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## A STUDY ON THE EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS IN MIZORAM

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**Abstract:** The study was conducted to find out the teacher effectiveness of secondary school teachers in relation to gender, educational qualification, stage in which they are teaching and their level of experience. Simple random sampling method was adopted by selecting 186 teachers from all over Mizoram. Teacher effectiveness scale constructed and validated by Dr. (Mrs.) Umme Kulsum (2011) was used for collecting data and it is a self-scoring schedule. . It was found that the Secondary school teachers have high level of effectiveness. Analyses were also done by testing the hypothesis to find out the significant difference in which it was found that there was no significant difference in their effectiveness level with reference to their gender, educational qualification, stage in which they are teaching. However there was a significant difference found in the level of effectiveness of teachers based on the years of their experience.

**Keywords:** Teacher effectiveness, Secondary school teachers, Gender, Educational qualification, Stage, Level of experience.

### I INTRODUCTION

Teacher's performance is the most crucial factor in the field of education which does not limit itself to mere exchange of information but involves an array of dynamic activities. With the high demands and expectations focused on the teacher for maintenance of quality in education, due consideration needs to be given on the effectiveness of the teachers who are in our schools today. In the present situation where classroom morale, school climate and social environment are becoming more and more complex, there is a rise in demand for teachers who are effective and competent more so than they ever were. Numerous researches have also shown that the effectiveness of teachers plays a major factor in improving students' achievement as a result of which the public attention has now shifted towards teacher quality and teacher preparation that ultimately leads to the competency and effectiveness of the teachers.

### II TEACHER EFFECTIVENESS

The concept of teacher effectiveness has been defined in different ways by different researchers, educators and professionals. While some focus their definition on teacher personalities, traits, behaviours, attitudes, values, abilities, competences and many other personal

characteristics, others are more concerned with the teaching process and teaching outcomes

Kulsum (2006)<sup>1</sup> states that teacher effectiveness includes characteristics of a teacher, his personality, attitudes etc, and process like teacher pupil interaction and production variables like outcome of teaching learning process, namely pupil achievements. Effective teachers, according to Glass (2011)<sup>2</sup>, use different resources to plan and organize learning opportunities, assess and monitor student progress formatively, adopting and innovate new methods of instructions as needed and evaluate learning using multiple sources for the development of classroom and school. In Medley's terms (1982)<sup>3</sup>, the possession of knowledge and skills falls under the heading of 'teacher competence' and the use of knowledge and skills in the classroom is referred to as 'teacher performance'. Teacher competence and teacher performance with the accomplishment of teacher goals is the 'teacher effectiveness'.

Teacher effectiveness may therefore be understood as possession the relevant competence (including necessary professional knowledge, skills and attitudes) and the ability to use the competence appropriately to achieve the set goals. Teacher effectiveness is therefore a combination of teacher competence, teacher performance and set goals or expected educational outcomes which with strong its linkage works for the ultimate realization of educational goals.

### III NEED AND IMPORTANCE OF THE STUDY

In this day and age, merely attaining a degree and a certificate does not serve a meaningful purpose anymore, not even for the degree holder himself. The degree must be an outcome of a process or a system that enables the learner to apply the learned knowledge in a new context and even allow him/her to create and innovate his/her own knowledge. Such kind of education can only be achieved by insisting and maintain quality in education. Quality education is the demand of the hour and this is directly determined by the quality of schools and its teachers.

A great deal of research in areas relating to teachers and teacher education has been carried out both in India and abroad but there are unexplored areas which may be studied further to solve the manifold problems of school education. An in depth analysis of teacher effectiveness is necessary to have a clear and complete understanding of the factors influencing the teachers' effectiveness. The knowledge of the predictors of teachers' effectiveness will help the educational administrators, educational planners, supervisors and the teachers themselves to reflect on the present status and develop measures to improve the teachers' competence, teachers' performance, learning outcome of the students and ultimately improve the quality of education as a whole

The need of the study, taking into consideration the secondary schools in question is further affirmed by the fact that no such planned and comprehensive study has yet been conducted here in this field so far. So the attempt to conduct a study in this area will, undoubtedly, fill up this research gap. This study will emphasize the need for teachers to preserve their professional attitude and enthusiasm, to reflect on the pedagogical knowledge and practices, to evaluate their personality and social skills and also check on their mastery of the subject contents. The study will be useful to find out the current practices and status which will lead to steps for a way forward in realization of the educational goals.

