

A Study of Teaching Effectiveness of Senior Secondary School Teachers in Relation to their Sex, Stream and Type of School

Dr. Pardeep Kumar

TGT (N.M), Department of Education, Govt. of Himachal Pradesh (India)

ARTICLE DETAILS

Article History

Published Online: 15 July 2019

Keywords

Teaching Effectiveness, Teachers, Sex, Stream & School.

*Corresponding Author

Email: listengarg[at]gmail.com

ABSTRACT

The present study was explored to find out the teaching effectiveness of Senior Secondary School Teachers in relation to their Sex, Stream and Type of school. Survey method employed on a Sample of 240 male and female teachers of Government and Private Schools with the stream of Science, Arts & Commerce. Findings showed that there is no significant difference found in the teachers. Female teachers are found more aware towards teaching effectiveness as compare to male teachers. Science, Arts & Commerce teachers has no significant difference towards teaching effectiveness. Results also revealed that there is no significant difference between Govt. & Private school teachers towards teaching effectiveness.

1. Introduction

Teaching is a profession, which lays the foundation for preparing the individuals for all other profession. It is a well-established dictum that no nation can rise above the level of its teachers. It is the teacher who plays pivotal role in the educational system and is a catalytic agent of change in the society. The progress and development of a nation largely depends on its teacher's community because of their noble and massive contribution in Nation building. Teaching Effectiveness is a very important aspect of education because effective teaching helps student learning as well as enhancing the student's academic performance or achievements. It has become even more important as the emphasis on quality in higher education has increased. Effective teaching does not occur by chance by a teacher. Actually "Effective teaching is dependent on the coordination of several components: the objectives, the student, the content, and the teacher" The quality of education is determined by the quality of effective teachers (Kareem & Ravivot, 2014). Teachers are considered very essential and indispensable factor of any education system they are referred to as the people who instruct to provide the teaching learning process and are the mainstay of the educational system (Kiadese, 2011). Sundara Rao (2009) investigated "Teacher Effectiveness as an Observational Study" by using 90 Teaching Staff through the observational techniques and found that sex had no significant affiliation with teacher effectiveness scores and female teachers were more effective than male teachers. Teaching effectiveness of secondary school teachers in relation to School Organizational Climate, Demographic Characteristics and Professional commitment (Sodhi 2010, Tyagi 2013; Malik & Sharma 2013). They found that there were no significant differences in teaching effectiveness of secondary school teachers across gender, location, stream and teaching experiences. Their studies reveals that locality of schools does not influence the teaching effectiveness of teachers also the qualifications, streams, teaching experiences and locality of the School had a significant impact on the Teaching Effectiveness of secondary school teachers. Pachaiyappan & Ushalaya Raj (2014) have conducted a study on "Evaluating the Teacher Effectiveness of Secondary and Higher Secondary School Teachers". The

findings of the studies reveals that the male and female school teachers did not differ significantly in their teacher effectiveness. They also conclude that there was a significant difference in teacher effectiveness among the school teachers with respect to locale, arts and science stream, secondary and higher secondary level, teaching experience and type of school management. Even after reviewing the related literature it was felt that although numerous studies had been conducted to teaching effectiveness at various levels. The purpose of this study was to examine the teaching effectiveness of senior secondary school teachers in relation to their sex, stream and type of school.

2. Objectives of the study

1. To study the difference between male and female teachers of senior secondary schools with respect to their teaching effectiveness towards teaching profession.
2. To study the effect of stream of education on the effectiveness of senior secondary school teachers towards their teaching profession.
3. To study the effect of type of school on the effectiveness of senior secondary school teachers towards their teaching profession.

3. Hypotheses of the study

1. There is no significant difference between male and female teachers of senior secondary schools towards their teaching profession.
2. The stream of education has no significant difference on the effectiveness of the senior secondary school teachers towards teaching profession.
3. The type of school has no significant difference on the effectiveness of the senior secondary school teachers towards teaching profession.

4. Method used

Survey method was used in the present study to collect the data. It involves the description, analysis and interpretation of conditions which exists. To analyze the data obtained on Teacher Effectiveness Scale [TES] statistical technique,

'Analysis of Variance,' 2x3x2 factorial design involving two level of sex i.e. male and female, three type of stream i.e. Science, Arts and Commerce and two level of school i.e. Government and Private was applied.

