TEACHER EFFECTIVENESS OF HISTORY TEACHERS AT SECONDARY LEVEL IN RELATION TO GENDER, EXPERIENCE AND QUALIFICATION IN ODISHA

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ABSTRACT
Teacher effectiveness is an important aspect of quality teaching and better learning outcomes. The purpose of this paper is to find out the effect of gender, experience and qualification on the teacher effectiveness of history teacher. Survey was conducted on 100 history teachers working in different secondary schools of Bhubaneswar, Odisha, India. The sample was selected randomly by giving equal number of male and female teachers. Teacher effectiveness scale developed by Deva (1971) was used as the tool. This scale consists items based on three dimensions of teacher effectiveness such as personal qualities, professional competency and classroom performance. Data were analysed by using descriptive and inferential statistics and accordingly interpretations was made. The study found that (i) teacher effectiveness of the male history teachers are significantly better than the female teachers at secondary level, (ii) length of teaching experience does not have significant influence on teacher effectiveness of history teachers and (iii) teachers having higher qualification (MA & MEd) have significantly better teacher effectiveness than teachers with low qualification. The study suggested that initiatives must be made by the education authority for enhancing teacher effectiveness of female teachers by organizing professional development programmes. Further, history teachers must be encouraged to acquire higher qualification through MOOC and SWAYAM platforms as teachers having higher qualification have better teacher effectiveness. It is the joint responsibility of teachers, school heads and education officers to promote teacher effectiveness of teachers so that quality of teaching and learning can be joyful and effective.

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1. Introduction
It has been said that if you plan for a year, plant a seed. If for ten years, plant a tree. If for hundred years, teach the people. When you sow a seed once, you will reap a single harvest. When you teach the people, you will reap hundreds of harvests. It has also been aptly remarked, “If you educate a boy, you educate one individual. If you educate a girl, you educate the whole family and if you educate a teacher, you educate the whole community”. Thus a teacher occupies a unique and significant place in any society. The teacher is the backbone of educational system. He is the maker of mankind an architect of the society. Teachers are called the “torch-bearers”. The statement “the destiny of our country is being shaped in her classroom” is not an exaggeration. In any society, a teacher has a very respectable place. He is the source of knowledge, ideals, morals, values and all sorts of information. Truly speaking, the teacher is the powerful potent or instrument and indispensable...
Teacher effectiveness is considered to be the finest trait of a person. As an attribute it represents his personality in the best of his form. According to Combe, “A good teacher is a person who has learnt to use himself as an effective instrument. He has defined the effective teacher as a unique human being who has learnt to use himself effectively for carrying out his own as well as social purposes”. So in a general sense teacher effectiveness means the teachers who have ability to teach effectively. Thus an effective teacher refers to a person who is truthful, energetic, affectionate, cooperative, honest, efficient and resourceful. Teacher effectiveness means perfection or the optimum level of efficiency and productivity on the part of the teacher. It refers to the height of maturity and learning in the life span of a teacher.

An effective teacher has some special characteristics with reference to personality, behavior, qualification, job satisfaction and students.

**Personality of an effective teacher:** The teacher should have the good character, self-confidence, an optimistic view of life and a positive attitude to the development standards of students and should be a sincere person having a sense of duty and responsibility, a decent citizen, emotionally adjusted and be fair in his dealings with students. He should treat all the students equally.

**Behavioural Pattern:** Behavior is the mirror of personality. The effective teacher loves his students, listen patiently to the ideas and views of children and use non-directive class room procedures, participate in co-curricular activities of the school, keep contact with parents, visit students’ home, participate constructively in the community affairs, concern for the total programme of the institution, should be kind, affectionate and have sympathetic attitude towards students, should be acceptable to their students. To be effective, teachers have to show due respect for every child with concern for the uniqueness of each of them. Appropriate and accurate choices, plan and adjustment by teachers to students’ life is an indication of teacher effectiveness.

**Qualification:** An effective teacher has god academic qualifications along with professional qualification. Besides these, he also bears certain special qualification. At secondary level the teacher should at least be a graduate for all levels of school teaching. He should be the custodian of general knowledge relating to various disciplines. He should be the source of all information about current affairs concerning our life. The teacher should know different methods of teaching should know the interest and intellect of pupils and possess well rounded education.

**Job Satisfaction:** Teacher’s job satisfaction relates to his identification with the profession and his willingness to be an effective teacher. Teacher’s style of enjoying his job may compensate for the lack of required personality traits and qualification for his effectiveness at his job. Teaching is an intricate, existing, challenging job by which the teacher has to perform his job with curiosity. Teacher’s satisfaction and contentment being found and derived from the profession may be an index of effectiveness.

**Student’s Success:** The teacher should function for the development of desirable behavior patterns among the students. The teacher has to understand the entering behavior of students. Teacher should try to mend, mould and enrich students with the attitudes. It is the duty of every teacher to pay respect to the right and dignity of students in expressing his opinion. The student should be guided and helped by the teacher without any remuneration or reward or aid. The success of students exhibits the effectiveness of the teacher.

