



## **A Study Of Teaching Effectiveness Of Secondary School Teachers In Relation To Their Demographic Variables**

**Ms. Ritu**

Research Scholar, Department of Education, M.D.University,  
Rohtak, India

**Dr. Ajmer Singh**

assistant professor, Kurukshetra University P.G.Regional Centre, Jind  
Haryana, India

***Abstract:***

*This paper deals with the comparative study of teacher effectiveness of secondary school teachers in relation to their demographic variables i.e. gender, type of school and locality. Effectiveness of the process of education is rightly seen in the effectiveness of the teachers. Only effective teachers can materialize plans and policies in the classroom at the grass-root level. The objectives were to compare the teaching effectiveness of male and female secondary school teachers, to compare the teaching effectiveness of the teachers working in government and private secondary schools, to compare the teaching effectiveness of the teachers belonging to urban and rural secondary schools. Thus, data was collected from 128 secondary school teachers at Rohtak District in Haryana through survey method by using standardized tool Teacher Effectiveness Scale (TES) by P. Kumar and D.N. Mutha. In order to make comparison between Male/Female, Govt./Private, Urban/Rural teachers, various statistical techniques like Means, Std. Deviation, t-test were employed. Results showed that there existed no significant difference in teacher effectiveness on gender, type of school and locality basis.*

***Keywords:*** Teacher effectiveness, demographic variables

**Introduction**

Every profession has its distinctive responsibilities. Teaching, being the basic profession to all others; must present an ideal where responsibility and seriousness ought to be realized conscientiously. Of all the persons with whom the students come into contact, the teacher makes the greatest impact on them. Since the teaching profession may be rightly called as the mother of all profession, it has to set a very high sense of professional integrity. It is increasingly being realized that the effective and efficient functioning of any organization depends on its human resources.

Teaching is the profession that shapes education. It is essential profession, which makes all other professions possible. It is a demanding job that requires in-depth knowledge of subject, content and age specific pedagogy. It also requires many skills such as patience, leadership, creativity, administration, counseling etc. The National Policy on Education (1986) admitted that no education system could function without the qualifications of its teachers. It recommended the educational institution to have effective and efficient teaching personnel. It included training and recruitment of teachers at primary and secondary levels. Primary and secondary teachers become most important in the field of educational research because they mould the children with good character, subject matter, social life and the like. The qualities of teachers mainly depend on their subject knowledge, behavior, attitude, personality traits, relation with others etc. The case study conducted by Reddy (1995) revealed that teachers are largely responsible for success of educational system. It has been found that among various factors that affect or influence the efficiency of education, the teacher factor alone contribute to 68%, where as other factors like infrastructure, finance, role of leaders, political background etc. together contribute 32% only (Panda and Tiwari, 1997). Thus excellence in educational system is directly linked to the commitment, willingness and professional preparedness of teachers.

A committed and effective teacher can work out wonders and in fact, the success of the entire educational system of a nation depends on him. The comprehensive modern aim of education, that is, all round harmonious development of child, itself defines, an effective teacher as one, who can successfully relate the learning activities to the developmental process of the learner and make a desired and decisive effect on his socio-psychological development. Though the effectiveness of a teacher depends on his personal traits and professional accomplishments but the modern tri-polar concept of education (with its

three poles as teacher, student and environment) clearly pin points towards the role of environmental factors and teaching learning process on teacher effectiveness.

Teaching is a dynamic activity. It unfolds a world of knowledge and information, experience and erudition. So teacher has to play different roles i.e. organizing learning resources, to conduct interactive classroom teaching, to train the students' problem solving etc. According to Anderson (2004), effective teachers are those who achieve the goals which they set for themselves or which they have set for them by others (eg. ministries of education, legislators and other government officials, school administrators). As a consequence, those who study and attempt to improve teacher effectiveness must be cognizant of the goals imposed on teachers or the goals that teachers establish for themselves, or both. According to Chakarbarti (1998), teacher effectiveness presupposes teacher behaviors with special reference to teacher characteristics and the environments needed for teacher development.

Ryan (1969) remarked that an effective teacher may be understood as "one who helps in the development of basic skills, understanding, proper work habits and desirable attitude, value judgment and adequate personal adjustment of the students." Effective teacher's traits include buoyancy, considerateness, cooperativeness, emotional stability, ethicalness, expressiveness, forcefulness, intelligence, judgment, objectivity, physical energy, reliability, resourcefulness and scholastic proficiency. Teacher effectiveness can be judged through many factors through their competency and their performance in classroom. The act of teaching along with their competency and performance results in effectiveness in the classroom.

Generally it becomes difficult for any investigator to explain the concept of teacher effectiveness because the scope of the area is very wide and extensive. So many models have been given in the history to explain the concept of teacher effectiveness. But the most important among them are Gage's Classroom Pedagogy, Generalized Schema of Research on Teacher Effectiveness (Mitzel, 1957), Mitzel and Medely Model of Teacher Effectiveness (1959). These models had helped the investigator to explain the concept of teacher effectiveness in detail.

