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### A study of teacher effectiveness of secondary school teachers in relation to their gender, location and type of school

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#### Abstract

*The purpose of this research paper is to obtain access to the teacher effectiveness of secondary school teachers in relation to their gender, location and type of school. For the conduct of the research, the survey approach was used. The Teacher Effectiveness Scale (2010) was created by Dr. Shallu Puri and Prof. S.C. Ghakhar to gather data from teachers in secondary schools. Samples of 130 secondary school teachers from the Jalandhar district of Punjab were randomly chosen for this research. To analyze the results, statistical techniques such as Mean, SD, and t-test were used. The result showed that at both stages of importance, there is no significant difference between female and male high school teachers. There is a significant difference between the effectiveness of urban and rural secondary school teachers at both levels, and there is a significant difference between the effectiveness of teachers among secondary school teachers with regard to the form of institution.*

**Keyword:** Teacher Effectiveness, Secondary School Teachers

#### 1. Introduction

In the current situation, where every area of life is vigorously accomplished, teacher effectiveness becomes imperative to motivate students to meet the emerging problems of the modern environment. So the concerns about teacher effectiveness with these objectives and outcomes of education. Teacher Effectiveness is the ability of teacher which deals with the performance of every teacher while interacting with the students in the classroom. The good teacher is one who, in the light of the expectations and priorities of his instruction, creates the necessary improvements in the learner's actions. It means that the success of the students depends upon the successful transmission of knowledge in the classroom that produces successful learning outcome. So it is clear from the above meaning of teacher effectiveness that a teacher whose students achieve high achievement in his subject is known as an effective teacher. The effectiveness of

teachers is called a multidimensional concept since it tests a number of teaching dimensions, such as content mastery, efficient communication, planning of classes, presentation and interpersonal relationships. The success of the teacher means the teacher's meticulousness, perfectionism, dedication, maximum level of competence and efficiency. In another way, instructor efficacy is defined in terms of what the teacher student does in the learning phase of teaching. The measurement of the efficacy of teachers can be achieved by influencing students in terms of progress, improvements, changes, all of which can be related to the influence of individual teachers. Training in the boarder context is a self-realization process. An effective teacher is endowed with suitable traits the behavior in order to bring out the desired result from teaching. In other words, an effective teacher is one who is able to use the existing competences for the achievement of the

expected result. Kulsum (2006) notes that teacher efficacy requires a teacher's attributes, appearance, behaviors, etc., and processes such as pupil contact with teachers and variables of development such as the result of the teaching process, namely the achievement of pupils. Glass (2011), stated that successful teachers use diverse tools to organize and structure learning experiences, formatively track student success, take instructions as appropriate, and assess learning using several outlets that respect diversity for the growth of classroom and education and civic mindedness collaborates to ensure the progress of children alongside other teachers, staff, parents and education practitioners.

## **2. literature review**

In relation to their value trends, Dhillon & Navdeep (2010) examined teacher productivity. The study findings revealed no association between teacher efficacy and teacher importance trends. The level of teacher effectiveness of male and female students, government and private school teachers did not vary significantly. Similarly, the importance patterns of male and female teachers and government and private school teachers did not vary substantially. In relation to the self-conception of elementary school teachers, Sawhney & Kaur (2011) explored teacher efficacy. The research findings found that there was no substantial difference between male and female teachers in teacher effectiveness. A major disparity was found between male and female elementary school teachers' self-conceptions. They observed an important link between the productivity of teachers and the self-concept of teachers in male and female elementary schools. A research on the teaching effectiveness of secondary school teachers in relation to their demographic variables, i.e. gender, school form and locality, was conducted by Ritu & Singh (2012). The study results revealed that there was no substantial teacher efficacy on the basis of gender, form of school, locality. Chowdhury (2015) performed a report on the Correlation Study of secondary school teacher teaching performance and work satisfaction. The study indicates that both male and female teachers have an average degree of work satisfaction, and their level of success is also average in their teaching learning process. The study reveals that the ethnicity, age,

and experience of secondary school teachers have a major positive relationship between job satisfaction and teacher effectiveness.

In relation to their moral wisdom, Johal & Singh (2016) published a report on the teacher efficacy of secondary school teachers. The study results revealed a significant positive relationship between the effectiveness of teachers and spiritual intelligence when teachers from government schools rated themselves or rated their heads. In the case of public school teachers, when they ranked themselves, a substantial positive relationship was discovered, but when rated by their heads, no relationship was found. The study also showed that gender would not impair Moral Intelligence and Instructor Effectiveness. In contrast to Low Spiritual Intelligence, however, High Spiritual Intelligence indicates high Teaching Efficacy.[1-7].

