

A STUDY OF TEACHING EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS

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Abstract: In recent years we are more worried about the quality education. The quality of education is not improving simultaneously with the quantity of education. When we want to give quality education to our students then we become first concern about the effective teaching.

The present study highlights the teaching effectiveness of secondary school teachers in relation to gender, locality, subject stream and experience. For this study 600 secondary school teachers of three district of West Bengal namely Nadia, North 24 Parganas, South 24 Parganas were selected as sample. The purposive random sampling method was used as sampling techniques. A self constructed tool used by the investigator to measure the teaching effectiveness of secondary school teachers. This study reveals that the teaching effectiveness of secondary school teachers does not differ on the basis of gender or subject stream. But the effectiveness in teaching differs on the basis of teaching experience and the locality of school.

Key word: Teaching Effectiveness

Introduction

One of the global educational problems is the decreasing rate of quality of education. Beside the increasing quantity in education this is also important to hold the quality in education. Conscious people want to send their children to a good school and they also seeking for a good teacher. Now a days, there are many facilities are given to the educational institutions. The number of teachers is also increased, number of institution is increased. But somehow the quality of education is not assured in these institutions. The teacher recruited in these institutions is also highly qualified. Good teacher is not equals to highly qualified teacher, it means the effective teacher. What may be the reason behind the quality degradation? Is the teacher cannot teach effectively?

Quality education is a pre-requisite for national, regional and global development. For delivery of quality education, we need quality teachers who are committed to teaching and equipped with necessary knowledge, skills and competencies for effective teaching. Quality teachers and teaching only can be the strong agent of national reconstruction and social re-engineering. Teachers are the person who could develop and mould the students as good citizens. So, for making good citizen for our future nation it is very much important that the quality education should be given to our students. For serving quality education teacher should teach effectively. Nobody can born as a teacher, this is possible through training. Only academic qualification is not also criterion of the effective teacher. For being an effective teacher they should be professionally skilled.

There are many factors which may affect the teaching effectiveness. In the present study the researcher wants to examine the teaching effectiveness of secondary school teachers of three districts of West Bengal. The

teaching effectiveness studied in relation to some demographic variables such as gender, locality, stream of subject and experience.

Review of the related literature:

Ogochi (2016) studied on job satisfaction and teacher effectiveness in selected secondary schools of Kenya. 130 teachers from 16 public secondary schools of Trans Mara West district of Kenya were selected as sample for this research. Stratified random sampling method was used for selecting the schools. Self made questionnaires were used for measuring the job satisfaction and teacher effectiveness. This study states that the level of job satisfaction is low among the teachers. The effectiveness of the teacher is good according to their view point.

Kamalpreet Kaur Toor (2015) studied the teacher effectiveness, general intelligence and creativity of secondary school teachers. The sample consists of 850 secondary school teachers of 172 schools in 7 districts of Punjab. Teacher effectiveness scale by Kumar and Mutha, the Standard General Progressive Matrices (SPM) and Divergent Production Abilities by Sharma were administered for collecting information. The result of the study reveals that: There was no significant difference in teacher effectiveness of male and female secondary school teachers. There was significant difference in teacher effectiveness of government and private secondary school teachers.

Dr. Umender Malik et al. (2014) studied the teaching effectiveness of school teachers in relation to their emotional maturity. A sample of 300 secondary school teachers was selected randomly from two district of Haryana. Teaching effectiveness scale by Kumar and Mutha and emotional maturity scale by Singh and Bhargava was administered on the sample for collecting data. The study revealed that: There was significant difference between teaching effectiveness of male and female secondary school teachers and extreme emotional maturity.

P. Pachaiyappan and D. Ushalaya Raj (2014) conducted a study entitled “evaluating the teacher effectiveness of secondary and higher secondary school teachers”. For this study 130 teachers of secondary and higher secondary schools of Chennai and thiruvannamalai district of Tamilnadu was selected by random sampling technique as sample. Teacher effectiveness scale developed by Umme Kulsum was used for collecting information. The major findings were as follows: There was no significant difference between the teacher effectiveness of male and female secondary school teachers. There was a significant difference between the teacher effectiveness of rural and urban school teachers.

Shweta Tyagi (2013) made a study of teaching effectiveness of secondary school teachers in relation to their demographic characteristics. The aim of this paper was to find out the relationship of teaching effectiveness of secondary school teachers with some demographic variables such as gender, social background, category, marital status, teaching subjects, age, qualification and school teaching experience. Sample consisted of 100 secondary school teachers of Ghaziabad district of U.P were selected through stratified sampling technique. The self constructed teaching effectiveness questionnaire was administered upon the sample for data collection. The result shows that: Urban secondary school teachers have higher level of teaching effectiveness in comparison to rural teachers. Teachers having more than 3 years experience have higher level of teaching effectiveness with reference to knowledge than the teacher having up to three years experience. Teaching subjects were also influenced on the teaching effectiveness of secondary school teachers with reference to their leading.

