

## A study of teacher effectiveness of secondary school teachers in Sirsa district of Haryana

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### Abstract

The present study aims to find out the teacher effectiveness of secondary school teachers in relation to type of school, gender, locality and level of experience. The sample consists of 100 teachers from Sirsa District of Haryana. Teacher effectiveness scale constructed and validated by Dr. (Mrs.) Umme Kulsum (2011)<sup>[5]</sup> was used for collecting data and it is a self-scoring schedule. The result is 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 reveals that the teachers having more than ten years of experience are highly effective as compared to those having less than 10 years of experience in secondary schools. Descriptive method was used for analysis of present study.

**Keywords:** teacher effectiveness, secondary school teachers, government - private, gender, locality, level of experience

### Introduction

Teacher's performance is the most crucial factor in the field of education. Teaching is not only the process of giving information. It is a dynamic activity. It unfolds a world of knowledge and information, experience and erudition. Good quality teaching depends on effective teachers. They are the main pillars of the society, responsible for educating young people for different occupations. There is a proverb that 'No system of education can raise above the level of its teachers. If education is the fundamental institution of any society, the teachers are center of any school. The teacher is a person who educates others and is one of the most important factors of education system. The school without teacher is like a soul less body. Good quality of education can be achieved through the efforts of well qualified, competent and effective teachers.

### Teacher effectiveness

An effective teacher has qualities such as knowledge of the subject, skill in instruction and other personal qualities. These are useful when they work with students. When more importance is given to personal qualities, Effective teachers are described as energetic, enthusiastic, imaginative and having a sense of humor.etc If the teaching and knowledge of subject matter are considered then effective teachers are viewed as master of subject they teach, having ability to clarify ideas and able to elicit maximum participation of students. 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.

The teacher effectiveness is made up of two familiar words teacher and effectiveness. Teacher is a person who teaches i.e. imparts knowledge or skill to the learners. Effectiveness is a quality of being successful in producing an intended result (Collin's English dictionary). Kulsum (2006) states that teacher effectiveness includes characteristics of a teacher, his personality, attitudes etc, and process like teacher pupil

interaction and production variables like outcome of teaching learning process, namely pupil achievements. Glass (2011)<sup>[4]</sup> reported that effective teachers use different resources to plan and structure learning opportunities, monitor student progress formatively, adopting instructions as needed and evaluate learning using multiple sources for the development of classroom and school that value diversity and civic mindedness collaborate with other teachers, administrators, parents, and education professionals to ensure students success.

### Related literature review

Dhillon and Navdeep (2010)<sup>[2]</sup> explored teacher effectiveness in relation to their value patterns. Results of the study had shown no relationship between teacher effectiveness and value patterns of teachers. There was no significant difference in the level of teacher effectiveness of male and female, government and private schools teachers similarly there was no significant difference in the value patterns of male and female teachers and government and private school teachers.

Sawhney and Kaur (2011)<sup>[3]</sup> examined teacher effectiveness in relation to self- concept of elementary school teachers. Results of the study revealed that there was no significant difference in the teacher effectiveness of male and female teachers. A significant difference was found between self concept of male and female elementary school teachers. They found significant relationship between teacher effectiveness and self concept of male and female elementary school teachers.

Ritu and Singh (2012)<sup>[6]</sup> conducted a study on teaching Effectiveness of Secondary School Teachers in relation to their demographic variables i.e. gender, type of school and locality. Result of the study showed that there existed no significant teacher effectiveness on gender, type of school, locality basis.

Susanta Roy Chowdhury (2015)<sup>[10]</sup> Conducted study on Correlation study of teaching effectiveness and job satisfaction of secondary school teachers. The study reveals that majority

of the teachers both male and female have average degree of job satisfaction and their level of effectiveness in their teaching learning process is also average. The study indicates that there is a significant positive relationship between job satisfaction and teachers effectiveness of secondary school teachers in terms of their gender, age, and experience. Satnam kaur johal and Supreetpal singh (2016)<sup>[11]</sup> conducted a study on teacher effectiveness of secondary school teachers in relation to their spiritual intelligence. The findings of the study revealed a significant positive relationship between Teacher Effectiveness and Spiritual Intelligence when Government School Teachers rated themselves or rated by their Heads. In case of Public School Teachers a significant positive relationship was found when they rated themselves but no relationship was found when rated by their Heads. The study also indicated that Spiritual Intelligence and Teacher Effectiveness are not influenced by gender. However, High Spiritual Intelligence shows high Teaching Effectiveness as compared to Low Spiritual Intelligence.

**Objectives of the study**

1. To find out the difference in teacher effectiveness of government and private secondary school teachers of Sirsa District.
2. To find out the difference in teacher effectiveness among male and female secondary school teachers of Sirsa District.
3. To find out the difference in teacher effectiveness of rural and urban secondary school teachers of Sirsa District.
4. To find out the difference in teacher effectiveness of secondary school teachers with respect to their level of teaching experience (<10 and > 10) years.

**Hypotheses of the study**

1. There is no significant difference between teacher effectiveness of government and private secondary school teachers of Sirsa District.
2. There is no significant difference between teacher effectiveness of male and female secondary school teachers of Sirsa District.
3. There is no significant difference between teacher effectiveness of rural and urban secondary school teachers of Sirsa District.
4. There is no significant difference in teacher effectiveness of secondary school teachers with respect to their level of teaching experience (<10 and > 10) years of Sirsa District.

