



# Teacher Effectiveness of Secondary School Teachers

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## Abstract

The purpose of this study is to obtain access to the teacher effectiveness of secondary school teachers with reference to their gender in Prayagraj City. For the conduct of the research, the survey approach was used. The Teacher Effectiveness Scale (2020) was created by Dr. Subhash Sarkar and Abhijit Deb to gather data from teachers in secondary schools.

Samples of 100 secondary school teachers from the Prayagraj City were randomly selected through lottery method for this research. To analyze the results, statistical techniques such as Mean, SD, and t-test were used. The result showed that there is no significant difference between female and male school teachers teaching at higher secondary level.

**Keyword:** Teacher Effectiveness, Secondary School Teachers

## Introduction

In the current situation, where every area of life is vigorously accomplished, teacher effectiveness becomes imperative to motivate students to meet the emerging problems of the modern environment. So the concerns about teacher effectiveness with these objectives and outcomes of education. Teacher Effectiveness is the ability of teacher which deals with the performance of every teacher while interacting with the students in the classroom. The good teacher is one who, in the light of the expectations and priorities of his instruction, creates the necessary improvements in the learner's actions. It means that the success of the students depends upon the successful transmission of knowledge in the classroom that produces successful learning outcome. So it is clear from the above meaning of teacher effectiveness that a teacher whose students achieve high achievement in his subject is known as an effective teacher. The effectiveness of teachers is called a multidimensional concept since it tests a number of teaching dimensions, such as content mastery, efficient communication, planning of classes, presentation and interpersonal relationships. The success of the teacher means the teacher's meticulousness, perfectionism, dedication, maximum level of competence and efficiency. In another way, instructor efficacy is defined in terms of what the teacher student does in the learning phase of teaching. The measurement of the efficacy of teachers can be achieved by influencing students in terms of progress, improvements, changes, all of which can be related to the influence of individual teachers. Training in the boarder context is a self-realization process. An effective teacher is endowed with suitable traits the behavior in order to bring out the desired result from teaching. In other words, an effective teacher is one who is able to use the existing competences for the achievement of the expected result.

**Kulsum (2006)** notes that teacher efficacy requires a teacher's attributes, appearance, behaviors, etc. and processes such as pupil contact with teachers and variables of development such as the result of the teaching

process, namely the achievement of pupils. **Glass (2011)**, stated that successful teachers use diverse tools to organize and structure learning experiences, affirmatively track student success, take instructions as appropriate, and assess learning using several outlets that respect diversity for the growth of classroom and education and civic mindedness collaborates to ensure the progress of children alongside other teachers, staff, parents and education practitioners.

## Need and Justification

The ultimate objective of every school education is the child's overall development of personality. Efficient, cognitive & psycho motor aspects are established in the overall development of personality. The success of any education method depends mainly on the teacher's effectiveness. The success of teaching is the product of many factors identified with the teacher's attributes, the manner and method of his/her teaching, his/her mental environment, the social impact on him/her and the coordination he/she draws from the student and his/her peers

A successful teacher proves himself to be a tool to achieve the necessary educational objectives. It is necessary to know who is an effective teacher and what his characteristics are, in order to make the educational programme successful. Therefore a proper and systematic analysis in this regard, very necessary. There is fierce rivalry in every field of existence in the present age of globalization. Quality education becomes obligatory in order to succeed in the international world economy, but the quality of education relies on its potential and productive teachers. It is a known reality that the teacher's qualities, attitude, and personality enable the students to become decent human beings, leading to the creation of an informed and coherent community.

## Objectives

- 1.To study the Teacher Effectiveness of Female and Male Secondary School Teachers.
- 2.To study different dimensions(Preparation, Presentation, Application and Management) of Teacher Effectiveness of Female and Male Secondary School Teachers.

## Hypotheses of the study

- 1.There exists no significant difference between Teacher Effectiveness of Female and Male Secondary School Teachers.
- 2.There exists no significant difference with respect to different dimensions of Teacher Effectiveness of Female and Male Secondary School Teachers.