### IV RELATED LITERATURE REVIEW

**Kumari and Chahal** (2017)<sup>4</sup> conducted a study using descriptive method on secondary school teachers in Sirsa district of Haryana to find out the teacher effectiveness in relation to type of school, gender, locality and level of experience. The teacher effectiveness scale constructed and validated by Dr. (Mrs.) Umme Kulsum (2011) was used to collect data 100 sample teachers from Sirsa district of Haryana. Findings of the study showed that the teacher effectiveness of government school teachers is higher than private school teachers, gender and locality does not have any significant role in teacher effectiveness. Results of the study revealed that the teachers having more than ten years of experience are highly effective as compared to those having less than 10 years of experience in secondary schools.

**Biswas** (2017)<sup>5</sup> conducted a study using survey method of research to assess the teacher effectiveness of secondary and higher secondary school teachers. Teacher Effectiveness Scale (2000)" developed by Dr. Umme Kulsum, was used for collecting the data. For this research study a sample of 130 secondary and higher secondary school teachers were randomly selected in and around Nadia and Murshidabad districts of West Bengal. Analysis of the data showed that the male school teachers and female school teachers do not differ significantly in their teacher effectiveness. The study revealed that there is a significant difference in teacher effectiveness among the school teachers with respect to locality, class handled (secondary and higher secondary) and academic streams (arts and science).

In his research on Teacher Effectiveness In relation to Gender, Locale and Academic Stream, **Chauhan** (2016)<sup>6</sup> evaluated the teacher effectiveness of secondary and senior secondary school teachers using Survey method of research. For collecting the data "Teacher Effectiveness Scale" developed and standardized by Dr. (Mrs. Umme Kulsum)" was used. The research was conducted on a sample of 96 Secondary and senior secondary teachers randomly selected from Patiala and Fatehgarh Sahib Districts of Punjab. The collected information was analysed using Mean, Standard Deviation and 't' test. Findings showed that there is no difference in the teacher effectiveness of male school teachers and female school teachers. However, significant difference in teacher effectiveness is found between teachers in relation to locale, class handled and academic streams.

**Chowdhury** (2015)<sup>7</sup> conducted a study to find the Correlation between teaching effectiveness and job satisfaction of secondary school teachers. The study reveals that majority of the teachers both male and female have average degree of job satisfaction and their level of effectiveness in their teaching learning process is also average. The study indicates that there is a significant positive relationship between job satisfaction and teachers effectiveness of secondary school teachers in terms of their gender, age, and experience.

**Pachaiyappan & Raj** (2014)<sup>8</sup> in their study on Evaluating the Teacher Effectiveness of Secondary and Higher Secondary School Teachers performed a study to assess the teacher effectiveness of secondary and higher secondary school teachers. Teacher Effectiveness Scale developed by Umme Kulsum, was used for collecting the data. from a sample of 130 secondary and higher secondary school teachers in and around chennai and Tiruvannamalai Districts of Tamilnadu. The data was analyzed using mean, standard deviation,,t- test and one way ANOVA. The major findings of the study were that the male and female school teachers do not differ significantly in their teacher effectiveness. The study also revealed that there is a

significant difference in teacher effectiveness among the school teachers with respect to locale, arts and science stream, secondary and higher secondary level, teaching experience and type of school management.

**Ritu and Singh** (2012)<sup>9</sup> conducted a study on teaching Effectiveness of Secondary School Teachers in relation to their demographic variables i.e. gender, type of school and locality. Result of the study showed that there existed no significant teacher effectiveness on gender, type of school, locality basis.

**Sawhney and Kaur** (2011)<sup>10</sup> examined teacher effectiveness in relation to self- concept of elementary school teachers. Results of the study revealed that there was no significant difference in the teacher effectiveness of male and female teachers. A significant difference was found between self concept of male and female elementary school teachers. They found significant relationship between teacher effectiveness and self concept of male and female elementary school teachers.

**Dhillon and Navdeep** (2010)<sup>11</sup> explored teacher effectiveness in relation to their value patterns. Results of the study had shown no relationship between teacher effectiveness and value patterns of teachers. There was no significant difference in the level of teacher effectiveness of male and female, government and private schools teachers similarly there was no significant difference in the value patterns of male and female teachers and government and private school teachers.

