

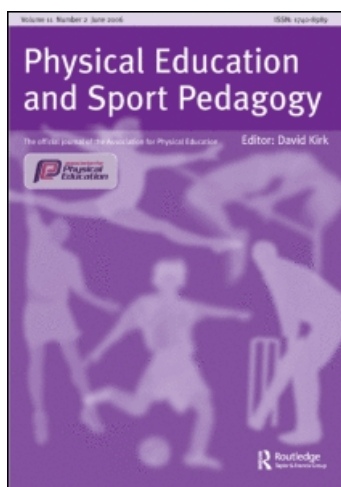
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Perceived Effectiveness of Greek Secondary School Teachers

Katerina Zounhia, Kostas Emmanouel, Irimi Kossiva and Dimitris Hatziharistos¹

The purpose of this study was to explore differences in instructional and pedagogical effectiveness among Greek secondary school teachers of different subjects, as perceived by pupils. In this study 165 pupils (aged 13-15 years) from 33 secondary schools in Athens, Greece, completed questionnaires regarding the effectiveness of 253 teachers. Within the framework of teacher preparation at university, the results indicated no significant differences in instructional and pedagogical effectiveness between those who attended courses in pedagogy, psychology and instructional knowledge (didactics) and those who did not. However, pupils' perceived the instructional role of teachers to be higher than the pedagogical role. Moreover, in teachers of different subjects, instructional and pedagogical effectiveness were associated and correlated to each other.

INTRODUCTION

Different methods have been used to measure teacher effectiveness. One type of research on perceived teacher effectiveness asks teachers to give their opinion about their own effectiveness or the effectiveness of other teachers (Elliott and Treuting, 1991; Harrison, Blakemore, Buck and Pellett, 1996; Ogden et al., 1994). In another category of research school directors or counsellors give their opinion (Matsagouras, 1989; Harrison et al., 1996). In a third category of research pupils are asked to express their opinion on their teachers' effectiveness (Crum, 1986, 1987; Harrison et al., 1996; Laughlin, 1972; Laughlin and McGlynn, 1983; Rink and Werner, 1987). The present study focuses on the latter category, i.e. pupils' perceptions of teacher effectiveness.

It is necessary first to clarify the terms: 1) Instructional effectiveness of a teacher; and 2) Pedagogical effectiveness of a teacher. Perhaps for many readers in North America, England and Australia these terms have been used synonymously and the elucidation of the above mentioned terms would help readers to clarify key concepts.

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The term instructional in the Greek language corresponds to *didaktikos* (*διδακτικός*), which means didactic. It comes from the noun *didaskalia* (*διδασκαλία*) = teaching, meaning to impart knowledge. It stems from the verb *didasko* (*διδάσκω*) = teach (Tegopoulos and Fittrakis, 1993).

The term pedagogical originates in the Greek language. In Greek, pedagogical = *pedagogikos* (*παιδαγωγικός*) is a derivative of the noun *paidagogos* (*παιδαγωγός*) = pedagogue (Tegopoulos and Fittrakis, 1993). In ancient Greece, a pedagogue was a person who accompanied a child = *pais* (*παις*) from the house to the school. He also had as a basic duty the moral and mental development of the child (Giannikopoulos, 1989, pp.3620-3621). Although the meaning of the words pedagogue and pedagogical have partially changed in Modern Greek, their basic meanings have been maintained.

There is clear differentiation between the terms "instructional" and "pedagogical" in the Greek language. The second term has a broader meaning than the first. Instructional effectiveness of a teacher is the ability to impart knowledge to pupils, by presenting information clearly and by organising instruction so that more time is spent on academic tasks. Pedagogical effectiveness refers to the ability of a teacher to activate and arouse pupils' interest, mobilise them to make effort and participate actively in pedagogical interaction.

The nearest definition found of instructional and pedagogical effectiveness was in an American study (Schempp, 1992). Schempp characterises as a good teacher one who has pedagogical effectiveness. Specifically he states that 'a good teacher may have served as a friend, a counsellor, or simply been a challenging or entertaining pedagogue' (p.10). However, he also describes an effective teacher as one who has characteristics that are defined in this paper as contributing elements to instructional effectiveness. Furthermore, he notes that 'the effective teacher is ultimately defined in what students learn' (p.10).

