

A Study of Teaching Effectiveness of Secondary School Teachers In Relation To Teaching Experience, Type of Management and Teaching Commitment

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Abstract

The present study aimed to investigate main and interaction effect of teachers' commitment, teaching experience and types of school on teaching effectiveness among secondary school teachers. As a sample 600 secondary school teachers were selected using simple random sampling from schools of Rajauri district of Jammu and Kashmir. For data collection, Teacher Effectiveness Scale by P. Kumar and D.N Mutha and Noorjehan Teacher Commitment Inventory developed by Noorjehan N. Ganihar were used. Findings of this study reveal that main effects of teachers' commitment and teaching experience of secondary school teachers on teaching effectiveness are significant. Teachers with high commitment and high experience were found to have better teaching effectiveness than teachers with low commitment and low experience. No significant effect of school types was found on teaching effectiveness. Interaction effect between teachers' commitment and school types was also found significant on teaching effectiveness. But significant two-way interaction between teachers' commitment and experience, and school types and teaching experience was not found significant on teaching effectiveness. Three-way interaction effect among teacher commitment, teaching experience and school types was also not found significant on teaching effectiveness.

I. Introduction

Education is a process of advancement and enculturation of an individual and society. It is the third eye of an individual that nourishes like a mother and provides proper path like a father. It is a lifelong process that starts in the womb of mother and ends in the tomb. It is a process of development of economic, social, cultural, political, moral and aesthetic aspects of the individual. It is a process of desirable change in individual's behavior, knowledge, skills, attitudes, values and aspiration. It is an agent of social change. Development of nation depends on quality of its citizens. Thus, education is an essential key for all-round development of an individual and thereby of the nation.

Teacher is the key figure in providing education to students/learners. The task of a teacher is to impart knowledge, develop skills and attitude and inculcate values in their students/learner. The progress and advancement of education mostly depends on the teacher. Teachers are the yard of measurement of quality of education. Quality of education depends on teaching effectiveness of teachers. Teaching effectiveness is a product of personal and professional qualities of teachers. Personality, sympathy, intelligence, morale, patience, passion, motivation, creativity, flexibility, self-confidence, humor, enthusiasm, positive attitude towards subject and teaching, etc. are personal qualities of teachers. Abilities to listen, empathize, build rapport with learners, preparedness and love to learning are also personal abilities of teachers. Subject knowledge and pedagogical knowledge are professional abilities of teachers. Self-knowledge, subject and content knowledge, curriculum knowledge, knowledge of teaching methods, model, strategies, techniques, maxims, use of audio-visual instruments, teaching competency and commitment are professional abilities of teachers. Teaching effectiveness is directly associated with quality of education. Thus, regular study of teaching effectiveness in relation to its associated factors is important for development of quality of education. Several factors are associated with teaching effectiveness of teachers, but competency and commitment are important factors of teaching effectiveness. More competent and committed teachers can do effective teaching.

In present study teaching effectiveness has been studied in relation to teaching experience, type of management and teachers' commitment.

II. Review Of Related Literature

Studies of Teaching Effectiveness in Relation to Teaching Experience

Minvelli (2012) investigated professional effectiveness of school teachers on a sample of Government, Aided, Corporation and private schools in Chennai and Kancheepuram educational districts. Significant difference was not found among secondary school teachers with different level of teaching experience on their professional effectiveness. Onyekuru and Ibegunam (2013) investigated teaching effectiveness of secondary school teachers on a sample of 80 secondary school teachers of Rivers State, Nigeria. Significant difference was found between teachers with experience below five years and five and above on their teaching effectiveness. Teaching effectiveness of teachers with higher experience was found higher than teachers with low experience. Lalchandami and Lalnunfeli (2019) conducted a study on the effectiveness of secondary school teachers in Mizoram on a sample of 186 secondary school teachers. Significant difference was found between teachers with low and high teaching experience. Teacher with teaching experience of less than 10 years were found significantly higher teaching effectiveness in comparison to teachers with greater than 10-year experience. Present study is not supporting the finding of this study.

