



**A STUDY OF TEACHER EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS  
IN RELATION TO THEIR GENDER AND TEACHING EXPERIENCE**

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**Abstract**

The present study has tried to explore the teaching effectiveness of secondary school teachers on the basis of their gender and work experience. 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 access teaching effectiveness of the secondary school teachers. The study revealed that there was a significant difference between teaching effectiveness of secondary school male and female teachers. No significant difference was found between the teacher effectiveness of the secondary school teachers with more than 10 and less than 10 years of teaching experience.

**Keywords: Teacher Effectiveness, Gender, Teaching Experience**

**Introduction:**

The final objective of education is the harmonious and progressive development of the child. This goal can only be attained when the teachers have specific characteristics and qualities in them. 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 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.”

According to Medley (1982), “Teacher's performance is often used as a base from which teacher effectiveness can be derived, 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 are a set of teaching behaviours which are involved that are especially effective in bringing about desired changes in the classroom discourse. Jhonson (1956-57) suggests 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.

Ronald (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 math. Second, collective teacher effectiveness, as an organizational property of schools, was positively associated with achievement levels. Third, the stability of the school's teaching staff and the quality of its academic organization and teaching processes were positively related to achievement levels.”

Kulsum (2000) emphasized the main factor of teacher effectiveness in “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.”

### **OBJECTIVES**

- To compare the Teacher Effectiveness of the male and female secondary school teachers.
- To compare the Teacher Effectiveness of the secondary school teachers with experience more than 10 years and less than 10 years.

### **HYPOTHESIS**

- There is no significant difference between the Teacher Effectiveness of the male and female secondary school teachers.
- There is no significant difference between the Teacher Effectiveness of the secondary school teachers with more than 10 years and less than 10 years of teaching experience.

### **METHODOLOGY OF STUDY**

The study was carried out to investigate teaching effectiveness of secondary school teachers in relation to their gender and teaching experience.

**Sample**

A sample of 145 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 analyze the data.

**DELIMITATIONS**

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

**RESULTS AND DISCUSSION**

**Hypothesis 1**

**There is no significant difference between the Teacher Effectiveness of the male and female secondary school teachers.**

**Table 1**

Gender	N	Mean	Standard Deviation	t- value	Significance of Difference
Male	52	261.63	29.01	<b>2.539*</b>	Significant**
Female	93	274.92	30.88		

*\*df: 143*

*\*\*critical value of t at 0.05 level of significance: 1.660*

Table 1 reveals that the calculated t-value (2.539) is more than the critical value 1.660 (df: 143; at 0.05 level of significance). Hence, the difference is significant and null hypothesis is **rejected**.

**Hypothesis 2**

**There is no significant difference between the Teacher Effectiveness of the secondary school teachers with more than 10 years and less than 10 years of teaching experience.**

**Table 2**

Work Experience	N	Mean	Standard Deviation	t- value	Significance of Difference
More than 10 years	62	288.12	29.50	<b>0.559*</b>	N.S.**
Less than 10 years	83	285.39	28.74		

*\*df: 143*

*\*\*critical value of t at 0.05 level of significance: 1.660*

Table 2 reveals that there is no significant difference between the effectiveness of teachers with teaching experience of more than and less 10 years. The calculated t-value (0.559) is lesser than the critical value 1.660 (df: 143; at 0.05 level of significance). Hence, the difference is not significant (N.S.) and null hypothesis is **accepted**.

### **FINDINGS OF THE STUDY**

- There is a significant difference between the teacher effectiveness of male and female secondary school teachers. The mean teacher effectiveness score of female teachers is higher than the mean score of their male counterparts.
- There is no significant difference between the teacher effectiveness of secondary school teachers with more than 10 and less than 10 years of teaching experience.

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