

STUDENTS' PERCEPTION ABOUT TEACHERS OF EFFECTIVE SCHOOLS

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ABSTRACT

The study was an attempt to find the association of school effectiveness in relation to students perception about teachers. Descriptive method of research, followed by evaluative approach, was used in the conduct of present study. The universe of the study was secondary schools(affiliated to Punjab School Education Board, Mohali) of the state of punjab comprising of three districts namely Ludhiana, Bathinda and Mansa. The details about students' perception about teachers were collected under the various categories from 1188 students of the 15 more-effective schools and 15 less-effective schools schools using Students' Perception Scale. There is significant association between school effectiveness and students' perception about teachers. So, it is concluded that students' perception about teacher is the significant correlate of school effectiveness.

Key Words: Students' Perception, School effectiveness

Perception is an experience that involves the organization of objects, events or relationship leading to the process by which we interpret our sensory input. Silverman in Mangal (2007) defines perception as “an individuals' awareness aspect of behaviour; for it is the way each person processes the raw data he or she receives from the environment into a meaningful pattern.” Perceptions towards school influence the attendance behaviour of students, his curiosity in the activities of the school, both curricular and co-curricular. Students' perception is what students themselves think regarding school in terms of their teacher, behavior of school principal, teaching-learning process, classroom environment, infrastructural facilities, feedback from teachers, freedom to express ideas in the school.

Teachers and school environment undeniably plays an essential role in determining students' perceptions and experiences of learning which will eventually impact their academic achievement and further assists in increasing the school effectiveness. The students who have positive attitude towards school do better. Teachers'

teaching style and the decisions they make in classrooms have a great influence on the learners' outcome (Markley, 2004) as well as encouraging them. Those teachers who are able to encourage, inspire, and motivate the learners can provide useful experience for the students, which will positively influence their academic life. In contrast, those teachers who are unable to fulfill such tasks will undoubtedly create negative experience for the learners and make their learning inefficient. One single negative experience with a teacher is enough for a student to form negative feelings about school and learning, which can detrimental effects on one's future life.

Park and Lee (2006) compared teachers and students' perceptions of the characteristics of an effective teacher. Having administered a questionnaire to 169 teachers and 339 students in Korea, the researchers came up with different perceptions between the two groups. The three major characteristics that were studied were English proficiency, pedagogical knowledge, and socio-affective skills. The characteristics that were perceived important by all participants were

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reading and speaking proficiency, motivating students, and enhancing their self-confidence. However, they differed in some instances. For example, teachers gave a high ranking to English proficiency while students stressed the importance of pedagogical knowledge. Moreover, to male students, having a sense of humor is an important characteristic of a teacher, while to those female students, the teachers' pronunciation proficiency, teaching how to learn English and treating the students fairly are more important. Students will actively occupy in their teaching- learning process, when their teachers concern about them, organize the classroom activities properly, simplify complex ideas, instigate the students to work hard and promote critical thinking, effective subject presentation that hold their interest, discuss the students ideas with open mind and correlate lessons with real life situations to make the learning practical.

OBJECTIVE

1. To find out the association of school effectiveness in relation to students' perception about teachers and school.

METHOD

Descriptive method of research, followed by evaluative approach, was used in the conduct of present study.

SAMPLE

The universe of the study was secondary

schools of the state of Punjab comprising of three districts namely Ludhiana, Bathinda and Mansa were selected on random basis with due consideration to high, average and low literacy rate districts of Punjab. Hence, 60 schools were selected from all these three districts, affiliated to Punjab School Education Board, Mohali. Then 15 more-effective and 15 less-effective schools were identified. Students of these 30 schools were selected incidental purposively, to assess their perception towards teachers. Hence, the final sample size came out to be 1188 secondary school students.