## Definitions of the term used

### Teacher effectiveness-

"Teacher effectiveness is the ability and interaction between the physical, intellectual and psychological interests of the scholars, content potency of the lecturers and social needs"

## Delimitation

The research was limited to the secondary school teachers of Prayagraj City only.

## Reviews of Literature

Researcher collected and studied researches on teacher effectiveness. Many researchers found on teacher effectiveness which were related to job satisfaction, emotional intelligence and other demographic variables such as age, gender, types of school and locality etc. Researcher studied all the researches intensively and drawn guidelines for the present research.

**Roy and Halder (2018)** studied Teacher Effectiveness: A Self-Report Study on Secondary School Teachers. The primary aim of this study was to explore the differences in teaching effectiveness of the

secondary school teachers in terms of their gender, locality of the schools and their designation. In case of gender and locality of the schools, it was found that teachers are not different in their strategies of teaching aspect and social aspect of teaching effectiveness. But, in personal aspect, professional aspect, intellectual aspect of teaching effectiveness and after all in teaching effectiveness itself, the teachers differed significantly due to their gender and the locality of the schools. In case of the designation, teachers showed differences in all the aspects of teaching effectiveness and also in teaching effectiveness.

**Habib, H.(2019)** explored teacher effectiveness in relation to work motivation of secondary school teachers. 400 secondary teachers of 10 secondary schools were randomly selected. Teacher Effectiveness scale (2005) constructed by **Umme Kulsum** were selected to collect data. Data was analyzed through Pearson's Coefficient of Correlation. Study shows that significant positive correlation found between teacher effectiveness and work motivation.

**Augustine, L. et al. (2017).** studied the Relationship between Gratitude and Teacher Effectiveness. Simple random method was adopted to select 65 school teachers. The McCullough, Emmons, & Tsang, (2002)'s Gratitude Questionnaire (GQ-6) and Umme Kulsum's Teacher Effectiveness scale was used to collect data. Mean, S.D. and Pearson product moment correlation were used to draw the inferences. Study shows that gratitude and teacher effectiveness both are positively correlated. All the five dimensions of teacher effectiveness are correlated with gratitude except classroom management.

**Sharma and Malik (2013)-** undertook a study on teaching effectiveness of secondary school teachers in relation to their professional commitment. The study determined the level of teaching effectiveness and professional commitment of secondary school teachers and its relation to all the dimensions of professional commitment. It implies that highly effective teachers would be more professionally committed as compared to low effective teachers. The other major finding of the study was that gender and locality was not significantly correlated with professional commitment and teaching effectiveness.

**Malik Umendra & Pramila (2014)** conducted a study on teaching effectiveness in relation to Gender and Locality on a sample of 600 teachers teaching in secondary schools of Rohtak. The findings revealed no significant difference in teacher effectiveness of male and female teachers and both rural and urban area teachers were found to be equally effective.

## Research Methodology:

### Method and Procedure -

The descriptive method of educational analysis for the completion of the present paper is followed in the context of the study.

**Table No.1**

**Teacher effectiveness of female and male secondary school teachers**

Gender	N	Mean	SD	t-ratio	Level of significance
Female	50	154.68	5.18	0.54	Not significant
Male	50	155.8	4.6		

In the above table, the t-ratio is 0.54 which is less than the table value (**1.96**) at the 0.05 level of significance as shown in the Table no. 01. The outcome indicates that there is no significant difference between female and male secondary school teachers with respect to their teacher effectiveness. Hence, the null hypothesis is accepted. **Naik, P.K. & Mani, U. (2018)-** Studied the teacher effectiveness of secondary school teachers in relation to gender, type and locality. Purposive method was used to select 60 secondary schools and simple random method was used to select 504 secondary school teachers. Findings of the study show that insignificant mean difference was found among teachers of government and private teachers, rural and urban teachers, male and female teachers.

