

A Comparative Study of Teacher Effectiveness of Secondary School Teachers of Sonapat District

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ABSTRACT

The teaching profession is a highly sophisticated profession that regularly reaches out past academics. Besides ensuring that students experience scholastic success, teachers must also work as surrogate parents, guides and counselors, and even almost-politicians. There is almost no limit to the jobs a teacher may play. The purpose of the present study was to study the teacher effectiveness of secondary school teachers of Sonapat district. For this study, a sample of 120 secondary school teachers was selected. The teacher effectiveness scale developed by **Puri and Gakhar (2010)** was used to measure teachers' teaching effectiveness. The study's findings revealed no significant difference between the teacher effectiveness of male and female secondary teachers of Sonapat district. It also revealed that gender does not affect teaching efficiency or effectiveness.

Keywords: Education, Effectiveness, Secondary school teachers, Teaching profession.

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INTRODUCTION

Education is a process that helps or molds a person to live a decent and comfortable life. The definitive objective of education is the harmonious and dynamic development of a child. To educate someone or helping somebody to learn something by providing the required knowledge or any information is teaching. According to Radhakrishnan Commission (1948-1949), "in a society, teachers' place is of paramount importance because from generation to generation, he helps to keep the lamp of civilization burning." Indian Education Commission (1964-1966) has appropriately remarked that teachers are the most important factors influencing education quality. The report of the International Commission on Education (1996) chaired by Jacques Delors, explored the "Four Pillars of Education" and expressed that in education, no change could succeed without the co-operation and active participation of educators. The Secondary Education Commission (1952-1953) has rightly defined that the teachers' place is very important both to the school and society regarding their personal characteristics, educational qualifications, and professional training. In the version of the American Commission on Teacher Education (1946), a nation's quality relies on its citizens' quality, which actually depends on the quality of that nation's teachers. Enhancing teacher quality by upgrading teacher effectiveness has been the major issue to researchers, educationists, and policymakers worldwide for educational reforms during the last 50 years.

Individual classroom teachers' effectiveness is the single biggest factor that affects the students' academic growth (**Ferguson, 1991; Goldhaber, 2007; Kennedy, 2010; Rivkin et al., 2004; Rockoff, 2004**). These studies are focusing on the effects of teachers' training on the effectiveness of the teachers (**Cochran-Smith & Zeichner, 2005; Darling-Hammond, 2000; Konold et al., 2008**). Teachers' training programs (TTP) or teacher preparation programs (TPP) are an obvious potential

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source of variability in teacher effectiveness (**Boyd et al., 2009; Farooq & Shahzadi, 2006; Gansle et al., 2012**). Teachers and their instructions are the two main factors that have an impact on student learning. Knowledge, skills, aptitudes, attitudes, and values are the fundamental truths of education. The teacher gives these fundamental truths to their students in the classroom, as well as, on the school campus. Besides, the knowledge, skills, aptitudes, attitudes, and values that students possess when they enter a school or classroom result from some intricate and complex combination of their genetic composition and the environment to which they have been exposed in their homes.

REVIEW OF LITERATURE

Khatal (2010) investigated the effect of teacher's teaching effectiveness on teaching attitude. The findings showed that effective teachers seem to possess a higher aptitude for teaching than non-effective teachers. It is also concluded that a teacher with a higher teaching aptitude has better chances of being an effective teacher than a teacher with low aptitude.

Sandeep et al. (2011) compared the teacher effectiveness of male and female elementary school teachers. The results of the study revealed that there exists no significant difference between the teacher effectiveness of male and female teachers. It was also found that there exists a significant difference

between the self-concept of male and female elementary school teachers.

Kiadese (2011) measured the level of teaching effectiveness among prevocational subject teachers. The results showed that there was a low level of teaching effectiveness among prevocational subject teachers. Their previous study found positive correlations among job satisfaction and teacher effectiveness and its various aspects: professional aspect, intellectual aspect, personal aspect, social aspect, and strategies aspect of teacher effectiveness are significantly and positively interrelated.

