

## Teacher effectiveness among Secondary School Teachers from Government and Private Schools

Priyanka D. Soni<sup>1\*</sup>

### ABSTRACT

The aim of the present study was to investigate the relationship of Teacher effectiveness among Secondary school teachers of Government and Private sector in relation to their type of the institution and gender. A sample of 160 (80 Male Teachers and 80 Female Teachers) was carried out from govt. schools and private school of Ahmedabad Districts. Data was collected using by Teacher Effectiveness scale by Dr. Parmod Kumar and D.N.Mutha (1985). The data were analyzed by using t-test. The Results revealed that significant difference observed between teacher effectiveness of Government and Private Secondary school teachers, Teacher Effectiveness more in Private Secondary School Teachers. It is also found that, significant difference in Government and Private Female Secondary School teachers and the private Female teacher's Effectiveness is more. Also the result shows that Government Secondary School Teachers have more Teachers effectiveness than Private Secondary School Female Teachers Male and Female private school teachers.

**Keywords:** *Teacher effectiveness, Government And Private school teacher*

A lamp has the unique quality of being able to light another lamp without losing any of its own brilliance. - Buddha.

If one looks at the extended and expanded role played by the teacher today, then one can definitely appreciate the truth of the above. From time immemorial the member of the teaching community are considered the most important members of the society, as they are responsible for the most treasured of all the resources - the human intellect. Holding the fortunes of other individuals, the society and the civilization in their palms, the teachers have achieved an unique position not only in this country and culture, but in societies all over the world. Therefore there stands a special and important place for the teacher in society as well as in an individual heart.

At the same time, the effectiveness of the educational system largely depends upon the active, resourceful and competent teachers. An effective teacher not only imparts the entire

<sup>1</sup> Research Scholar, Gujarat University, Gujarat, India

[\\*Responding Author](#)

Received: August 22, 2017; Revision Received: September 27, 2017; Accepted: September 30, 2017

© 2017 Soni P D; licensee IJIP. This is an Open Access Research distributed under the terms of the Creative Commons Attribution License ([www.creativecommons.org/licenses/by/2.0](http://www.creativecommons.org/licenses/by/2.0)), which permits unrestricted use, distribution, and reproduction in any Medium, provided the original work is properly cited.

educational curricula allotted to her in the best and most efficient manner but also ensures the optimum development of the students. In today's scenario where there is fierce competition in all spheres of life, effectiveness of the teachers becomes imperative to empower the students to face global challenges. Effective teaching is a par excellence attribute of quality education. There are many factors, which influence the effectiveness of the teacher viz. intelligence, attitude towards teaching, experience, academic qualification, personality, mental health etc. (Raghu, 1994).

The teachers are the builders of the nation. The Education Commission (1966) states that "The future of India is now being shaped in the classrooms" It emphasized that, to make any process of education a success, the quality competence and character of the teachers were the most important aspects. A teacher has a key role to play in communicating knowledge in specific subjects and help students grow to their fullest stature, develop suitable attitudes and unfold their personality. Ranganathananda (2007) states that teacher has to generate that energy in oneself and handle it in one's work of educating the boys and girls that resort to him/her. A teacher has to not only instruct but also inspire the students.

### TEACHER EFFECTIVENESS

Teacher effectiveness refers to the effect that the teacher's performance has on pupils. Like teacher performance, teacher effectiveness depends in large on the context in which the teacher performs. In addition teacher effectiveness refers to the results a teacher gets to the amount of progress that pupils make towards some specified goals of education. The efficiency concerns only to those outcomes that reflects the agency of the teachers and the objectives of education. He imparts character and for character there is no substitute, so good teachers are fundamental to all good education. The effectiveness of teaching is the essence of successful educational system. Effectiveness may be taken as one's hold on the circumstances and it is related to the power of influencing the environment.. In the process of interaction, a person's enduring impression left on others bear testimony to his effectiveness. Effectiveness is the index of a successful life.

The term 'teaching effectiveness' According to Encyclopedia of Educational Research, will be used to refer to the result, a teacher gets or to the amount of progress the pupils make towards some specified goals of education.

**Marsh and Wilder (1984)** have classified "Teaching effectiveness on the basis of methodology used in obtaining the criterion measurement i.e. student teaching marks, principal's rating, student's rating or observation of teacher behaviour."

**Barr (1952)** who claims that no definitive answer can be given to complex query, 'what constitutes effective teachers'? According to him if one is passed, one might say that teaching is effective to the extent that the teacher acts in ways that are favourable to the development of basic skill, understanding, work habits desirable attitudes and adequate personal adjustment of pupils."

