
TEACHER EFFECTIVENESS IN RELATION TO LIFE CERTAIN DEMOGRAPHIC VARIABLES AMONG SECONDARY SCHOOL TEACHERS OF PUNJAB

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Abstract:

The teacher plays an important role in developing personality of the child and in shaping the society as they transfer not only education but a set of values that are carried forward by one generation to another. So, it is very important that the teacher should be effective. The teacher's personality is reflected in their students as they are the ideals for their students. Every teacher adopts different methods, strategies, techniques depending upon their personality type which distinguishes a teacher from other teacher and on this basis, students describe one teacher as effective and other as in effective. Effective teachers are capable of exploring and exposing the potentialities of those who come in their contact.

So, efficient teacher in an educational system is more important than all other educational factors taken together. When a teacher teaches, the kind of environment he provides will determine the changes he produces in his students. Whatever he does, it will make a difference in the way they behave.

INTRODUCTION

Everything which influences human behavior and personality is education. To provide quality education is one of the important goals and only a teacher, can help the nation to achieve this goal properly as the quality and effectiveness of any education system depends on the quality, commitment and expertise of its teachers who sustain it. Teacher act as pivot for transmission of intellectual tradition and technical skills from generation to generation and helps to keep the lamp of civilization burning (Radhakrishnan Commission, 1948). It is the teacher who actually guides the destiny of child. In fact, teachers are the creators of new knowledge

and exponents of expansion of knowledge. They are the incarnates of inventions and discoveries to bring positive changes in the lives of individuals as well as of nations.

CONCEPT OF TEACHER EFFECTIVENESS

Teacher effectiveness is the competence and ability of a teacher to teach effectively. It is a matter of central importance to all educational institutions as it affects the process of learning and classroom management. This involves a set of teaching behaviors which are especially effective in bringing about desired changes in students' learning.

A teacher is said to be effective when the teacher has attained the necessary competence in their roles and functions such as preparation and planning for classroom management, knowledge of subject matter, teacher characteristics and their interpersonal relationship.

Strong, Tucker and Ward (2003) defined “Teacher effectiveness as a measure of academic growth demonstrated by students during the year spent in a teacher’s classroom.”

Rao & Kumar (2004) opined that teacher effectiveness is important because the effectiveness of every teacher is the life of every educational institution.

Biddle and Elena (2016) “Teacher effectiveness is the ability of teacher to produce agreed upon educational effects in a driven situation or contexts.”

Flanders and Siman (2016) “Teacher effectiveness is concerned with relationship between the characteristics of teachers teaching out and their effects on the individual outcome of classroom teaching.”

OBJECTIVES

1. To compare mean scores of Teacher Effectiveness on the basis of Gender among secondary school teachers.
3. To compare mean scores of Teacher Effectiveness on the basis of type of school among secondary school teachers.
4. To compare mean scores of Teacher Effectiveness on the basis of locale among secondary school teachers.

DELIMITATIONS

1. The present study will be delimited to a sample of 200 secondary school teachers and 200 secondary school students only.
2. The study will be delimited to selected schools of Ludhiana district only.

REVIEW OF THE RELATED LITERATURE

Singh (1988) conducted a study to investigate the difference in the teaching efficiency of secondary school teachers with respect to locality, experience and gender on a sample of 300 teachers and found that gender had significant effect on teacher effectiveness which goes in favor of female teachers whereas locality and experience had no significant effect on teaching efficiency

Biswas & De (1995) worked on a survey of effectiveness of secondary school teachers in Tripura and found that male and female teachers differed significantly on teacher effectiveness and female teachers had comparatively greater mean scores indicating that the female teachers were comparatively more effective.

Kaur (2011) conducted a study on Teacher effectiveness in relation to self- concept of elementary school teachers. It was found that there exists no significant difference in the teacher effectiveness of elementary school teachers working in government and private schools. Male and female teachers were found to have same levels of teacher effectiveness. This study also revealed that teachers were found high on self concept than their female counterparts. The results based on correlation analysis revealed positive and significant relationship between teacher effectiveness and self concept of elementary school teachers. Teachers with high self concept were found more effective than teachers with low self concept.