From the above study it was found that many studies have done on the teaching effectiveness of secondary school teachers. But in West Bengal there is no such study has done. This also found that the

teaching effectiveness in relation to the gender, locality, experience and subject stream was not studied collectively. That's why the researcher thought to examine the teaching effectiveness of secondary school teachers of West Bengal in relation to gender, locality, teaching experience and subject stream.

Objectives of the study:

The study was based on the following objectives-

- To know the teaching effectiveness of secondary school teachers.
- To know the teaching effectiveness based on the genders of secondary school teachers.
- To know the teaching effectiveness based on the locality of school.
- To know the teaching effectiveness based on their teaching experience.
- To know the teaching effectiveness based on the stream of their subject.

Null Hypotheses:

H₀1 There was no significant differences between male and female secondary school teachers.

H₀2 There was no significant differences between rural and urban secondary school teachers.

H₀3 There was no significant differences between teachers of arts and science streams.

H₀4 There was no significant differences between less experienced and more experienced teachers.

Definition:

The term 'teaching effectiveness' means effect of a teacher's performance on his/her students and how much fulfill the goal of the teaching learning process. How many students can learn a topic within a limited period of time? This result gives us the actual idea about teacher's effectiveness.

According to Medley, the possession of knowledge and skills falls under the heading of 'teacher competence' and the use of knowledge and skills in the classroom is referred to as 'teacher performance', the teacher competence and teacher performance with the accomplishment of teacher goals, is the 'teacher effectiveness'.

Methodology:

Sample: Sample of the study consists of 600 teachers of 45 secondary schools from three district of West Bengal namely Nadia, North 24 Parganas and South 24 Parganas. Among these 600 teachers 300 were male whereas other 300 were female teachers. These also contain 300 rural teachers and 300 urban teachers. The numbers of science teachers were 300 and arts teachers were 300. The numbers of less experienced teachers (<15years) were 347 and the more experienced teachers (>15 years) were 253.

Sampling technique: Purposive sampling technique was used for sampling.

Tool: For measuring the teaching effectiveness of secondary school teachers the researcher used self constructed tool. The tool contains 12 dimensions namely knowledge of content, professional skill, awareness about roles and responsibilities, motivation, evaluation, Relationship with pupils, parents and other stakeholders, Interest in co-curricular activities, Advisor and guides, Classroom management, Use of technology, Personality traits, Classroom transaction. There were 65 items. The reliability is measured through test- retest method. The reliability of the test was 0.82. The test has content validity.

Procedure: The test administered on 750 teachers of 45 secondary schools. Before administration of the test proper instruction about the test were given to the teachers. It was also ensured that they can answer freely and safely. Some of these answer sheets were not properly answered. These were rejected. From the properly answered response sheets only 600 sheets were selected.

Limitation: The major limitation of this study was lack of co-operation of some teachers and the head of the institutions. Many teachers were not responded sincerely. However an effort was made by the researcher to win

confidence and co-operation of all the respondents. As the study was limited in self reporting instrument for data collection there was a possibility to affect the finding by the respondents' perception.

Data analysis: The evaluation of the answer sheets made on the basis of weighted scale previously developed by the researcher. For evaluating the response sheets Murphy Likert scale were used. For the analysis and interpretation of data regarding the hypotheses of the study, the raw data were tabulated in MS Excel 2007 and the analysis were done through SPSS (20.0) versions.

Result and discussion:

H₀₁ There were no significant differences between male and female secondary school teachers.

Descriptive Statistics

Gender	N	Minimum	Maximum	Mean	Std. Deviation
Female	300	39.00	164.00	124.6433	15.50087
Male	300	30.00	172.00	123.1567	15.45991
Valid N (listwise)	300				

Paired Samples Test

Gender wise teaching effectiveness	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Female -Male	1.48667	21.53437	1.24329	-.96004	3.93337	1.196	299	.233

From the above result it is clear that the mean score of female teachers 124.64 and the mean score of male teachers is 123.16. To compare these two means to determine whether the difference is significant or not, further t-test had done and the result shows that the calculated 't' with df 299 is 1.196 and P value is 0.233(P>0.05). Hence 't' is not significant at 0.05 level. Therefore it can be concluded that the null hypothesis H₀₁ is retained. So, there is no significant difference between male and female secondary school teachers' teaching effectiveness.

H₀₂ There were no significant differences between rural and urban secondary school teachers

Descriptive Statistics

Locality	N	Minimum	Maximum	Mean	Std. Deviation
Rural	300	59.00	172.00	126.5000	15.71325
Urban	300	30.00	154.00	121.3000	14.82980
Valid N (listwise)	300				

Paired Samples Test

Locality wise teaching effectiveness	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Rural -Urban	5.20000	21.78106	1.25753	2.72527	7.67473	4.135	299	.000

From the above table it is seen that the mean score of the rural teachers is 126.5 and the urban teachers is 121.3. To compare these two means for determining whether the difference is significant or not, further 't' test was done and the result shows that calculated 't' with df 299 is 4.135 and P value is .000 ($P < 0.05$). Hence 't' is significant at 0.05 level. Therefore it can be concluded that the rural teachers are significantly different from the urban teachers in their teaching effectiveness. So, the null hypothesis H_02 is rejected.

