



A Study on the Teachers Effectiveness of Secondary School Teachers

Dr. Ashok Kumar Yadav

Assistant Professor

Deptt of Education

Apex Institute of Management Studies and Research, Meerut

Abstract

The purpose of the study is to find out the Teacher Effectiveness among secondary school teachers .The normative survey method has been used in the present study. A sample of secondary school teachers were selected from Meerut district using purposive sampling technique. The collected data was analyzed by using appropriate statistical techniques like Mean, Standard deviations'-test and F-test were used in this study. The researcher concluded that there is a significant difference between the male and female, urban and rural secondary schools teachers with respect to Teacher Effectiveness.

Key words- *Teacher Effectiveness, Gender, Location*

Introduction

A teacher plays a crucial role in society, as their knowledge, skills, competence, and conduct are highly valued. The worth and potential of a nation are reflected through the work of its teachers, who are the true builders of the nation. As Rabindranath Tagore aptly stated, 'A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame.' Teacher effectiveness is vital in a teacher's life and is defined as 'activities that develop an individual's skill, knowledge, expertise, and characteristics as a teacher.'

Teachers are the driving force and lifeline of the educational sector, which is the core of national development. They bear the professional responsibility for implementing educational programs. Being a teacher has become increasingly challenging because merely holding a certificate does not make someone a good teacher. Several factors contribute to making a good teacher, including professional competence gained through advanced study of the subject, deeper knowledge about their field, and confidence and energy about their subjects, facts, ideas, and inspiration.

The teacher is a national builder and a trendsetter, embodying the roles of a conscious being, thinker, rationalizer, analyst, and knowledge builder. Above all, a teacher is an educator, an actor, an inculcator, a civilizer, and a knowledge donor.

Many professions are chosen by individuals based on their knowledge and abilities, and all are equally important for human development. However, teaching is the profession that has led people on the path of progress and prosperity. No development would have been possible without teachers. All sciences, crafts, civilizations, and cultures owe their existence to teaching.

Teaching as a profession requires great courage and moral strength. Although it may not be the most

financially rewarding profession, it is noble and respected. Teachers are the sources of knowledge and guidance for humanity, revealing the secrets of nature to the world.

Teaching aims to enlighten and bring contentment to the minds of individuals.

- Teaching broadens and illuminates the dark corners of the human heart and mind.
- Teaching guides humanity on the path of progress and prosperity.
- Teaching builds character, refines personality, and ignites a thirst for knowledge.
- Teaching reveals to individuals the concepts of truth, beauty, and goodness. It is the profession that enables people to become scientists, doctors, philosophers, lawyers, and more. With the help of a teacher, a person can lead a successful life.
- Teaching not only prepares individuals for material benefits but also provides moral, spiritual, and religious training. Therefore, teaching is considered a noble profession.

Teaching is considered a knowledge-rich profession, with teachers regarded as ‘learning specialists.’ As professionals in their field, teachers are expected to process and evaluate new knowledge relevant to their core professional practice. They must regularly update their knowledge base to improve their practice and meet new teaching demands. By investigating the knowledge underlying their profession, teachers can continually enhance their effectiveness and adapt to evolving educational needs.

In a broader sense, education is a process of self-realization. It is not limited to the realization of students but also includes the realization of teachers. Effectiveness is the level or degree to which a process is successful in producing a desirable result. Synonyms for effectiveness include efficacy, successfulness, fruitfulness, productiveness, and potency. The origin of the word ‘effective’ comes from the Latin word ‘effectives,’ which means creative or effective. ‘Effectiveness’ is defined as the quality of being successful in producing an intended result.

An effective teacher is one who teaches effectively, playing a crucial role in a student's life. Teacher effectiveness can purify and modify a student’s behavior. Effective teachers help their students develop sound health, body, and mind. They engage in cultivating basic skills, thought processes, healthy habits, scientific temperament, positive attitudes, value orientation, value judgment, and the ability to adjust to an ever-changing psycho-social environment. In addition to supporting students' optimal all-around development, effective teachers prepare them for future competition in life by enhancing their curricular and co-curricular performances.

Teachers play a valuable role in the teaching-learning process for learners. In every institution, teacher effectiveness is essential for ensuring an effective teaching-learning process. Effective teaching, to a significant extent, is the result of teacher effectiveness. The more effective the teacher, the more effective the learning. The quality of education always depends on the effectiveness of teachers and

schools. The impact of a school, or its quality, also directly or indirectly depends on teacher effectiveness. Therefore, teacher effectiveness has been one of the central themes of education since the inception of educational processes in every society and nation.

