

Teacher Effectiveness: A Self-Report Study on Secondary School Teachers

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ABSTRACT

The present study was conducted on 400 teachers of secondary schools in three selected districts in West Bengal. The teaching effectiveness was estimated by a self-rating scale, namely Jayaraman's Teacher Effectiveness Scale (JTES) developed by Jayaramanna. The primary aim of this study was to explore the differences in teaching effectiveness of the secondary school teachers in terms of their gender, locality of the schools and their designation. In case of gender and locality of the schools, it was found that teachers are not different in their strategies of teaching aspect and social aspect of teaching effectiveness. But, in personal aspect, professional aspect, intellectual aspect of teaching effectiveness and after all in teaching effectiveness itself, the teachers differed significantly due to their gender and the locality of the schools. In case of the designation, teachers showed differences in all the aspects of teaching effectiveness and also in teaching effectiveness.

Keywords: Gender, Locality, Designation, Secondary Schools, Personal Aspect, Professional Aspect, Intellectual Aspect, Strategies of Teaching Aspect, Social Aspect, Teaching Effectiveness.

Introduction

In boarder sense education is process of self-realization. It is not limited only the realization of students, it describes also the realization of teachers. Effectiveness is the level or the degree to which some matter or process is successful in producing a pleasurable result. The same meaning of the word effectiveness is efficacy, successfulness, fruitfulness, productiveness, potency etc. the origin of the word 'effective' comes from the Latin word *effectivus*, which means creative or effective. 'Effectiveness' is the quality of being successful in producing an intended result' (Collin's English Dictionary, 2017). The effective teacher is he who teach effectively to their students. Teacher effectiveness install one of the most vital places of students' life. It can purify and modify students behaviour. Effective teachers always help their students in a developing sound health, body and mind. They always engage in cultivating the basic skills, thought process, healthy habits, scientific temperament, positive attitudes, value orientation, value judgment and ability to adjust in ever changing psycho-social environment among the students. Besides, helping the students in their optimal all-round development, the effective teachers prepare them for the forthcoming competition in life by upholding their curricular and co-curricular performances. The teachers play a valuable role in the teaching-learning process to the pupil. In every institution, teacher effectiveness is essential for the purpose of effective teaching learning process. Thus, effective teaching, to some extent, is the result of teacher effectiveness. More effective teacher, that means more effective learning. Because, the quality of education always depends on the effective teachers and schools (Susan, 1985). The school effect or the quality of school also directly or indirectly depends on teacher effectiveness. Hence, the teacher effectiveness is one of the central themes of the education from the very beginning of the education process started in each and every societies and nations. The policy makers also consider that the major focus of educational policy is also quality teaching in academic institutions. The measurements and researches on teacher effectiveness have a century old history. Remmer, in 1928, developed the oldest scale namely, Purdue Rating Scale, for measuring teacher effectiveness (Braskamp, Caulley & Costin, 1979). From then on, the researchers in the field of education focus in exploring the various aspects of teacher effectiveness and emphasis in enhancing it through research output.

Teacher Effectiveness

Campbell, Kyriakides, Muijs, and Robinson (2004) defined teacher effectiveness as the impact that classroom factors, such as teaching methods, teacher expectations, classroom organisation, and use of classroom resources, have on students' performance. According to Papanastasiou (1999) "that no single

teacher attribute or characteristic is adequate to define an effective teacher". Wenglinsky (2000) said about teacher effectiveness that, the classroom practices are important to learning. In his research, he found that what happens in the classroom is critical and that how a teacher teaches is important. Practices that promote higher order thinking and active participation are most successful. The problem is to translate this knowledge into an acceptable evaluation procedure. Relating this matter Paris and Paris (2001), told that "Effective teachers do not rely only on teacher directed instruction. They provide a substantial amount of coaching in the form of support and feedback as their students are reading and writing. They refrain from doing too much talking, allowing their student time to engage in literacy activities. Effective teachers foster self-regulation in their students. They encourage students to work independently and take responsibility for their own learning." Effective teachers are have minimum these qualities or known about these, they should be dynamic and energetic, clarity of instruction and good modulation, good study habits and work patterns, clear cut objectives, motivating students by providing new learning experiences, thorough in subject matter content, being conversant with up to date knowledge, selection of suitable teaching methods to suit individual difference, adoption of child centred approach, arranging and colleagues, active participation in social and cultural activities participating willingly in health program, educating people about health and hygiene. Goe, Bell, & Little (2008), in their study, elaborated various researches, policy documents, standards, and reports on teacher effectiveness and given a five-point definition of after scrutinizing the collected definitions. According to them, effective teachers consists of the following: i) effective teachers have high expectations for all students and help students learn, as measured by value-added or other test-based growth measures, or by alternative measures; ii) effective teachers contribute to positive academic, attitudinal, and social outcomes for students such as regular attendance, on-time promotion to the next grade, on-time graduation, self-efficacy, and cooperative behavior; iii) Effective teachers use diverse resources to plan and structure engaging learning opportunities; monitor student progress formatively, adapting instruction as needed; and evaluate learning using multiple sources of evidence; iv) Effective teachers contribute to the development of classrooms and schools that value diversity and civic-mindedness; and v) effective teachers collaborate with other teachers, administrators, parents, and education professionals to ensure student success, particularly the success of students with special needs and those at high risk for failure (Goe, Bell, & Little; 2008, p. 8).

