

**TEACHER EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS WITH
HIGH TACIT KNOWLEDGE**

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“Teaching and becoming a teacher is a process.”

-Van Driel.et.al (2001)

Teaching necessarily begins with a teacher’s understanding of what is to be learnt and how is to be taught. But teaching cannot be delimited simply to these areas alone, since there is a lot more to teaching. Nowadays, as we are all living in a hectic and tensed world, as all others, teachers also have to face many problematic situations in their day-to-day life. In today’s society, the competitiveness of enterprises is paid more attention to its innovativeness and emergency ability. Specifically, teachers as well as students must be challenged to become skillful thinkers and problem solvers, as well as be flexible and adaptable to changes and discoveries (Davis, 2003). To be a great teacher, more than content knowledge, teacher also needs practical and technical knowledge that contribute to teacher effectiveness. The ability to learn from experience is the key to success in almost all domains including teaching. One measure of the ability to learn from experience is the acquisition of ‘Tacit knowledge’. Tacit knowledge, a term popularized by Sternberg, is a construct of Practical Intelligence. It is knowledge that reflects the practical ability to learn from experience and to apply that knowledge in pursuit of personally valued goals (Sternberg, 1997). A teacher with high tacit knowledge is usually considered an expert teacher. However, a high quality teacher in one circumstance may not be a high quality teacher for another. A teacher with high tacit knowledge may or may not possess the other essential qualities of an effective teacher.

Need and significance

Every year record number of prospective teachers obtains high grades. Yet employers or school authorities complain that young teachers still lack the basic skills to succeed at work .Success is the most flaunted word in this ever competitive world and every

individual strives to achieve it, but it is quite unfortunate that only a handful have been able to attain it in their career life. Some people work hard and excel in academics, yet struggle to find success in their careers. Sternberg et al. (1997) made researches to find out what makes people excel in their career and eventually found that it is the tacit knowledge that make them experts in their career. Hence identifying the teachers with high tacit knowledge and their common strategies is of immense importance in solving the current problems of teaching field. Further every aspect of school reforms depend on highly skilled teachers. These realizations once more strengthen the need for the means to evaluate and recognize teacher effectiveness through out the teaching career. Effective teachers, should not only possess high tacit knowledge, but they should also possess the capacity to foster positive respectful relation with students, adequate classroom procedures ,an everlasting enthusiasm for teaching and knowledge of subject matter, and an eager quest for stimulating the cognitive and affective gains in students. Otherwise, a teacher could not be called an expert teacher in its fullest meaning. In this context, the investigator felt that it is relevant to find out whether the teachers with high tacit knowledge give equal preference to the various components of Teacher Effectiveness.

Hypothesis

This study examines the hypothesis that ‘Teachers with high tacit knowledge will perform equally on the components of Teacher Effectiveness viz.

- i) Adequacy of classroom procedures
- ii) Enthusiasm for teaching and knowledge of subject matter
- iii) Stimulation of cognitive and affective gains in students and
- iv) Relation with students

Methodology

Sample

A sample of 50 secondary school teachers with high tacit knowledge were selected for the present study .In order to select teachers with high tacit knowledge, interviews were conducted with secondary school Headmasters and the respective sample were selected according to the Headmasters' nominations from 15 schools of five districts of Kerala namely Thrissur, Palakkad, Kozhikode, Malappuram and Ernakulam.

Tool used

'Instructor Self- Evaluation Form' developed by Batista and Brandenburg (1978) was used for evaluating the Teacher Effectiveness. It is an index of teachers' efficiency in 'Adequacy of classroom procedures', 'Enthusiasm for teaching and knowledge of subject matter', 'Stimulation of cognitive and affective gains in students', and 'Relation with Students'. It carries 11 items with four options each. A teacher who has equal preference for all the four components can get equal scores on them.

Analysis of Data

The test of significance of difference between the mean scores was used for the paired comparison of the scores. The collected data were analyzed in order to test the hypothesis and the obtained results are given in Table 1

TABLE 1

**Data and Result of Test of
Significance of Difference between the Mean
Scores of the Components of Teacher Effectiveness**

Components of Teacher Effectiveness	Mean	Standard Deviation	Critical Ratio
Adequacy of classroom Procedures	27.9	3.45	0.68
Enthusiasm for teaching and knowledge of subject matter	27.8	4.62	
Adequacy of classroom Procedure	27.9	3.45	

Stimulation of cognitive and affective gains in students	25.5	5.17	2.64**
Adequacy of classroom Procedure	27.9	3.45	-0.94
Relation with students	28.9	5.46	
Enthusiasm for teaching and knowledge of subject matter	27.8	4.62	1.96*
Stimulation of cognitive and affective gains in students	25.5	5.17	
Enthusiasm for teaching and knowledge of subject matter	27.8	4.62	-0.94
Relation with students	28.9	5.46	
Stimulation of cognitive and affective gains in students	25.5	5.17	-2.58**
Relation with students	28.9	5.46	

Note- ** denotes $P < 0.01$ and * denotes $P < 0.05$

Table 1 shows that mean scores of ‘Stimulation of cognitive and affective gains in students’ is significantly lower than that of the other components of Teacher Effectiveness such as ‘Adequacy of class room procedures’ ($P < 0.01$), ‘Relation with students’ ($P < 0.01$) and ‘Enthusiasm for teaching and knowledge of subject matter’ ($P < 0.05$).