During recent decades teachers have come under criticism, not only in Greece, but also in other countries all over the world as to whether the needs of today's pupils can be met properly. Additionally, quality and competence of teachers has led to criticism of the effectiveness of their university education. In different countries there are different systems of university education. In Greece, secondary school teachers graduate from several university departments in which they attend different discipline programmes. Besides the core courses of each subject programme, only physical education students attend compulsory courses on pedagogy, psychology and didactics. These courses for teachers of other subjects are either electives (Greek language teachers, foreign languages teachers, theologians) or are not offered at all (mathematic teachers, chemists, teachers of technology, computer science and music teachers).

Concerning the effectiveness of teachers' education, Jones and Figley (1993) mention that in the United States there has also developed 'one major debate in relation to the questioning of teacher education effectiveness which centres on the usefulness of pedagogical courses to preservice and inservice teachers' (p.20). They also state that 'critics suggest that too much

pedagogical coursework is demanded of prospective teachers at the expense of content' (p.20). Jones and Figley (1993) also report that in the United States most of the studies related to research on teacher education focus on classroom rather than physical education teaching and that literature suggests that 'teacher education has minimal impact on teachers' (p.20). In their research on physical education Jones and Figley (1993) found that the majority of teacher-pupil interaction was not significantly influenced by pedagogical education background.

According to Gotovos (1996) 'teacher's transformation from a whole role of pedagogue, where there is contact, association and cooperation with pupils to a deficient role of an instructor whose duty is concerned primarily with teaching – and very often only by announcing the course-content, has led to school's "depedagogization"'^x (p.29). The same researcher believes that neglect of aspects of pedagogical interaction, that every pupil needs, has the result of pupils perceiving a negative image of their teacher. Aspects of pedagogical relationship that have been neglected are: the sense that the teacher allows pupils to express their complaints, is fair, is sincere when talking with pupils, allows pupils to point out mistakes without fear of being rebuked, gets involved in conversations, problems and conflicts created in school, does not only take an interest in good pupils while neglecting the weak ones and spends time with pupils outside school hours. The above-mentioned characteristics refer to the pedagogical aspect of a teacher.

In their study of the way pupils perceive teachers instruction, Lee and Solmon (1992) state that 'there is evidence to suggest not only that learners do not perceive and understand instruction uniformly, but also that they often do not perceive teacher behaviours as they are intended' (p.65). They add that the current literature can describe whether or not pupils understand the intentions nested in teachers' behaviour.

Other studies have been undertaken to look at teachers' effectiveness, as it is perceived by pupils of different levels. In a study of the factors contributing to perceived effectiveness and ineffectiveness of primary school teachers Yoder (1992b) found that the heart of good teaching is knowledge of the subject and the ability of the teacher to present good lessons. Laughlin (1972) studied teaching effectiveness and authoritarianism in male physical education teachers on the basis of pupils' evaluation. He found that the interaction between a higher grade point average and longer previous teaching experience have a positive effect on teaching effectiveness of physical education teachers. Gotovos (1996) studied comparatively the pedagogical effectiveness of teachers of different subjects from 12 European cities based on the perceptions of 7000 pupils (age 13-16 years). The results of this study indicate that the pedagogical profile of the Greek teacher is not significantly different from the equivalent profile of teachers from other European countries. Another study in Greek primary schools in Athens, comparing the instructional and pedagogical effectiveness of physical educators with that of classroom teachers

^x Depedagogization is a neologism used by Gotovos to emphasise the loss of the pedagogical role of the teacher.

(Zounhia, Hatziharistos, Emmanouel and Kossiva, 2001), found that primary school teachers surpassed physical education teachers, who teach at the same school, in both types of effectiveness. Classroom teachers, during their undergraduate education, attend many more compulsory instructional courses as well as courses in pedagogy and psychology and are prepared to teach exclusively primary school pupils.

In the literature, effectiveness has been studied as a general approach. The two types of effectiveness as defined in the present study (instructional and pedagogical), the relationship between them, as well as effectiveness with respect to the teacher's subject have not been studied. The purpose of the present study was to explore the differences in instructional and pedagogical effectiveness among Greek secondary school teachers of different subjects, as perceived by pupils.

