

## Evaluating the Teacher Effectiveness of Secondary and Higher Secondary School Teachers

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**Abstract:** The purpose of the study is to assess the teacher effectiveness of secondary and higher secondary school teachers. Survey method of research has been used in the present study. Teacher Effectiveness Scale developed by Umme Kulsum, was used for collecting the data. The investigator randomly selected one hundred and thirty secondary and higher secondary school teachers in and around Chennai and Tiruvannamalai Districts of Tamilnadu. The data was analyzed using mean, standard deviation, 't'- test and one way ANOVA. The major findings of the study are: The male and female school teachers do not differ significantly in their teacher effectiveness. The study 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 secondary level, teaching experience and type of school management.

**Keywords:** Teacher Effectiveness, Effective teaching, School Teachers, Effective Teaching Skills, Teacher Performance, Effective Classroom Instruction.

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### I. Introduction

*"A student spends 25,000 hours in the campus. The school must have the best of teachers who have the ability to teach, love teaching and build moral qualities"*

- **A.P.J. Abdul Kalam**

The teacher has a major role in the educational development. He has the greatest responsibility on his or her shoulders in building the nation. The teaching is the fundamental duty of a teacher and it has to be made effective in order to make a successful teacher. The main function of a teacher is to create a good learning environment that motivates the students to learn enough more and more. It is obvious that teachers who are capable enough to and flexible fill in new roles in working with students and who are dedicated and active in seeking better educational opportunities for students are very much regarded. An effective teacher may be understood as one who helps in a development of basic skills, understanding, proper habits, desirable attitudes, value judgment and adequate personal adjustment of students. Effective teachers also lead to best academic performance and optimal all-round development of the students.

### II. Review of Related Literature

Gupta (1995) examined the relationship between job satisfaction and teacher effectiveness of secondary school teachers and their teaching effectiveness on a sample of 560 teachers from 50 randomly selected secondary schools of Ghaziabad District of Uttar Pradesh. The study reveals that the coefficient of correlation between overall dimension of job satisfaction of teacher viz. Salary Benefits, community aspect supervision, family life, policies and practices, growth and practices were significantly related with teacher effectiveness. Rao (1995) studied relationship between teacher effectiveness, creativity and inter-personal relationship of teachers. The findings revealed that no significant relation was found between teacher effectiveness and the income or years of service of the teacher. However significant relations were found between teacher effectiveness, creativity and interpersonal relationships of teachers and significant differences existed between rural and urban teachers with reference to interpersonal relationship. Sweetlin Rajam Amsarani (2000) conducted a study on teacher effectiveness of second language teachers in higher secondary schools. The study used a sample of 50 teachers and 1000 students selected from various higher secondary schools in Nellai District of Tamilnadu. The major finding of the study is that Teacher Effectiveness of P.G. English teachers is neither low nor high, just moderate; in terms of cognitive aspect is just moderate; in terms of affective and psychomotor aspects it ranges from moderate to low.

Amandeep and Gurpreet (2005) conducted a study of teacher effectiveness in relation to teaching competency. The results reveals that female teachers are more effective in their teaching than male teachers; male and female teachers do not differ significantly as far as their teaching competency is concerned; and variable of teaching competency plays significant role in teacher effectiveness of teachers. Shweta Agarwal (2012) conducted a correlation study of teacher effectiveness and job satisfaction of higher secondary school

teachers. The study concludes that all types of government school teachers are endowed with more teacher effectiveness than all types of aided and non-aided school teachers, besides finding that government school teachers have better professional and academic knowledge and better relationship with pupils, principles and parents.

### **III. Need and Significance of the Study**

Teachers play a predominant role in the educational frame work of the society. Students upliftment in the educational settings can be achieved by the teacher. To meet the existing competitive world, the students should not only be academically vibrant, but also be skilled and intellectually enlightened. This can be achieved only through the effectiveness of teacher. Teacher effectiveness in all aspects is very essential to meet the growing demands of learning community. It is very essential that the prospective teachers should be versatile in their interpersonal relations, classroom management techniques, proficiency in their content and use Audio-Visual aids for making the learning environment more conducive. The teachers should have professional development to create satisfactory factors influencing the quality of education. The working condition of the teachers should be favourable resulting in increased professional development of the teachers.

The pivotal role of the teacher is to act effectively in the classroom in transforming the students to pragmatic approaches catering to the fast changing social order and economic life pattern of individuals and families, place heavier responsibilities on the shoulders of the teachers to the multifaceted faculty. For this, the teacher has to keep themselves abreast with the knowledge exposure and dynamism so that the teacher can be one step or two ahead of these well knowledgeable learners.

### **IV. Objectives of the Study**

- To find out the difference in teacher effectiveness among male and female school teachers.
- To find out the difference in teacher effectiveness of rural and urban school teachers.
- To find out the difference in teacher effectiveness of secondary and higher secondary school teachers.
- To find out the difference in teacher effectiveness of school teachers with respect to arts and science streams.
- To find out the difference in teacher effectiveness among school teachers with respect to their teaching experience.
- To find out the difference in teacher effectiveness among the school teachers with respect to type of management.

