



Teaching Effectiveness of Secondary School Teachers Teaching in Different Types of School Management

Subodh Kumar¹, Dr. Shelly Rana², Dr. Poonam Thapliyal³

¹ Research Scholar, College of Education, IIMT University, Meerut, India

² Assistant Professor, College of Education, IIMT University, Meerut, India

³ Associate Professor, Himgiri Zee University, Dehradun, India

ABSTRACT

The present research paper explored the teaching effectiveness of Secondary School teachers teaching in private and government schools. The teaching effectiveness of teachers was measured by the Teacher Effectiveness Scale (TES) 2011, developed and standardized by Kumar and Mutha. This scale consists of 69 items divided into six dimensions– I. Academic, II. Professional, III. Social, IV. Emotional, V. Moral, VI. Personality. The results of the study indicated that there exists a significant difference between the teaching effectiveness of Private and Government Secondary School teachers. Teaching effectiveness of govt. teachers are better as compared to private school teachers. Teaching effectiveness is not neutral to the gender of teachers. To generalize the findings, more such research needs to be conducted.

Keywords: Teaching Effectiveness, Private Schools, Government Schools, Secondary School Teachers.

Introduction

Effective teachers are those who achieve the educational objectives set by schools and govt. They always try to improve their teaching practices. The teaching effectiveness of secondary school teachers is one of the important variables that need to be studied. Some studies reflect that teaching effectiveness raises the academic performances of students. It is important to remember that teacher effectiveness varies from teacher to teacher. In the same school under the same environment, the factors that help one teacher feel relaxed about his work may not be the same as another teacher. For this reason, it is essential to have a multidimensional approach to teaching practice. Teacher effectiveness measures the quality of an educator's performance in terms of improving student learning. It is defined in terms of the quality of teaching and the capability of teachers. It requires teachers to continually enhance practice by adopting an evaluative mindset and regularly implementing innovative practices. The teaching effectiveness includes dimensions like I. Academic, II. Professional, III. Social, IV. Emotional, V. Moral, VI. Personality. The present study measures the teaching effectiveness through the tool prepared and standardized by Kumar and Mutha.

Review of Related Literature

Joshi et al. (2011) studied teacher effectiveness concerning mental health and burnout of teachers at the secondary school level and indicated that teacher effectiveness is positively related to mental health and negatively related to burnout of teachers. The researchers used the teacher effectiveness scale prepared by Kumar and Mutha (1982) to assess teacher effectiveness.

Ahan et al. (2012) studied the self-efficacy and life satisfaction levels of students receiving education in schools of physical education and sports. The findings of the study were that female students have higher life satisfaction levels than male students, while students attending the second grade had higher life satisfaction levels than fourth-grade students. On the other hand, the general self-efficacy levels of male students were found to be higher than those of female students. It was also determined that students attending the fourth grade had higher general self-efficacy levels than those receiving education in the first grade. A significant relation was indicated between life satisfaction levels and self-efficacy levels.

Akbari (2012) examined stress and life satisfaction among working and non-working women and reported that there was a significant difference in physical and family stress among the women. The study also indicated that stress was significantly higher among working women than non-working women. Further, the life satisfaction of working women was better than non-working women.

Thapliyal and Joshi (2014) studied teaching effectiveness in relation to life satisfaction of teachers at secondary level and reported that there exists positive correlation between teaching effectiveness and life satisfaction of teachers.

Thapliyal & Joshi (2016) Job satisfaction of secondary school teachers in relation to teacher effectiveness. The findings of the study indicated that there exists positive correlation between job satisfaction and teacher effectiveness.

Sadeghi et al. (2021) studied self-reported teaching effectiveness and job satisfaction among 173 English and Non-English teachers. The researchers used Kulsum's (2000) Teacher Effectiveness Scale and Lester's (1987) Teacher Job Satisfaction questionnaire and reported a positive correlation between teachers' job satisfaction and teaching effectiveness.

Thapliyal and Joshi (2023) studied teacher effectiveness as perceived by secondary school teachers in relation to their job satisfaction and reported that there exists a significant positive relationship between teacher effectiveness and the job satisfaction of teachers at the secondary level. It shows that an increase in job satisfaction leads to an increase in teacher effectiveness. The researchers used the teacher effectiveness scale prepared by Kumar and Mutha (1982) to assess teacher effectiveness and the job satisfaction scale developed by Meera Dixit (1993) to measure the job satisfaction of teachers.

