

Comparative Study in Teaching Effectiveness of Teachers in Secondary Schools: In Context of their Experience

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ABSTRACT

In this study “**Comparative Study in Teaching Effectiveness of Teachers in Secondary Schools: In Context of their Experience**” has been carried out with the objective on the Teaching Effectiveness based on the experience of teachers in Secondary Schools. A comparative study between experienced and non experienced teachers has been done. Jaipur at Rajasthan in India has been taken for this research work keeping in view the time and resources . 60 teachers in 10 schools have been selected for this research work. Out of which 30 experienced and 30 less or non experienced teachers have been taken as sample . this study is presented under descriptive method of research. For analysis and interpretation of data T - test statistical method is used for comparative study. After analysis it was found that the teaching effectiveness of teachers in secondary schools tends to be more effective according to their experience. There is a meaningful difference in teaching effectiveness of more experienced teachers and teaching effectiveness of less experienced teachers. In general, more experienced teachers do teaching more effectively in comparison with less experienced teachers and this difference between the two was found meaningful statistically.

Keywords:

Secondary Level School, Teacher, Teaching Effectiveness and experience

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Preface

Quantitative development in educational institutions by number is reflected to all, but in terms of development, qualitative development in educational institutions has not been found to be satisfactory. It is well known that teaching is basically a process of behaviour changes. In terms of effective, teaching it refers common qualities of teaching include the general health of the teacher, physical, skills, philosophical, psychological level, good habits, qualities like teacher maturity, morality and knowledge of the subject matter, if all these qualities are included, then a skilled teacher constructed and only a skilled teacher can do the teaching effectively. According to D.G. Ryan in the area of teaching effectiveness “Teaching is dynamic according to which some criteria of effectiveness are mentioned, which includes the outcome criteria, process and eligibility criteria. On the basis of these criteria, the teaching effectiveness of the teacher can also be studied. It is possible that the eligibility criterion is directly related to the

teacher’s personal abilities, the process criterion is related to the process used to refer to the teacher’s teaching process and subject matter, the same result criterion should be determined based on the achievement of the students” The effectiveness of a teacher is determined by his general behaviour and classroom activities A teaching is one such area is where experience plays a very important role. A class room management competency, natural behaviour, emotionally stability increases based on experience. A Jayaswal and Gupta 2011 concluded that “Regular teacher teachers are more was impressive. A reason for this was found to be high qualification training pay scale and experience”. A Experience is the basis which enhances the qualification in teaching training activity. A teacher’s quality increases based on his / her experience, also in the classroom operation process. Experience plays an important role because it is well known that the responsibility of teachers is not only the teaching of the subject matter but also its duty to transfer the power of changing the nation and human thought stream to

the students. An experienced teacher is the thinking stream of the entire nation. Can efficiently carry out the responsibility of changing to the environment that is needed to make the learning process more learning oriented is very much influenced by effective teaching, as it is well known that the quality of educational institutions depends on its teachers. The teacher's knowledge, teaching art, teaching art and environment greatly influence

Requirement of study

The role of the teacher is the most important for educational institutions to establish high standards. To find out the reason of lack of quality and the basis of that deficiency or qualitative development in educational institutions this Study will be proven very necessary. According to Professor R. C. Mehrotra, the position of the teacher should be higher than the level of any person in society, but the credibility of teachers has been found to be less continuously. In the present era, which we can call scientific age, teaching effectiveness is also reflective of the state of mind of a teacher in which he does not consider teaching work as an alternative means of getting employment started as a business, but socially superior. Teaching effectiveness is a very important subject to research. It is very important to know how the teacher provides the latest information about the subject to students? and that how effectively the information is kept in front of the students, to make the learning process smooth and comprehensible? The supporting materials are used properly or not? - such questions are necessary to study time to time and to find solutions of these questions, this study is very important. If effectiveness is presented in the context of teaching, then the teaching skills of the teacher and other included areas such as the attainment of the objectivity of the subject. A study on the effectiveness of teaching or teacher role in any era is a very important subject. Menon found in 1982 that the teaching activity of a teacher with strong personality is also to be good.

