

# EFFECTIVE STRATEGIES OF SCHOOL ENVIRONMENT ON STUDENTS' ACHIEVEMENT IN HARYANA

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## Abstract

During the past few decades School environment had been identified as being a contributing factor in a child's educational, cognitive and affective development in Haryana. Researchers typically separate elements of the School environment into two major categories; social and physical. School is the primary societal unit. Family relationships play an important role in an individual's life pattern from early childhood through adulthood. Much of an individual's personality patterning originates at School. Not only does the child inherit certain family potentialities, but during his developing years, his attitudes, beliefs, ideals and overt behavior reflects the influences on him of School experiences in Haryana. In order to arrive at and identify the research gap on the area of the proposed study, a systematic review of related literature was conducted on 'Teacher Effectiveness and its related characteristics'. For systematic review, certain definite steps were followed to survey the related literature.

**Keywords:** *Environment, Achievement, Secondary School, Haryana.*

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## 1. INTRODUCTION

The fulfillment of a child's basic psychological and physical needs is the primary responsibility of his or her family. The degree of successful adjustment achieved by the child in his family relationships depends on various factors of influence. Of these, special attention is diverted towards traditional parental attitudes toward child rearing (rigid versus permissive), emotional reactions of family members (emotionally stable versus disturbed), and the socioeconomic status of the School (middle and upper versus lower class). The child reared in a rigid School tends to be submissive but resentful of restrictions on his freedom; the permissively reared child is likely to be aggressive and outgoing. The child of emotionally stable parents can be expected to exhibit well controlled behavior reaction; the child of emotionally disturbed parents are of those who display inconsistent attitudes toward him may become a confused or frustrated individual, reflecting in his own behavior the personality defects to which he has been exposed. As a result of an eight year longitudinal study of adolescent character development, he concluded that the personality characteristics of the subjects of the study were "significantly related to the emotional relationships and the disciplinary patterns which they experienced in living with their parents." A close emotional relationship between parents and the child affects the inculcation of effective emotional relationship. Rejection and broken Schools in the form of separation divorce, desertion, and death of a parent or denial of advantages of privileges, punishment, threats and humiliation, poor socioeconomic conditions also affect the social adjustment and behavior of the child. Family life, in other words, is a general morale pattern, including satisfaction of parents with each other and with the School situation, but likely to involve also the inconsistency of discipline, differing standards by parents, quarrels between parents, etc. As family is a strong socializing agent, it becomes obvious that child takes on the roles of his family members i.e., the parents in particular. When we say that child acquires roles from his family

then, it is evident that a low-morale School does not start him off on a favorable path. Parents also influence their children through their own characteristics. Children come to conclusions about themselves, often incorrect, because they assume that since they are biological offspring of their mother and father, they possess some of the qualities that belong to their parents. This emotionally tinged belief is called identification, and it is the basis for national pride, loyalty to ethnic and religious groups. Thus, if a parent is perceived by her child as affectionate, just and talented, the child assumes that he or she, too, probably possesses one or more of these desirable traits and as a result, feels more confident than she has a right to given the evidence. By contrast, the child who perceives a parent who is rejecting, and without talent, feels shame because he assumes that he probably is in possession of some of these undesirable characteristics. Support for this claim is the fact that all children become upset if someone criticizes their family. The anxiety or anger that follows such criticism is strong because children assume, unconsciously, that criticism of their parents is also a criticism of them.

## **2. TEACHER EFFECTIVENESS AND TEACHING-LEARNING PROCESS**

In recent years an enormous amount of public attention has been focused on teacher quality and teacher preparation. These initiatives have listed the effectiveness of teachers as a major factor in improving student achievement. Effective instruction meets the demands of the students with respect to the academic disciplines of the teachers i.e., their subjects of teaching. The effectiveness of teachers and teaching are most significant in determining the learning of students. Teacher Effectiveness is vital for improving student learning and achievement. Researches support that the actions taken by the effective teachers in the classroom play a fundamental role in effective and efficient learning of the students. Students' academic achievement and outcomes depend on the effectiveness of their teachers. Teachers' quality and effectiveness may depend on their content knowledge and pedagogical acumen. Some researchers also argued that teachers' quality and effectiveness should be assessed only by student outcomes, regardless of content knowledge or pedagogy. In fact, effectiveness and quality of the teachers are extremely complex and illustrate various characteristics like wide range of knowledge, skills, aptitude, motivation and personality characteristics.

