

A study of teacher effectiveness of secondary school teachers in relation to their service stream and caste category

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DOI: <https://doi.org/10.15503/emet.v5i5.524>

Abstract

Aim. The present study tries to explore the teaching effectiveness of secondary school teachers with different caste categories and service streams.

Methods. A representative sample of 240 teachers from the secondary schools of New Delhi was randomly selected. Teaching Effectiveness Scale by Kumar & Mutha (1974) was used to assess teaching effectiveness of the secondary school teachers.

Results. The study revealed that there was no significant difference between teaching effectiveness of secondary school general category and reserved category teachers. Similar results were found for teachers with science and humanities as their service streams. Significant differences were also not found between the teaching effectiveness of general category secondary school teachers with science and humanities as their service streams. The results were similar among secondary school teachers from the reserved category and having science and humanities as service streams.

Key words: Teacher Effectiveness, Service Stream, Caste Category

Introduction

The eventual goal of education is the harmonious and progressive development of a child. This goal can only be achieved when the teachers have certain characteristics and traits. An effective teacher can be described as one who is able to perform all the expected tasks efficiently. Teaching effectiveness is important because effective teaching helps in student learning which in turn enhances the overall quality of education. As quoted by J.C. Aggarwal (1985), "In 1952, Secondary Education Commission observed that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community."

Teacher performance is often used as a base from which teacher effectiveness can be derived (Medley, 1982), and it refers to "self-perceived behaviour of teacher with regard to his/her role performance covering five areas: Preparing and Planning for Teaching includes statements pertaining to the ability of the teacher in preparing, planning and organizing for teaching in accordance with the course objectives by using different source material."

The efficiency of teaching in schools depends significantly upon the excellence of the teacher and teacher effectiveness is the proficiency and capability of a teacher to teach effectively. For a teacher to teach effectively, there is a set of teaching behaviour involved which is especially effective in bringing about desired changes in the classroom discourse. G.B. Jhonson Jr. (1956-57) suggests "there are three primary approaches to measuring teacher effectiveness: (a) evaluation of qualities assumed to function in the act; (b) appraisal of teaching activity; and (c) evaluation of pupil intellectual/or academic growth."

R.H. Heck (2009) studied how increasing teacher effectiveness is central to school efforts to improve student outcomes. He found out the following: "First, the effectiveness of successive teachers was related to student achievement in reading and maths. Second, collective teacher effectiveness, as an organisational property of schools, was positively associated with achievement levels. Third, the stability of the school's teaching staff and the quality of its academic organisation and teaching processes were positively related to achievement levels."

Umme Kulsum (2000) emphasises role perception and says that "the main factor of teacher effectiveness is: Preparation and planning for teaching; Classroom management; Knowledge of subject matter; its delivery and presentation including B.B. summary; Teacher personality make-up and its behavioural ministrations that their own level of acceptability and unacceptability in the teaching profession; Cordial relations with his/her colleagues pupils their parents and other persons in the community."

P. Pachaiyappan and D. Ushalaya Raj (2014) revealed that there was a significant difference in teacher effectiveness among the school teachers with respect to locale, arts and science streams, secondary and higher secondary level, teaching experience and type of school management.

It is thus obvious that a teacher is the main dynamic force in the school; everything else is futile in school situations unless connected with the teachers. This study, thus, tries to explore the teaching effectiveness of secondary school teachers with different caste categories and service streams.

Objectives

- To compare the Teacher Effectiveness of the secondary school teachers belonging to General and Reserved categories.
- To compare the Teacher Effectiveness of the secondary school teachers with service streams Science and Humanities.
- To compare the Teacher Effectiveness of the General category secondary school teachers with service streams science and Humanities.
- To compare the Teacher Effectiveness of the Reserved category secondary school teachers with service streams science and humanities.

