
Study of Teacher Effectiveness in Relation to Some Demographical Variable of Secondary School Teachers

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ABSTRACT

The present study was conducted to examine teacher effectiveness among secondary school teachers in relation to certain demographic variables. The study focused on variables such as gender, marital status, locale, type of school, and teaching experience. A sample of 200 secondary school teachers from Pathankot district was selected through random sampling technique. The study included teachers from both CBSE and PSEB schools situated in rural and urban areas. The Teacher Effectiveness Scale was used for the collection of data. Statistical techniques such as Mean, Standard Deviation, and t-test were employed for the analysis of data. The findings of the study revealed that teacher effectiveness plays a significant role in improving the teaching-learning process and overall educational development. The study further indicated that demographic variables influence teacher effectiveness at different levels. Effective teachers contribute positively toward academic achievement, classroom management, student motivation, and personality development of learners. The study emphasized the need for professional development programs and supportive educational environments to enhance teacher effectiveness among secondary school teachers.



Introduction

Education is the foundation of human development and social progress. It is a lifelong process that helps in the physical, mental, social, moral, and emotional development of an individual. The success of any educational system largely depends upon the quality and effectiveness of teachers because teachers are considered the real builders of the nation. They shape the personality, character, values, and future of students and contribute significantly to the development of society. Therefore, the role of teachers in the teaching-learning process is highly important and indispensable.

Teaching is regarded as one of the noblest professions in society. A teacher not only imparts knowledge but also acts as a guide, motivator, counselor, philosopher, and friend for students. The quality of education depends mainly on the competence, dedication, and effectiveness of teachers. Effective teachers help students in acquiring knowledge, developing positive attitudes, building confidence, and achieving academic success. They also play a significant role in developing social values, discipline, leadership qualities, and emotional stability among learners. In the present era of globalization and technological advancement, the educational system has become more dynamic and challenging. Teachers are now expected to perform multiple roles in classrooms. They must adopt innovative teaching methods, use educational technology effectively, maintain classroom discipline, and address the diverse needs of students. In such circumstances, teacher effectiveness has emerged as one of the most important concerns in the field of education. The effectiveness of teachers directly influences students' academic achievement, classroom participation, learning outcomes, and overall personality development.

Teacher effectiveness refers to the ability and competence of teachers to bring desirable changes in students' behaviour, learning, and achievement through effective teaching practices. It includes classroom management, communication skills, teaching strategies, subject knowledge, instructional planning, evaluation techniques, and interpersonal relationships. Effective teachers create a positive learning environment where students feel motivated, engaged, and encouraged to participate actively in the teaching-learning process.

An effective teacher possesses various qualities such as enthusiasm, confidence, clarity in teaching, emotional stability, patience, flexibility, and professional commitment. Effective teachers not only focus on academic achievement but also help students in their moral, emotional, and social development. They



use different teaching methods according to the needs and interests of learners and encourage critical thinking, creativity, and self-learning among students.

Teacher effectiveness is influenced by several personal, professional, and environmental factors. Demographic variables such as gender, marital status, teaching experience, school location, and type of school may significantly affect teachers' performance and effectiveness. For example, experienced teachers may possess better classroom management skills and instructional competence, whereas younger teachers may use innovative teaching techniques and technology more effectively. Similarly, teachers working in urban schools may have better access to educational resources and professional development opportunities as compared to teachers working in rural schools.

The type of school also influences teacher effectiveness. Teachers working in CBSE and PSEB schools may differ in teaching practices, workload, curriculum implementation, and instructional approaches. Marital status may also influence teachers' professional adjustment, commitment, and job responsibilities. Therefore, it becomes essential to study teacher effectiveness in relation to demographic variables in order to understand the factors that influence teaching performance and educational quality.

The effectiveness of teachers is considered the backbone of educational success. Educational institutions can achieve their goals only when teachers perform their duties effectively and efficiently. Effective teachers create a healthy classroom climate, inspire students to learn, and contribute positively toward the educational development of society. Hence, teacher effectiveness has become an important area of research in education.

Keeping these aspects in view, the present study has been undertaken to investigate the teacher effectiveness of secondary school teachers in relation to certain demographic variables such as gender, marital status, locale, type of school, and teaching experience. The study aims to understand how these variables influence teacher effectiveness and contribute toward improving the quality of education at the secondary school level.

