



Teacher effectiveness and its correlates: A comparative study

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Abstract

The purpose of this study was to compare the teacher effectiveness of Higher Secondary School teachers with their correlates such as marital status (Married/Unmarried), type of school (Government/Private), gender (Male/Female), training experience (trained/no trained) and locality of school (Urban/Rural). A sample of 120 Higher Secondary School teachers selected randomly from in and around the Bilaspur city of Chhattisgarh State. Teacher effectiveness scale by P. Kumar and D. N. Mutha (1974) was used. The results revealed that no significant difference was found between the teacher effectiveness of Higher Secondary School teachers with their correlates such as gender, marital status, type of school, and locality of school. However, there is significant difference found between trained and non-trained higher secondary school teacher on their teacher effectiveness.

Keywords: teacher effectiveness, and teacher's demographic variables

Introduction

In educational process, a good and effective teacher occupies a place of tremendous importance (NPE, 1968). The quality of teacher determines the Quality of education. The success of all efforts to education depends upon the personal character, educational qualification, and professional competence of teacher. Combs (1965), defined the "Effective teacher formally as a unique human being who has learned to use himself effectively and efficiently to carry out his own and society's purpose in the education of others. Teacher effectiveness means "Ability to teach effectively in classroom. Teacher at the Secondary level are the roots of the future tree. A healthy tree produces healthy fruits. Fruits are the students who are endowed with various qualities of personality by the contribution of teachers are primary and compulsory for the whole future education. For school Organization and improvement the effectiveness are essential. In modern technological world demands well balanced, well equipped and resourceful teacher for effective schooling, for national prosperity and productivity. Only effective teacher can materialize policies and plans of education in the classrooms in grassroots level.

Review of Literature

How do we judge a teacher as effective? A number of lines of evidence have been used in different studies including; certification, the results their students achieve, the assessment of colleagues, students or the community, the classrooms they establish, and their status in the profession. Research shows that good teaching matters. Effective teachers are capable of inspiring significantly greater learning gains in their students when compared with their weaker colleagues. The specific characteristics that constitute an effective teacher are hotly debated. Teacher quality is extremely difficult to measure. As a result, most studies resort to measurable teacher inputs such

as certification, academic degrees, and years of experience.

The study conducted by Singh (1987)^[7], studied the teacher effectiveness and its correlates at higher secondary stage in Eastern U.P. The major findings of this study were that there is no significant difference in the mean scores of male and female teachers in their effectiveness was observed. Similarly, Bhasin (1988)^[1] was also found that no significant difference was found between rural and urban, government and private and male and female teachers with regard to their aptitude and teaching effectiveness. Similarly, Gaur and Singh (2009)^[3], studied the teacher effectiveness and its correlates: A comparative study. The result 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. Similarly, there is no significant difference in the level of teacher effectiveness of government and private school teachers was also reported in the study Dhillon, and Kaur, (2009)^[2]. In their study Padhi and Verma (2011)^[5] also reported no significant difference between government and private, and also urban and rural secondary school teachers in their teacher effectiveness.

On contrary to above, in their study Shah (1991)^[6] was found that teacher effectiveness is significantly affected by teaching aptitude, job satisfaction, job motivation, personality value pattern, self concept, and intelligence. He also found that variables like locality, type of school, level of educational qualification, grade and teaching experience also determine teacher effectiveness to some extent.

From above discussion it is not clear that teacher effectiveness is really affected by the some demographic variables like age, sex, locality, marital status, type of school management etc. Therefore, the researcher wants to investigate whether demographic variables really affects the teachers effectiveness of higher secondary school teachers.

Objectives

Objectives of the study were as follows:

1. To find out the teacher effectiveness in relation to their gender.
2. To find out the teacher effectiveness in relation to their type of school.
3. To find out the teacher effectiveness in relation to their marital status.
4. To find out the teacher effectiveness in relation to their locality of school.
5. To find out the teacher effectiveness in relation to their training experience.

Hypothesis

In order to realize the objectives of the study, the following hypotheses are formulated for testing.

H0₁: There is no significant difference between male and female higher secondary school teachers in relation to their effectiveness.

H0₂: There is no significant difference between government and private higher secondary school teachers in relation to their effectiveness.

H0₃: There is no significant difference between urban and rural higher secondary school teachers in relation to their effectiveness.

H0₄: There is no significant difference between married and unmarried higher secondary school teachers in relation to their effectiveness.

H0₅: There is no significant difference between trained and non-trained higher secondary school teachers in relation to their effectiveness.

Methodology

Research Design

Looking at the nature of the study and variables in hand, descriptive survey method was adopted in this study.

Population and Sample

Teachers of government and private secondary schools, situated in both rural and urban areas of Bilaspur District were taken as population of the present study. To draw the sample, at first a total 30 higher secondary schools, in which 15 government and 15 private schools were selected randomly. Further, following the principles of proportionate stratified random sampling technique, maximum of 04 teachers out of total number of teachers from each government and private school selected randomly. In this way, a total of 120 teachers (60 from government and 60 from private schools) were finally selected as the sample of present study.

