

A STUDY ON HIGH SCHOOL TEACHERS' SUCCESSFULNESS

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ABSTRACT

The present study aimed to find the High School Teachers' Successfulness. In the present study, Normative Survey method is adopted. Random sampling technique is used in the selection of the sample for 200 High School Teachers. The tool used in this study is the Teachers' Successfulness Scale constructed by Bhella (2001). The findings shows that the High School Teachers have high level of Successfulness.

KEYWORDS: *High School, Teachers, Successfulness*

INTRODUCTION

Success is an attitude- and potential-based characteristic that expresses one's feelings towards a specific circumstance or individual, whether they are positive or negative. It and satisfaction were commonly used interchangeably. But it seems that success as it is defined in educational literature has a broader scope. Despite being ill-defined, teachers' success is a key factor in determining how well school goals can be achieved. Despite the paucity of evidence to the contrary, this belief persists. Success, in the view of Guba (1958), is considered as the predisposition to invest extra effort in accomplishing group objectives. Success is related to the extra effort needed to perform institutional tasks, according to Guba (1958). According to Gorton (1983), while high staff performance may be a desired goal in and of itself, their main contribution is to help achieve other sorts of worthwhile objectives. Improved efficacy, coherence, and staff stability would be some of these goals. For these reasons, the school administrator must have a greater understanding of the factors that determine staff success and should develop environments that support and sustain the latter.

Teacher Successfulness

Numerous concepts have been used to describe success, including sensation, mental state, mental attitude, and emotional attitude. One source claims that a worker's impression of the success of their employment depends on how they see themselves within the corporation and how well they believe the organisation is meeting their needs and expectations. There are personal needs for teachers, and how well those needs are met within the organisation frequently affects how they feel and how well they perform at work. According to Webster's Dictionary, success is a person's mental state that is represented by assurance, control, and motivation to complete a task (2010). According to Bentley and Rempel (1970), a person's satisfaction at work is determined by how well their needs are met and how they perceive their office environment. In the Administrator's Handbook for Improving Faculty Successfulness (Andrews, 1985), Smith defines success as having a positive outlook and persistently working towards completing a significant and shared function.

Importance of Teacher Successfulness

According to Miller (1981), a successful teacher "may have a favourable impact on learner attitudes and learning. Raising teacher success levels improves both the learning and teaching experiences for both teachers and students. This fosters a setting that is more favourable to learning.

Achievement and success go hand in hand. Where successfulness was high, schools displayed an improvement in student achievement, according to Ellenberg (1972). On the other hand, low levels of satisfaction and success can cause teachers to become burned out, which is characterised by "a loss of concern for and detachment from the people with whom one works, decreased quality of teaching, depression, greater use of sick leave, efforts to leave the profession, and a cynical and dehumanised perception of students" (Mendel citing Holt 1980). In short, "student learning, the health of the organisation, and the health of the instructor" can all be significantly impacted by a teacher's success (Mendel).

Need and Importance of this Study

Professional growth and student achievement are directly associated, and the latter is directly tied to teacher satisfaction. Students can study in a happy environment when teachers and schools respect professional development. Teachers enjoy the benefits of their work when their pupils make outstanding academic and social growth. High achievement and overall school success can be guaranteed when the school offers its teachers relevant and efficient professional development. The researcher decided to explore this as a result.

Statement of the Problem

Teaching is a difficult profession at any level because of the demanding students, the never-ending grading, and the fear many teachers experience while speaking in front of a large group of people. However, teaching has a learning curve just like any other worthwhile professional Endeavour. Teaching will turn into a lucrative, enjoyable profession if you've mastered feeling at ease in front of students. To succeed as a teacher (at any level of pedagogy), you must plan ahead, run a productive classroom, and interact directly with pupils. Success as a teacher depends on a variety of factors, many of which are influenced by one's personality, attitudes, and proclivity—or, if you prefer, appetite—for the teaching profession. Of course, it goes without saying that the teacher must have a proven ability to aid students in understanding new material, knowledge, and concepts. In order to learn more about the success of high school teachers, the investigator decided to pursue this. The problem taken for this study can be stated as follows **“A Study on High School Teachers’ Successfulness”**.

