



TEACHING EFFECTIVENESS OF SENIOR SECONDARY SCHOOL TEACHERS IN RELATION TO TEACHING EXPERIENCE, GENDER AND EDUCATIONAL QUALIFICATION

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Abstract

The present research study was undertaken to investigate teaching effectiveness of senior secondary school teachers and how it is influenced by gender, teaching experience and educational qualification. Descriptive survey method was employed for the present investigation. Multistage sampling technique was used to select the sample of 187 senior secondary school teachers from Kangra district of Himachal Pradesh. Teacher Effectiveness Scale by Parmod Kumar and D. N. Muthawas used to gather the data. The data were analyzed with the help of descriptive and inferential statistics. The findings of the study shown that teaching experience has no significant impact on teaching effectiveness of senior secondary school teachers. Male and female teachers do not differ significantly from each other with respect to their effectiveness in teaching. High qualification has nothing to do with the effectiveness in teaching in case of senior secondary school teachers. The educational implications have been discussed in the end of the research paper.

Keywords: Teaching Effectiveness, Teaching Experience, Educational Qualification.



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INTRODUCTION

Teacher effectiveness means perfection of optimum level of efficiency and productivity on the part of the teacher. It refers to the height of maturity during the life span of the teacher. In the words of Ryan, "The teacher is supposed to be the hub of educational system from whom everything emanates." Both the eastern and western records strongly suggest that the effective teachers attract a large number of pupils around them and their glory is reflected in terms of the achievement of their pupils. Effective teaching must ensure maximization of learning experiences. It aims at achieving the objectives of education to the optimum. Effective teaching can be achieved with the help of skillful teaching. Teaching and learning are the two aspects of the same coin, and education implies the study of teaching skills and practice. If the density of a nation is being shaped in its classroom, teacher is the architect of the density. It is rightly said that the more efficiencies the teacher has, the more efficient the teacher is and the more effective is his teaching. Teacher effectiveness is related to the outcomes that reflect the achievement of students and the objectives of education. Rao (1995)

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reported that there were no significant relations between teacher effectiveness and the income or years of service of the teachers. Significant relations were found between teacher effectiveness, creativity and inter-personal relationships. Significant difference was found between rural and urban teachers with reference to inter-personal relationships. Gurpreet (2005) found that there is significant difference in the teacher effectiveness of male and female teachers and females are more effectiveness than male teachers. Bala (2007) studied of burnout in secondary school teachers in relation to teacher effectiveness and found that there exists a significant relationship between personal accomplishment of burnout and teacher effectiveness of male and female secondary school teachers. Jain (2007) revealed that the teaching effectiveness and attitudes of teachers towards teaching profession with respect to sex, type of school and teaching experience were found to be significant. The study observed that less experienced female teachers teaching in private schools exhibits better classroom teaching. A significant negative relationship exists between the attitude and teaching effectiveness of teachers. Gaur and Singh (2009) conducted a study to compare the teacher effectiveness of secondary school teachers with their correlates as marital status, type of schools and caste. A sample of 84 secondary school teachers of Mathura region were selected randomly. The tool used was teacher effectiveness scale by P. Kumar and D.N. Mutha. The results revealed that no significant difference was found between the secondary school teachers of Mathura region on their effectiveness with their correlates as government/private, married/unmarried and general/schedule caste. On the contrary, significant difference was found between the teacher belonging to the general and other backward caste and the teachers belonging to schedule caste and other backward caste on their effectiveness in teaching.

OBJECTIVES

1. To study the difference in teaching effectiveness of senior secondary school teachers with different length of teaching experience.
2. To study gender-wise difference in teaching effectiveness of senior secondary school teachers.
3. To study educational qualification-wise difference in teaching effectiveness of senior secondary school teachers.

HYPOTHESES

1. There will be no significant difference in teaching effectiveness of senior secondary school teachers with different length of teaching experience.

2. There will be no significant gender-wise difference in teaching effectiveness of senior secondary school teachers.
3. There will be no significant educational qualification-wise difference in teaching effectiveness of senior secondary school teachers.

RESEARCH METHOD

“Descriptive Method of Research” was used for carrying out present study.

SAMPLING

In the present investigation, a representative sample of 187 teachers of senior secondary school from Kangra district of Himachal Pradesh was selected by applying multistage sampling technique.

RESEARCH TOOL USED

- Teaching Effectiveness Scale by Dr. Parmod Kumar and Dr. D.N. Mutha.

ANALYSIS OF DATA

The data were analyzed with the help of descriptive and inferential statistics.

1. Teaching Effectiveness in Relation to Length of Teaching Experience of Senior Secondary School Teachers

The means of teaching effectiveness scores of teachers with different length of teaching experience along with number, S.D. and t-value are given in Table 1.

Table 1 Means of Teaching Effectiveness Scores and Difference between Means for Three Different Groups classified on the basis of Teaching Experience

Variable	Teacher Effectiveness		SE _{DM}	t-value	
	Mean	S.D			
Highly Experienced	247.91	34.41	7.03	0.785(NS)	Vs
Less Experienced	242.39	38.25			
Highly Experienced	247.91	34.41	7.06	0.054 (NS)	Vs
Moderately Experienced	247.53	41.41			
Less Experienced	242.39	38.25	6.67	0.77 (NS)	Vs
Moderately Experienced	247.53	41.41			