The study conducted by Khatal (2010) explored that the aptitude for teaching affect a teacher's teaching effectiveness. The effective teachers seem to possess higher aptitude for teaching as compared to the non-effective teacher. A teacher with higher teaching aptitude appears to have better chances of being effective as a teacher than a teacher with low aptitude. The researchers Sandeep, Sawhney and Kaur (2011) investigate that No significant difference has been found in the teacher effectiveness of male and female teachers and significant difference has been found between self- concept of male and female elementary school teachers. Mishra (1999), investigate that teacher effectiveness has significant positive correlation with job satisfaction and there exists a significant two-factor interactional effect in teacher's attitude towards teaching and their job-satisfaction on teacher effectiveness. Teachers with high attitude towards teaching and low job satisfaction show highest mean scores whereas teachers with low attitude towards teaching and low job satisfaction show lowest mean teacher effectiveness score. Josheph, B. (2013), found that gender has no significant influence on personal, professional, intellectual, strategies of teaching and social aspects of teacher effectiveness i.e. male and female teachers possess similar teacher effectiveness. Locality has no significant influence on any of the aspects of teacher effectiveness and professional competency. Kiadese (2011), investigate that there was low level of teaching effectiveness among prevocational subject teachers. The present researchers (Halder, U.K. & Roy, R.R., 2018a), in their previous study, found positive correlations among job satisfaction and teacher effectiveness and its various aspects namely, personal aspect, professional aspect, intellectual aspect, strategies aspect and social aspect of teacher effectiveness are significantly and positively interrelated. In another study, they (Halder, U.K. & Roy, R.R., 2018b) revealed similar result for the interrelation among the teacher adjustment and teacher effectiveness and its various aspects namely, personal aspect, professional aspect, intellectual aspect, strategies aspect and social aspect of teacher effectiveness. Amadi, E.C. & Allagoa, I.C. (2017) showed that age, educational qualification, and years of teaching experience had significant influence on teachers' classroom management effectiveness, though, gender and educational discipline of teachers had no significant influence on their classroom management effectiveness. In this study, the present researchers found a lack of studies on the secondary school teachers of the West Bengal Board of Secondary Education in West Bengal and selected the problem to conduct their research.

Objectives of the Study

The researchers conducted their study to investigate the following objectives:

- i) to explore the teacher effectiveness in (personal, professional, intellectual, social and strategies of teaching and social) aspects of the secondary school teachers.
- ii) to measure the differences in teacher effectiveness in (personal, professional, intellectual, social and strategies of teaching and social) aspects of the secondary school teachers in terms of their gender, marital status, nature of service, experience and locality of the school.

Hypotheses (Null) of the Study

- H_{0.1}** : There is no significant difference between the mean scores of teacher effectiveness of male and female secondary school teachers.
- H_{0.2}** : There is no significant difference between the mean scores of teacher effectiveness of urban and rural secondary school teachers.
- H_{0.3}** : There is no significant difference between the mean scores of teacher effectiveness of assistant teachers and para- & contractual- teachers of secondary schools.

Method of the Study

The researchers carried their study by using survey method of descriptive research, to measure and assess the Teacher Effectiveness of secondary school teachers.

Population and Samples of the Study

The population of the present study is considered of all the secondary school teachers of West Bengal. The researchers selected their sample randomly of three districts of West Bengal for the present study. The total numbers of sample were 400 included of 256 male and 144 female school teachers.

Variables of the Study

In the present study, teacher effectiveness of the secondary school teachers was considered as the dependent variable and the gender, locality and designation of the teachers were treated as the independent variables of the study.

Tools Used in the Study

The researchers delimited their study in construction of a standardized tool for measuring teacher effectiveness, as they adopted a standardized scale, namely, Jayaraman’s Teacher Effectiveness Scale (JTES) developed by Jayaramanna. It was standardized on 63 items and 3 items were rejected in item analysis. The questionnaire covers five major areas of teacher effectiveness such as personal aspect, professional aspect, intellectual aspect, strategies of teaching aspect and social aspect. The reliability of this tool was 0.81 and validity is 0.90. The alpha coefficient for the 60 items is 0.97, suggesting that the items have relatively high internal consistency. Also, for each and every dimension relating to teacher effectiveness the reliability coefficient is greater than 0.8 which suggests that there is a relatively high internal consistency.