## **3. Justification of the study**

The ultimate objective of every school education is the child's overall development of personality. Efficient, cognitive & psycho motor aspects are established in the overall development of personality. The success of any education method depends mainly on the teacher's effectiveness. The success of teaching is the product of many factors identified with the teacher's attributes, the manner and method of his/her teaching, his/her teaching mental environment, the social impact on him/her and the coordination he/she draws from the student and his/her peers. In order to face the evolving challenges of globalization and liberalization on the one hand, and the mushrooming of educational institutions on the other, the effectiveness of the teacher is important. Only good teacher can discover students latent strengths and from their actions in beneficial directions. An successful teacher proves himself to be a tool to achieve the necessary educational objectives. It is necessary to know who is an effective teacher and what his characteristics are, in order to make the educational programme successful. A proper and systematic analysis in this regard is, therefore very necessary. There is fierce rivalry in every field of existence in the present age of globalization. Quality education becomes obligatory in order to succeed in the international world economy, but the quality of education relies on its potential and

productive teachers. It is a known reality that the teacher's qualities, attitude, and personality enable the students to become decent human beings, leading to the creation of an informed and coherent community.

### Objectives

1. To study the Teacher Effectiveness of Female and Male Secondary School Teachers.
2. To study the Teacher Effectiveness of Urban and Rural Secondary School Teachers.
3. To study the Teacher Effectiveness of Private and Government Secondary School Teachers.

### Hypothesis of the study

1. There exists no significant difference between Teacher Effectiveness of Female and Male Secondary School Teachers.
2. There exists no significant difference between Teacher Effectiveness of Urban and Rural Secondary School Teachers.
3. There exists no significant difference between Teacher Effectiveness of Private and Government Secondary School Teachers.

### 4. Methodology:

#### Method and Procedure

The descriptive method of educational analysis for

**Table No.1 Teacher effectiveness of female and male secondary school teachers**

Gender	N	Mean	S.D.	t-value	Level of Significance
female	64	242.03	35.87	1.055	Not significant at 0.01 & 0.05 level
male	66	234.05	39.51		

The result is 1.055 less than the table value (2.58) at the 0.01 level and (1.96) at the 0.05 level of importance in table no. 1, the measured t-value. The outcome indicates that there is no significant difference between female and male secondary school teachers in teacher effectiveness. Hence, at all

the completion of the present paper is followed in the context of the study.

### Sample

Samples of 130 secondary school teachers were chosen for the present analysis. Out of which 66 were male teachers, 64 were female teachers, 63 were rural teachers, 67 were urban teachers and 58 were government teachers and 72 were private teachers.

### Tools for data collection:

“Dr. Shallu Puri and Prof. S.C. Gakhar Teacher Effectiveness Scale (2010)” was used on randomly selected 130 Secondary School Teachers of Jalandhar district.

### Statistical Techniques

Mean, SD and t-test has been computed for analyzing the present data.

### Result and Discussion:

The teacher effectiveness scale was achieved on selected sample teachers and t- value was computed to measure teacher effectiveness of secondary school teachers in relation to their gender, location and type of institution. The analysis of information is offered as per the hypothesis.

### Hypothesis 1:-

There exists no significant difference between teacher effectiveness of female and male secondary school teachers.

stages of significance, the null hypothesis is accepted.

### Hypothesis 2:-

There exists no significant difference between teacher effectiveness of urban and rural secondary school teachers.

**Table no. 2 Teacher Effectiveness of urban and rural secondary school teacher**

Location	N	Mean	S.D.	t-value	Level of Significance
Urban	67	251.05	35.66	4.864	Significant at 0.01 & 0.05 level
Rural	63	219.05	33.31		

The consequence of the measured t- values in table no. 2 is 4.864 higher than the table value (2.58) at the level of 0.01 and (1.96) at the level of importance (0.05). The outcome reveals that there is a significant difference in the effectiveness of urban and rural school teachers. Hence, at all

degrees of importance, the null hypothesis is rejected.

### Hypothesis 3:

There exists no significant difference between teacher effectiveness of private and government secondary school teachers.

**Table no. 3 Teacher Effectiveness of private and government secondary school teachers**

Type of school	N	Mean	S.D.	t-value	Level of Significance
Private	72	254.43	35.53	6.074	Significant at 0.01 & 0.05 level
Govt.	58	216.68	31.02		

The estimated t- value is 6.074 higher than the table value (2.58) at the 0.01 level and (1.96) at the 0.05 level of importance, resulting in table no. 3. The outcome indicates that there is a significant difference in the effectiveness of private and government high school teachers. In all degrees of importance; the null hypothesis is rejected.

### Conclusion

The standard and good quality education always depends upon its teachers. According Mahatma Gandhi carried out no country can make progress without good teachers. Through the efforts of well educated, competent and successful teachers, effective education can be achieved. For the challenging equilibrium in the present period, the educational priorities and goals quickly changed. This demand has a direct impact on the academic system. As India is a developing country, teachers have the great responsibility to make students competent to make India a developed country with their counterparts.

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