**Amandeep and Gurpreet** (2005)<sup>12</sup> conducted a study of teacher effectiveness in relation to teaching competency. The results reveals that female teachers are more effective in their teaching than male teachers; male and female teachers do not differ significantly as far as their teaching competency is concerned; and variable of teaching competency plays significant role in teacher effectiveness of teachers.

**Sweetlin Rajam Amsarani** (2000)<sup>13</sup> conducted a study on teacher effectiveness of second language teachers in higher secondary schools. The study used a sample of 50 teachers and 1000 students selected from various higher secondary schools in Nellai District of tamilnadu. The major finding of the study is that Teacher Effectiveness of P.G. English teachers is neither low nor high, just moderate; in terms of cognitive aspect is just moderate; in terms of affective and psychomotor aspects it ranges from moderate to low.

#### V OBJECTIVES OF THE STUDY

1. To find out the effectiveness among secondary school teachers in Mizoram.
2. To find out the difference in effectiveness among male and female secondary school teachers in Mizoram.

3. To find out the difference the effectiveness secondary School teachers in Mizoram based on their educational qualification.

4. To find out the difference in teacher effectiveness between secondary and higher secondary school teachers in Mizoram.

5. To find out the difference in teacher effectiveness of secondary school teachers in Mizoram with respect to their teaching experience (<10 and > 10 years).

#### VI HYPOTHESES OF THE STUDY

1. There is no significant difference between teacher effectiveness of male and female secondary school teachers in Mizoram.

2. There is no significant difference in teacher effectiveness based on their educational qualification.

3. There is no significant difference in teacher effectiveness between secondary and higher secondary school teachers.

4. There is no significant difference in teacher effectiveness of secondary school teachers with respect to their teaching experience (<10 and > 10 years).

#### VII METHODS OF THE STUDY

Descriptive survey method is adopted for the study.

#### VIII POPULATION AND SAMPLE

The population includes all the secondary school teachers in Mizoram. 186 secondary school teachers were selected as the sample of the study.

#### IX TOOL

A standardized tool constructed by Dr. (Mrs.) Umme Kulsum was used for the present study Details of the same is given below.

Reliability of the Scale: Reliability was established on a sample of 180 secondary school teachers from the city of Bangalore by Test-retest and Split-half reliability techniques. The Test-retest reliability co-efficient of correlation was found to be 0.63 with a time gap of 16 days. The split-half reliability co-efficient correlation was found to be  $r_{tt} = 0.68$ . After applying the Spearman-Brown prophecy formula, the reliability co-efficient went upto 0.94.

Criterion-related validity: Three types of criterion-related validities have been established for the scale. They were based on: (1) the correlation between headmasters' ratings of teachers' effectiveness and individual teacher effectiveness as obtained by teacher effectiveness scale; (2) The correlation between the scores of the criterion item namely "In general how effective are you in your job" and the scores of teachers' effectiveness assessed by using the Teacher Effectiveness Scale, and (3) 't' values calculated with the scores of the Teacher Effectiveness Scales administered on two contrasted groups identified by the headmasters as effective and ineffective teachers.

**X MODE OF DATA ANALYSIS**

For hypothesis testing, data analysis were made employing descriptive statistics such as Mean, Standard Deviation and inferential statistics such as Test of significance difference between two group Means (t-test).

**XI RESULT AND INTERPRETATION**

The result are shown and interpreted according to the objectives framed:

**Objective No.1: To determine the effectiveness of secondary school teachers in Mizoram.**

The effectiveness of secondary school teachers calculated by converting raw score of Teacher Effectiveness Scale (TES) to z-score according to the norms given in the manual of the scale. The Z-score obtained after conversion can be used to determine the level of effectiveness of the teachers. The number of teachers in different levels of effectiveness is shown in the Table below:

**Table 1: Effectiveness of Secondary School Teachers in Mizoram.**

SL. NO	RANGE OF z-SCORES	LEVEL	N	%	MEAN
1	+2.01 and above	Most Effective Teacher	69	37.10	477.71
2	+1.26 to +2.00	Highly Effective Teacher	31	16.67	412.1
3	+0.56 to +1.25	Above Average Effective Teacher	24	12.90	385.54
4	-0.50 to +0.50	Moderately Effective Teacher	36	19.35	345.66
5	-0.51 to -0.25	Below Average Effective Teacher	12	6.45	307.91
6	-1.26 to -2.00	Highly Ineffective Teacher	9	4.84	271.78
7	-2.01 and below	Most Ineffective Teacher	5	2.69	214.8
<b>Total</b>			<b>186</b>	<b>100</b>	<b>345.07</b>