Purpose of the Study

The work of a teacher is akin to that of a gardener. Just as a gardener needs knowledge of plant life, teachers need to understand their learners. It is the gardener's duty to ensure that all plants grow and produce good flowers and fruits, which he can only achieve by being well-acquainted with all their details. Similarly, a teacher's objective is to ensure that all learners under their care develop into happy and healthy personalities. This can only be achieved when the teacher understands how learners develop and behave. Teacher effectiveness provides this essential knowledge to the teacher.

Teachers are invaluable assets to a nation, playing a crucial role in the social upliftment of society. They can improve the mental, social, and physical health of children. Teachers are made, not born; they are trained to learn the fundamentals of teaching methodologies using new teaching technologies. This training ensures that they become effective teachers in society. Therefore, it is essential for teachers to possess high teacher effectiveness. Hence, there is a need to study the effectiveness of teachers who are being groomed to be the future nation builders.

Review of related literature

Halder, U.K. & Roy, R.R. (2018) in their study, found positive correlations among job satisfaction and teacher effectiveness and its various aspect of Teacher Effectiveness are significantly and positively interrelated. In another study, they revealed similar result for the interrelation among the teacher adjustment and teacher effectiveness and its various aspects namely, personal aspect, professional aspect, intellectual aspect, strategies aspect and social aspect of Teacher Effectiveness.

Bharti Dogra and Anita Singh (2015) explored on 'A comparative study on Teaching Effectiveness of regular and contractual tertiary teachers.' The nature of appointment did not influence the teaching effectiveness of tertiary teachers. Gender did not produce any significant effect on the teaching effectiveness of regular and contractual tertiary teachers. Regular teachers of undergraduate level are found to be more effective in their teaching than contractual teachers of same level of teaching. Contractual teachers of non-professional courses were found to be less effective in their teaching as compared to regular teachers.

Pachaiyappan and Ushalaya Raj (2014) have conducted a study on "Evaluating the Teacher Effectiveness of secondary and higher secondary school teachers". The findings of the study reveal that the male and female school teachers did not differ significantly in their Teacher Effectiveness. The study

also reveals that there is a significant difference in Teacher Effectiveness among the school teachers with respect to locale, arts and science stream, secondary and higher level, teaching experience and type of school management.

Objectives of the present study

- To find out the levels of Teacher Effectiveness of secondary schools teachers.
- To find out the significant difference between Teacher Effectiveness of secondary school teachers with respect to Gender and Locality of secondary schools teachers.

Hypotheses of the present study

- There is no significant difference between male and female secondary schools teachers with respect to Teacher effectiveness
- There is no significant difference between Rural and urban teachers of secondary schools with respect to Teacher effectiveness

Methodology of the present study

The study utilized a Normative Survey method to assess the levels of emotional maturity among secondary school students.

Sample of the present study

A total of 100 students were selected through a 'Stratified Random Sampling Technique' to ensure a representative sample of secondary schools of Meerut District.

Variables studied

Independent Variables

1. Teacher effectiveness

Dependent Variables

1. Gender
2. Locality

Tool used

Teacher Effectiveness inventory developed by Dr.Umme Kulsum (2012) was adopted for the present study.

Procedure of Data collection

After getting permission from the Head Master of the respective schools, the teachers were contacted. They were told about the objective of the study. The purpose of the questionnaire was then explained to the teachers. It was assured that their replies would be kept confidential. The teachers were requested to read the instructions carefully and to ask for any clarifications. There was no time limit for

the questionnaire. However, it took approximately 45 minutes to complete it. After getting the filled in questionnaire the scoring was done as per the instructions in the manual.

Statistical technique used

The researcher used Mean, Standard Deviation and 't' test and F-test for statistical analysis of data and for testing the hypotheses.

DATA ANALYSIS AND INTERPRETATION:

Objective-1

To find out the levels of Teacher Effectiveness of secondary school teachers.

Table-1

Levels of Teacher Effectiveness of secondary school teachers

Dimensions	Most Effective Teacher		Highly Effective Teacher		Above Average Effective Teacher		Moderately Effective Teacher		Below Average Effective Teacher		Total	%
	N	%	N	%	N	%	N	%	N	%		
Preparation & Planning for Teaching	12	12%	22	22%	42	42%	14	14%	10	10%	100	100%
Classroom Management	15	15%	17	17%	40	40%	18	18%	10	10%	100	100%
Knowledge of Subject Matter	14	14%	20	20%	24	24%	20	20%	22	22%	100	100%
Teacher Characteristic	14	14%	19	19%	40	40%	16	16%	11	11%	100	100%
Inter Personal Relations	15	15%	23	23%	37	37%	12	12%	13	13%	100	100%

Table-1 reveals that among 100 secondary school teachers, in the dimension of preparation and planning for teaching, 12% were classified as most effective, 22% as highly effective, 42% as above average effective, 14% as moderately effective, and 10% as below average effective. Thus, the majority (42%) were identified as above average effective, while a smaller proportion was found to be below average effective.

