



# A STUDY OF TEACHER EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR GENDER, LOCALE, EDUCATIONAL QUALIFICATION AND TEACHING EXPERIENCE

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## ABSTRACT

Teachers are the strengths of any country. They are charged with the greatest responsibility for “Nation Building”. The teacher plays an essential role in increasing the efficiency of the school. An effective teacher is one who has a repertoire of various organizational strategies and teaching techniques. In the present investigation an attempt has been made to study teacher effectiveness among secondary school teachers in relation to their gender and stream. The survey method of the research has been utilized as a part of this research study. To collect the data, Teacher Effectiveness Scale (TES) developed and standardized by Puri and Gakkhar (2010) was used. For this study, a sample of 400 secondary school teachers was selected by using systematic random sampling technique from the two districts Chamba and Solan of Himachal Pradesh. The information collected was broken down by using mean, standard deviation and ‘t’ test.

### KEY TERMS

Teacher Effectiveness, Secondary School Teachers, Gender, Locale, Educational Qualification and Teaching Experience.

## Introduction

Teacher has a pivotal role in the educational system. The quality of teachers to a large extent depends upon the quality of teaching. At the root of teacher lies the learning, unless a teacher is not willing to learn. Teachers use a range of teaching strategies to effectively meet the needs and solve problems of individual learners. A school may have excellent material resources, equipments, building, library and other facilities along with a curricular appropriately adopted to suit the community need but if teacher are not effective and efficient and they are misfit, unsatisfied and indifferent to their responsibilities the whole programme is likely to be ineffective and wasted. For teaching the students effectively the teachers have to be effective.

The teaching is the fundamental duty of a teacher and it has to be made effective in order to make a successful teacher. The main important function of a teacher is to create a good learning environment that motivates the students to learn better. Only an effective teacher can meet the growing needs and challenges of the present scenario. An effective teacher can respond to rapidly changing cultural, economic, sociological and economic developments. A successful teacher can be understood as a teacher who helps to improve essential skills, understanding, appropriate propensities, attractive attitudes, self-esteem and sufficient individual change of learners. Effective teachers also encourage better school performance and an overall improvement in learners.

## Need of the Study

Every year a large number of studies are allocated to educational issues of teachers, students and for the strategies for improving educational standards. In the educational system, teachers are playing a role in the forefront of educational reforms. But it is noteworthy that how far the teachers insist on the requirements of their profession and act as active agents, faithful to the goals of the educational system and how much they have internalized their professional values, and to what extent this internalization of professional values has affected their effectiveness. Teacher effectiveness is the competence and ability of a teacher to teach effectively. Teacher effectiveness is a matter of central importance to all educational institutions as it affects the process of learning and classroom management. Numerous theorists and researchers identified a variety of individual factors essential for facilitating student's achievement in terms of cognitive, affective and psychomotor learning or in promoting effective learning. Teacher effectiveness involves a set of teaching behaviors which are especially effective in bringing about desired changes in student's learning. In order to identify the teacher effectiveness the role and contribution of the teacher to the product of education needs to be examined. This entails that good teachers should possess the knowledge of learners characteristics learning process, classroom management, requisite skills to contribute significantly to the outcomes of educational process which is the growth of students in the right direction. Keeping this into view it is worthwhile to investigate the teacher effectiveness of secondary school teachers with other demographical variables.

## Related Literature Review

**Mohanta (2017)** studied teacher effectiveness of secondary school teachers in relation to gender location and academic stream. For this study a sample of 130 secondary and higher secondary school teachers were randomly selected in and around Nadia and Murshidabad districts of West Bengal. The Teacher Effectiveness Scale developed by Kulsum (2006) was used for collecting the data. The data was analyzed by using mean, standard deviation, 't'- test and co-relation. The study highlights that the male school teachers and female school teachers do not differ significantly in their teacher effectiveness. The study uncover that there is a significant difference in teacher effectiveness among the school teachers with respect to locality, class handled (secondary and higher secondary) and academic streams (arts and science).

**Chahal (2017)** studied teacher effectiveness in relation to type of school and level of experience in Sirsa district of Haryana. The sample of the study was randomly selected 100 secondary school teachers. The tool used for the purpose of data collection was Kulsum's Teacher Effectiveness Scale by Kulsum (2011). The

data was analyzed by using mean, standard deviation and 't'- test. Study found that the teacher effectiveness of government school teachers is higher than private school teachers, gender and locality does not have any significant role in teacher effectiveness. Results of the study revealed that the teachers having more than 10 years of experience are highly effective as compared to those having less than 10 years of experience in secondary schools.