Table No.02

## Dimensions of Teacher effectiveness of female and male secondary school teachers

Dimensions	Gender	N	Mean	SD	t-ratio	Level of significance
Preparation	Male	50	30.68	1.45	0.54	Not significant
	Female	50	30.54	1.87		
Presentation	Male	50	61.88	10.11	1.33	Not significant
	Female	50	61.04	9.55		
Application	Male	50	30.86	4.21	0.25	Not significant
	Female	50	30.98	6.5		
Management	Male	50	32.98	2.4	1.61	Not significant
	Female	50	32.5	2		

Table 2 exhibits Mean and standard deviation scores obtained by educators of private secondary level with respect to different dimensions of Teacher effectiveness. For the first dimension I.e. Preparation , calculated mean and standard deviation of private school teachers was 30.68 and 30.54 with respective standard deviation 1.45 and 1.87. t –used to compare these two groups. Computed value of ‘t’ 0.54 is not significant at 0.05 significance level. Obtained low ‘t’ value cleared that no significant difference was found between these two groups. the null hypothesis is accepted. “There is no significant difference in dimensions of teacher effectiveness (Preparation) among educators of secondary schools. null hypothesis is not accepted Table 2 exhibits Mean and standard deviation scores obtained by educators of private secondary level. Calculated Mean and standard deviation of private school teachers was 61.88 and 61.04 with respective standard deviation 10.11 and 9.55. t- test was used to compare these two groups. Computed value of ‘t 1.33’ is not significant at 0.05 significance level. Obtained ‘t’ value cleared that no significant difference was found between these two groups. “There is no significant difference in dimensions of teacher effectiveness (Presentation) among educators of secondary schools the null hypothesis is not accepted. Table 2 exhibits Mean and standard deviation scores obtained by educators of private secondary level. Calculated Mean and standard deviation of private school teachers was 30.86 and 30.98 with respective standard deviation 4.21 and 6.5 level. Obtained less ‘t’ value cleared that no significant difference found between these two groups. “There is no significant difference in dimensions of teacher effectiveness (Application) among educators of secondary schools. the null hypothesis is accepted. Table 2 exhibits mean and standard deviation scores obtained by educators of private secondary level. Calculated Mean and standard deviation of private school teachers was 32.98 and 32.5 with respective standard deviation 2.4 and 2. t – test was used to compare these two groups. Computed value of ‘t 1.61’ is not significant at 0.05 significance level. Obtained less ‘t’ value cleared that no significant difference was found between these two groups. “There is no significant difference in dimensions of teacher effectiveness (Management) among educators of secondary schools. null hypothesis is not accepted. **Naik, P.K. & Giri, A.(2018)**. examined a comparative study of different dimensions of teacher’s effectiveness among government and private teachers of secondary schools. (16). The sample of the study consisted of 60 private and 60 government secondary school teachers. Teacher effectiveness scale constructed by Dr. Umme Kulsum was administered to collect the data. His findings also give the same results that insignificant difference found between private and government secondary school teacher effectiveness and its dimensions.

## Conclusion

The standard and good quality education always depends upon its teachers. According Mahatma Gandhi carried out no country can make progress without good teachers. Through the efforts of well educated, competent and successful teachers, effective education can be achieved. For the challenging equilibrium in the present period, the educational priorities and goals quickly changed. This demand has a direct impact on the academic system. As India is a developing country, teachers have the great responsibility to make students competent to make India a developed country with their counterparts.

**Reference:**

**Chowdhury, S. R. (2014).** Study on Effectiveness of secondary school teachers in relation to their gender, age experience and qualification.

**Biswas, M. (2017).** Studied Teacher Effectiveness of Secondary School Teachers in Relation to Gender, Location and Academic Stream.

**Kumari, M. & Chahal, D.(2017).** Studied teacher effectiveness of secondary school teachers in Sirsa district of Haryana. 100 school teachers were selected for the study.

**Alina, J. K., Olanipekun, S. S., and Garuba, I. A (2015).**, “Teachers’ Effectiveness and its Influence on Students’ Learning”, Advances in Social Sciences Research Journal, vol. 2, No. 4, pp. 88-94, 2015.