DEFINITIONS OF TEACHER EFFECTIVENESS

Barr (1952) stated that “teaching is effective to the extent that the teacher acts in ways that are favourable to the development of basic skills, understanding, work habits, desirable attitudes and adequate personal adjustment of pupils.”



Marsh and Wilder (1984) classified teaching effectiveness on the basis of methodology used in obtaining criterion measurements such as student ratings, principal ratings and observation of teacher behaviour.

Cheng and Tsui (1996) explained that teaching effectiveness involves the behavioural, affective and cognitive performance of teachers.

Ward (2003) defined teacher effectiveness as “a measure of academic growth demonstrated by students during the year spent in a teacher’s classroom.”

Kulsum (2006) stated that teacher effectiveness includes teacher characteristics, personality, attitudes, teacher-pupil interaction and outcomes of the teaching-learning process such as pupil achievement.

Kumari and Padhi (2014) defined teaching effectiveness as “an amalgamation of both cognitive and non-cognitive attributes like academic qualification, clarity of thought, teaching strategy, charisma, experience and socio-personal interaction.”

NEED OF THE STUDY

Teacher effectiveness is important because it directly affects student learning, classroom management, and school performance. Effective teachers create a positive learning environment and help students achieve all-round development. Since demographic variables may influence the performance of teachers, it is necessary to study how teacher effectiveness varies with gender, marital status, locale, type of school, and teaching experience. The findings of such a study may help in improving teacher training and educational planning .

REVIEW OF LITERATURE RELATED TO TEACHER EFFECTIVENESS

Barr (1952) conducted an important study on teacher effectiveness and stated that effective teaching helps in the development of basic skills, understanding, desirable attitudes, work habits, and proper adjustment among pupils. The study emphasized that the behaviour and instructional practices of teachers significantly influence students’ learning outcomes.

Marsh and Wilder (1984) explained teacher effectiveness on the basis of different evaluation methods such as student ratings, classroom observations, and principal ratings. Their study revealed that effective teachers demonstrate better classroom interaction, communication skills, and teaching behaviour, which positively affect student achievement.



Cheng and Tsui (1996) studied the behavioural, affective, and cognitive dimensions of teacher effectiveness. The findings indicated that effective teachers maintain healthy classroom environments, motivate students actively, and use suitable instructional strategies according to students' needs and abilities.

Rao and Kumar (2004) highlighted that teacher effectiveness is one of the most significant factors influencing the quality of education. Their study concluded that competent and professionally committed teachers play a vital role in improving educational standards and student performance.

Kulsum (2006) conducted a study on teacher effectiveness and classroom teaching. The study revealed that teacher effectiveness includes personality characteristics, classroom management, teaching aptitude, teacher-pupil interaction, and learning outcomes. Effective teachers were found to be more organized, confident, and student-centered in their teaching practices.

STATEMENT OF PROBLEM

STUDY OF TEACHER EFFECTIVENESS IN RELATION TO SOME DEMOGRAPHICAL VARIABLES SECONDARY SCHOOL TEACHERS

Objectives of the Study

1. To study the teacher effectiveness of secondary school teachers with respect to gender.
2. To study the teacher effectiveness of secondary school teachers with respect to their marital status.

Hypotheses of the Study

1. There will be no significant difference in teacher effectiveness among secondary school teachers with respect to gender.
2. There will be no significant difference between teacher effectiveness of secondary school teachers with respect to their marital status.

RESEARCH METHOD

Sample:

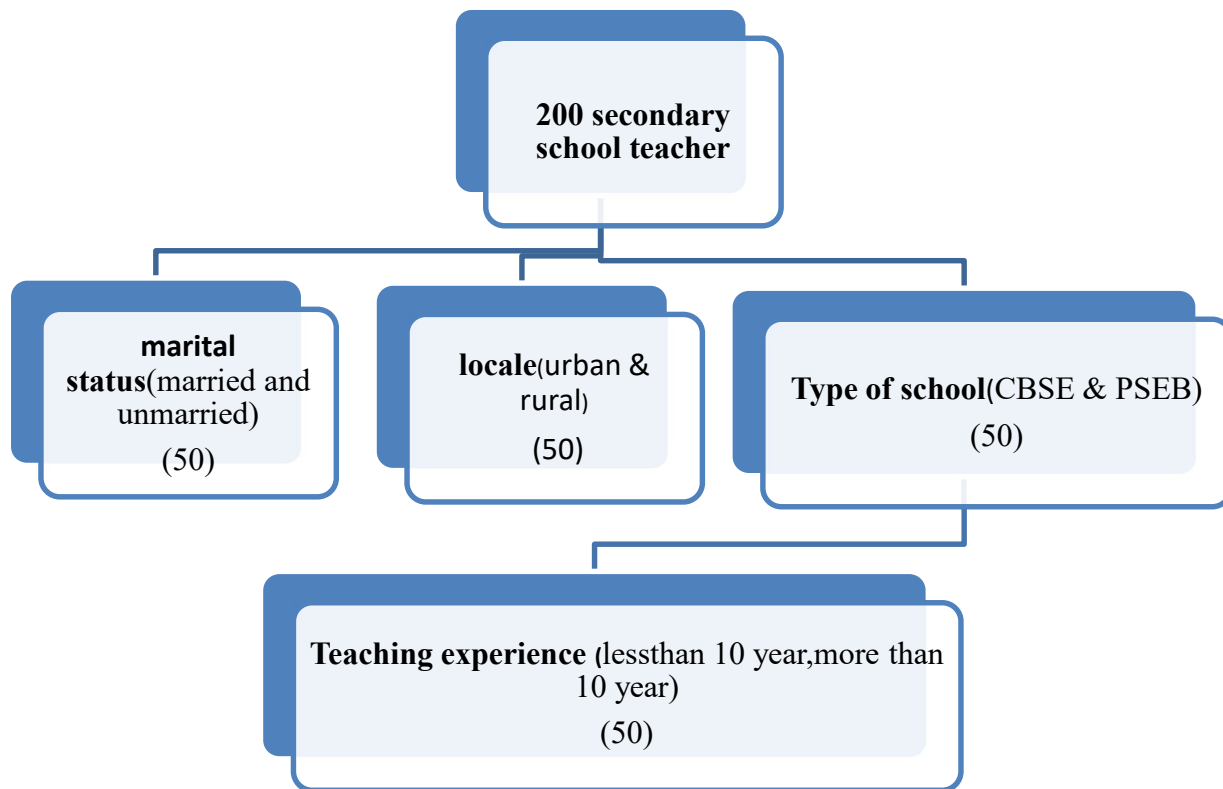
In the present study, random sampling technique has been employed. In this technique, each and every unit of the sample has been equal opportunity of being included in the sample and selection of another individual



or unit. In order investigate the present problem, sample 200 secondary school teachers’ Marital status (married (25) and unmarried (25) Locale from (urban (25) and rural (25) Type of school (CBSE (25) & PSEB (25) Teaching experience (less than 10year (25) more than 10 year (25).

Design of the Study

This study employs a Descriptive Survey Research Design to investigate the relationship between teacher effectiveness and selected demographic variables (marital status, locale, type of school, and teaching experience) among secondary school teachers. The overall design of the study is shows below:-



MEASURED USED

The following tools have been used as a measure to get the required information

Teacher effectiveness scale by **Dr. (Mrs)Umme Kulsum. (2011).**

Statistical techniques

The following techniques was used for analysing the data:

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- Mean, Median and SD was calculated.
- The t-test was obtained to find out the significance difference.

Coefficient of correlation was calculated to see the relationship between variables