Further, teacher effectiveness can be explained in terms of three criteria such as presage, process and product.

**Presage:** It refers to the pre-active stage of teaching. It also refers to the background of the teacher. This background may be academic or personal. It helps to know the intellectual abilities of the teacher. According to this criterion, teacher effectiveness is assessed from teacher’s academic records / marks, test scores and ratings usually made outside the classroom. It is the indirect determinant of teacher effectiveness.

**Process:** It refers to the interactive stage of teaching. It also refers to the professional competency or performance and
teaching behavior of teacher, student behavior and the student teacher interaction in the classroom.

**Product:** It refers to the post-active stage of teaching. It also refers to what is learnt by the students or learning outcomes, i.e., student achievement or actual learning or classroom performance of students. Achievement tests and other measures in the cognitive, psychomotor and affective domains are used to measure teacher effectiveness according to this criterion.

Teacher effectiveness is the integration of different personal, social, behavioral and pedagogical aspect of teacher’s personality. It includes initial qualification, experience, quality of teaching learning, style of interaction with students and colleagues, and learning outcomes of students. In fact it determines the quality of teacher as well as education system.

**Rationale of the Study**

Related research studies indicated that various studies have been conducted on teacher effectiveness with reference to different variables like sex, experience, qualification, student’s success and age. But studies on teacher effectiveness with reference to a particular subject history was not taken. So the researcher is interested to make a study about teacher effectiveness in the particular subject history. Again the researcher also wanted to know how far the history teachers are effective in their teaching. Research studies on teacher effectiveness with reference to various variables resulted in controversial issues. Various studies have been conducted on the teacher effectiveness and its correlates, some of the important findings are discussed in following paragraphs.

Akram (2019) found that there is a significant moderate positive relationship between teacher effectiveness and student achievement in English and Mathematics. Behera, Mukherjee, & Behera, (2019) revealed that teacher effectiveness with respect to gender, locality, training status, types of job, marital status, salary / income, caste and stream did not differ significantly but level of teacher effectiveness with respect to their teaching experience differ significantly. Roy and Halder (2018) reported that gender and locality of the schools does not influence the teaching aspect of teacher effectiveness but personal, professional and intellectual aspect of teacher effectiveness of teachers differed significantly due to gender and the locality of the schools. Bhat (2017) revealed that there was no significant effect of gender on teaching effectiveness of the pupil-teachers. Kaur (2017) reported that teacher effectiveness was high in urban teacher educators than in rural teacher educators. Barman and Dash (2016) revealed there is a significant difference among the secondary school teachers regarding their level of teaching effectiveness on the basis of school location. Jabeen (2015) found that marital status and years of teaching experience had a significant effect on teaching effectiveness of school teacher. Prajapati & Mohalik (2013) revealed that teacher educators with higher qualification, more years of experience and age have better teaching effectiveness. Ritu and Singh (2012) reported that there is no significant difference in teacher effectiveness on gender, type of school and locality basis. Mohalik (2008) revealed that teacher effectiveness of secondary school teachers was related to their participation in in-service teacher education and students achievement.

These above contradictory views need further research to clarify the effect of sex, experience and qualification on teacher effectiveness of history teachers at secondary level. The investigator has raised following research question for investigation.

Whether gender, experience and qualification influence teacher effectiveness of history teachers?

**Objectives**

1. To find out the effect of gender on the effectiveness of secondary school history teachers.
2. To find out the effect of experience on the effectiveness of secondary school history teachers.
3. To find out the effect of qualification on the effectiveness of secondary school history teachers.

**Hypotheses**

1. Secondary male and female history teachers would not differ significantly in the mean score of teacher effectiveness.
2. Secondary history teachers with varying level of teaching experience would not differ significantly in their mean score of teacher effectiveness.
3. Secondary history teachers with varying level of qualification would not be significant in the mean score of teacher effectiveness.

Methodology

The present study is of survey research as the investigator intends to find out the influence of three attributable variables such as sex, experience and qualification on the dependent variable, teacher effectiveness. The study was conducted on 100 secondary history teachers in different schools of Bhubaneswar, Odisha, India. It was consists of 50 male and 50 female teachers selected by random sampling method.

For the present study, the investigator has used the teacher effectiveness scale developed by Deva (1971) as the tool for assessing teacher effectiveness. This scale is a standardized one, consisting of three dimensions such as personal qualities, professional competency and classroom performance. Each of these three aspects is judged through a number of traits on a 7 point numerical rating scale, starting from 1 to 7. The collected data were analysed by using mean, SD and t test and accordingly null hypotheses were tested at 0.05 and 0.01 levels of significance.

Data Analysis

The investigator has analysed and compared the teacher effectiveness of history teachers with reference to sex, experience and qualification by using t-test, which is given in following tables.