### **V. Hypotheses of the Study**

- There is no significant difference in the teacher effectiveness of school teachers with respect to gender.
- There is no significant difference in the teacher effectiveness of school teachers with respect to locality.
- There is no significant difference in the teacher effectiveness of school teachers with respect to secondary and higher secondary level.
- There is no significant difference in the teacher effectiveness of school teachers with respect to arts and science streams.
- There is no significant difference in the teacher effectiveness of school teachers with respect to their teaching experience.
- There is no significant difference in the teacher effectiveness of school teachers with respect to type of management.

### **VI. Method of the Study**

Survey method of research has been used in the present study.

#### **6.1 Tools Used**

Teacher Effectiveness Scale (2000) developed and standardized by Umme Kulsum, was used to collect the data.

#### **6.2 Sample**

Random sampling technique has been used for selecting the sample. The investigator selected one hundred and thirty secondary and higher secondary school teachers in and around Chennai and Thiruvannamalai Districts of Tamilnadu.

### **VII. Statistical Techniques Used**

For analyzing the data mean, standard deviation, 't'-test, and one way ANOVA have been computed.

### **VIII. Data Analysis and Interpretations**

**Table 1: Teacher Effectiveness of male and female school teachers**

Gender	N	Mean	SD	t-value	Level of Significance
Male	66	234.05	39.52	1.054	NS
Female	64	241.03	35.86		

Form the table 1, calculated 't' value is 1.054 less than the table value (1.96). It is found that there is no significant difference between male and female school teachers effectiveness. Hence the null hypothesis Ho1 is accepted.

**Table 2: Teacher Effectiveness of rural and urban school teachers**

Locale	N	Mean	SD	t-value	Level of Significance
Rural	63	219.23	33.32	4.974	0.01
Urban	67	250.05	35.65		

Form the table 2, calculated 't' value is 4.974 greater than the table value (2.58). It is found that there is a significant difference between rural and urban school teachers effectiveness at 0.01 level of significance. Hence the null hypothesis Ho2 is rejected.

**Table 3: Teacher Effectiveness of secondary and higher secondary school teachers**

Classes handled	N	Mean	SD	t-value	Level of Significance
Secondary	69	220.83	34.23	6.037	0.01
Higher Secondary	61	256.33	32.57		

Form the table 3, calculated 't' value is 6.037 greater than the table value (2.58). It is found that there is a significant difference between secondary and higher secondary school teachers effectiveness at 0.01 level of significance. Hence the null hypothesis Ho3 is rejected.

**Table 4: Teacher Effectiveness of arts and science subjects teaching school teachers**

Academic Stream	N	Mean	SD	t-value	Level of Significance
Arts	58	217.67	32.01	6.065	0.01
Science	72	253.44	34.52		

Form the table 4, calculated 't' value is 6.065 greater than the table value (2.58). It is found that there is a significant difference between arts and science subjects teaching school teachers' effectiveness. Hence the null hypothesis Ho4 is rejected.

**Table 5: Mean, S.D of Teacher Effectiveness among school teachers with respect to Teaching Experience**

Teaching Experience	N	Mean	SD
Below 5 years	42	214.14	34.68
6-10 years	30	221.70	23.51
11-15 years	19	244.42	27.37
Above 15 years	39	271.38	27.74

**Table 6: Results of one way ANOVA for Teaching Experience**

Sources of Variation	Sum of Squares	df	Mean Square	F-Value	Level of Significance
Between Groups	76091.164	3	25363.721	29.578	0.01
Within Groups	108049.305	126	857.534		
Total	184140.469	129			

The F- value from the table 6, is found 29.578, it is found to be significant at 0.01 levels. It indicates that there is a significant difference in the teacher effectiveness among the school teachers with regard to teaching experience. It indicates the above 15 years' experienced school teachers have more effective in their teaching than compared to their counterparts. Hence the null hypothesis Ho5 is rejected.