The main hypothesis investigated in this study was that there would be differences in instructional and pedagogical effectiveness between teachers of different subjects. Specifically, there would be differences between teachers who, as students, had attended courses on pedagogy, psychology and instructional courses (didactics) and those who had not attended such courses. It was hypothesised that the differences, if they existed, would be that instructional and pedagogical effectiveness would be greater in those teachers who had attended the above-mentioned courses. Concurrently, the hypothesis that instructional and pedagogical effectiveness are two interrelated sides of educational work was also investigated.

METHODOLOGY

Sample

A sample of one hundred and sixty five pupils (76 males and 89 females), aged 13-15 years, from 33 Greek secondary schools in the Prefecture of Athens was selected at random, using multistage cluster sampling*, to participate in this study. First, one class in every school was selected. Then five pupils from each class were selected. The pupils who participated in this study completed questionnaires about the effectiveness of their teachers. Thus, questionnaires were completed on 33 physical educators, 27 teachers of foreign languages, 33 Greek language teachers (philologists), 33 theologians, 25 physicists, 33 mathematics teachers, 33 music teachers, 27 teachers of computer science and 9 teachers of technology. In total, pupils answered questionnaires concerning two hundred and fifty three teachers. The study had the permission of the Greek Ministry of Education and the school authorities.

* Multistage cluster sampling is a variation of the cluster sampling method, which involves first selecting clusters and then selecting individuals within clusters. Cluster sampling is used when it is more feasible to select groups of individuals rather than individuals from a defined population (see Gall, Borg and Gall, 1996, p.227).

Questionnaire

In a pilot study, several questionnaires were tested for the examination of instructional and pedagogical effectiveness. According to the results of tests of reliability and inter-item correlation, a 32-question questionnaire was used (see Appendix).

The questionnaire was developed as follows. Some of the questions, evaluating the instructional effectiveness of a teacher, were adapted from the "Student Inventory of Perceived Teacher Effectiveness" (Laughlin, 1972) and the "Instructor Evaluation Questionnaire" (Laughlin and McGlynn, 1983). Other questions, evaluating the pedagogical effectiveness of a teacher, were adapted from the Questionnaire by Gotovos (1996).

Originally, 40 questions were developed, that is 20 questions on instructional effectiveness and 20 questions on pedagogical effectiveness. Two Greek experts on instrument development excluded from each part the least appropriate questions, based on inter-item correlation coefficients and the notional relation among the questions. Nevertheless, the authors made the decision about the final selection of questions. The final questionnaire contained 32 questions. Seventeen questions were used to assess instructional effectiveness (question 1 to 16 and 32). The reliability alpha Cronbach for these questions was .90. Fifteen questions were used to assess pedagogical effectiveness (questions 17 to 31) for which Alpha Cronbach was estimated as .89.

The stem for all questions was "At what level does the teacher of your class...". Pupils were asked to indicate their responses on a 5-point Likert-type scale (1 = Not at all to 5 = Very). For each subject in the school programme there was a separate questionnaire, with the same questions.

The value used to evaluate effectiveness was derived by the mean of answers from five pupils for every subject per school. The normality of the distribution was tested by the Shapiro-Wilk test with non-significant results. Descriptive statistic indexes were calculated. ANOVA was used to identify differences in pupils' perceptions of instructional and pedagogical effectiveness of teachers of different subjects.

Procedure

The researchers visited the schools and asked pupils to complete the above-mentioned anonymous questionnaires. Pupils were free to ask the researcher any questions. Pupils who wanted to ask questions could raise their hand and communicate privately with the researcher.

RESULTS AND DISCUSSION

Tables 1 and 2 present the descriptive statistics and the results of differences in pupils' perceptions of instructional and pedagogical effectiveness of teachers per teaching subject.

As shown in Table 1 differences in pupils' perceptions of instructional effectiveness in teachers of different subjects are not significant. Results indicate that pupils perceive philologists and physical education teachers to show a tendency for higher instructional effectiveness, whereas music teachers tend to have the lowest instructional effectiveness in relation to teachers of other subjects.