Descriptive Analysis Table

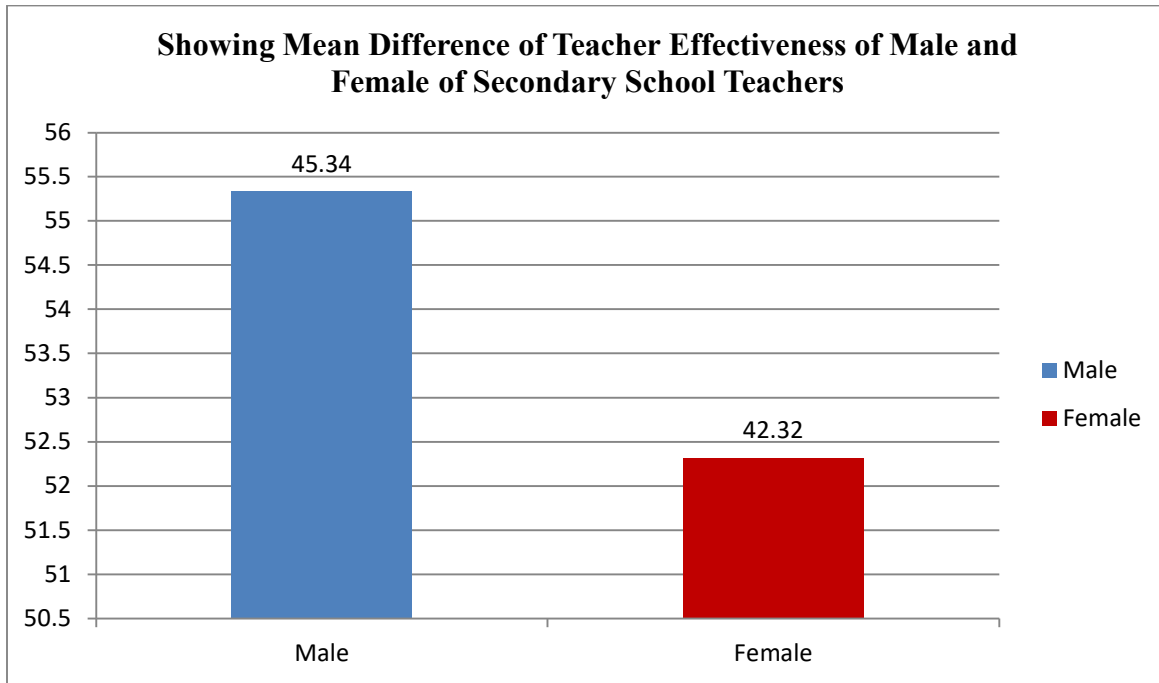
Hypothesis-1 “There will be no significant difference in teacher effectiveness among secondary school teachers with respect to gender”.

Table 1.1 Comparison of Teacher effectiveness of Secondary School Teachers with respect to Gender (N=200)

S.No.	Variable	Group	N	Mean	SD.	SE _D	Df	t-ratio	Level of Significance
1	Teacher Effectiveness	Male	100	55.34	7.6	0.72	198	4.19	Significant at 0.05 and 0.01 level
2		Female	100	52.32	6.9				

Table 1.1 reveals that Mean and SD for teacher effectiveness of male of secondary school teachers are 55.34 and 7.6 Mean and SD for female of secondary school teachers are 52.32 and 6.9. The calculated t-value is 4.19 which is significant at 0.01 & 0.05 level of significance. It means that there is significant difference in the teacher effectiveness of male and female of secondary school teachers. So hypotheses 1 that “there is no significant difference between teacher effectiveness of secondary school teachers with respect to gender has been rejected.” The mean score of females is lower than mean score of males of secondary school teachers.

Figure 1.1



Hypothesis-2 “There will be no significant difference between teacher effectiveness of secondary school teachers with respect to their marital status”.

Table 1.2

Comparison of Teacher effectiveness of Secondary School Teachers with respect to Marital Status (N=50)