**Table 7: Mean, S.D of teacher effectiveness among school teachers with respect to Type of**

**Management**

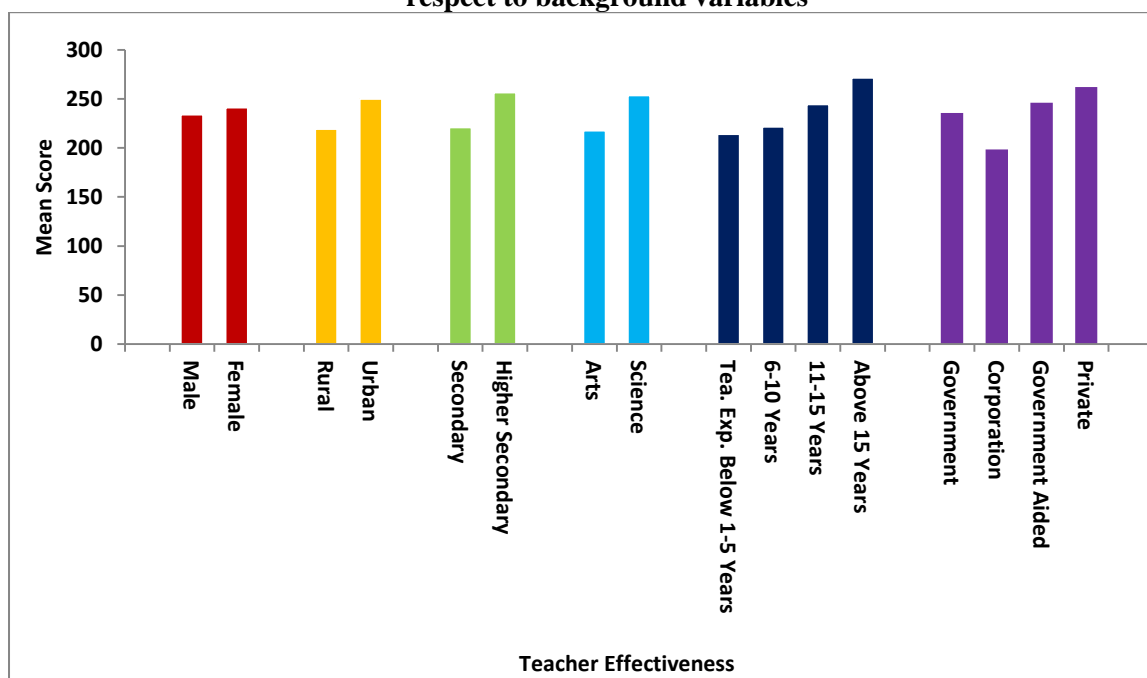
Type of Management	N	Mean	SD
Government	32	235.44	27.42
Corporation	30	198.33	32.04
Govt.Aided	27	246.11	22.06
Private	41	262.05	33.74

**Table 8: Results of one way ANOVA for Type of Management**

Sources of Variation	Sum of Squares	df	Mean Square	F-Value	Level of Significance
Between Groups	72867.358	3	24289.119	27.504	0.01
Within Groups	111273.111	126	883.120		
Total	184140.469	129			

The F- value from the table 8, is found 27.504, it is found to be significant at 0.01 levels. It indicates that there is a significant difference in teacher effectiveness among the school teachers with regard to type of management. It indicates the Private school teachers have more effective in their teaching than compared to other type of managements namely Government, Corporation and Govt.Aided. Hence the null hypothesis  $H_0$  is rejected.

**Fig.1: Bar Diagram Shows Mean Score of Teacher Effectiveness among School Teachers with respect to background variables**



**IX. Major Findings of the Study**

- The male and female school teachers do not differ significantly in their teacher effectiveness.
- The urban school teachers are more effective in their teaching than compared to rural teachers.
- The higher secondary school teachers are more effective in their teaching than compared to secondary school teachers.
- The science teachers are more effective in their teaching than compared to arts teachers.
- It was found that there is a significant difference in teacher effectiveness among the school teachers with respect to teaching experience.
- The study reveals that there is a significant difference in teacher effectiveness among the school teachers with respect to type of school management.

## **X. Educational Implications**

Effective teachers take personal responsibility for students learning, determines the difficulty of lesson with the ability of the student, give the opportunities to students to practice newly learned concepts, provide direction and control of learning, use a variety of instructional, verbal methodology and visual aids, present material in small steps, initiate classroom dialogues, encouraging independent thinking, problem solving and decision making and provide methods of learning with mental strategies for organizing and learning the content being taught. In this way effective teacher one who has clear concept of the subject matter, ability to write clear objectives for his/her course, ability to organize learning materials, ability to communicate his/her knowledge to the students successfully and deal with classroom situations.

Enhancing teacher effectiveness at the school level, the higher authorities in Education may form committee involving principals and subject experts to evaluate the teacher competence and effectiveness and may motivate them by giving awards or additional increments based on performance. The teachers may try to acquaint themselves with novel strategies of teaching as it is an important factor in the teaching - learning process. Teacher educators may apply integration of technology while they give training to pre-service teachers that they can effectively adopt them when they enter the career. In order to achieve maximum teacher effectiveness the teachers are motivated by the school principals, in attending various in-service training, workshops, conferences and seminars etc.

## **XI. Conclusion**

The quality and standard of education depends on the quality and standard of teachers. Mahatma Gandhi rightly pointed out that “*no country can make any progress without good teachers*”. Effective education can be achieved through the efforts of well qualified, competent and effective teachers. Depending on the demands of the era, the educational aims and objectives change very rapidly. These demands have a direct influence on the educational system. Every country develops its system of education to meet the challenges of changing times. India being a developing country, the teachers have the great responsibility of making the students competent enough to stand with their counterparts in the developed countries and to make the country economically independent. To retain the enrolled masses in the classroom, to make real education possible, to increase the level of achievement, to tap the potentialities of the students and to improve educational standards remarkably, the teacher should not only be committed and devoted but also be competent and effective. To mould the students into ideal democratic citizen with efficient and skill, the teachers’ should be exemplary, competent and effective and devoted to the profession with expertise and intellect.

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