Reddy (2012) conducted a study on teacher effectiveness in relation to Mental Health, Stress and Emotional Intelligence of high school teachers and found the difference in Teacher Effectiveness in terms of gender, locality and type of the school. The study revealed no significant impact of mental health on teacher effectiveness. The study revealed significant impact of stress on teacher effectiveness. Teachers with high level of Stress were found less

effective than the teachers with moderate level of stress. A significant impact of emotional intelligence was found on teacher effectiveness. Teachers with high emotional intelligence were effective than the teachers with low emotional intelligence. There was significant interaction between stress and emotional intelligence on teacher effectiveness. Results indicated no significant difference in teacher effectiveness on the basis of gender, locality and type of school.

Agarwal (2012) conducted a co-relational study of Teacher Effectiveness and Job Satisfaction of higher secondary school teachers and revealed that teacher effectiveness score of government school teachers was the highest among the three groups of teachers. Teachers of aided and non-aided schools were found to be moderately effective. The study also indicated insignificant relationship between teacher effectiveness and job satisfaction of government high secondary boys, girls and co-educational school teachers. The relationship between teacher effectiveness and job satisfaction of aided boys school teachers was found to be significantly positive. The relationship between teacher effectiveness and job satisfaction of aided girls and total school teachers was found significantly positive. Similarly, Non-aided boys schools teachers have also shown significantly positive relationship. But non-aided girls school's teachers expressed insignificant relation between teacher effectiveness and job satisfaction. The non-aided schools' teachers showed significant positive relationship

Dhar, N. and Sharma, A. (2016) studied teacher effectiveness among male and female teachers teaching in Jawahar Navodaya Vidyalaya of Jammu province and found that male teacher were more effective than female teachers.

HYPOTHESES

- 1) There exists no significant differences between mean scores of Teacher Effectiveness of male and female secondary school teachers.
- 2) There exists no significant differences between mean scores of Teacher Effectiveness of private and government secondary school teachers.
- 3) There exists no significant differences between mean scores of Teacher Effectiveness of rural and urban secondary school teachers.

METHOD AND PROCEDURE

DESIGN OF THE STUDY

The present study was undertaken to study the Teacher Effectiveness in relation to certain demographic variables among Secondary School Teachers. Descriptive survey method was employed in the present study.

SAMPLING

Random sampling technique was employed to collect the sample for the study. The present study was confined to 200 secondary school teachers and 200 students of secondary classes of Ludhiana district.

TOOLS

1. Teacher effectiveness scale (Dr. Shally and Miss Shweta Garg,2015)

DESCRIPTION OF THE TOOLS

Teacher Effectiveness Scale

Teacher Effectiveness scale (Dr. Shally and Miss Shweta Garg, 2015) was used to measure teacher effectiveness among secondary school teachers. The secondary school students were asked to mark the 31 statements as strongly agree, agree, uncertain, disagree or strongly disagree as per their level of agreement or disagreement with the statements.

Reliability and Validity

The split half method was used. The reliability of the scale was found to be 0.81, which indicate high reliability of the scale. The content validity of scale was also ascertained.

Scoring of Teacher Effectiveness Scale

There were five options for each item. The options were strongly agree, agree, uncertain, disagree or strongly disagree. The scoring procedure for positive items was 5,4,3,2,1 and for the negative items was 1,2,3,4,5. The investigator has made her sincere and honest efforts to get a

representative sample.

RESULTS

To test the hypotheses under consideration, Mean, S.D and t-ratio were calculated and the results are presented below:

t- ratio

GENDER WISE COMPARISON OF MEAN SCORES OF TEACHER EFFECTIVENESS

HYPOTHESES NO. 1

There exists no significant difference between mean scores of Teacher Effectiveness of Male and Female Sec school teachers.

In order to test the significance of difference in the mean Scores of Teacher Effectiveness of Male and Female Secondary School Teachers, the mean, standard deviation (SD), and t-ratio were calculated and given in the table 1

Table 1: Gender wise Mean, S.D. N and t- value of Teacher Effectiveness

Gender	Mean	S.D	N	t-value
Male	123.31	11.489	100	0.51
Female	116.41	19.048	100	

From table 1 it can be seen that the values of mean and S.D of the scores of male teachers on the variable of Teacher Effectiveness is 123.31 and 11.489 respectively. The values of mean and S.D of the scores of female teachers on the variable of Teacher Effectiveness is 116.41 and 19.048 respectively. The t-ratio is 0.51 which is not significant at 0.05 level. This shows that Male and Female Sec School Teachers do not differ significantly on the variable of Teacher Effectiveness. It may, therefore, be said that both Male and Female Secondary School Teachers were found to have same level of Teacher Effectiveness.