**Sharma (2018)** studied teaching effectiveness of secondary school teachers in relation to demographical factors. For this study a sample of 400 secondary school teachers were selected through multistage probability sampling technique. To collect data Teacher Effectiveness Scale developed and standardized by Puri and Gakhar (2010) was used. The data was analyzed by using mean, standard deviation and 't'- test. Study found; (i) Significant difference between male and female secondary school teachers, male teachers were found to be more effective than female teachers. (ii) Significant difference between govt. and private teachers, govt. secondary school teachers were more effective than private teachers.

**Kavita (2019)** studied teacher effectiveness of secondary school teachers in Panjab. For this study a sample of 186 teachers were selected by adopting simple random sampling technique. Teacher effectiveness scale constructed and validated by Kumar and Mutha (1999) was used to collect the relevant data. The data was analyzed by using mean, standard deviation and 't'- test. It was found that the secondary school teachers have high level of effectiveness. Analyses were also done by testing the hypothesis to find out the significant difference in which it was found that there was no significant difference in their effectiveness level with reference to their gender, educational qualification, stage in which they are teaching. However there was a significant difference found in the level of effectiveness of teachers based on the years of their experience.

### **Objectives of the Study**

The investigator of the present study has formulated the following objectives;

1. To compare the teacher effectiveness of secondary school teachers in relation to their gender (Male and Female).
2. To compare the teacher effectiveness of secondary school teachers in relation to their locale (Rural and Urban).
3. To compare the teacher effectiveness of secondary school teachers in relation to their educational qualifications (UG and PG).
4. To compare the teacher effectiveness of secondary school teachers in relation to their teaching experience (<10 and >10 years).

### **Hypotheses of the Study**

The following hypotheses have been designed to achieve the objectives of the study;

**Ho:1** There is no significant difference in the teacher effectiveness of secondary school teachers in relation to their gender (Male and Female).

**Ho:2** There is no significant difference in the teacher effectiveness of secondary school teachers in relation to their locale (Rural and Urban).

**Ho:3** There is no significant difference in the teacher effectiveness of secondary school teachers in relation to their educational qualifications (UG and PG).

**Ho:4** There is no significant difference in the teacher effectiveness of secondary school teachers in relation to their teaching experience (<10 and >10 years).

## Research Method

The present study was conducted by adopting descriptive survey method of research.

## The Sample

To obtain the required information from the respondents, the researcher selected 400 secondary school teachers from two districts of Himachal Pradesh by adopting the procedure of systematic random sampling technique.

## The Tool Used

Following tool was used to collect the relevant data for the study;

1. Teacher Effectiveness Scale by Puri and Gakkhar (2010).

## Statistical Techniques Used

For hypothesis testing, data analysis were made employing descriptive statistics such as, Mean, Standard Deviation, inferential statistics such as test of significance difference between two groups means i.e. 't' test.

## Data Analysis

**Hypothesis 1**, "There is no significant difference in the teacher effectiveness of secondary school teachers in relation to their gender (Male and Female)."

**Table 1**  
**Comparison of Teacher Effectiveness Scores on the Basis of Gender**

Gender	N	Mean	SD	't'-Value	Level of Significance
Male	200	245.78	14.98	1.30	NS
Female	200	247.965	18.05		

**NS-Not Significant**

The table no 1, shows that't'-value of teacher effectiveness of male and female secondary school teachers is found to be 1.30, which is less than the tabulated value (1.97) at 0.05 level of significant with df (198). It means the teacher effectiveness of male secondary school teachers (M=245.26) is do not differ significantly from their counterpart (M=248.49) female secondary school teachers. So first hypothesis, "There is no significant difference in the teacher effectiveness of secondary school teachers in relation to their gender (Male and Female)" was accepted. Further, the result shows that teacher effectiveness of male and female secondary school teachers is equal.

**Hypothesis 2**, "There is no significant difference in the teacher effectiveness of secondary school teachers in relation to their locale (Rural and Urban)."

**Table 2**  
**Comparison of Teacher Effectiveness Scores on the Basis of Locale**

Locale	N	Mean	SD	't'-Value	Level of Significance
Rural	200	245.21	15.83	2.03	0.05**
Urban	200	248.53	17.16		

**\*\*Significant at 0.05 Level**

The table no 2, shows that 't'-value of teacher effectiveness of rural and urban secondary school teachers is found to be 2.03, which is more than the tabulated value (1.97) at 0.05 level of significant with df (198). It means the teacher effectiveness of rural secondary school teachers (M=245.21) is differ significantly from their counterpart (M=248.53) urban secondary school teachers. So first hypothesis, "There is no significant difference in the teacher effectiveness of secondary school teachers in relation to their locale (Rural and Urban)" was rejected. Further, the result shows that teacher effectiveness of rural and urban secondary school teachers is not equal. It means that urban secondary school teachers have better teacher effectiveness than rural secondary school teachers.