Private), Sex (Male & Female) and Stream (Science, Arts & Commerce). Teachers from each school were selected randomly.

5. Sample

The study was conducted on a sample of 240 teachers from two districts on the bases of type of School (Govt. &

6. tool used

Teacher Effectiveness Scale by *Dr. Pramod Kumar and Dr. D.N Mutha* was used as a tool for the study.

7. Data analysis

TABLE 1:SEX-WISE AND STREAM-WISE MEAN SCORES OF THE TEACHERS TOWARDS TEACHING PROFESSION

Type of Sex Type of stream	Male Teachers	Female Teachers	Total mean score
Science	328.10	325.40	653.50
Arts	327.25	332.25	659.50
Commerce	328.18	330.50	658.68
Total mean Score	983.53	988.15	1971.68

From table1, On the basis of different means of score of male and female teachers of science, arts and commerce. It is interpreted that female teachers of Arts stream 332.25 are

more effectiveness towards teaching profession as compare to other stream teacher.

TABLE 2: STREAM-WISE AND SCHOOL-WISE MEAN SCORES OF THE TEACHERS TOWARDS TEACHING PROFESSION

Type of Stream School Type	Science	Arts	Commerce	Total mean score
Government	323.30	328.50	327.10	978.90
Private	330.20	331.00	331.58	992.78
Total mean Score	653.50	659.50	658.68	1971.68

From table 2, On the basis of different mean of score of Govt. and private teachers of science, arts and commerce, it is interpreted that Govt. and private teachers of commerce

stream 331.58 are more effectiveness towards teaching profession as compare to other stream teacher.

TABLE 3: SEX-WISE AND SCHOOL-WISE MEAN SCORES OF THE TEACHERS TOWARDS TEACHING PROFESSION

Type of sex School Type	Male Teachers	Female Teachers	Total mean score
Government	324.47	328.13	652.60
Private	331.22	330.63	661.85
Total mean Score	655.69	658.76	1314.45

From table 3, On the basis of different means of score of Govt. and Private school of male and female teachers, it is

interpreted that male teachers of private schools 331.22 are more effectiveness towards teaching profession.

TABLE 4: SUMMARY TABLE OF ANALYSIS OF VARIANCE OFTEACHERS EFFECTIVENESS SCORE OF MALE AND FEMALE TEACHERS OF SCIENCE, ARTS AND COMMERCE STREAMS OF GOVT. AND PRIVATE SCHOOLS

Sr. No	Source of Variance	df	Sum of squares (SS)	MS(V)	'f' Ratio
1	Sex	1	142.60	142.60	0.53
2	Stream	2	423.07	211.54	0.79
3	Type of School	1	1283.45	1283.45	4.80

4.1 MAIN EFFECTS

4.1(a) Type of sex: From the above table 4, it is evident that the calculated value of 'F' for the main effect of sex of teachers on their teaching effectiveness came out to be 0.53 for df. 1, which is significantly lower than the 'F' table value 3.89 at 0.05 level of significance. Hence the hypothesis

no.1that, 'there is no significant difference between male and female teachers of senior secondary schools towards their teaching profession', was retained. Thus, it may be interpreted that male and female teachers have equal level of effectiveness towards teaching profession.

4.1(b) Type of Stream: From the above table 4, it is evident that the calculated value of 'F' for the main effect of stream of teachers on their effectiveness towards teaching profession came out to be 0.79 for df 2, which is significantly lower than the 'F' table value 3.04 at 0.05 level of significance. Hence the hypothesis no.2 that, 'the stream of education has no significant difference on the effectiveness of the senior secondary school teachers towards teaching profession', was retained. Thus, it may be interpreted that science, arts and commerce teachers have equal level of effectiveness towards teaching profession.