**Methodology**

- **Method:** in the present study descriptive study method of investigation was used.
- **Sample:** 100 secondary school teachers were selected in Sirsa District.
- **Tool:** Teacher effectiveness scale developed by Umme Kulsum (2011)<sup>[5]</sup> was used for the present study.
- **Statistical tools used:** Mean, S.D. and t- test were used for the analysis of the data.

**Analysis and interpretation of data**

**Hypotheses 1:** There is no significant difference between teacher effectiveness of government and private secondary school teachers of Sirsa District

**Table 1:** Mean and S.D. values of government and private teachers and t- value for different type of schools

Type of school	N	Mean	S.D.	t- value	Significance
Government	50	404.32	22.63	2.02	Significant
Private	50	394.44	26.06		

t- value at 0.05 level of significance 1.98

It can be observed from the above table that teachers effectiveness of government and private teachers are found to have mean scores 404.32 and 394.44 with S.D. 22.63 and 26.06 respectively. The t- value 2.02 resulted from the t- test is higher than the table value at 0.05 level of significance which is significant. It means that there is significant difference between teacher effectiveness of government and private secondary school teachers

**Hypotheses 2:** There is no significant difference between teacher effectiveness of male and female secondary school teachers of Sirsa District.

**Table 2:** Mean and S.D. values of male and female teachers and t- value for gender difference

Gender	N	Mean	S.D.	t- value	Significance
Male	51	402.07	21.57	0.88	Not significant
Female	49	397.67	28.16		

t-value at 0.05 level of significance 1.98

It can be observed from the above table that teachers effectiveness of male and female teachers are found to have mean scores 402.07 and 397.26 with S.D. 21.57 and 28.16 respectively. The t- value is 0.88 resulted from the t- test is lower than the table value at 0.05 level of significance which is not significant. It means that there is no significant difference between teacher effectiveness of male and female secondary school teachers.

**Hypotheses 3:** There is no significant difference between teacher effectiveness of rural and urban secondary school teachers of Sirsa District.

**Table 3:** Mean and S.D. values of rural and urban teachers and t- value for locality difference

Locality	N	Mean	S.D.	t- value	Significance
Rural	51	401.68	23.07	0.71	Not significant
Urban	49	398.08	26.96		

t- value at 0.05 level of significance 1.98

It can be observed from the above table that teachers effectiveness of rural and urban teachers are found to have mean scores 401.68 and 398.09 with S.D. 23.07 and 26.96 respectively. The t- value is 0.71 resulted from the t- test is lower than the table value at 0.05 level of significance which is not significant. It means that there is no significant difference between teacher effectiveness of rural and urban secondary school teachers.

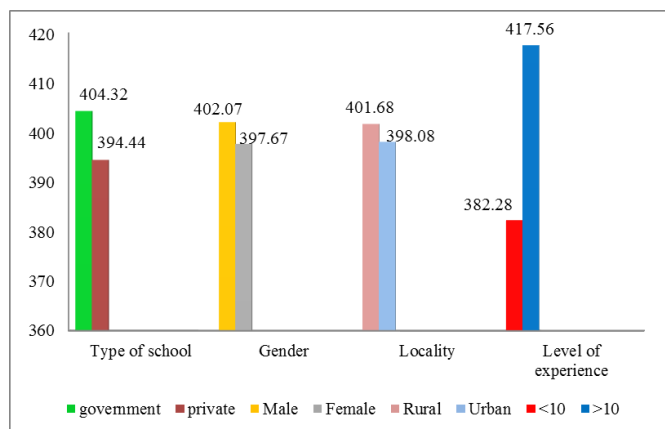
**Hypotheses 4:** There is no significant difference in teacher effectiveness of secondary school teachers of Sirsa District with respect their level of teaching experience.

**Table 4:** Mean and S.D. values of low and high experienced teachers and t- value for the same

Level of Experience	N	Mean	S.D.	t- value	Significance
Less than 10 years	50	382.28	15.16	9.96	Significant
More than 10 years	50	417.56	19.92		

t- value at 0.05 level of significance 1.98

It can be observed from the above table that teachers effectiveness of low and high experienced teachers are found to have mean scores 382.28 and 417.56 with S.D. 15.16 and 19.92 respectively. The t- value is 9.96 resulted from the t- test is higher than the table value at 0.05 level of significance which is significant. It means that there is significant difference between teacher effectiveness of less than 10 and more than 10 years experienced secondary school teachers.



**Fig 1:** Mean scores of teacher effectiveness with different variables

**Conclusion**

1. There is significant difference between government and private secondary school teachers which shows that the government teachers are more effective than private teachers.
2. There is no significant difference between male and female secondary school teachers which shows that gender has no affect on teacher effectiveness.
3. There is no significant difference between rural and urban secondary school teachers which shows that the teacher effectiveness did not differ with respect to locality
4. There is a significant difference in teacher effectiveness of secondary school teachers with respect to their level of experience which shows that highly experienced teachers are more effective.

**Educational implications**

The government and private school management should ensure in-service training programs on regular intervals for their teachers. The government should make it a point to link the in-service training programs attended by the teachers with their promotional and academic benefits. As effectiveness is an all-inclusive concept secondary school teachers need to be made more effective in their broad- spectrum level of teaching competences, teaching skills and their dedication to their profession, commitment to the learner and their assurance to the society in order to meet the challenging demands of their profession.

**Suggestions for further study**

1. The present study is just limited to a population of 100. The same can also be done with a larger population in Sirsa District.
2. The present study shows the result for Sirsa District only. A study with more districts can also be done.
3. Similar study can be done with some other variables like age, marital status etc.

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