**Hypothesis 3**, "There is no significant difference in the teacher effectiveness of secondary school teachers in relation to their educational qualifications (UG and PG)."

**Table 3**  
**Comparison of Teacher Effectiveness Scores on the Basis of Educational Qualification**

Educational Qualification	N	Mean	SD	't'-Value	Level of Significance
PG	200	248.04	18.63	1.82	NS
UG	200	245.35	14.17		

**NS-Not Significant**

The table no 3, shows that 't'-value of teacher effectiveness of post graduate and undergraduate secondary school teachers is found to be 1.82, which is less than the tabulated value (1.97) at 0.05 level of significant with df (198). It means the teacher effectiveness of post graduate secondary school teachers (M=248.04) is not differ significantly from their counterpart (M=245.35) undergraduate secondary school teachers. So first hypothesis, "There is no significant difference in the teacher effectiveness of secondary school teachers in relation to their educational qualification (PG and UG)" was accepted. Further, the result shows that teacher effectiveness of postgraduate and undergraduate secondary school students is equal.

**Hypothesis 4**, "There is no significant difference in the teacher effectiveness of secondary school teachers in relation to their teaching experience (<10 and >10 years)."

Table 4

### Comparison of Teacher Effectiveness Scores on the Basis of Teaching Experience

Teaching Experience	N	Mean	SD	't'-Value	Level of Significance
<10 Years	200	248.49	17.79	2.09	0.05**
>10 Years	200	245.26	15.13		

#### \*\*Significant at 0.05 Level

The table no 4, shows that 't'-value of teacher effectiveness of <10 years teaching experience and >10 years secondary school teachers is found to be 2.09, which is more than the tabulated value (1.97) at 0.05 level of significant with df (198). It means the teacher effectiveness of >10 years secondary school teachers (M=248.49) is differ significantly from their counterpart (M=245.26) >10 years secondary school teachers. So first hypothesis, "There is no significant difference in the teacher effectiveness of secondary school teachers in relation to their gender" was rejected. Further, the result shows that teacher effectiveness of secondary school teachers having <10years teaching experience and >10 years secondary school teachers is not equal. It means that <10years teaching experience secondary school teachers have better teacher effectiveness than <10years teaching experience.

#### Findings of the Study

The major research findings are;

- 1) There is no significant difference in the teacher effectiveness of secondary school teachers in relation to their gender (Male and Female). It means that teacher effectiveness of male and female secondary school teachers is equal.
- 2) There is significant difference in the teacher effectiveness of secondary school teachers in relation to their locale (Rural and Urban). Further, the result shows that teacher effectiveness of rural and urban secondary school teachers is not equal. It means that rural secondary school teachers are less effective than urban secondary school teachers.
- 3) There is no significant difference in the teacher effectiveness of secondary school teachers in relation to their educational qualifications (UG and PG). The result of the study shows that teacher effectiveness of postgraduate and undergraduate secondary school teachers is equal.
- 4) There is no significant difference in the teacher effectiveness of secondary school teachers in relation to their teaching experience (<10 and >10 years). The result of the study shows that teacher effectiveness of above 10 years teaching experience secondary school teachers and below 10 years teaching experience secondary school teachers is not equal. Thus, it means teacher having <10 years and above teaching experience are more effective than less than >10 years teaching experience.

## Suggestions for Future Research

Following are the suggestions for future research;

- 1) The present study is just limited to a population of 400 secondary school teachers. The same can also do with a larger population.
- 2) The study could be extended to other parts of country and different other grades of educational institutions i.e. primary or even at the college levels.
- 3) The present study shows the result for only two districts i.e. Chamba and Solan of Himachal Pradesh. A study with more districts can also be done.
- 4) Similar study can be done with some other variables like age, marital status and social category etc.

## Conclusion

In the light of above findings it can be concluded effective teaching leads to engaged and intelligent learning. Effective teaching consists of those teaching decisions about actions, routines and techniques that increase the decision making capabilities of students. Teacher effectiveness at secondary stage is likely to have significant influence on the performance and future prospects of individual students as well as over all development of the school in the immediate future.

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