***Need and Significance of the Study***

The effectiveness of education is dependent on the effectiveness of its teachers. Most of the classroom teaching in India continues to be teacher dominated hence we should pay greater attention towards teacher effectiveness, to improve the teaching learning situations so that the future generation are to be adequately prepared to face the changing time.

Who is an effective teacher and what makes a teacher effective or what makes him efficient and adequate and how to assess such attributes are the preposition which for several decades have presented a problem beset with contradictions and difficulties. Teacher effectiveness may be influenced by various factors including teaching attitude, teaching experience, value patterns, locus of control, professional training, job satisfaction, congenial working environment and burnout etc. In other hand for burnout among teachers has in last few years became a popular topic in the professional literature and at conferences of educational organization. it is injurious to educational/institutes in terms of lost money, time services and job efficiencies combating. Burnout phenomenon has caught impetus in India. Teacher's burnout is thought to be one reason for the increasing number of competent teachers who are leaving classroom for alternative careers. It is now being emphatically repeated that burnout in teaching profession threatens to reach epidemic proportion, if it is not checked soon. However the problem of burnout among teachers still lacks attention and probe. Hence with the help of present study the investigator wants to find out the relation of factors like locus of control and burnout with teacher effectiveness.

In this study investigator will also Endeavour to compare the teacher effectiveness, teachers according to their type of the institution and gender. The result of this comparison will certainly help students and parents to make their choice. The comparison will definitely contribute in the field of teach outfits taking as well as help to teachers to improvement their effectiveness.

***Objectives of the study***

1. To investigate the difference between Teacher effectiveness among Secondary Teachers from Government and Private Schools.
2. To investigate the difference between Teacher effectiveness among Male and Female Secondary Teacher.
3. To investigate the difference between Teacher effectiveness among Government and Private secondary school's Male teachers.
4. To investigate the difference between Teacher effectiveness among Government and Private secondary school's Female teachers.
5. To investigate the difference between Teacher effectiveness among Government secondary school's Male teachers and Private secondary school's Female Teachers.
6. To investigate the difference between Teacher effectiveness among Government secondary school's Female teachers and Private secondary school's Male Teachers.

### *Hypotheses*

1. There will be no significant difference between Teacher effectiveness among Secondary Teachers of Government and Private schools.
2. There will be no significant difference between Teacher effectiveness among Male and Female Secondary Teacher.
3. There will be no significant difference between Teacher effectiveness among Government and Private secondary school's Male teachers.
4. There will be no significant difference between Teacher effectiveness among Government and Private secondary school's Female teachers.
5. There will be no significant difference between Teacher effectiveness among Government secondary school's Male teachers and Private secondary school's Female Teachers.
6. There will be no significant difference between Teacher effectiveness among Government secondary school's Female teachers and Private secondary school's Male Teachers.

## **METHODOLOGY**

### *Participants*

This research is concerned with the problem of Teacher effectiveness among Secondary school Teachers from Government and Private schools. The sample consisted of 160 Secondary teachers selected randomly from various Schools Ahmedabad districts, 80 of them were Male Teachers and 80 of them were Female teachers.

### *Instruments*

For the present study following tools were used to collect data:

1. Teacher Effectiveness scale by Dr. Parmod Kumar and D.N.Mutha (1985)

### *Analysis of Data*

Mean, S.D., t ratio was used to study the significant difference of teacher effectiveness of secondary school teachers in terms of type of the institution and gender.

## **RESULT AND DISCUSSION**

*Table 1 Significance of the difference between the Means of Teacher Effectiveness acc. to type of the institution.*

**Ho.1:** There will be no significant difference between Teacher effectiveness among Secondary Teachers of Government and Private schools.

| Sr. No. | Group   | N  | M      | S.D   | t-value |
|---------|---------|----|--------|-------|---------|
| 1.      | Govt.   | 80 | 278.66 | 21.73 | 2.28*   |
| 2.      | Private | 80 | 294.06 | 21.26 |         |

\*Significant at .05 level

Table1 indicates that a significant difference exists between teacher effectiveness of govt. and private secondary teachers. The government secondary school teacher the mean is 278.66 and

## Teacher effectiveness among Secondary School Teachers from Government and Private Schools

SD is 21.73. The Private school's secondary teacher the mean is 294.06 and SD is 21.26. The t-ratio was calculated as 2.28 which is significant at .05 level of confidence. Therefore the

**Ho.1:** "There will be no significant difference between Teacher effectiveness among Secondary Teachers of Government and Private schools." is rejected. The Private secondary School Teacher's Effectiveness is more than Government Secondary School Teachers.