MEASURE

Students' perception scale, constructed and standardised by Gautam (2006)

RESULTS AND DISCUSSION

Students' Perception About Teachers

The details about students' perception about teachers were collected from the students of the selected schools using Students' Perception Scale. The scale consists of 34 items, with each item pertaining to one or the other aspect of students' perception about teachers. The scale consists of 34 items. The response pattern of students on a 3-point continuum i.e. 'always' to 'never' is to be obtained from each item. The total score ranges from 34 to 102 with high score showing better students' perception about teachers teaching behaviour. The descriptive statistics is presented in the table 1.

Table 1 : Comparison of more-effective and less-effective schools on Students' Perception About Teachers

Dimension		More- effective schools	Less- effective schools	Bi-serial Correlation	Standard Error of Bi-serials	t- value
Students' Perception About Teachers	Mean	82.19	69.51	.76	.02	26.42**
	S.D.	6.97	9.65			

**** $p < 0.01$**

It is observed from the table 1 that the mean scores of students' perception about teachers of the more-effective schools came out to be 82.19 (S.D.= 6.97) and 69.51 (S.D.=9.65) in the less-effective schools. The value of bi-serial correlation .76 indicates high degree of association between the school effectiveness and the students' perception

about teachers. The calculated 't' value 26.42 turned out to be greater than the table value at .01 level. Therefore, it can be stated that it is significant beyond .01 level.

The table 1 further shows that the mean scores of the students' perception about teachers of the more-effective schools were found to be higher

than the mean scores of the less-effective schools. It means that in the more-effective schools the students' perception about teachers was better than the less-effective schools. So, it indicates that the students' perception about teachers and school effectiveness are essentially correlated.

Hence, the Hypothesis of the present study that there exists a significant association between school effectiveness and students' perception about teachers is retained. It can be interpreted that a significant majority of the students belonging to the more-effective schools have better perception about teachers as compared to less-effective schools. It can also be observed that high students' perception about teachers is associated with increasing school effectiveness.

Therefore, on the basis of above analysis it can be interpreted that: There is significant association between school effectiveness and students' perception about teachers in terms of *comfortable conversation, proper utilization of class time, cooperativeness, impartial behaviour, sympathetic, interest in students, interactiveness, easy accessability, homework assignment, demonstrate activities, proper evaluation, repeat the previous lesson if needed, friendly behaviour, encourage students to ask questions, provision of up to date knowledge, motivate students to participate in co-curricular activities, inculcation of good habits, arrangement of special classes, provision of opportunities.*

It is found that school effectiveness and students' perception about teachers are essentially related, it is in conformity with other researchers findings as : Gautam, (2006) revealed that students have favourable perception about teachers' personality, involvement in the teaching learning process and appreciate his role in facilitating the cognitive and emotional development of child- an indication towards better learning environment in school. Kalra (2010) studied the perception of students on the relevance and worthwhileness of the learning experiences being provided to them in their school and identified, expectations of students from their schools in terms of giving exposure to students over and above text books to enrich their understanding; maintaining impartiality in examinations; arranging additional classes for weak

students; conducting special classes for higher results of class X and XII in the CBSE examination. Students identified teacher preparation as the extremely important effective teaching characteristic (Amakyi & Aboagye, 2016). Committed selflessly towards the profession and willingness to realize school children aspirations, working for long hours, arranging special classes for student's in the subjects in which they are identified weak, coaching classes for sports and extra-curricular activities, cooperative and planned activities, polite behaviour, not giving hefty homework, round the clock availability to the student's by making village home and at large parents satisfaction of their efforts (The Tribune and Indian Express, 2016).

CONCLUSION

This study highlights students' perception about school and teachers and concluded that students have favourable perception about teachers' personality, involvement in the teaching learning process and appreciate their role in facilitating the cognitive and emotional development of child and in getting exposure over and above text books to enrich their understanding. So, students' perception about teacher is found to be the significant correlate of school effectiveness.

EDUCATIONAL IMPLICATIONS

The finding of the study revealed that student perception is the vital constituent of school effectiveness. Therefore, school administrators and teachers should provide democratic environment to the students to share their viewpoints.

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