Effectiveness is a suffix that is appropriate to be considered relativistic. Ravindra Nath Tagore has given the metaphor of “ A burning lamp ” to the teacher A. This makes us clear that like a burning lamp lights another lamp or can burn the same way as a qualified teacher who is duty-bound, reveals the qualifications of the students, which the students themselves are not aware of. The effectiveness of teaching profession has been studied in different dimensions, but teaching based on experience. Studying effectiveness is also an essential subject matter. Therefore the study has done comparative study of teaching effectiveness of teachers in secondary school based on their experience.

Problem statement

“Comparative Study in Teaching Effectiveness of Teachers in Secondary Schools: In Context of their Experience”

Specific objectives of research

Specific objectives of the research are whether or not there is a meaningful difference (based on their experience) in the teaching effectiveness of teachers teaching in secondary schools.

Concept of study

The following hypothesis has been tested based on specific objectives.

- H₀₁ There is no meaningful difference in the teaching effectiveness of teachers based on experience in secondary schools.**
- H₀₂ There is no meaningful difference in the teaching effectiveness of male teachers based on experience in secondary schools.**
- H₀₃ There is no meaningful difference in the teaching effectiveness of teachers based on experience in secondary schools.**

Research method

Descriptive research method and survey method have been used for research in the presented study.

Population

For this research, secondary level teachers of Jaipur city have been taken, who were editing teaching work at the time of research.

Instructor of study

60 teachers teaching in 10 schools of Jaipur city have been selected as sample, out of which 30

experienced and 30 less or non experienced teachers have been taken as sample.

Research instrument statistics method

For analysis of teaching effectiveness “teaching effectiveness scale by Umme Kulsum (2000)” is applied. Statistical methods The t-test statistical method is used for analysis and interpretation.

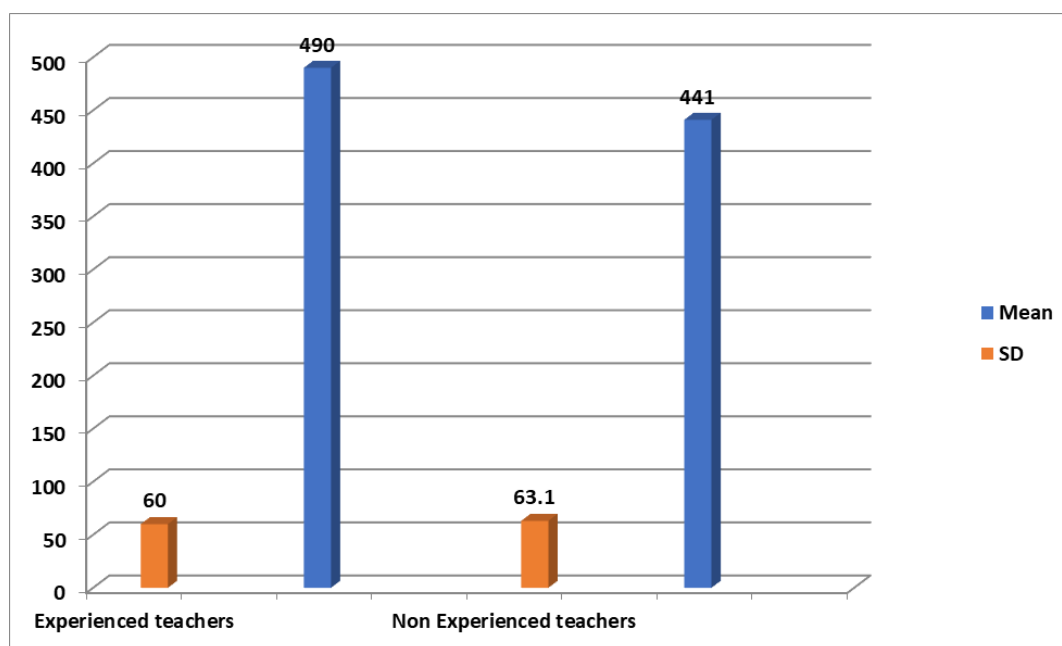
Analysis and interpretation of data

H₀1 There is no meaningful difference in the teaching effectiveness of teachers based on experience in secondary schools.

