGGESTIONS FOR FURTHER RESEARCH

The present study offers certain suggestions that can be considered while conducting any related studies in future. The study can be extended by using a large sample including more teachers. More secondary variable should also be included in future studies as well.

CONCLUSION

The present study gives a clear insight into the fact that the measurement of teachers' effectiveness level is highly in need. Teachers Effectiveness is related to classroom climate, school environment, leadership climate, awareness about the subject matter knowledge about various teaching strategies, etc. Effective teachers have a special role on determining student's performances. Teachers should be committed for students' progress and learning, should have adequate subject knowledge, should think systematically about teaching learning practices to be an effective teacher and which in turn make the students highly productive in future life. The study also revealed that there is a relationship between teachers' effectiveness and the leadership climate of the same school. If the leadership climate and the support from the school management system is not favorable the teachers shall feel disruption in their duties and social roles.

The researcher would be gratified if the findings of the present investigation are used for the welfare of the teachers as well as students and for further research.

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