**Table 2 Significance of the difference between the Means of Teacher Effectiveness acc. to Gender.**

**Ho.2:** There will be no significant difference between Teacher effectiveness among Male and Female.

| S.No. | Group  | N  | M      | S.D   | t-value |
|-------|--------|----|--------|-------|---------|
| 1.    | Male   | 80 | 272.84 | 21.56 | 0.60    |
| 2.    | Female | 80 | 276.80 | 21.63 |         |

\*Not Significant

Table 2 indicates that a significant difference not exists between teacher effectiveness among Male and Female. For Male teachers the mean is 272.84 and SD is 21.56. The Female Teachers the mean is 276.80 and SD is 21.63. The t-ratio was calculated as 0.60 which is not significant at .05 level of confidence. Therefore the

**Ho.2:** "There will be no significant difference between Teacher effectiveness among Male and Female." is accepted.

**Table 3 Significance of the difference between the Means of Teacher Effectiveness acc. to Government and Private school's Male teachers.**

**Ho.3** "There will be no significant difference between Teacher effectiveness among Government and Private secondary school's Male teachers."

| S.No. | Group                                      | N  | M      | S.D   | t-value |
|-------|--|----|--------|-------|---------|
| 1.    | Government Secondary School's Male Teacher | 40 | 280.23 | 26.04 | 0.57*   |
| 2.    | Private Secondary School's Male Teacher    | 40 | 277.45 | 16.10 |         |

\*Not Significant

Table 3 indicates that a significant difference is not exists between teacher effectiveness among Government and Private secondary school's Male teachers. The Government secondary school Male teachers the mean is 280.23 and SD is 26.04. The Private secondary school Male teachers the mean is 277.45 and SD is 16.10. The t-ratio was calculated as 0.57 which is not significant at .05 level of confidence. There for the **Ho.3** "There will be no significant difference between Teacher effectiveness among Government and Private secondary school's Male teachers" is accepted.

**Table 4 Significance of the difference between the Means of Teacher Effectiveness acc. to Government and Private school's Female teachers..**

**Ho.4** “There will be no significant difference between Teacher effectiveness among Government and Private secondary school's Female teachers.”

| S.No. | Group  | N  | M      | S.D   | t-value |
|-------|--|----|--------|-------|---------|
| 1.    | Government Secondary School's Female Teacher | 40 | 268.81 | 14.17 | 3.51*   |
| 2.    | Private Secondary School's Female Teacher    | 40 | 284.73 | 24.83 |         |

\*Significant at 0.05

Table 4 indicates that a significant difference exists between teacher effectiveness among Government and Private secondary school's Female teachers. The Government secondary school Female teacher the mean is 268.81 and SD is 14.17. The Private secondary school Female teacher the mean is 284.73 and SD is 24.83. The t-ratio was calculated as 3.51 which are significant at .05 level of confidence. There for the **Ho.4** “There will be no significant difference between Teacher effectiveness among Government and Private secondary school's Female teachers” is rejected. The result show, Teacher Effectiveness is more in Private secondary school's Female Teachers than Govt. Secondary School's Teachers.

**Table 5 Significance of the difference between the Means of Teacher Effectiveness acc. to Government Male and Private school's Female teachers..**

**Ho.5** “There will be no significant difference between Teacher effectiveness among Government and Private secondary school's Female teachers.”

| S.No. | Group                                      | N  | M      | S.D   | t-value |
|-------|--|----|--------|-------|---------|
| 1.    | Government Secondary School's Male Teacher | 40 | 279.56 | 26.28 | 2.43*   |
| 2.    | Private Secondary School's Female Teacher  | 40 | 268.88 | 14.17 |         |

\*Significant At 0.05

Table 5 indicates that a significant difference exists between teacher effectiveness among Government and Private secondary school's Female teachers. The Government secondary school Male teachers the mean is 279.56 and SD is 26.28. The Private secondary school Female teachers the mean is 268.88 and SD is 14.17. The t-ratio was calculated as 2.43 which is significant at .05 level of confidence. Therefore the **Ho.5** “There will be no significant difference between Teacher effectiveness among Government and Private secondary school's Female teachers. “is rejected. The result show, Teacher Effectiveness is more in Govt. secondary school's Male Teachers than Private Secondary School's Female Teachers.