Tool of the Study

Teacher Effectiveness Scale, developed and standardized by Kumar and Mutha (1974) ^[4] was used. It contains a total of 69 items, in positively worded and presented through five point likert type scale. These items are distributed in the following teaching behaviour categories :- (i) information source, (ii) motivation, (iii) disciplinarian, (iv) advisor and guide, (v) relationship with pupil, (vi) teaching skill, (vii) co-curricular

activities, (viii) professional knowledge, (ix) class-room management, (x) Personality characteristics.

Statistical techniques used

To find out the significant differences between the variables, the 't' test was used.

Results and Discussion

H0₁: There is no significant difference between male and female higher secondary school teachers in relation to their effectiveness.

Table 1: t- Test for the teacher effectiveness scores of male and female higher secondary school teachers.

Teachers	Mean	SD	Df	t-value	Result
Male	305.49	25.74	118	0.53	Non Significant at 0.05 level
Female	307.23	24.65			

*table value for df 118, at .05 level =1.98

The obtained result brings out the fact that no difference found between male and female higher secondary school teacher on their teacher effectiveness. Thus, it may interpret that male and female higher secondary school teachers have almost equal level of teacher effectiveness.

Previous studies conducted by Singh, (1987) ^[7] and Bhasin (1988) ^[1] also consistent with the finding of present study and reported no significant difference between male and female higher secondary school teachers.

H0₂: There is no significant difference between government and private higher secondary school teachers in relation to their effectiveness.

Table 2: t- Test for the teacher effectiveness scores of government and private higher secondary school teachers.

Teachers	Mean	SD	Df	t-value	Result
Government	299.2	23.4	118	1.36	Non Significant at 0.05 level
Private	293.13	25.69			

*table value for df 118, at .05 level =1.98

The obtained result indicates the fact that no difference found between government and private higher secondary school teacher on their teacher effectiveness. Thus, it may interpret that government and private higher secondary school teachers have almost equal level of teacher effectiveness.

Previous studies conducted by Bwasin, (1988) ^[1], Gaur and Singh (2009) ^[3], and Padhi and Verma (2011) ^[5] found similar results. However, Shah (1991) ^[6] and Dhillon and Kaur (2009) ^[2] in their study reported no significant difference between government and private school teachers. The possible reason for present finding is that teacher effectiveness is innate quality of an individual teacher; therefore, it may not be affected by type of school management.

H0₃: There is no significant difference between urban and rural higher secondary school teachers in relation to their effectiveness.

Table 3: t- Test for the teacher effectiveness scores of urban and rural higher secondary school teachers.

Teachers	N	Mean	SD	Df	t-value	level of Significance/Result
Urban	60	300.6	26.3	118	0.81	Non Significant at 0.05 level
Rural	60	297	22.5			

*table value for df 118, at .05 level =1.98

The obtained result brings out the fact that no difference found between urban and rural higher secondary school teacher on their teacher effectiveness. Thus, it may interpret that urban and rural school teachers have almost equal level of teacher effectiveness.

The finding of present study is supported with previous studies conducted by Bwasin, (1988) ^[1], Gaur and Singh (2009) ^[3] and Padhi and Verma (2011) ^[5] but contradictory results reported in the study of Shah (1991) ^[6] and Dhillon and Kaur (2009) ^[2]. Finally it may conclude that according to present study place of habitation do not significantly affect the teacher effectiveness of secondary school teachers.

H0₄: There is no significant difference between married and unmarried higher secondary school teachers in relation to their effectiveness.

Table 4: t- Test for the teacher effectiveness scores of married and unmarried higher secondary school teachers.

Teachers	Mean	SD	Df	t-value	level of Significance/Result
Married	304.23	25.75	118	0.731	Non Significant at 0.05 level
Unmarried	300.5	26.53			

*table value for df 118, at .05 level =1.98

The obtained result shows the fact that no difference found between married and unmarried higher secondary school teacher on their teacher effectiveness. Thus, it may interpret that married and unmarried school teachers have almost equal level of teacher effectiveness.

Previously the study of Gaur and Singh (2009) ^[3], also found no significant difference between the secondary school teachers of Mathura region on their effectiveness with their correlates as government/private, married/unmarried and general /schedule caste.

H0₅: There is no significant difference between trained and non trained higher secondary school teachers in relation to their effectiveness.

Table 5: t- Test for the teacher effectiveness scores of trained and non-trained higher secondary school teachers.

Teachers	Mean	SD	Df	t-value	level of Significance/Result
Trained	307.23	24.31	118	2.47	Significant at 0.01 level
Non-trained	296.07	24.65			

*table value for df 118, at .05 level =1.98

The obtained result indicates the fact that there is significant difference found between trained and non-trained higher secondary school teacher on their teacher effectiveness. Thus, it may interpret that trained and non-trained higher secondary schools have different level of teacher effectiveness.

Educational Implication of the study

On the basis of analysis and findings of the study, it was suggested that pre-service training of the teacher make significant difference in the teacher effectiveness of higher secondary school teachers. Therefore, special in-service training programmes need to be organised for the higher secondary school teachers. The findings of the study also suggested that teacher personal demographic variables like gender, type of school management, locality of school and marital status doesn't make difference in their teacher effectiveness.

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