NS- Not Significant

Table 1 shows that the t-value testing the mean difference (5.52) in the teaching effectiveness scores between highly experienced group and less experienced group of teachers came out to be 0.785 which is less than table value of t (1.96) even at 0.05 level of significance, for d_f 185. Similarly, the t-value testing the mean difference in teaching effectiveness scores between highly experienced and moderately experienced group of teachers was found to be 0.054 which is also less than the table value of t (1.96) at 0.05 level of significance, for d_f 185. Hence, it may be concluded that highly experienced teachers possessed almost similar level of effectiveness in teaching as compared to moderately or less experienced teachers. In the similar manner, Table 1 depicts that the t-value testing the mean difference in the teaching effectiveness scores between less experienced group and moderately experienced group was found to be 0.77 which is less than the table value of t (1.96) even at 0.05 level of significance, for d_f 185. Therefore, it may be inferred that moderately experienced teachers and less experienced teachers do not differ significantly from each other with regard to their teaching effectiveness. Hence, the Hypothesis No. 1 that, "There will be no significant difference in teaching effectiveness of senior secondary school teachers with different length of teaching experience", was accepted.

Gender-wise Difference in Teaching Effectiveness of Senior Secondary School Teachers:

The means of teaching effectiveness scores of male and female teachers along with number, S.D. and t-value are given in Table 2.

Table 2 Gender-Wise Difference in Teaching Effectiveness of Senior Secondary School Teachers

Variable	Teacher Effectiveness		SE _{DM}	t-value
	Mean	S.D.		
	Male	243.61		
Female	248.85	36.67	5.71	0.971 (NS)

NS- Not Significant.

It may be observed from Table 2 that mean scores on the variable of teacher effectiveness of male and female senior secondary school teachers are 243.61 and 248.85 respectively. The calculated value of 't' for comparing the means of teaching effectiveness scores of male and female senior secondary school teachers came out to be 0.971, for d_f 185 which is less than the table value (1.96) and hence, not significant even at 0.05 level of

significance. So, it may be averred that male and female teachers do not differ significantly from each other with respect to their effectiveness in teaching. Hence, the Hypothesis No. 2 that, "There will be no significant gender-wise difference in teaching effectiveness of senior secondary school teachers" was accepted.

Educational Qualification-wise Difference in Teaching Effectiveness of Senior Secondary School Teachers:

The means of teaching effectiveness scores of highly qualified and less qualified teachers along with number, S.D. and t-value are given in Table 3.

Table 3 Educational Qualification-wise Difference in Teaching Effectiveness of Senior Secondary School Teachers

Variable	Teacher Effectiveness		SE _{DM}	t-value
	Mean	S.D		
Teachers with High Qualification	247.13	40.56	5.71	0.198 (NS)
Teachers with Less Qualification	246.00	37.04		

NS- Not Significant

Table 3 shows that the respective mean values of highly qualified and less qualified teachers with respect to their teaching effectiveness scores were found to be 247.13 and 246.00 respectively and the 't-value' testing the significance of mean difference was calculated to be 0.198 which is lower than the table value (1.96) at 0.05 level of significance, for $d_f 185$. Hence, the Hypothesis No. 3 that, "There will be no significant educational qualification-wise difference in teaching effectiveness of senior secondary school teachers", was accepted. So, it may be inferred that high qualification has nothing to do with the effectiveness in teaching in case of senior secondary school teachers.

DISCUSSION OF FINDINGS

On the basis of analysis and interpretation of data, following conclusions may be abstracted out in respect of the present study. Senior secondary school teachers with different length of teaching experience do not differ significantly from each other with regard to their teaching effectiveness. It may be concluded that highly experienced teachers have exhibited higher mean of teaching effectiveness score (247.91) as compared to the mean teaching effectiveness score of teachers with either moderate or less teaching experience. But the mean differences were non-significant. Similarly, moderately and less experienced teachers did not differ significantly from each other with respect to their teaching effectiveness. Male and

female senior secondary school teachers did not differ significantly from each other with respect to their teaching effectiveness. However, it may be concluded that mean teaching effectiveness score (248.85) of female teachers is somewhat higher than the mean teaching effectiveness score (243.61) of male senior secondary school teachers. Highly qualified and less qualified senior secondary school teachers did not differ significantly with regard to their teaching effectiveness. However, the mean teaching effectiveness score (247.13) of highly qualified teachers is little bit greater than the mean teaching effectiveness score (246.00) of less qualified senior secondary school teachers. On the basis of these findings, certain implications may be drawn to enhance teacher effectiveness among senior secondary school teachers. If the teacher wants to become more effective in the class, he should plan his strategies as well as lesson plans according to the needs and interests of the students before entering in class. The teachers need to have basic skills as a part of their repertoire of teaching effectiveness. For this, a module for development of teaching skills at in-service training level needs to be developed. Teachers should use new methods, skills, audio-visual aids for making their teaching effective. The teachers should have mastery over the subject. Teachers should possess positive outlook towards their profession. The teachers, very often, ignore their weaknesses which simultaneously affects the teaching-learning process. So, the teachers should improve their weaknesses for betterment of the students. The teachers should enhance their knowledge from time to time through different ways like; in-service training programmes, workshops etc. The findings of present study have shown that level of teaching effectiveness of teachers positively affects the effectiveness in teaching. Hence, the teacher should enhance their sense of effectiveness through mastery experiences. The teacher should have complete mastery of his subject as well as other functions related to class and school management. The teacher should always strive for achieving his goals and make efforts to develop the ideal characteristic of the role model. Those who have a high sense of effectiveness about their teaching capabilities can motivate their students and enhance cognitive development. Hence, it is of great importance that teachers working in schools should be highly talented and have a high level of teaching effectiveness. Steps should be taken to upgrade their knowledge and skills as well as improving their level of teaching effectiveness.

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