Analysis and Interpretation of the Study

In the present study, the researchers used and analyzed the data collected from the sample to explore the differences in teacher effectiveness due to gender, locality of schools and designation of the secondary school teachers and presented the analysis and interpretation of the data in following discussion:

H_{0.1} : There is no significant difference between the mean scores of teacher effectiveness of male and female secondary school teachers.

Table - 1 Results of t-test for the teacher effectiveness of male and female teachers
Independent Samples Test

		<i>t-test for Equality of Means</i>																																																					
		<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Mean Diff.</i>	<i>SED</i>	<i>t</i>	<i>df</i>	<i>Sig.</i>																																														
Personal Aspect	<i>Male Teacher</i>	256	11.77	3.943	1.367	.400	3.415	398	.001																																														
	<i>Female Teacher</i>	144	10.40	3.655						Professional Aspect	<i>Male Teacher</i>	256	15.03	3.933	1.298	.399	3.253	398	.001	<i>Female Teacher</i>	144	13.73	3.642	Intellectual Aspect	<i>Male Teacher</i>	256	8.69	2.625	.698	.259	2.698	398	.007	<i>Female Teacher</i>	144	7.99	2.214	Strategies of Teaching Aspect	<i>Male Teacher</i>	256	14.89	4.319	.346	.436	.793	398	.428	<i>Female Teacher</i>	144	14.55	3.942	Social Aspect	<i>Male Teacher</i>	256	9.04
Professional Aspect	<i>Male Teacher</i>	256	15.03	3.933	1.298	.399	3.253	398	.001																																														
	<i>Female Teacher</i>	144	13.73	3.642						Intellectual Aspect	<i>Male Teacher</i>	256	8.69	2.625	.698	.259	2.698	398	.007	<i>Female Teacher</i>	144	7.99	2.214	Strategies of Teaching Aspect	<i>Male Teacher</i>	256	14.89	4.319	.346	.436	.793	398	.428	<i>Female Teacher</i>	144	14.55	3.942	Social Aspect	<i>Male Teacher</i>	256	9.04	3.063	.050	.316	.158	398	.875								
Intellectual Aspect	<i>Male Teacher</i>	256	8.69	2.625	.698	.259	2.698	398	.007																																														
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Social Aspect	<i>Male Teacher</i>	256	9.04	3.063	.050	.316	.158	398	.875																																														

	<i>Female Teacher</i>	144	8.99	2.988					
Teaching	<i>Male Teacher</i>	256	59.43	14.411	3.759	1.454	2.585	398	.010
Effectiveness	<i>Female Teacher</i>	144	55.67	13.120					

From the Table 1, it was found that there are significant differences between the male and female secondary school teachers in terms of their personal aspect [t (398) = 3.415, p < 0.01]; professional aspect [t (398) = 3.253, p < 0.01]; and intellectual aspect [t (398) = 2.698, p < 0.01] of teaching effectiveness. But, no differences are found among the teachers in terms of their strategies of teaching aspect [t (398) = .793, p > 0.05] and social aspect [t (398) = .158, p > 0.05] of teaching effectiveness. On the contrary, male and female teachers differ significantly in their teaching effectiveness [t (398) = 2.585, p = 0.01]. Though, there are exceptions in strategies of teaching aspect and social aspect of teaching effectiveness, it may be stated that there is a statistically significant difference among the male and female secondary school teachers in terms of their teaching effectiveness and there is no sufficient evidence to retain the null hypothesis (H_{0.1}) and as a result it was rejected.

H_{0.2} : There is no significant difference between the mean scores of teacher effectiveness of urban and rural secondary school teachers.

Table - 2 Results of t-test for the teacher effectiveness of urban and rural school teachers
Independent Samples Test

		<i>t-test for Equality of Means</i>							
		<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Mean Diff.</i>	<i>SED</i>	<i>t</i>	<i>df</i>	<i>Sig.</i>
Personal Aspect	<i>Urban Teacher</i>	195	10.35	3.907	-1.802	.379	-4.751	398	.000
	<i>Rural Teacher</i>	205	12.16	3.680					
Professional Aspect	<i>Urban Teacher</i>	195	13.91	3.803	-1.263	.383	-3.296	398	.001
	<i>Rural Teacher</i>	205	15.18	3.855					
Intellectual Aspect	<i>Urban Teacher</i>	195	8.18	2.513	-.508	.250	-2.037	398	.042
	<i>Rural Teacher</i>	205	8.69	2.477					
Strategies of Teaching Aspect	<i>Urban Teacher</i>	195	14.70	4.249	-.132	.419	-.314	398	.754
	<i>Rural Teacher</i>	205	14.83	4.133					
Social Aspect	<i>Urban Teacher</i>	195	8.81	2.924	-.429	.303	-1.416	398	.158
	<i>Rural Teacher</i>	205	9.23	3.125					
Teaching Effectiveness	<i>Urban Teacher</i>	195	55.95	14.077	-4.134	1.393	-2.968	398	.003
	<i>Rural Teacher</i>	205	60.09	13.777					