Thus, the hypothesis no. 1 stating that “There exists no significant difference between mean scores of Teacher Effectiveness of Male and Female Sec School Teachers is accepted in the present study.

The above results are in Contrast to the studies done by Singh (1988) and Biswas (1995) who indicated that male and female teachers differ significantly on the variable of teaching effectiveness. They also indicated that female teachers posses higher teaching effectiveness.

HYPOTHESES NO. 2

There exists no significant difference between mean scores of Teacher Effectiveness of Private and Govt. Secondary School Teachers.

In order to test the significance of difference in the mean scores of Teacher Effectiveness of Private and Govt. Sec school teachers, the mean values, standard deviation (SD), and t-ratio were calculated and given in the table 2

Table 2: Type of School Wise Mean, S.D, N and t- value of Teacher Effectiveness

Type of school	Mean	S.D	N	t-test
Private	115.35	18.81	100	7.39
Govt.	124.37	12.98	100	

From Table 2 It can be seen that the values of mean and S.D of the scores of private teachers on the variable of Teacher Effectiveness is 115.35 and 18.81 respectively .The values of mean and S.D of the scores of govt. teachers on the variable of Teacher Effectiveness as 124.37 and 12.98 respectively. The t-ratio is 7.39 which is significant at both 0.01 and 0.05 levels. This shows that Private and Govt. Secondary School teachers differ significantly on the variable of Teacher Effectiveness. It may be said that Govt. School Teachers have better Teacher Effectiveness than their private counterparts.

Thus, the hypothesis no. 3 stating that “There exists no significant difference between mean scores of Teacher Effectiveness of Private and Govt. Sec School Teachers is not accepted in the present study.

HYPOTHESIS NO. 3

There exists no significant difference between mean scores of Teacher Effectiveness of Urban and Rural sec school Teachers.

In order to test the significance of difference in the mean values of Teacher Effectiveness of Rural and Urban sec school teachers, the mean values ,standard deviation (SD) ,and t-ratio were calculated and given in the table 3

Table 3: Locale wise Mean, S.D, N and t- value of Teacher Effectiveness

Locale	Mean	S.D	N	t-value
Rural	118.35	18.59	100	0.35
Urban	121.37	14.59	100	

The values of mean and S.D of the scores of rural teachers on the variable of Teacher Effectiveness is 118.35 and 18.59 respectively. The values of mean and S.D of the scores of

urban teachers on the variable of Teacher Effectiveness is 121.37 and 14.59 respectively. The t-ratio is 0.35 which is not significant at both levels. This shows that urban and rural school teachers do not differ significantly on the variable of teacher effectiveness. It may, therefore, be said that both urban and rural secondary school teachers were found to have same extent levels of Teacher Effectiveness.

Thus, the hypothesis no. 3 stating that “There exists no significant difference between mean scores of Teacher Effectiveness of Rural and Urban secondary school teachers is accepted in the present study.

The reasons for the above results may be that Teacher Effectiveness is concerned with characteristics of teachers and their impact on students Output. The students perceived their teacher effective as they have produced good results.

CONCLUSIONS

1. There is no significant difference between mean scores of Teacher Effectiveness of Male and Female secondary school teachers. From the mean scores it can be seen the mean on the variable of teacher effectiveness is higher in case of males. Though the t- value is insignificant, yet male teachers are perceived more effective than their female counterparts by students.
2. There is significant difference between mean scores of Teacher Effectiveness of Govt. & Private Secondary School Teacher. As the mean score of Teacher Effectiveness of Government School teachers came out to be higher than that of Private school teachers, hence it may be concluded that Government school teachers have better Teacher Effectiveness than their private counterpart.
3. There is significant difference between mean scores of Teacher Effectiveness of Rural & Urban Secondary School Teacher. Urban and Rural secondary school teachers do not differ significantly on the variable of Teacher Effectiveness. It may be said that both urban and rural secondary school teachers were found to have similar level of Teacher Effectiveness.

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