4.1(c) Type of School: From the above table 4, it is evident that the calculated value of 'F' for the main effect of type of school of teachers on their effectiveness towards teaching profession came out to be 4.80 for df 1, which is higher than the 'F' table value 3.89 at 0.05 level of significance. Hence the hypothesis no.3 that, 'the type of school has no significant difference on the effectiveness of the senior secondary School teachers towards teaching profession', was not retained at 0.05 level of significance but retained at 0.01 level of significance. Thus it may be interpreted that teachers of Govt. and Private school do not have equal level of effectiveness towards teaching profession.

8. Conclusions

In the light of analysis and interpretation of the present study the following conclusions should be drawn by the investigator.

- (i) There is no significant difference found in the teachers. However, on the basis of mean female teachers are found more aware towards teaching effectiveness as compare to male teachers.
- (ii) Science, arts and commerce teachers of senior secondary school has no significant difference towards teaching effectiveness. However, on the basis of mean commerce teachers are found more

aware towards teaching effectiveness as compare to science and arts teachers.

- (iii) There is no significant difference between Government and private senior secondary school teachers towards teaching effectiveness. However, on the basis of mean private teachers are found more aware towards teaching effectiveness as compare to Government teachers.

9. Educational implications of the study

The present study has following educational implications on the basis of educational processes

1. The present study play an important role as an information sources, advisor, motivator and guide to the teachers with the help of regular debates, seminar and workshops should be required to improve teacher behaviour.
2. The education system should include such type of curriculum & co-curricular activities in school which not only improve the teacher's knowledge but also create positive attitude towards teaching profession.
3. Regular parent's teachers meeting, staff-meeting and Staff management meeting should be conducted to improve the relation of pupil's fellow-teachers, principals and management.
4. Results will help the educational planners to determine the curriculum of professional courses of education to improve effectiveness in skills, strategies, technique & management towards teaching profession.
5. The study will be immense use to the teacher's effectiveness and the areas where they are teaching. This will inspire them to make their teaching more effective so as to further improve and as to develop the educational system as a whole.
6. The results will help the teachers to improve their knowledge and positive attitude, mental health and personality development towards their profession.

References

- [1]. Aggarwal, J. C. (2002). *School Administration* M. Singh, Agra Book Publication, New Delhi.
- [2]. Bhatnagar, R.P. (2007). *Reading in Methodology of Research in Education*, P.125-127 Deep and Deep Publication New Delhi.
- [3]. Cheung, G. (2011). *Increasing Teacher Effectiveness*, Kanishka Publishers Distributors New Delhi: pp.19-20.
- [4]. Kareem, J., & Ravirot, B. (2014). A study on the Self-Concept of Teacher's working in Government, Aided and unaided colleges in Bangalore. *The IUP Journal of organizational Behaviour*, Vol. XIII. No.1, 61-70.
- [5]. Kiadese, A. L. (2011). An Assessment of the Teaching Effectiveness of Prevocational Subjects Teachers in OgunState, Nigeria. *International Journal of Vocational and Technical Education*, Vol. 3(1), 5-8.
- [6]. Malik, U., & Sharma, D. K. (2013). Teaching Effectiveness of Secondary School Teachers in Relation to their Professional commitment. *International Educational E-Journal*, Volume-II, Issue-IV, 148-154.
- [7]. Pachaiyappan, P., & Ushalaya Raj, D. (2014). Evaluating the Teacher Effectiveness of Secondary and Higher Secondary School Teachers. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, Volume 4, Issue 1, 52-56.
- [8]. Sharma, A. (2016). Development of Teacher Effectiveness Scale, *Journal of Educational Research and Development*, Vol. 3 No. 1 SarojGyanVigyanShikshaSamiti, Lucknow.
- [9]. Sodhi, B. (2010). Teacher Effectiveness of Secondary School Teachers of Punjab in relation to School Organizational Climate. *Unpublished Ph.D Thesis*, Punjabi University, Indian ETD Repository @ INFLIBNET.
- [10]. SundaraRao, G. (2009). Teacher Perception of their Effectiveness as Teacher. *Experiments in Education*, Vol. 28, No. 2, p. 13.
- [11]. Tyagi, S. (2013). Teaching Effectiveness of Secondary School Teachers in Relation to their Demographic Characteristics. *International Journal of Engineering and Innovative Technology (JEIT)*, Volume 3, Issue 1, 288-295.