Table 1 reveals that the effectiveness of majority the teachers fall under Most Effective Level. Out 186 respondents, 69 (37.10 %) fall under the level of Most Effective with a mean score of 477.71. It is also seen that 31 respondents (16.67 %) fall under the level of Highly Effective Teacher with a mean score of 412.1. The table also shows that 24 respondents (12.90 %) fall under the level of Above Average with a mean score of 385.54 and 36 respondents (19.35%) fall under Moderately Effective with mean score of 345.66. The table also reveals that 12 respondents (6.54 %) fall under the level of Below Average with a mean score of 307.91 and 9 respondents (4.84%) fall under Highly Ineffective with mean score of 271.78 while 5 respondents (2.69%) fall under Most Ineffective Teacher with a mean of 214.8. The Mean of the scores of the all the 186 respondents is 345.07 which falls under Moderately Effective Level.

**Discussion:** It has been found that the average score of the respondents falls under Moderately Effective Level of Effectiveness which shows that there is still room for improvement for the teachers at the secondary level. However, the study also revealed that majority of the respondents comprising 37.10% of the total sample fall under Highly Effective level which gives a very positive picture of the scenario of the secondary school education system in which majority of its teacher execute their work in the most effective manner.

**Objective No.2 to find out the difference in teacher effectiveness among male and female secondary school teachers in Mizoram**

The difference in teacher effectiveness between male and female teachers was compared. For this, the mean and Standard Deviations of the two scores were calculated. The mean differences were tested by applying ‘t’ test and the details are presented in Table 2.

**Table 2: Differences in Teacher Effectiveness Based on Gender**

Gender	Number of teachers	Mean	SD	‘t’ Value	Significance Level
Male	133	399.63	34.64	0.516	NS
Female	53	405.98	23.33		

Table 2 reveals the difference in teacher effectiveness on the basis of their gender. It has been found that there is no significant difference in the teacher effectiveness of male and female secondary school teachers. Therefore the hypothesis that ‘there is no significant difference between teacher effectiveness of male and female secondary school teachers in Mizoram’ is accepted.



**Discussion:** Kumari and Chahal (2017) and Biswas (2017) also found there is no significant difference between the effectiveness of male and female teachers at the secondary level. The probable reason for the present findings could be accounted to the fact that that gender is not an overriding variable in being a teacher and that the skills needed to teach are simply those required for the job, rather than being gender specific hence the effectiveness level is also not dependent on the gender of the teacher.

**Objective No.3: To find out the difference the effectiveness secondary School teachers in Mizoram based on their educational qualification**

The difference in teacher effectiveness between graduate and post graduate teachers was compared. For this, the mean and Standard Deviations of the two scores were calculated. The mean differences were tested by applying ‘t’ test and the details are presented in Table 3

**Table 3: Differences in Teacher Effectiveness Based on Educational Qualification**

Educational qualification	Number of teachers	Mean	SD	‘t’ Value	Significance Level
Graduate	100	391.63	50.20	1.922	NS
Post Graduate	86	412.84	74.70		

The difference in effectiveness of secondary school teachers on the basis of their educational qualification is shown in Table 3. No significant difference has been found in the teacher effectiveness of post graduate and graduate teachers in Mizoram. Thus the hypothesis that ‘there is no significant difference in teacher effectiveness based on their educational qualification’ is accepted.

**Discussion:** The quality of the teacher in his/ her profession is often measured by the degrees and certificates earned during Graduation or Post Graduation courses. However, teacher efficacy involves not only his/her educational qualification but also involves many other factors such as experience, formal education, professional development, pedagogical preparation, year of training, commitment and dedication. Just because someone attains some higher educational qualification does not mean they are automatically better teachers. This may be the plausible reason why the present study found that there is no significant difference in the effectiveness between post-graduate and graduate teachers.