- In the dimension of classroom management, the study found that 15% of teachers were classified as most effective, 17% as highly effective, 40% as above average effective, 18% as moderately effective, and 10% as below average effective. Therefore, the majority (40%) were identified as above average effective, with a smaller proportion being highly effective or below average effective.
- In the dimension of knowledge of subject matter, the study reveals that 14% of teachers were classified

as most effective, 20% as highly effective, 24% as above average effective, 20% as moderately effective, and 22% as below average effective. Thus, the majority (24%) were identified as above average effective, with a smaller proportion being highly effective or below average effective.

- In the dimension of teacher characteristics, the study found that 14% of teachers were classified as most effective, 19% as highly effective, 40% as above average effective, 16% as moderately effective, and 11% as below average effective. Thus, the majority (40%) were identified as above average effective, while a smaller proportion was categorized as most effective or below average effective.
- In the dimension of interpersonal relations, the study revealed that 15% of teachers were classified as most effective, 23% as highly effective, 37% as above average effective, 12% as moderately effective, and 13% as below average effective. Therefore, the majority (37%) were identified as above average effective, while smaller proportions were found to be most effective or below average effective.

Objective-2

To find out the levels of Effectiveness of male and female secondary schools teachers.

Hypothesis-1

There is no significant difference between male and female secondary schools teachers with respect to Teacher effectiveness

Table-2
Mean, SD, t-value of male and female secondary schools Teachers on Teacher Effectiveness

Gender	N	Mean	S.D	't' Value	Level of significance
Male	50	25.85	4.23	2.23	Significant at 0.05
Female	50	28.12	5.83		

Table-2 compares the difference between Mean Scores on teacher effectiveness of male and female teaching in secondary schools. The calculated 't' value works out to 2.23 as against its table value 1.96 for 98 degree of freedom at 0.05 level of significance. Since the calculated t-value is greater than minimum significant t-value at 0.05. Higher mean 28.12 is in favour of the female teachers teaching in secondary schools as compared to the lower mean 25.85 of male teachers teaching in secondary schools. This result suggests that the difference between mean scores of male and female teacher teaching in secondary schools differ significantly at 0.05 level of significant.

It shows that the hypothesis (H₀1) is rejected and it is concluded that **male** and female teacher teaching in secondary schools on effectiveness are not significantly associated with each other.

Objective-3

To find out the levels of Effectiveness of rural and urban secondary schools teachers.

Hypothesis-2

There is no significant difference between rural and urban secondary schools teachers with respect to Teacher effectiveness

Table-3
Mean, SD, t-value of Rural and Urban School Teachers on Teacher Effectiveness

Locality	N	Mean	S.D	't' Value	Level of significance
Rural	50	21.19	3.85	3.21	Significant at 0.05
Urban	50	23.53	3.42		

Table-3 compares the difference between Mean Scores on teacher effectiveness of rural and urban teaching in secondary schools. The calculated 't' value works out to 3.21 as against its table value 1.96 for 98 degree of freedom at 0.05 level of significance. Since the calculated t-value is greater than minimum significant t-value at 0.05. Higher mean 23.53 is in favour of the urban teachers teaching in secondary schools as compared to the lower mean 21.19 of rural teachers teaching in secondary schools. This result suggests that the difference between mean scores of rural and urban teacher teaching in secondary schools differ significantly at 0.05 level of significant.

It shows that the hypothesis (H_02) is rejected and it is concluded that rural and urban teacher teaching in secondary schools on effectiveness are not significantly associated with each other.

Findings of the study

- Majority of secondary school teachers possess above average Teacher Effectiveness.
- There is difference in Teacher Effectiveness of secondary school teachers with respect to Social Status.
- Locality does affect the Teacher Effectiveness of secondary school teachers.

Conclusion of the study

This study was conducted to assess teacher effectiveness among secondary school teachers by examining the essential qualities required for effective teaching. Key teacher qualities include meticulous planning of programs, mobilizing necessary resources for successful implementation, integrating

personnel and materials within any given system, and demonstrating the flexibility and courage to incorporate necessary adjustments into the action plan.

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