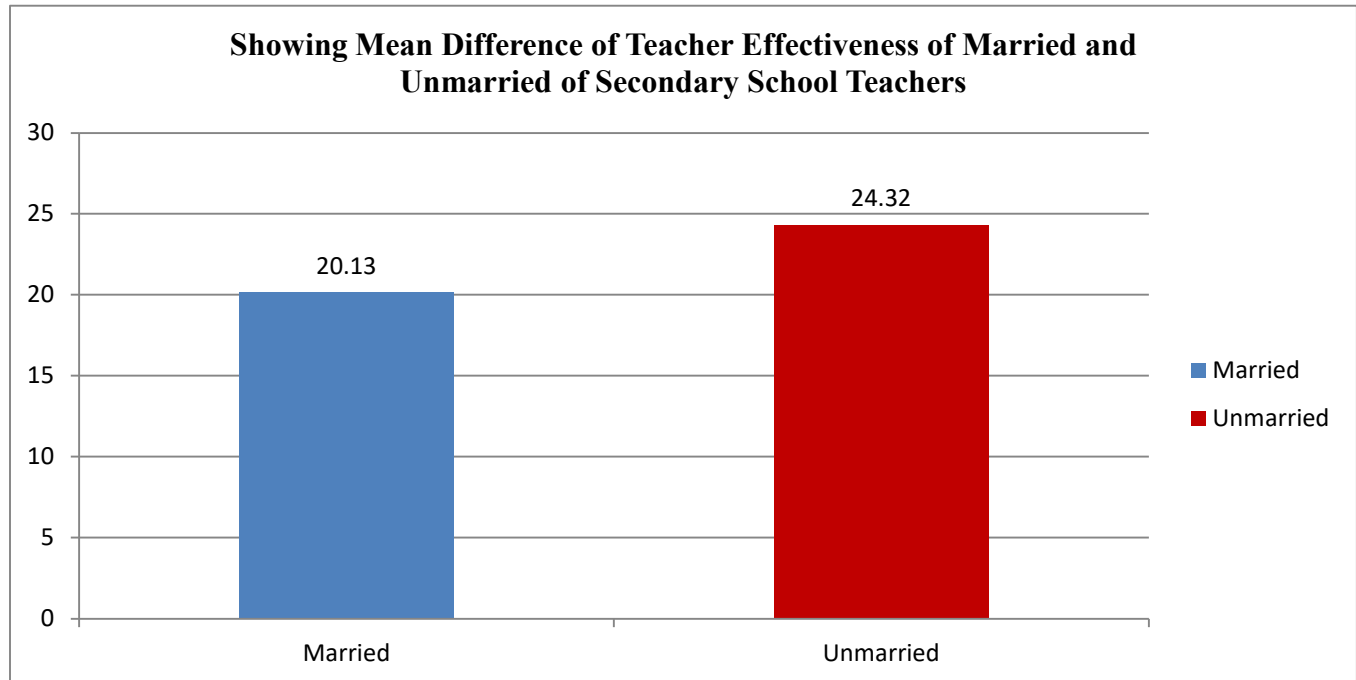
S.No.	Variable	Group	N	Mean	SD.	SE _D	Df	t-ratio	Level of Significance
1	Teacher Effectiveness	Married	25	20.13	3.2	0.80	48	5.23	Significant at 0.05 and 0.01 level
2		Unmarried	25	24.32	4.5				

Table 1.2 reveals that Mean and SD for teacher effectiveness of married secondary school teachers are 20.13 and 3.2 Mean and SD for unmarried secondary school teachers are 24.32 and 4.5. The calculated t-value is 5.23 which is significant at 0.01 & 0.05 level of significance. It means that there is significant difference in the teacher effectiveness of married and unmarried of secondary school teachers. So hypotheses 2 that “there is no significant difference between teacher effectiveness of secondary school



teachers with respect to marital status has been rejected.” The mean score of married teachers is lower than mean score of unmarried teachers of secondary schools.

Figure 1.2



Conclusion

The study highlighted that teacher effectiveness is one of the key elements in strengthening the educational process at the secondary school level. Teachers who possess better teaching skills, professional commitment, and classroom management abilities contribute positively to students’ learning and overall development. The findings of the study showed that different demographic variables such as gender, marital status, school type, locale, and teaching experience affect teacher effectiveness in different ways.

The study also revealed that effective teachers create a healthy classroom environment, motivate students towards learning, and help in achieving educational objectives successfully. Hence, there is a need to provide teachers with proper guidance, training opportunities, and supportive working conditions so that the quality of teaching and learning can be improved effectively.

EDUCATIONAL IMPLICATIONS

1. Certain programmes such as seminars, workshops and refresher courses must be arranged for in-service teachers to improve their Teacher Effectiveness.



2. Certain healthy environment should be maintained which enhances teacher's effectiveness, decisiveness and other positive behavioural aspects which in turn help the teachers to take challenges like using innovative methods in their teaching that boost their teaching effectiveness.
3. Providing equal opportunities to all teachers irrespective of caste, creed, region and religion.
4. There should be reasonable workload (teaching as well as non-teaching workload) on teachers, so that they may not feel overburdened and they developing their teacher effectiveness.
5. Teachers are the persons who educate the youth of society who in turn become the good citizens and leaders of the next generation. It is only the teacher who enlightens the students as well as the society by imparting knowledge and experiences. It is said that good performance of students depends upon effective teaching of their teachers.
6. Provision of better facilities for teachers at schools.

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