From the Table 2, shows significant differences between the urban and rural secondary school teachers in terms of their personal aspect [t (398) = -4.751, p < 0.01]; professional aspect [t (398) = -3.296, p < 0.01]; and intellectual aspect [t (398) = -2.037, p < 0.01] of teaching effectiveness. But, no differences are found among the teachers in terms of their strategies of teaching aspect [t (398) = -.314, p > 0.05] and social aspect [t (398) = -1.416, p > 0.05] of teaching effectiveness. On the contrary, urban and rural school teachers differ significantly in their teaching effectiveness [t (398) = -2.968, p < 0.01]. Though, there are exceptions in strategies of teaching aspect and social aspect of teaching effectiveness, it may be stated that there is a statistically significant difference among the urban and rural secondary school teachers in terms of their teaching effectiveness and there is no sufficient evidence to retain the null hypothesis (H_{0.2}) and as a result it was rejected. It is noted that, in comparison to the urban school teachers, the rural school teachers scored higher in teaching effectiveness self-measure.

H_{0.3} : There is no significant difference between the mean scores of teacher effectiveness of assistant teachers and para- & contractual- teachers of secondary schools.

Table - 3 Results of t-test for the teacher effectiveness of assistant teachers and para- & contractual- teachers.

Independent Samples Test

		<i>t-test for Equality of Means</i>							
		<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Mean Diff.</i>	<i>SED</i>	<i>t</i>	<i>df</i>	<i>Sig.</i>
Personal Aspect	<i>Assistant Teacher</i>	333	11.79	3.538	3.058	.499	6.130	398	.000
	<i>Para & Contractual</i>	67	8.73	4.558					
Professional	<i>Assistant Teacher</i>	333	15.14	3.210	3.469	.490	7.084	398	.000

Aspect	<i>Para & Contractual</i>	67	11.67	5.372					
Intellectual Aspect	<i>Assistant Teacher</i>	333	8.83	2.162	2.303	.315	7.306	398	.000
	<i>Para & Contractual</i>	67	6.52	3.150					
Strategies of Teaching Aspect	<i>Assistant Teacher</i>	333	15.32	3.570	3.309	.536	6.174	398	.000
	<i>Para & Contractual</i>	67	12.01	5.704					
Social Aspect	<i>Assistant Teacher</i>	333	9.37	2.811	2.056	.393	5.227	398	.000
	<i>Para & Contractual</i>	67	7.31	3.504					
Teaching Effectiveness	<i>Assistant Teacher</i>	333	60.45	11.180	14.197	1.745	8.134	398	.000
	<i>Para & Contractual</i>	67	46.25	19.899					

From the Table 2, shows significant differences between assistant teachers and para & contractual secondary school teachers in terms of their personal aspect [$t(398) = 6.13, p < 0.01$]; professional aspect [$t(398) = 7.084, p < 0.01$]; intellectual aspect [$t(398) = 7.306, p < 0.01$]; strategies of teaching aspect [$t(398) = 6.174, p < 0.01$] and social aspect [$t(398) = 5.227, p < 0.01$] of teaching effectiveness. They also statistically differ significantly in their teaching effectiveness [$t(398) = 8.134, p < 0.01$]. Hence, it may be stated that there is a statistically significant difference among the assistant teachers and para & contractual secondary school teachers in terms of their teaching effectiveness and there is sufficient evidence to reject the null hypothesis ($H_{0.3}$). It is noted that, in comparison to the para & contractual teachers, the permanent assistant teachers scored higher in teaching effectiveness self-measure.

Discussion

Teachers are second most important factor of education. Only they have the power to control the wholesome development of educational system. It is their effort which results the students deep learning. In this study, it was found that gender and locality affect the teaching effectiveness as well as the personal aspect, professional aspect and intellectual aspect of teaching effectiveness. It was also found that the strategies aspect and the social aspect of teacher effectiveness were not affected by gender and locality of the schools. Interestingly, the designation of the secondary school teachers is a matter of concern, as due to the designation there were statistically significant differences in teaching effectiveness and all of the selected aspects of teaching effectiveness of the permanent assistant teachers and para & contractual teachers of secondary schools. Hence, the policy makers and the employing authority as well as the government should be more conscious about the employment of permanent assistant teachers in the secondary schools.

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