Table1.1

S n.	Group	Sample	Mean	SD	Cal. ‘t’	df	Significance level
1	Experienced teachers	30	491	60	11	58	2.63 (at level 0.01)
2.	Non Experienced teachers	30	443	63.1			1.98 (at level 0.05)

Graph no. 1.1



Interpretation :- From the above table 1.1 it is clear that calculated value of t is more than t- table

value at difference 58 at the level of .01 and .05, which shows difference between level of

significance, hence we can conclude that There is a significant **difference in the teaching effectiveness of teachers based on experience in secondary schools.**

Generalization:-There is a meaningful difference in the teaching effectiveness of teachers based on experience in secondary

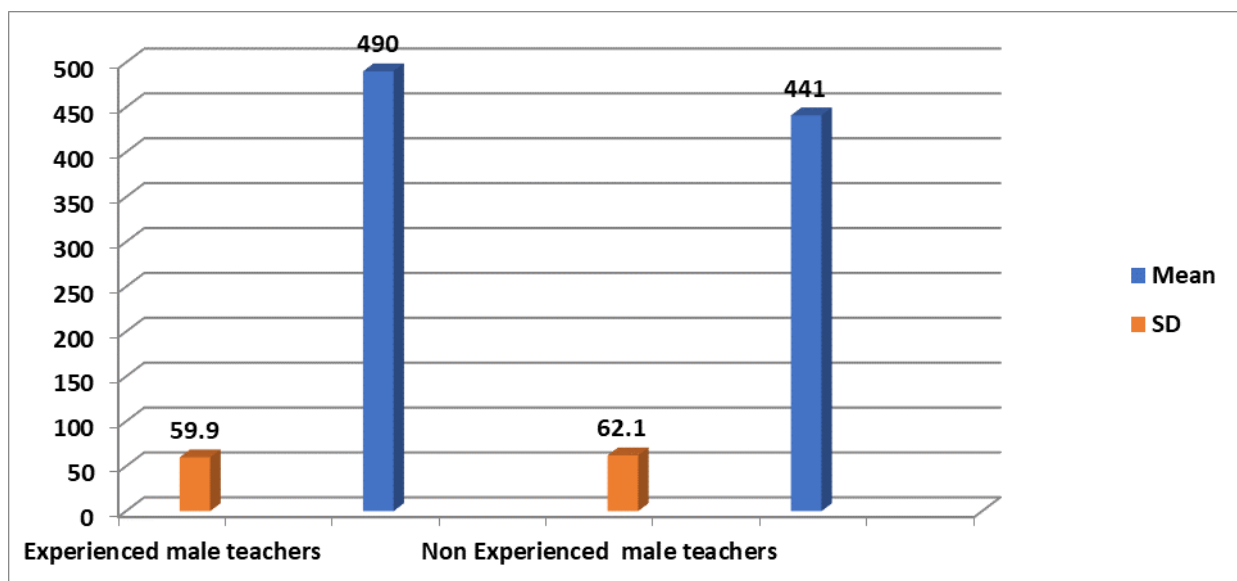
schools. The **experienced** teachers were able to teach more efficiently than non **experienced** teachers.

H02 There is no meaningful difference in the teaching effectiveness of male teachers based on experience in secondary schools.