**Table 6 Significance of the difference between the Means of Teacher Effectiveness acc. to Government Female and Private school's Male teachers..**

**Ho.6** “There will be no significant difference between Teacher effectiveness among Government Female and Private secondary school's Male teachers.”

| S.No. | Group  | N  | M      | S.D   | t-value |
|-------|--|----|--------|-------|---------|
| 1.    | Government Secondary School's Female Teacher | 40 | 277.45 | 16.10 | 1.56*   |
| 2.    | Private Secondary School's Male Teacher      | 40 | 284.73 | 24.83 |         |

\*Not Significant

Table 6 indicates that a significant difference is not exists between teacher effectiveness among Government Female teachers and Private secondary school's Female teachers. The Government secondary school Female teacher the mean is 277.45 and SD is 16.10. The Private secondary school Male teacher the mean is 284.73 and SD is 24.73. The t-ratio was calculated as 1.56 which is not significant of confidence. Therefore the **Ho.6** “There will be no significant difference between Teacher effectiveness among Government Female Teachers and Private secondary school's Male teachers” is accepted.

## CONCLUSION

The following conclusions were drawn on the basis of analysis and interpretation.

1. There is significant difference exists between teacher effectiveness of govt. and private secondary teachers. The Private secondary School Teacher's Effectiveness is more than Government Secondary School Teachers.
2. There is significant difference is not exists between teacher effectiveness among Male and Female.
3. There is no significant difference between teacher effectiveness among Government and Private secondary school's Male teachers.
4. There is significant difference exists between Government and Private secondary school's Female Teachers. Teacher Effectiveness is more in Private secondary school's Female Teachers than Govt. Secondary School's Female Teachers.
5. There is significant difference exists between Govt. secondary school's Male Teachers and Private Secondary School's Female Teachers. Teacher Effectiveness is more in Govt. secondary school's Male Teachers than Private Secondary School's Female Teachers.
6. There is significant difference is not exists between teacher effectiveness among Government Female teachers and Private secondary school's Female teachers

## Educational Implication

The implications for the practice explained below should be taken into account:

Intervention programs can be prepared in co-operation with administrators and counselor to prevent teachers stress and burnout. In the light of educational journals and books which could be provided for the teachers and head teachers to enhance their knowledge about

## Teacher effectiveness among Secondary School Teachers from Government and Private Schools

burnout and broaden their perspectives to increase their self confidence to cope with burnout. Teachers should endeavor to attend stress management interventions for the purpose of Improve their Teacher effectiveness, not only for themselves but to understand others around them better.

Understanding the nature of teacher profession may be the best approach to prevent burnout of teachers, particularly the amount of work they do. Increased dissatisfaction may lead to an erosion of overall teacher Effectiveness and satisfaction, and therefore it needs to be considered closely by all responsible authorities and professionals.

### **Acknowledgments**

The author appreciates all those who participated in the study and helped to facilitate the research process.

**Conflict of Interest:** The author declared no conflict of interest.

## REFERENCES

- Arora K. (1978) *Difference between effective and in effective teachers. In Third Survey of Research in Education (1978- 1983)*. Edit by M.B. Buch New Delhi: NCERT p.790.
- Balachandaran, E.S.”*Teaching Effectiveness and student evaluation of teachers.*” Third survey of Research in Education (1978-1983) edits. By M.B.Buch. NCERT. New Delhi: p.79
- Garret, Henry, E (1965) *Statics in Psychology and education*, Vakils Fefger and Simsons, Bombay.
- Kumar Pramod and D.N. Mutha (1985), “*Teacher Effectiveness scale*, Sardar Patel University, Vallabh Vidya nagar-388 120; Gujraj,.”
- Lunenburg, F.C. & Cadavid, V.(1992).Locus of control, pupil control Ideology and dimensions of teacher burnout. *Journal of Instructional Psychology*, 19(1),13.
- Maslach, C.& Jackson, S.E.(1981), The measurement of experienced burnout. *Journal of Occupational Behaviour*,2,99-113.
- T. V. Ramana, “Emotional intelligence and teacher effectiveness-An analysis.” *Voice of Research* Vol. 2 Issue 2, September 2013 ISSN No. 2277-7733

**How to cite this article:** Soni P D (2017). Teacher effectiveness among Secondary School Teachers from Government and Private Schools. *International Journal of Indian Psychology*, Vol. 4, (4), DIP:18.01.160/20170404, DOI:10.25215/0404.160