Objectives of the Study

The following are the objectives of the study.

1. To compare the teaching effectiveness between Male and Female teachers teaching at the Secondary Level.
2. To compare the teaching effectiveness between Private and Government teachers teaching at the Secondary Level.

Hypotheses of the Study

The following are the hypotheses of the study.

1. There exists no significant difference in teaching effectiveness between Male and Female teachers teaching at the Secondary Level.
2. There exists no significant difference in teaching effectiveness between Private and Government teachers teaching at the Secondary Level.

Delimitation of the Study

1. The research was delimited to five Government and five Private Secondary Schools in Ranchi.
2. The study was delimited to 200 teachers.
3. This research study was delimited to teaching effectiveness as measured by the tool used in the study.

Methodology of the Study

The descriptive Survey Method was used.

Sample of the Study

In the present study, five Private and five Government Secondary Schools were chosen purposively from different regions of Ranchi. From each school, ten male and ten female teachers were selected through stratified random sampling. The total sample consisted of two hundred secondary school teachers.

Research Tools Used

Teacher effectiveness was measured by the Teacher Effectiveness Scale (TES) developed by Kumar and Mutha.

Collection of Data

The data for the research was collected by administering the instruments to the selected teachers as per the instructions provided in the manual of the tool.

Scoring Procedure

The Teacher Effectiveness Scale is a self-administering scale with 69 items. It is a five-point Likert-type rating scale. It was administered and items were scored 1 to 5 viz. 1 for Strongly Disagree, 2 for Disagree, 3 for Neuter, 4 for Agree, and 5 for Strongly Agree. The range of the tool was 69-345. The total of the scores on all 69 items becomes the teacher effectiveness scores of the respondents.

Statistical Techniques Used

Descriptive statistics such as Mean and Standard Deviations were used along with inferential statistics (t-test) were used.

Results and Discussions of the Study

The findings of the study are reported and discussed below with the help of three tables.

Table**The difference in the mean scores of Teaching Effectiveness between Male and Female secondary school teachers.**

Teachers Group	No	Mean	S.D.	t-ratio	Result
Male	100	292.50	18.90	2.06	Significant
Female	100	298.10	19.50		

An independent samples t-test was used to test the hypotheses. The table shows that the mean score of male secondary school teachers is 292.50 with S.D. 18.90 whereas the mean score of female secondary teachers is 298.10 with S.D. 19.50. The t-ratio was calculated as 2.06 which is significant at 0.05 level. Thus, the first null hypothesis, therefore, cannot be accepted. This shows that there exists a significant difference in the teaching effectiveness scores of male and female secondary school teachers. The result reflects that female teachers are more effective as compared to males. To generalize the result, more studies need to be conducted.

Table 2**The difference in the mean scores of Teaching Effectiveness between Private and Government secondary school teachers.**

Teachers Group	No	Mean	S.D.	t-ratio	Result
Private	100	291.60	19.10	2.94	Significant
Government	100	299.80	20.20		

An independent samples t-test was used to test the hypothesis. The table shows that the mean score of teaching effectiveness of private secondary school teachers is 291.60 with S.D. 19.10 whereas the mean score of government secondary teachers is 299.80 with S.D. 20.20. The t-ratio was calculated as 2.94 which is significant at 0.05 level. Thus, the second null hypothesis, therefore, cannot be accepted. This shows that there exists a significant difference in the teaching effectiveness scores of private and government secondary school teachers. The mean teaching effectiveness score of government school teachers is more than that of private school teachers. It shows that government school teachers are better as compared to their counterparts in private schools with respect to teaching effectiveness. To generalize, more studies need to be conducted.

Educational Implications

The present study showed that the teacher effectiveness of government teachers is better than the teachers teaching in private schools. It may be because private schools are unable to attract quality teachers as the salary and other benefits of private school teachers are less than those of government teachers. The workload of private teachers is also greater. It is high time for policymakers, educational administrators, and governments to come forward and ensure the quality of teachers in private schools also. Quality may be improved if these schools provide competitive salaries to them at par with government teachers. There is a need to lessen the burden of the workload of these teachers.

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