Studies of Teaching Effectiveness in Relation to Type of School

Mangamma and Vardhini (2017) studied teacher effectiveness of secondary school teachers in relation to administration of school on 100 secondary school teachers working in secondary schools of Bangalore South District. This study revealed that significant difference exists among government, private aided and private unaided secondary school teachers on teacher effectiveness. Significant difference was not found between Private aided and private unaided secondary school teachers on teaching effectiveness. Devamma (2018) studied teaching effectiveness of secondary school teachers in relation to administration of school on a sample of 200 teachers of Tumkur Educational District. Significant differences were found between teachers working in government and aided, and aided and unaided schools in their teaching effectiveness. Teaching effectiveness of teachers of the government schools were found better than teachers of the aided school, while teaching effectiveness of teachers of the unaided school was found better than aided school teachers. Significant difference was not found between teachers of government school and unaided schools on their teaching effectiveness. Kaushik (2018) studied teaching effectiveness in relation to school administration on a sample of 400 senior secondary school teachers of Sonapat district of Haryana. Significant difference was found between government and private senior secondary school teachers on their teaching effectiveness in favour of government school teachers. Kumar (2018) studied teaching effectiveness in relation school administration on a sample 400 elementary school teachers. It was found that significant difference exists between government and self-financed elementary school teachers in their teaching effectiveness. Self-financed elementary teachers were found better teaching effectiveness than government elementary teachers.

Studies of Teaching Effectiveness in Relation to Professional Commitment

Bashir (2019) conducted a study to find out the influence of professional commitment on teaching effectiveness among secondary school teachers on a sample of 300 teachers of Punjab. Finding of this study indicates that teaching effectiveness is positively associated with professional commitment.

Objectives

Following objectives were set for present study:

1. To find out difference between secondary school teachers of Rajauri district of Jammu and Kashmir with low and high commitment on their teaching effectiveness.
2. To find out difference between secondary school teachers of Rajauri district of Jammu and Kashmir with low and high teaching experience on their teaching effectiveness.
3. To find out difference between Government and Private secondary schools teachers of Rajauri district of Jammu and Kashmir on their teaching effectiveness.
4. To find out two-way interaction effect between teachers' commitment and teaching experience, teachers' commitment and school types, and teaching experience and school types on teaching effectiveness of secondary school teachers of Rajauri district of Jammu and Kashmir.
5. To find out three-way interaction effect among teachers' commitment, teaching experience and school types on teaching effectiveness of secondary school teachers of Rajauri district of Jammu and Kashmir.

Hypotheses

Objective wise hypotheses were framed in following way:

1. There is no significant difference between secondary school teachers of Rajauri district of Jammu and Kashmir with low and high commitment on their teaching effectiveness.

2. There is no significant difference between secondary school teachers of Rajauri district of Jammu and Kashmir with low and high teaching experience on their teaching effectiveness.
3. There is no significant difference between Government and Private secondary schools teachers of Rajauri district of Jammu and Kashmir on their teaching effectiveness.
4. There is no significant two-way interaction effect between teachers' commitment and teaching experience, teachers' commitment and school types, and teaching experience and school types on teaching effectiveness of secondary school teachers of Rajauri district of Jammu and Kashmir.
5. There is no significant three-way interaction effect among teachers' commitment, teaching experience and school types on teaching effectiveness of secondary school teachers of Rajauri district of Jammu and Kashmir.

III. Methodology

Descriptive survey method was used to conduct the present study. As a sample 600 secondary school teachers were selected from schools of Rajauri district of Jammu and Kashmir using simple random sampling. To collect data, Teacher Effectiveness Scale by P. Kumar and D.N MuthaI and Noorjehan Teacher Commitment Inventory developed by Noorjehan N. Ganihar were used. To analyse data, three-way analysis of variance was used.

IV. Results and Discussion

To find out main and interaction effects of teachers' commitment, teaching experience and types of schools, three-way analysis of variance was used through SPSS software. Findings of three-way analysis of variance are presented in Table-1.

Main Effect of Teacher Commitment, Teaching Experience and Types of School on Teaching Effectiveness

It is clearly depicted in Table-1 that F value for difference between secondary school teachers with low and high commitment is 59.544 and probability of this F value is 0.000 which is much less than 0.01. This means that significant difference exists between secondary school teachers with low and high commitment on teaching effectiveness. Teaching effectiveness of teachers with high commitment was found higher than teachers with low commitment. Findings of previous study by Bashir (2019) is inline of finding of the present study. Both study indicate positive association between teaching effectiveness and teachers' commitment. Thus, null hypothesis that "There is no significant difference between secondary school teachers of Rajauri district of Jammu and Kashmir with low and high commitment on their teaching effectiveness" is rejected.