Hypothesis

- There is no significant difference between the Teacher Effectiveness of the General and Reserved category secondary school teachers.
- There is no significant difference between secondary school teachers with service streams Science and Humanities.
- There is no significant difference between the Teacher Effectiveness of the General category secondary school teachers with service streams science and humanities.
- There is no significant difference between the Teacher Effectiveness of the Reserved category secondary school teachers with service streams science and humanities.

Methodology of study

The study was carried out to investigate teaching effectiveness of secondary school teachers in relation to their caste category and study stream.

Sample

A sample of 240 teachers teaching in different secondary schools of Delhi was taken into account for the study.

Tool

Teaching Effectiveness Scale by Kumar and Mutha (1974) was used to collect the data.

Statistical Techniques

t-ratio, Standard Deviation, Mean were used to analyse the data.

Delimitations

- The study was conducted only on the secondary school teachers.
- The area of study was limited to New Delhi, India.

Results and discussion

Hypothesis 1

There is no significant difference between the Teacher Effectiveness of the General and Reserved category teachers.

Table 1 reveals that the calculated t-value (0.990) is less than the critical value 1.660 (df: 238; at 0.05 level of significance). Hence, the difference is not significant (N.S.) and null hypothesis is accepted.

Table 1. Mean, SD and t-value of General and Reserved caste categories (N=240)

Caste Category	N	Mean	Standard Deviation	t- value	Significance of Difference
General	115	289.53	30.14	0.990	N.S.
Reserved	125	285.73	29.33		

Table 2. Mean, SD and t-value of Science and Humanities teachers (N=240)

Service Stream	N	Mean	Standard Deviation	t- value	Significance of Difference
Science	116	287.17	29.93	0.19	N.S.
Humanities	124	287.90	29.64		

Table 3. Mean, SD and t-value of general category teachers with service streams science and humanities (N=115)

Caste Category (General Category) (General Category)	N	Mean	Standard Deviation	t- value	Significance of Difference
Science	54	287.39	31.61	0.715	N.S.
Humanities	61	291.43	28.90		

Table 4. Mean, SD and t-value of general category teachers with service streams science and humanities (N=125)

Caste Category (General Category) (Reserved Category)	N	Mean	Standard Deviation	t- value	Significance of Difference
Science	62	286.98	28.65	0.473	N.S.
Humanities	63	284.49	30.17		

Hypothesis 2

There is no significant difference between secondary school teachers with service streams Science and Humanities.

Table 2 reveals that there is no significant difference between the effectiveness of teachers with service stream as science and humanities. The calculated t-value is less than the critical value 1.660 (df: 238; at 0.05 level of significance). Hence, the difference is not significant (N.S.) and null hypothesis is accepted.

Hypothesis 3

There is no significant difference between the Teacher Effectiveness of the General category secondary school teachers with service streams science and humanities.

Table 3 reveals that the effectiveness of general caste category teachers, with service streams science and humanities, is not significantly different from each other. The calculated t-value stands at 0.715 which is less than the critical value 1.660 (df: 113; at 0.05 level of significance). Hence, the difference is not significant (N.S.) and null hypothesis is accepted.

Hypothesis 4

There is no significant difference between the Teacher Effectiveness of the Reserved category secondary school teachers with service streams science and humanities.

Table 4 reveals that the teacher effectiveness of reserved caste category teachers with service streams science and humanities is not significantly different from each other. The calculated t-value stands at 0.715 which is less than the critical value 1.660 (df: 123; at 0.05 level of significance). Hence, the difference is not significant (N.S.) and null hypothesis is accepted.

Findings of the study

- The general category teachers are equally effective as the reserved category teachers.
- There is no significant difference between the effectiveness of teachers with service stream as science and humanities.
- There is no significant difference between the teacher effectiveness of the general category secondary school teachers with service streams science and humanities.
- Reserved category teachers with service stream as science are not significantly different from the reserved category humanities stream teachers when their effectiveness as teachers is measured.

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