**Objective No.4: To find out the difference in teacher effectiveness between secondary and higher secondary school teachers in Mizoram**

The difference in teacher effectiveness between secondary and higher secondary school teachers was compared. For this, the mean and Standard Deviations of the two scores were calculated. The mean differences were tested by applying ‘t’ test and the details are presented in Table 4.

**Table 4: Differences in Teacher Effectiveness of Secondary and Higher Secondary Teachers**

Stage	Number of teachers	Mean	SD	‘t’ Value	Significance Level
High School teachers	124	395.10	77.42	1.624	NS
Higher Secondary School Teachers	62	414.11	70.69		

The difference in effectiveness between secondary and higher secondary school teachers is shown in Table 4 in which no significant difference has been found. Thus the hypothesis that ‘there is no significant difference in teacher effectiveness between secondary and higher secondary school teachers’ is accepted.

**Discussion:** Contrary to the present finding, Chauhan (2016) in his study on ‘Teacher Effectiveness In relation to Gender, Locale and Academic Stream’ and Pachaiyappan & Raj (2014) in their study on ‘Evaluating the Teacher Effectiveness of Secondary and Higher Secondary School Teachers’ found a significant difference in teacher effectiveness between teachers in relation to class handled.

Teaching at any level demands a lot from the teacher. Whether it is at the elementary stage or the University level, the effectiveness of the teacher is not dependent on the level s/he teaches in but more so on the amount of effort and dedication the teacher puts into his/her teaching. If a teacher decided to put his/ her best foot forward and give his/her best shot, the outcome from it is bound to be a positive one, be it at any stage or class. If the teacher chose to perform otherwise, even if given the easiest of task, s/he would still fail to produce a desirable result. This goes to show that much of the teacher’s effectiveness is not really related to the class/level s/he teaches but more on the hard work put in to complete the task at hand. Therefore the rationale for the present finding that there is no significant difference in the teacher effectiveness between secondary and higher secondary school teachers could be attributed to this fact. Perhaps teachers teaching in Secondary and higher secondary schools in Mizoram may not have made any decision with respect to the levels they teach.

**Objective No.5: To find out the difference in teacher effectiveness of secondary school teachers in Mizoram with respect to their teaching experience (<10 and > 10 years).**

The difference in teacher effectiveness between teachers with more than 10 years and teachers with less than 10 years of experience was compared. For this, the mean and Standard Deviations of the two scores were calculated. The mean differences were tested by applying ‘t’ test and the details are presented in Table 5.

**Table 5: Difference in teacher effectiveness based on years of experience**

Experi-ence level	Number of teachers	Mean	SD	‘t’ Value	Significance Level
<10 years	90	417.74	37.47	2.905	0.01
> 10 years	96	385.16	92.63		

Table No – 5 indicates that significant difference is found in the teacher effectiveness based on years of experience at .01 level. Therefore the hypothesis that says ‘there is no significant difference in teacher effectiveness of secondary school teachers with respect to their level of teaching experience (<10 and > 10) years’ is rejected.

**Discussion:** Contrary to the present finding, Kumari and Chahal (2017) in their study on ‘teacher effectiveness of secondary school teachers in Sirsa district of Haryana’, found that the teachers having more than ten years of experience are highly effective as compared to those having less than 10 years of experience in secondary schools. The differences in the results of these two studies shows that more years in teaching or lesser years in teaching does not necessarily contribute to the effectiveness of teachers. Although many researchers have found that experience increases effectiveness, the benefits of more years in teaching will be best realized when teachers are carefully selected and well prepared at the time of entry into the profession, as well as intensively mentored and rigorously evaluated during their service.

**XI CONCLUSION**

The result of the study concluded that majority of the sampled teachers fall under Most Effective Level in their teaching while the overall score also shows the average score of the teachers fall under Moderately Effective Level which indicates that Mizoram state has a moderately effective group of teachers at the secondary level. The quality and standard of education depends on the quality and standard of teachers.

Effective education can be achieved through the efforts of well qualified, competent and effective teachers. In order to realise the objectives of Universalization of Elementary and Secondary education, the Indian education system is highly dependent on its teachers – their commitment and dedication and above all, their competency and effectiveness. Understanding the importance of efficient teachers in maintaining quality in education and improving the achievement of the students, it is the duty of all stakeholders to show more concern towards the effectiveness of the teachers in schools and also in maintaining this efficiency through various professional development programmes.

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