Table 1: Descriptive statistics and analysis of variance regarding instructional effectiveness of teachers of several subjects

Teachers' subject	N	M	SD	Min	Max
Physical Education	33	4.08	.32	3.19	4.66
Foreign Languages	27	3.85	.40	3.04	4.65
Theology	33	3.98	.46	2.85	4.73
Mathematics	33	3.93	.54	2.59	4.76
Music	33	3.73	.53	2.63	4.68
Computer Science	27	3.89	.42	2.71	4.56
Technology	9	4.01	.52	3.01	4.73
Philology	33	4.08	.52	2.95	4.81
Physics	25	3.97	.43	3.03	4.64

$F=1.81, p=0.076$

Differences in pupils' perceptions of pedagogical effectiveness in teachers of different subjects, as shown in Table 2, are not significant. Results indicate that pupils perceive teachers of technology and philology to show a tendency for higher pedagogical effectiveness, while music teachers tend to have the lowest pedagogical effectiveness in relation to teachers of other subjects.

Table 2: Descriptive statistics and analysis of variance of pedagogical effectiveness of teachers of several subjects

Teachers' subject	N	M	SD	Min	Max
Physical Education	33	3.85	.38	2.80	4.55
Foreign Languages	27	3.81	.46	3.20	4.79
Theology	33	3.92	.41	2.97	4.65
Mathematics	33	3.77	.66	2.03	4.63
Music	33	3.75	.53	2.43	4.69
Computer Science	27	3.77	.43	2.87	4.47
Technology	9	3.94	.61	2.90	4.73
Philology	33	3.94	.59	2.45	4.83
Physics	25	3.92	.46	2.75	4.60

$F=0.67, p=0.718$

The above findings do not confirm the main hypothesis of the present study. Teachers, who in their university education attended compulsory or elective courses of pedagogy, psychology and instructional courses (didactics), as perceived by pupils, have the same instructional and pedagogical effectiveness as those who did not attend such courses.

This finding has some similarities to the findings of Jones and Figley (1993) who, in their research on pedagogical education of physical educators and physical education teacher-pupil interaction found that for the majority of physical education teachers, teacher-pupil interaction was not significantly influenced by their pedagogical education background.

As possible reasons to explain the lack of differences in pupils' perceptions of instructional and pedagogical effectiveness among teachers with different educational backgrounds the conclusions of two Greek pedagogy experts, Noutsos (1979) and Fragos (1983) can be considered. Specifically, Noutsos (1979), after prolonged pedagogical research, came to the conclusion that the reproductive character of schools 'goes along with the inflexibility of institutional framework, which limits every attempt for modification of the present programme' (p.302), making the exploitation of general and special knowledge of the teachers impossible. That means that within the present educational system in Greece it is impossible for teachers, even if they have the necessary knowledge, to exploit that knowledge for the benefit of their instructional and pedagogical effectiveness.

The other Greek pedagogy expert Fragos (1983), also after prolonged pedagogical research, came to the conclusion that: 'to be a philologist, physicist, mathematics teacher, engineer, etc. is one thing, to know how to study and handle scientific knowledge as a pedagogical and instructional material is quite another' (p.7). Fragos with this conclusion seems to indicate that teachers who complete their special scientific knowledge with fragmentary pedagogical, psychological and didactic knowledge do not acquire the complete pedagogical preparation necessary to enable them to understand educational phenomena, the pedagogical process of interaction, and to handle knowledge as an instructional and pedagogical means.

The data presented in Tables 1 and 2 and Figure 1 shows that for teachers of every subject the mean of instructional effectiveness is higher than the mean of pedagogical effectiveness. That means that Greek secondary school pupils perceive a higher evaluation for the ability of teachers to get the course content across and a lower one for their efforts to activate and arouse pupils' interest and for inspiring them to make efforts and participate actively during the course. It can be claimed that this observation is in accordance with Gotovos's (1996) concern that the limitation of the teacher's role in instruction, and very often only by announcing, the course content, leads to schools' "depedagogization". Moreover the results of a study by Yoder (1992a), on the factors contributing to perceived effectiveness and ineffectiveness of experienced primary school teachers also suggests that "instructional" characteristics of teachers contribute more to perceived teaching effectiveness than do personality or relationship characteristics.