Table 1.2

S n.	Group	Sample	Mean	SD	Cal. 't'	df	Significance level
1	Experienced male teachers	15	490	59.9	10	28	2.63 (at level 0.01)
2.	Non Experienced male teachers	15	441	62.1			1.98 (at level 0.05)

Graph no. 1.2



Interpretation :- From the above table 1.2 it is clear that calculated value of t is more than t- table value at difference 28 at the level of .01 and .05, which shows difference between level of significance, hence we can conclude that There is a significant **difference in the teaching effectiveness of male teachers based on experience in secondary schools.**

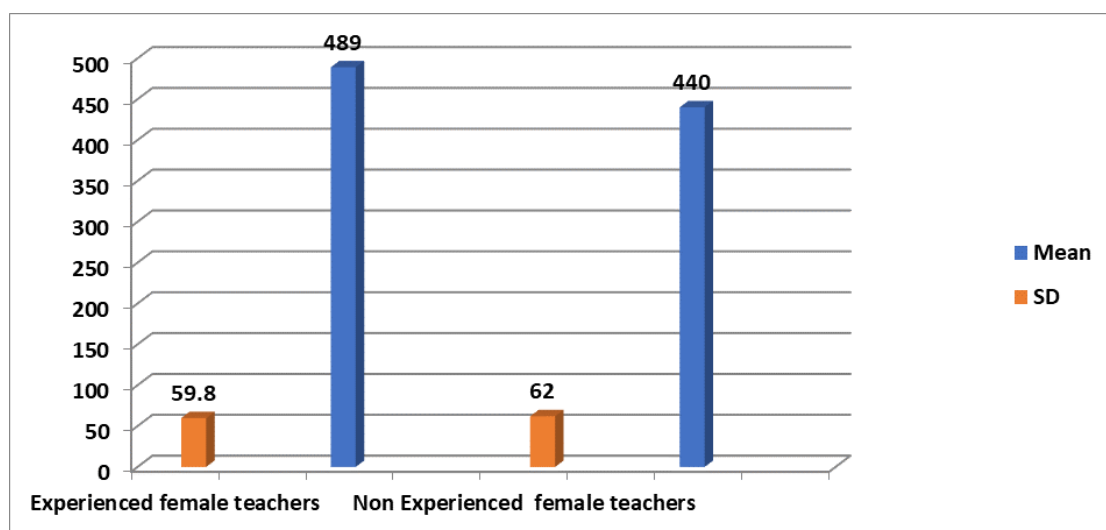
Generalization:-There is a meaningful difference in the teaching effectiveness of male teachers based on experience in secondary schools. The **experienced** teachers were able to teach more efficiently than non **experienced** teachers.

H03 There is no meaningful difference in the teaching effectiveness of teachers based on experience in secondary schools.

Table 1.3

S n.	Group	Sample	Mean	SD	Cal. 't'	df	Significance level
1	Experienced female teachers	15	489	59.8	10	28	2.63 (at level 0.01)
2.	Non Experienced female teachers	15	440	62			1.98 (at level 0.05)

Graph no. 1.3



Interpretation :- From the above table 1.3 it is clear that calculated value of t is more than t- table value at difference 28 at the level of .01 and .05, which shows difference between level of significance, hence we can conclude that There is a significant **difference in the teaching effectiveness of female teachers based on experience in secondary schools.**

Generalization:-There is a **meaningful difference in the teaching effectiveness of female teachers based on experience in secondary schools.** The **experienced** teachers were able to teach more efficiently than non **experienced** teachers.

Conclusion

The hypothesis that there is no meaningful difference in the teaching effectiveness of teachers

on the basis of experience in secondary schools were tested and it was found that at the significant level, teachers in secondary schools have meaningful differences in their teaching effectiveness based on experience. Hence the hypothesis are rejected. It can be concluded that there is a significant difference in the teaching effectiveness of teachers based on experience of secondary schools.

Summary

It was found that there is a meaningful difference between the teaching effectiveness of more experienced teachers and the teaching effectiveness of less experienced teachers. Generally, more experienced teachers do more effective teaching work and less experienced teachers have less teaching effectiveness and found meaningful difference between the two.

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