## **3. ASSESSING TEACHER EFFECTIVENESS**

Effectiveness of the teachers is often measured by the student achievement. By using Value Added Models (VAM) and analyzing value-added student achievement data some researchers found that teachers' influence on the achievement gains of the students' was maximum than any other factors. Though, few researchers not agreed to this view because according to them teachers did more than simply raising test score gains of the students. Student achievement is just a measure of one educational outcome but does not measure teachers' characteristics i.e., Teacher Aptitude, attitude of the teachers, Work Motivation, Personality Traits etc. Measurement of Teacher Effectiveness become problematic due to the difficulties in measuring students' performance gains and loses with respect to an individual teacher with the passage of time. Other ways to assess Teacher Effectiveness except collecting student achievement data are to collect teacher ratings from multiple sources e.g. Students' ratings, Employer and Administrator ratings, Head Teacher ratings and Self-evaluation or Self rating. Each type of teacher rating is limited in its capacity to inform about Teacher Effectiveness. But, some researchers found that Self-evaluation or Self-rating provides important source of evidence for estimating Teacher Effectiveness because one's own perception about his strengths and weaknesses is a very important part of this estimation. Actually, self-evaluation is inherent in the process of teaching because, more or less every teacher evaluates him-self consciously or unconsciously after their teaching. Every teacher is an individual and has a different style of teaching and every teacher has something unique to offer to his students. So, by self-evaluation every individual teacher discovers the ways to become more effective. Overall, a teacher's self-evaluation demonstrates his knowledge about teaching and his perceived effectiveness in the classroom. Nevertheless, for decades, teacher educators and researchers have struggled to determine various aspects of Teacher Effectiveness and its related characteristics and have found significant associations between Teacher Effectiveness and its related characteristics.

## **4. SCHOOL ENVIRONMENT**

The environment of the School in which a child is reared can advance or hinder wholesome personality adjustment. Family relationships also determine in large measure the young person's developing attitudes toward School and family life. One of the most important influences upon the adolescent is the emotional climate of the family. Some families evidence a prevailing mood of gaiety, joy, optimism and happiness. Other families reflect a climate of fear,

depression, cynicism, and hostility, which has a negative effect on children the happier the parents and the more positive the School climate, the more beneficial is the effect on growing children. The best adjusted children are those who grow in happy Schools where adolescents and parents spend pleasurable time together. The environment of a family is affected by how happy the parents are with their relationship. A close, satisfying relationship between parents is generally reflected in a warm and supportive family climate. Conflict between the parents is likely to result in a generally unsatisfactory School environment. Fighting between parents is clearly unpleasant for children, and in the long term, the consequences can be serious for them. Emery & O' Leary (1984) describe that conflict between parents is related to behavior problem in children and adolescents. There is evidence of low self-esteem, poor school performance and emotional problems in children from families high in conflict.

## 5. TECHNIQUES OF EVALUATING PROFESSIONAL COMPETENCE OF TEACHERS:

**1. Self-Evaluation Technique:** Teachers by self-evaluation of his working or teaching process, tries to assess his/her effectiveness.

**2. Sign Technique:** In this technique, a list of all the class room events and teachers' behaviours is prepared and the student marks a tick on whatever he watches in the class room at the time of supervision.

**3. Category Technique:** In this technique, teacher's class room behaviours are classified into various parts. Teacher's behaviour occurring in the class are marked. In this a time period of seconds is allotted for occurring behaviour. This type of method was developed by Flanders. Therefore, it is also known as Flanders' System of Interaction Analysis (FSIA).

**4. Teaching and testing simultaneous Technique:** Now all the scholars emphasize that the testing must take place immediately after the teaching so that any change in the teaching method if required, can be done.

**5. Teacher's Evaluation by Successful Teaching Activities:** The level of the successful teaching activities is tested on the basis of student activeness and their complete incomplete knowledge. This is exhibited in the form of student skill knowledge talent understanding thoughtfulness and logic. This would be the real evaluation of the teacher activities.

**6. Systematic Observation Technique:** By this method student evaluate teacher activities and their behaviours very clearly. Also their analysis is done. Information regarding all the teacher teaching activities and his behavior patterns is acquired. Sign technique and category technique come under systematic observation techniques.