Ehrenberg and Brewer (1995) emphasized teachers' verbal ability, skills and subject matter preparation, contribute to teacher effectiveness. Murray (1995) emphasized that experience increases the teacher's productivity at all levels. Sprinthall et al (1997) insisted that experience has no relationship to either teaching effectiveness or student achievement. Garret et al(2001) assisted that professional education can improve



teachers' abilities in the classroom and also Schlosser & Balzano (2002) emphasized that the field-teaching experience is a powerful motivator for beginning teacher. But few of the researchers also emphasized that there is the weak or no relation between experience and teacher's effectiveness. Amandeep and Gurpreet (2005) conducted a study of teacher effectiveness in relation to teaching competency of secondary school teachers in which they found that female teachers were more effective in their teaching than male teachers. Pandey and Maikuri (2005) conducted a study on teaching attitude of effective and ineffective teachers in which it was found that teacher effectiveness/ineffectiveness were not found to be related to his/ her professional attitude. The investigator concluded that teachers' ineffectiveness may be related to other problems such as geographical conditions, living conditions, working conditions, adjustment problems, personality and other facilities like medical, library, club, teaching aids etc. Jacob (2007) assisted that teaching experience has consistently been found related to teacher effectiveness.

#### **Rationale Of The Study**

Effectiveness of the process of education is rightly seen in the effectiveness of the teachers. Only effective teachers can materialize plans and policies in the classroom at the grass-root level. It has rightly been said that if a teacher runs, students will walk; if a teacher walk, students will sit; if a teacher sits, students will sleep. Thus an effective teacher motivates and inspires the students and the whole edifice of education stands on the shoulders of the teachers. The role of teacher is very important in imparting the knowledge and implementing the plans and program to the nation. That is why the urge was felt by the investigator to conduct the present study to know about the teaching effectiveness. The findings will also help the administrators to organize the stress coping strategies in order to improve effectiveness of teachers. Government and other organizations engaged in teacher education may extract the benefit from the conclusions of the study and may come to know the requirement of spending money in a proper way for the development of a healthy attitude, teaching aptitude, personality, stress coping strategies and teacher effectiveness of secondary school teachers and hence, findings will be useful for policy makers especially NCTE and other national level organizations to bring desired changes in the program.

**Statement Of The Problem**

*A Study Of Teaching Effectiveness Of Secondary School Teachers In Relation To Their Demographic Variables*

**Variables**

**Independent variable:** Demographic variables i.e. gender, type of school and locality were taken as independent variables.

**Dependent variables:** Teaching Effectiveness was taken as dependent variable.

**Objectives Of The Study**

The following objectives were framed for the study:

- To compare the teaching effectiveness of male and female secondary school teachers.
- To compare the teaching effectiveness of the teachers working in government and private secondary schools.
- To compare the teaching effectiveness of the teachers belonging to urban and rural secondary schools.

**Hypotheses Of The Study**

Synchronizing with the above objectives, the following hypotheses were framed:

- There exists no significant difference in the teaching effectiveness of male and female secondary school teachers.
- There exists no significant difference in the teaching effectiveness of the teachers working in government and private schools.
- There exists no significant difference in the teaching effectiveness of the teachers belonging to urban and rural schools.

**Design Of The Study**

**Method Used** Descriptive Survey Method was used for collection of data. Data was collected from 128 teachers.

**Tool Used** Teacher Effectiveness Scale (TES) by P. Kumar and D.N. Mutha

**Statistical Techniques Used** In order to make comparison between Male/Female, Govt./Private, Urban/Rural teachers, various statistical techniques like Means, Std. Deviation, t-test were employed.

*Comparison Of The Teaching Effectiveness Of Secondary School Teachers In Relation To Demographic Variables*

Table 4.1 presents means, S.D.'s and t-values of teaching effectiveness of the teachers in relation to gender, type of schools and location of the schools. The tabulated t-values in all the cases for comparison are 1.96 and 2.58 at 0.05% and 0.01% level of significance respectively. Table 4.1 reveals that the calculated t- value of teacher effectiveness scores on gender base is 0.402 and this value is not significant at both the levels of significance. Thus, the hypothesis  $H_1$  "There exists no significant difference in the teaching effectiveness of male and female secondary school teachers" is not rejected. Thus, it can be concluded that male and female teachers do not differ significantly in their teaching effectiveness. This finding is in consonance with Mohanty and Parida (2010) who found that there was no significant difference in teacher effectiveness of male and female teachers. An examination of the Table 4.1, makes it clear that the mean score of female teachers (312.67) is higher than male teachers (309.53). This difference in the mean scores can be attributed to the fact that female teachers may be superior to their counterparts in regularity and punctuality, responsibility, planning, supervision and personality traits.