Visual comparison of the mean scores of the components of Teacher Effectiveness viz. ‘Adequacy of classroom procedures’, ‘Enthusiasm for teaching and knowledge of subject matter’, ‘Stimulation of cognitive and affective gains in students’, and ‘Relation with students’ using Bar Diagram is given as Figure 1.

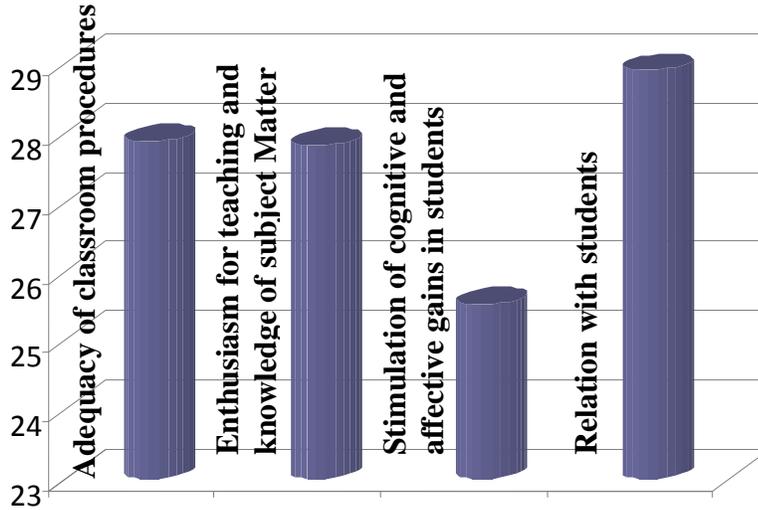


Figure 1: Comparison of the Mean Scores of components of Teacher Effectiveness

From Table 1 and Figure 1 it can be seen that teachers with high Tacit Knowledge has relatively higher preference to ‘Relation with students’ than any other components. There is no visible difference in their preference to ‘Adequacy of classroom procedures’, ‘Enthusiasm for teaching and knowledge of subject matter’. Their preference to ‘Stimulation of cognitive and affective gains in students’ is the least.

Conclusion

Teachers with high Tacit Knowledge are effective in their ‘Relation with students’. This positive trend, the investigator feels, is a good result for teacher effectiveness. Their performance on ‘Adequacy of classroom procedures’ and ‘Enthusiasm for teaching and knowledge of subject matter’ also are relatively high. These expert teachers are found lacking in ‘Stimulation of cognitive and affective gains in students’. However, it is quite explicit that teachers, to be completely effective, they should also possess the other components of teacher effectiveness, as teaching is the sum

total of all these components. As teaching effectiveness is the activity and interaction between the physical, intellectual and psychological aspects of students, teachers have to give importance to all the domains of students. It is the teachers, who play the vital role in the efforts to relate education to national development and social change. For this, they should give importance not only to improve their relationship with students but also to follow adequate classroom procedures, stimulation of cognitive and affective gains in students, and above all maintain their enthusiasm for teaching and knowledge of subject matter.

Suggestions

Teacher effectiveness is the ability to produce good results out of schools. Teachers can be benefited by systematically analyzing their teacher effectiveness. This study helps the expert teachers to understand what else they can do, to improve their weaker qualities of teacher effectiveness and the importance of giving equal preference to all the components of teacher effectiveness. The findings of the study give the following recommendations:

1. To improve the adequacy of classroom procedures teachers should give much more importance to:

- Raising challenging questions or problems in classrooms
- Proper organization, co-ordination and clarification of objectives of their teaching
- Restatement of questions and comments for better clarification of the students

2. To improve teachers' enthusiasm for teaching and knowledge of subject matter they should:

- Improve their concern for the quality of teaching and quality of students achievement in their subject
- Try to function creatively in their class rooms
- Improve the knowledge about related areas aside from their own subject areas.

3. To improve teachers' stimulation of cognitive and affective gains in students they should:

- Assist students in appreciating things that they did not appreciate before
- Help students to become aware of the implication of their subject matter in their life
- Promote students' satisfaction in learning the subject matter
- Try to stimulate students' intellectual curiosity

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