H₀₃ There were no significant differences between teachers of arts and science streams

Descriptive Statistics

Stream	N	Minimum	Maximum	Mean	Std. Deviation
Arts	300	39.00	172.00	124.2600	14.29617
Science	300	30.00	164.00	123.5400	16.60585
Valid N (listwise)	300				

Paired Samples Test

Stream wise teaching effectiveness	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Arts - Science	.72000	21.30198	1.22987	-1.70030	3.14030	.585	299	.559

From the above table it is seen that the mean score of arts teachers is 124.26 where as the mean score of science teachers is 123.54. To compare the mean score of arts and science teachers for determining whether the difference is significant or not, 't' test had done and the result shows that calculated 't' with df 299 is 0.585 and P value is 0.559 ($P > 0.05$). Hence 't' is not significant at 0.05 level. Therefore the null hypothesis H_03 is retained. So, it can be concluded that there is no significant difference in teaching effectiveness of arts and science teachers.

H₀₄ There were no significant differences between less experienced and more experienced teachers.

Descriptive Statistics

Experience	N	Minimum	Maximum	Mean	Std. Deviation
Less experienced	347	30.00	172.00	125.3977	16.78193
More experienced	253	96.00	154.00	121.8458	13.26575
Valid N (listwise)	253				

Paired Samples Test

Experience wise teaching effectiveness	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 less - more	5.96443	21.22673	1.33451	3.33621	8.59265	4.469	252	.000

From the above table it is seen that the mean score of less experienced teachers is 125.40 and the mean score of more experienced teachers is 121.85. To compare these two mean scores for determining whether the difference is significant or not, 't' test had done and the result shows that calculated 't' with df 252 is 4.469 and P value is .000($P < 0.05$). Hence 't' is significant at 0.05 level. Therefore it is inferred that the less experienced teachers are significantly differ from the more experienced teachers in their teaching effectiveness. So, the null hypothesis H_04 is rejected.

Findings:

Number of Hypothesis	Result
H_01	Retained
H_02	Rejected
H_03	Retained
H_04	Rejected

Discussion:

The analysis of data of the present study depict that there are no significant difference between teaching effectiveness of male and female secondary school teachers. Amandeep and Gurpreet (2005) studied on teacher effectiveness in relation to teaching competency. This study reveals that the female teachers can teach more effectively than male teachers. Kamalpreet Kaur Toor (2014) studied the teacher effectiveness, general intelligence and creativity of secondary school teachers. This study also reveals that there was no significant difference in teacher effectiveness of male and female secondary school teachers. The present study depict that there was significant difference between rural and urban teachers. P. Pachaiyappan and D. Ushalaya Raj (2014) studied on teaching effectiveness of secondary school teachers of Tamilnadu. This study also reveals that there was a significant difference between the teacher effectiveness of rural and urban school teachers. Shweta Tyagi (2013) also found significant difference between teaching effectiveness of rural and urban teachers. The present study also revealed that there was no significant difference between teaching effectiveness of arts and science teachers. But the study of P. Pachaiyappan and D. Ushalaya Raj (2014) inferred that there was a significant difference between teacher effectiveness of arts and science subject teaching school teachers. This study also depict that there was significant difference between teaching effectiveness of less than 15 years experienced and more than 15 years experienced teachers. According to the study of P. Pachaiyappan and D. Ushalaya Raj (2014) there was a significant difference in teacher effectiveness with regard to their teaching experience. Several researchers like Joyamma (1962) Saxena (1968) Reddy (1980) Idrisi (1987) O'Conner (1998) have highlighted a positive relationship between teacher effectiveness and span of teaching experiences. On the otherhand Mann (1980) Subbrayan (1985) Rosenhotz (1986) and Smith (2000) have reported that there is no significant relationship between teaching experience and effective teaching.

Conclusion:

Teaching effectiveness is an important criterion of quality education. Effective teaching can make the learning easier and effective. The students can learn more easily and effectively when they get proper guidance from their teacher. So, only the higher qualification of a teacher is not necessary for effective teaching. The teachers should have the professional skill. Beside the professional skill the attitude towards the teaching profession, relation with the pupils is also important for effective teaching.

From this study it was concluded that teaching effectiveness not depend upon the gender of the teachers. But this study depict that rural teachers comparatively more effective in teaching that the urban teachers. The

teaching effectiveness also not varies with regarding to their subject stream. But the teaching effectiveness may differ on the basis of their teaching experiences.

The future researchers may have done many other researches in relation to this study. There is possibility to find out the reason behind the difference between the teaching effectiveness of rural and urban teachers. There are many other factors that may affect the teaching effectiveness. The researchers can find out the other factors which may affect the teaching effectiveness.

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