Figure 1: Instructional and pedagogical effectiveness as for the teachers' several subjects

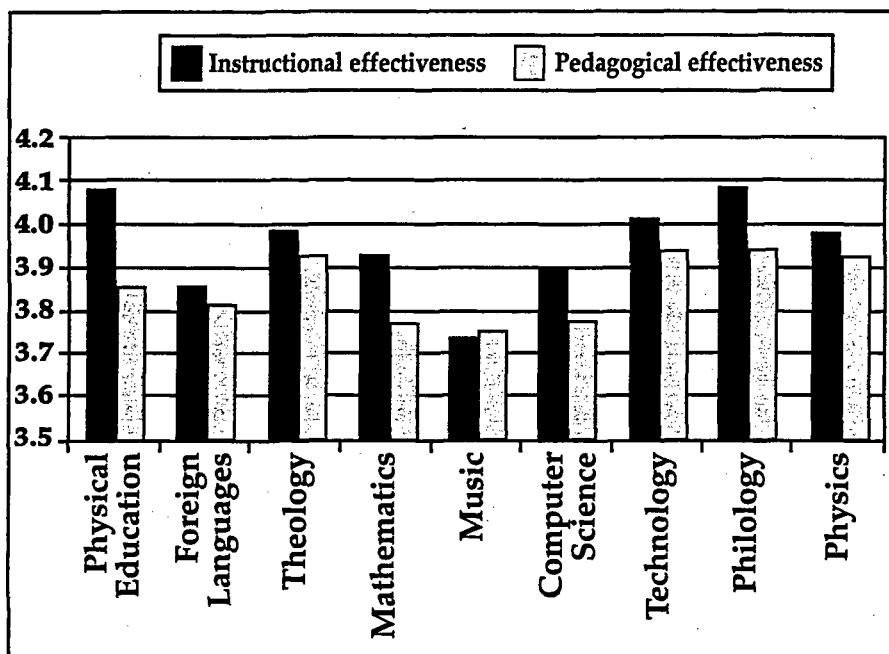


Table 3 shows that in all teaching subjects there is a statistically significant correlation ($p < 0.001$) between instructional and pedagogical effectiveness, as perceived by pupils. This correlation indicates that pupils perceive instructional and pedagogical effectiveness of teachers to be interdependent components of their whole role.

Table 3: Correlation between instructional and pedagogical effectiveness in teachers of different subjects

Teachers' subject	r
Physical Education	.855*
Foreign Languages	.864*
Theology	.792*
Mathematics	.935*
Music	.857*
Computer Science	.839*
Technology	.937*
Philology	.897*
Physics	.905*

* $p < 0.001$

CONCLUSION

It can be concluded that within the framework of the existing educational system in Greece, pupils perceive no difference in instructional and pedagogical effectiveness between teachers who had attended courses on pedagogy, psychology and didactics and those who had not. Pupils' perceive the instructional effectiveness of teachers to be higher than pedagogical effectiveness. In all teachers of different subjects instructional and pedagogical effectiveness are aspects closely connected and correlated.

For further investigation of the problem raised in this study, it is suggested pupils' perceptions be correlated with teachers' perceptions of instructional and pedagogical effectiveness, taking into consideration not only teachers' subjects, but also other characteristics such as their sex, experience, existence of tenure, personal knowledge and personality components.

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APPENDIX

Questionnaire

You are holding in your hands an anonymous questionnaire, with which we want to study your opinion about your teacher and the lesson he/she is teaching. Please answer with a ✓ or + in the square that correspond to the right case for you.

At what level does the teacher of your class...	Not at all	Little	Medium	Enough	Very
1. Organise the material well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Make you understand difficult issues easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Make you feel you do not understand an issue after the explanations he/she gives you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Confuse you often	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Use comprehensible terminology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Help you understand what he/she is teaching by his/her explanations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Help you understand what he/she is expecting you to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Instruct you correctly to what you must learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Has the ability to explain whatever you do not understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Make difficult for you to understand his/her explanations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Confuse you more when he/she tries to answer your questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Take an interest in you understanding what he/she tries to explain (to you)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Move on to more difficult issues before you learn the previous ones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Present the subject of the lesson clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Know his/her subject well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Relate what is teaching to knowledge from other subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Respect your opinion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Respect your effort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Try to excite your interest in the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Encourage you to become better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Inform you about the obligations you have for the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Accept questions from pupils willingly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Inform you directly of test results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Make distinctions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Give pupils the opportunity to express their complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Behave fairly and correctly to pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Discuss honestly with pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Allow pupils to point out his/her mistakes without fearing him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Discuss with pupils problems and conflicts that take place in class and how they can be solved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Take an interest in good pupils and neglect the weak ones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Make discussions with pupils without being in a hurry after the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Correspond, generally, to what you are expecting from him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you very much for your time