Table-1: Teacher effectiveness of male and female teachers

<table>
<thead>
<tr>
<th>Sex</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>50</td>
<td>36.00</td>
<td>9.68</td>
<td>98</td>
<td>2.44</td>
</tr>
<tr>
<td>Female</td>
<td>50</td>
<td>31.40</td>
<td>9.24</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The researcher has calculated the mean and SD in teacher effectiveness score of male and female history teachers separately. It was found that the mean score of male teachers (36.00) is greater than the mean score of female teachers (31.40). The SD value also indicated that of male teachers (9.68) are more heterogeneous than of female teachers (9.24). In order to test the significant difference between the mean value 36.00 and 31.40, t-value was estimated. The obtained ‘t’ value 2.44 is greater than the table value at .01 level of significance. Thus the t-value is significant at 0.01 level of significance. Hence the null hypothesis that male history teachers and female history teachers would not differ significantly in the teacher effectiveness score is rejected. It can be said that male history teachers are more effective than female teachers.

Table-2: Teacher effectiveness of teachers with reference to experience

<table>
<thead>
<tr>
<th>Experience</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 years</td>
<td>56</td>
<td>30.92</td>
<td>9.39</td>
<td>98</td>
<td>1.17</td>
</tr>
<tr>
<td>Above 15 years</td>
<td>44</td>
<td>33.14</td>
<td>9.40</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The mean value clearly indicates that the mean of teachers (33.14) having more than 15 years experience is greater than the mean score of teachers (30.92) having experience within 15 years. However, it was interesting to note that the SD of both these two groups are more or less equal.

In order to find out the significant difference between the mean value 30.92 and 33.14, t-value was determined. The obtained t-value 1.17 is less than the table value at 0.05 levels of significance. Therefore, t is not significant. Although the mean score of more experienced teachers is greater than that of less experienced teachers, the difference is not significant statistically. So the null hypothesis (Ho) that the teachers with varying level of experience would not differ significantly in the teacher effectiveness score is accepted.

Table-3: Teacher effectiveness of teachers with reference to qualification

<table>
<thead>
<tr>
<th>Qualification</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA with BEd &amp; MEd</td>
<td>52</td>
<td>32.96</td>
<td>8.93</td>
<td>98</td>
<td>3.21</td>
</tr>
<tr>
<td>MA with BEd/MEd</td>
<td>48</td>
<td>37.96</td>
<td>8.05</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The researcher also determined the mean and SD of trained graduate teachers and trained post-graduate teachers separately in teacher effectiveness score. It was observed that the mean value of trained graduate teachers (37.96) is greater than the
mean value of trained post-graduate teachers (32.52). However, SD value of 8.93 and 8.05 indicates that both the groups are more or less same in their dispersion.

In order to find out the significant difference between the mean value 37.96 and 32.52, t-value was obtained. The obtained t-value 3.21 is more than the table value at 0.01 level of significance. Therefore, the t is significant at 0.01 level. Thus the mean score of trained post graduate teachers are significantly greater than that of trained graduate teachers. So the null hypothesis (Ho) that the history teachers with varying level of qualification would not differ significantly in the teacher effectiveness score is rejected at 0.01 levels.

Major Findings

- There is at significant difference in teacher effectiveness of the male and female history teachers at secondary level at 0.01 levels. In other words, male history teachers have better level of teacher effectiveness than female history teachers.

- There is no significant difference in teacher effectiveness of history teachers having different length of teaching experience at 0.05 levels. Teaching experience have no significant influence on teaching experience of teachers.

- There is a significant difference in teacher effectiveness of history teachers having different qualification at 0.01 levels. Teachers having higher qualification (MA & MEd) have significantly better teacher effectiveness than teachers with low qualification.

Educational Implications

- Government should give special attention to secondary school history teachers to improve their effectiveness regarding personal qualities, professional competencies and classroom performance. In-service programmes to these secondary school history teachers should be provided on regular basis to improve their effectiveness. Some guidelines should be provided for the improvement of effectiveness of teachers. The headmaster should inspect the school and identify the teaching skills and competencies in relation to specific subject.

- Teachers’ salary is not uniform for all school teachers. Because of unemployment problem, many candidates with higher qualification join the teaching profession for making a living but not a career. They get less salary with high qualification and some teachers with less qualification getting high salary which might have been the cause for their poor showing. Therefore, appointment of Para teachers should be stopped in government and private schools and uniformity in salary must be maintained.

- Extra financial help should be provided to those teachers who have good personality, who is professionally competent and who shows good classroom performance so that they will be encouraged. But one perfect and effective teacher should not be money oriented. Government should provide incentives to teachers automatic in accordance with their good services. Teachers who are effective should be identified properly and awarded by the state administration so that they would discharge their duties effectively.

- For the history subject the school should have historical documents, monuments, scripts and also various historical data. History teacher should visit national and state museum. As far as possible audio visual aids should be used by the history teacher in order to make himself and also the classroom more effective.

Conclusion

Teacher effectiveness is an important aspect of quality teaching learning at school level. This study indicated that male teachers are more effective than female teachers and teachers having more qualification are better than teachers with less qualification. Hence it is suggested that orientation programmes and professional development programs must be organized by the educational authority for history teachers specially female teachers. Further, teachers must be encouraged to gain higher qualification through online and open courses available in MOOC and SWYAM platforms.

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