Table-1
Summary of three-way analysis of variance for main and interaction effect of teachers' commitment, teaching experience and types of school on teaching effectiveness of secondary school teachers of Rajauri district of Jammu and Kashmir

Source of Variation	Sum of Squares	DF	Mean Square	F	Sig. of F
Main Effects	16852.867	3	5617.622	26.845	.000
Teacher Commitment (TC)	12460.134	1	12460.134	59.544	.000
Teaching Experience (TE)	829.236	1	829.236	3.963	.047
Types of School (TS)	11.803	1	11.803	.056	.812
2-Way Interactions	3037.904	3	1012.635	4.839	.002
TC XTE	649.170	1	649.170	3.102	.079
TC XTS	2049.790	1	2049.790	9.795	.002
TE XTS	190.116	1	190.116	.909	.341
3-Way Interactions	397.392	1	397.392	1.899	.169
TC X TE TS	397.392	1	397.392	1.899	.169
Explained	18000.782	7	2571.540	12.289	.000
Residual	123881.203	592	209.259		
Total	141881.985	599	236.865		

Table-1 shows that F value for difference between secondary school teachers with low and high experience on teaching effectiveness is 3.983 and probability of this value is 0.047 which is less than 0.05. This result indicates that significant difference exists between secondary school teachers with low and high teaching experience. Teaching effectiveness of teachers with high teaching experience was found higher than teachers with low experience. Onyekuru and Ibegunam (2013) investigated teaching effectiveness of secondary school teachers of Rivers State, Nigeria and found that significant difference exists between teachers with experience below five years and five and above on their teaching effectiveness in favour of teachers with higher experience. Hence, null hypothesis that "There is no significant difference between secondary school teachers of Rajauri

district of Jammu and Kashmir with low and high teaching experience on their teaching effectiveness”, is rejected.

Table-1 also shows that F ratio for difference between secondary school teachers working in Government and Private school of Rajauri district on their teaching effectiveness is 0.056 and probability of this value is 0.812 which is much greater than 0.05. This means that significant difference does not exist between Government and Private school teachers in their teaching effectiveness. The present study supports the previous research findings conducted by Shobha (2022) in which significant difference was not found among teachers of government, aided and private school teachers on their teaching effectiveness. So, null hypothesis that “There is no significant difference between Government and Private secondary school’s teachers of Rajauri district of Jammu and Kashmir on their teaching effectiveness”, is not rejected at 0.05 level.

Two-Way Interaction Effects on Teaching Effectiveness

Table-1 show that F values for two-way interaction between teacher commitment and teaching experience, teacher commitment and types of school, and teaching experience and type of school are 0.079, 0.002, 0.341 respectively. These results are indicating that only significant interaction effect exists between teacher commitment and types of school on teaching effectiveness. This means that main effect of teachers’ commitment and types of school are clouded. Thus, null hypothesis that “There is no significant two-way interaction effect between teachers’ commitment and teaching experience, teachers’ commitment and school types, and teaching experience and school types on teaching effectiveness of secondary school teachers of Rajauri district of Jammu and Kashmir”, is rejected for interaction between teachers’ commitment and types of school only.

Three-Way Interaction Effect on Teaching Effectiveness

F value for interaction among teachers’ commitment, teaching experience and types of school on teaching effectiveness is 1.899 and probability of this value is 0.169 which is much greater than 0.05. This means that three-way interaction effect on teaching effectiveness is not significant. Therefore, null hypothesis that “There is no significant three-way interaction effect among teachers’ commitment, teaching experience and school types on teaching effectiveness of secondary school teachers of Rajauri district of Jammu and Kashmir”, is not rejected at 0.05 level.

Educational Implication

Findings of this study indicate significant role of teachers’ commitment and teaching experience on teaching effectiveness. Therefore, the investigators suggested that the school principals should develop commitment of school teachers regarding teaching job. They also motivate experienced teachers to support teachers with low experience to improve their teaching effectiveness.

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