Josheph (2013) examined the effect of gender on personal, professional, intellectual, and teaching strategies and found that gender has no significant influence on the said traits. On the other hand, male and female teachers possess similar teacher effectiveness on the social aspect of teacher effectiveness. The study also revealed that locality has no significant influence on any of the aspects of teacher effectiveness and professional competency.

Amadi and Allagoa (2017) showed that age, educational qualification, and years of teaching experience significantly influenced teachers' classroom management effectiveness. However, teachers' gender and academic discipline had no significant influence on their classroom management effectiveness. In this study, the present researchers found a lack of studies on the secondary school teachers of the West Bengal Board of Secondary Education in West Bengal. They selected the problem to conduct their research.

In another study, **Halder and Roy (2018)** revealed similar findings for the interrelation between teacher adjustment and teacher effectiveness and its various aspects: personal, professional, intellectual, and social aspects of teacher effectiveness.

OBJECTIVES

- To assess the teacher effectiveness of secondary school teachers.
- To assess the teacher effectiveness of male secondary school teachers.
- To assess the teacher effectiveness of female secondary school teachers.
- To compare the teacher effectiveness of male and female secondary school teachers.

Table 1: Scores of male and female secondary school teachers on teacher effectiveness scale

S. No.	Row scores	Male	Female	Total	Level
1	300–340	18	23	41	Very high
2	270–299	16	22	38	High
3	200–269	24	12	36	Average
4	170–199	2	2	4	Low
5	68–169	0	1	1	Very low

Table 2: Mean, standard deviation, and t value of teacher effectiveness of secondary school teachers

Elementary school teachers	N	Mean	S. D.	df	t value
Male	60	270.51	39.74	120	0.507*
Female	60	275.68	45.15		

*Not significant

HYPOTHESIS

There is no significant difference between the teacher effectiveness of the Sonapat district's male and female secondary school teachers.

METHODOLOGY

To achieve the present study's objectives, a normative survey method of descriptive research was used to measure and assess the teacher effectiveness of male and female secondary school teachers.

SAMPLE

The sample of the present study was drawn from government secondary schools of Sonapat district of Haryana state. A sample of 120 secondary school teachers, comprising 60 males and 60 females, were selected for this study. For the sample of the study, a simple random sampling technique was used.

TOOL

In the present study, the teacher effectiveness scale developed by **Puri and Gakhar (2010)** was used to measure teachers' teaching effectiveness. The test-retest coefficient of the scale is 0.76, and content validity is 0.91.

DATA ANALYSIS AND INTERPRETATION

Objective

To assess the teacher effectiveness of secondary school teachers of Sonapat district.

Table 1 shows the scores of male and female secondary school teachers on the teacher effectiveness scale.

Objective

To compare the teacher effectiveness of male and female secondary school teachers of Sonapat district.

Hypotheses

There exists no significant difference between the teacher effectiveness of male and female secondary teachers of Sonapat district.



To verify this hypothesis, a t test was applied, and the comparison was done. The t value for it is given in Table 2.

Table 2 indicates that t value is not significant. It means there exists no significant difference between the teacher effectiveness of male and female secondary teachers of Sonapat district. So, our null hypothesis, which stated that there is no significant difference between the teacher effectiveness of male and female secondary school teachers of Sonapat district, is accepted.

RESULTS

Analysis of the data clearly indicated no significant difference between the teacher effectiveness of male and female secondary teachers of Sonapat district. It means gender does not affect teaching efficiency or effectiveness.

DISCUSSION

From the findings of the above study, the researcher found no significant difference between the teaching effectiveness of male and female teachers. So it is clear that gender or sex plays a passive role in a teacher's effectiveness. It can be said that in the school environment, facilities provided to teachers and their mental health affects the teaching effectiveness. If a teacher is mentally sound or stable with his/her school environment, then he/she can teach effectively and guide their students.

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