Table 4.1 also reveals that the calculated t- value for comparison between the teachers working in government and private schools is 0.317 and this value is not significant at both the levels of significance. Thus, the hypothesis  $H_2$  "There exists no significant difference in the teaching effectiveness of the teachers working in government and private schools" is not rejected. Thus, it can be concluded that teachers working in government and private schools do not differ significantly in their teaching effectiveness.



Demographic Variable	Groups	N	Mean	S.D.	t-ratio
Gender	Male	55	309.53	44.07	0.402*
	Female	73	312.67	43.36	
Type of School	Government	32	309.38	38.02	0.317*
	Private	96	311.96	44.64	
Locality	Urban	68	308.76	45.73	0.722*
	Rural	60	314.2	39.61	

\* Not significant at 0.05 level

*Table 4.1: Comparison of teaching effectiveness of secondary school teachers in relation to their demographic variables*

This finding is in contrast with the findings of Mohanty and Parida (2010) and is in agreement with Newa(2009)who found that teacher effectiveness is not related to school type. An examination of the Table 4.1 makes it clear that the mean score of teachers working in private schools (311.96) is higher than teachers working in govt. schools (309.38). The possible reason for this difference may be that teachers working in private schools may be superior to their counterparts in personality traits, teaching skills, relationship with pupils, professional knowledge etc.

Table 4.1 also depicts that the calculated t- value for comparison between urban and rural school teachers is 0.722 and this value is not significant at both the levels of significance. Thus, the hypothesis  $H_3$  "There exists no significant difference in the teaching effectiveness of the teachers belonging to urban and rural schools" is not rejected. Thus, it can be concluded that teachers belonging to urban and rural schools do not differ significantly in their teaching effectiveness. This finding is in agreement with Bandhu and Kaur (2006) who found no significant difference in teacher effectiveness of teachers working in rural and urban areas. An examination of the Table 4.1, makes it clear that the mean score of teachers belonging to rural schools (314.2) is higher than teachers belonging to urban schools (308.76).

**Findings And Conclusions***Comparison Of Male And Female Teachers On The Basis Of Their Teaching Effectiveness*

- From the discussion of the results, it was reported that there was no significant differences in teacher effectiveness on gender basis. Similar results had been reported by Mohanty S.K. and Parida A.K.(2010) in their study to investigate teacher effectiveness of secondary school teachers in relation to their self-concept, gender and type of school.

*Comparison Of The Teachers Working In Government And Private Schools In Relation To Teaching Effectiveness*

- On the basis of analysis, it was found that there existed no significant difference between teachers working in govt. and private schools in relation to their teaching effectiveness. Similar results had been reported by Mohanty S.K. and Parida A.K.(2010) in their study to investigate teacher effectiveness of secondary school teachers in relation to their self-concept, gender and type of institution.

*Comparison Of The Teachers Belonging To Urban And Rural Schools In Relation To Teaching Effectiveness*

- It was reported that there was no significant difference in teacher effectiveness of the teachers belonging to urban and rural schools. Similar results had been reported by T. Bandhu and J. Kaur (2006) in their study which was directed towards exploring the relationship of teacher effectiveness of secondary school teachers in relation to school organizational climate.

**Educational Implications**

On the basis of the findings and conclusions forwarded, it is recommended that Teachers should associate themselves with the organization. Further if they are unable to participate in the school activities particularly group activities, they will become ineffective. The utilization of media in stress coping strategies is one of the important sources for reducing stress which will lead to improve teacher effectiveness. Media helps to enhance the teaching process. Teacher with media is better than a teacher alone.



Media motivates both learners and teachers. Media provides variety in the learning situation. Media encourages students to actively participate in classroom. Media individualizes instruction. Flexibility in teaching and learning is possible by media. Attitude backs action, so teachers with positive attitude towards media will surely use media if they are provided appropriate motivation and cooperation by the school administration. For optimum learning outcomes, media could be used by teachers to capture attention of students and to bring variety in teaching situations. A picture is worth a thousand words is true and visuals do have an impact on the mind of the learner. Media especially can help a teacher to assume the role of learner, mentor, facilitator, researchers and managers, but sadly technology is not easily accessible to teacher. Technology in education contributes to both teacher effectiveness and student achievement. In-service training should be provided to teacher for increasing their teacher effectiveness. Training should be provided to teacher in the use of media.

#### *Suggestions For Further Research*

Due to paucity of time and resources at disposal of the investigator, all the aspects of the problem cannot be expected to deal with. Therefore, the present study has opened up certain avenues for further research which are briefly mentioned below:

- Similar study can be conducted on large sample of secondary school teachers for validation.
- Similar study can be conducted on teachers other than secondary school teachers.
- The present study was delimited to Rohtak district. Similar study can be extended in different parts of country.
- Similar study can be conducted by taking other demographic variables like SES, experience, different age group, marital status etc.

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