Here are a few ways to motivate the teachers and inspire them, so they can give their best lectures because the future of his world is in their classroom. It is often seen that, education system does not provide them the space to breathe and bring their creativity into the lectures. They are often restricted by set rules to follow the curriculum. A huge positive difference can be seen. Teachers are always leaders. Their duty is to educate the students and these students follow the teachers. They should be given free hand to design their lessons/lectures because the future of this world is in their classroom. It is often seen that, education system does not provide them the space to breathe and bring their creativity into the lectures. They are often restricted by set rules to follow the curriculum. A huge positive difference can be seen, when the teachers are given some space to bring in their methods and creativity into the lectures which they prepare. They can be motivated to excel and to give their best performance. This way, they perform better and the result of students will also outshine. Teachers are committed to lifelong learning and teaching. No other person can understand the different needs of learners/students in a precise way as a teacher can. They find out new, innovative as well as some times tested ways to meet these academic needs. This makes the whole process of teaching and learning very prized. Educational institutes should invest in seminars, conferences, workshop where new pedagogies are discussed and new educational technologies are introduced. Various projects based seminars are good resource to nurture the felling of belongingness and thus to motivate the teacher.

Guru is given the status of God. It is the guru who knows well how to nature the student. The administration should work hard in the direction to have a positive connection with teachers. This gives positive felling and motivates the educators. Administration should always use respectful language. It should be there to listen to concerns and observations of the educators and should welcome their inputs on various matters related to education and thus it is for betterment of both. It should never be forgotten that, the teacher are the prominent stakeholders of education system, they are professional and learned creed. It is common that teachers want to be held to higher standards and

no that does not mean they want more standardized tests. Challenges play an intrinsic role as a motivator. Administration should trust the teacher and the experience which they possess. They should bestow their educators with the authority over their instruction and must give the responsibility to provide a fair assessment of how effectively they meet their student needs. Let them excel in their craft and let them prove their worth. Challenging tasks are great stimulus, as it can keep employees engaged and interested in their role.

The teacher determines the quality of an institution. Each teacher has different needs and different levels of motivation. Institutional administration should know and make it sure, how to best support educators. Ask them and chances are there that they might be waiting for you to ask and will feel motivated by this action. Best motivated teachers teach from heart not from books. At the same time educators should remember that they have chosen the most important profession. It is indispensable and they should remind themselves of this fact every day. The additional challenge for them is to help and motivate other educators with whom they work. Every day they should be self-motivated to work and educate the student, who deserves the best from them. Back to basics, nothing is more satisfying and motivating for a true educator then seeing his/her students reaching the zenith in their lives with the values and knowledge which they have imbibed in them since the time they taught them. A good educator is like a doctor who dispels the prevailing ignorance in their student and an artist who inspires creativity in every student to whom they teach. Teachers affect the eternity, no one can ever tell where their influence stops. Effective teachers never forget the people, or the programs.

## 6. CONCLUSION

Education is a process of bringing or moulding a young for living a congenial and comfortable life. The ultimate goal of education is the harmonious and progressive development of a child. Educating someone or helping somebody to learn something by providing required information is teaching. In a society teachers' place is of paramount importance because from generation to generation, he helps to keep the lamp of civilization burning. Indian Education commission (1964- 66) has pertinently remarked that teacher is the most important factor to influence the quality of education. The Secondary Education Commission (1952-53) has rightly said that teachers' place is very important both to the school as well as to the society with respect to their personal qualities, educational qualifications and professional training. Improving teacher quality through enhancing Teacher Effectiveness has been the major issue to the researchers, educationists and policy makers all over the World for educational reforms during the last 50 years. Effectiveness of individual classroom teacher is the single largest factor affecting academic growth of the students. A growing number of studies are focusing on the effects of teachers' training on effectiveness of the teachers. Teachers' Training Programmes (TTP) or Teacher Preparation Programmes (TPP) is an obvious potential source of variability in Teacher Effectiveness in Haryana. Almost all the education Commissions and Committees argued for the proper teacher training to develop the quality of education in India. National Council for Teacher Education (NCTE), a statutory body of the Govt. of India, strongly argued for the quality development of the teacher education programme in India to produce good and effective teachers. It really matters a lot because a teacher with less effectiveness can depress the achievement and inhibits the learning of a large number of students over time depending on the school capacity, class size and his service life in Haryana.

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