OBJECTIVES OF THIS STUDY

The Present Study has the Following Objectives

- To find out whether there is any significant difference between Arts and Science teachers in their Successfulness.
- To find out whether there is any significant difference between Male and Female teachers in their Successfulness.
- To find out whether there is any significant difference between rural and urban located teachers in their Successfulness

Hypotheses of this Study

Suitable hypotheses were framed.

METHOD OF STUDY

In the present study, Normative Survey method is adopted.

Sample of this Study

Random sampling technique is used in the selection of the sample for High School Teachers.

Tool Used in this Study

- The tool used in this study is the Teachers' Successfulness Scale (Bhella, 2001).
- In order to find out the Teachers' Successfulness of High School Teachers, the mean and S.D have been calculated.

Table 1: The Mean and Standard Deviation of Teachers' Successfulness Scores of High School Teachers

N	Mean	SD
200	22.51	3.64

The Table above makes it clear. that the calculated mean score of entire sample indicates that the High School Teachers have high level of Successfulness.

Null Hypothesis

There is no significant difference between Arts and Science teachers in their Successfulness.

In order to test the above Null hypothesis 't' value is calculated.

Table 2: Significance of Difference Between Arts and Science Teachers With Respect to Their Successfulness

Group	N	Mean	SD	t-value	Significance at 0.05 level
Arts	88	21.82	3.749	2.633	Significant
Science	112	23.16	3.349		

The Table above makes it clear., since the 't' value is significant at 0.05 level, the above Null hypothesis is rejected and it is concluded that there is significant difference between Arts and Science Teachers with respect to their Successfulness.

Null Hypothesis

There is no significant difference between Male and Female teachers in their Successfulness.

In order to test the above Null hypothesis 't' value is calculated.

Table 3: Significance of Difference between Male and Female Teachers with Respect to their Successfulness

Gender	N	Mean	SD	t-value	Significance at 0.05 level
Male	91	21.20	3.751	5.16	Significant
Female	109	23.72	3.006		

The Table above makes it clear. since the 't' value is significant at 0.05 level, the above Null hypothesis is rejected and it is concluded that there is significant difference between Male and Female Teachers with respect to their Successfulness.

Null Hypothesis

There is no significant difference between rural and urban located teachers in their Successfulness.

In order to test the above Null hypothesis 't' value is calculated

Table 4: Significance of difference between Rural and Urban School Teachers with Respect to their Successfulness

Locality	N	Mean	SD	t-value	Significance at 0.05 level
Rural	107	22.37	3.788	0.837	Not significant
Urban	93	22.80	3.341		

The Table above makes it clear., since the 't' value is not significant at 0.05 level, the above Null hypothesis is accepted and it is concluded that there is no significant difference between rural and urban Teachers with respect to their Successfulness.

Important Findings

- The High School teachers have high level of Successfulness.
- There is significant difference between Arts and Science Teachers, Male and Female Teachers and there is no significant difference between rural and urban Teachers with respect to their Successfulness.

CONCLUSIONS

Future teachers must keep in mind that each teacher's philosophy influences the philosophy of their students. As a result, instructors should be democratic in all of their actions in order to favourably influence the students. The elements that earned low Success fullness scores could be the subject of a teacher education programme (in-service). The aspects that can be influenced by teacher input, such as managing community pressures and getting along with administrators and other teachers, should be identified by teacher educators. The lack of direct control or influence over factors like classroom amenities, teacher pay, workload, and community support for education can make teaching frustrating. Teachers should be the subject of more thorough research on a regular basis in order to assess their changes and make appropriate adjustments.

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