

Effectiveness of Primary School Teachers in Relation to their Experience

Abstract

The present study is aimed to analyse the relationship in teaching effectiveness of primary school teachers in relation to their experience. To achieve this aim the sample of 300 teachers were selected. Descriptive survey method was used. For collection the data teacher effectiveness scale by Pramod Kumar and D.N. Mutha (1974) was adapted. Mean, S.D. and t-test were used to see the relationship between teaching effectiveness and experience of teachers.

Keywords: Teaching Effectiveness, More Experienced Teachers, Less Experienced Teachers.

Introduction

Over the last 30 years, increasing number of researches has shown that teachers are the key of whole education system. Education involves, among other things, the transmission of values, attitudes, beliefs, perspectives and the elements of a culture. Education also involves decision making related to policies and practices to education. Education also involves relations between education system, institutions and teachers. Due to being a living chain, teacher's occupies a pivotal position in any programs of educational reconstruction. Without his active help, there is no reform is possible in educational system. Therefore the requirement is not only for more and more teacher proportionate to the system of curricula and students but also more competent teachers at primary level.

Teacher effectiveness means the optimum level of efficiency and productivity on the part of the teacher. It is an effective teacher who can design the instructional sequence in an effective manner.

Objectives of the Study

1. To find out the teaching effectiveness of teachers working in primary schools.
2. To find out the teaching effectiveness of primary teachers in relation to their experience.

Hypothesis

1. There is no difference between teaching effectiveness of teachers in relation to their experience.

Research Area

Cluster random sampling technique was adopted to draw the representative sample. Thus, 300 teachers were selected by cluster random sampling technique. The structure of sample has been shown in the following table:

Table 1
Structure of the Sample of Primary School Teachers of District Bulandshahr

S.No.	Schools	No. of Schools	No. of Teachers
1.	Primary School	64	300

Methodology

Descriptive method of research is concerned in this study.

Population

The population has been defined as all the primary teachers belonging to Bulandshahr district (U.P.).

Tools Used

Teaching effectiveness scale (adapted by investigator)

Teacher effectiveness scale (original)

Author	Kumar and Mutha
Publisher	NPC Agra (U.P.)
Language	Hindi

Description

Originally the test of teacher effectiveness scale was prepared by Pramod Kumar and D.N. Mutha (1974), but in the present the scale has been adapted by the investigator to suit the requirement of the study. The



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original scale of Mutha measures teacher effectiveness in relation to various dimensions like information source, motivator, disciplinarian, advisor and guide, relationship with pupils, fellow teachers, principal and parents, teaching skill, co-curricular activities, professional knowledge, general appearance and habits in relation to classroom, classroom management, personality characteristics and teaching. Since teaching is one of the dimension of the test. But the present study aims to measure teaching effectiveness exclusively. Therefore, keeping in mind the needs of the present study the researcher adapted the scale.

Statistical Techniques Used

To analyze the data, various descriptive measures (mean, median, standard deviation, mode, skewness, kurtosis) calculated and to find out significance of difference t-test has been applied. The t-test is the statistical test that allows the investigator to compare two means to determine the probability that the difference between the means is a real difference rather than a chance difference. It involves the computation of the ratio between observed

variance (observed difference between two means) and error variance (the sampling error variance). The value of ratio is computed by the formula.

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where,

- M₁ = mean of first group
- M₂ = mean of second group
- σ₁² = S.D. of first group
- σ₂² = S.D. of second group
- N₁ = Number of cases of first group
- N₂ = Number of cases of second group

Analysis and Interpretation of Data

Objective No.1

To find out the teaching effectiveness of teachers working in primary schools.

Table 2

Descriptive statistics of teachers working in primary level schools

Variables	N	Mean	S.D.	S.E.	Median	Mode	Skewness	Kurtosis
Teaching Effectiveness	300	229.53 (91.80%)	15.55	.898	234.00	250.0	-.811	.150

In the table 2 the mean score of Teaching Effectiveness is 229.53 i.e. an average teacher at the primary level is able to secure almost 91.8% scores

on the Teaching Effectiveness scale i.e. an average teacher at the primary level is efficient as far as Teaching Effectiveness is concerned.

PRESENTATION OF RAW DATA AND NORMAL PROBABILITY CURVE OF TEACHING EFFECTIVENESS

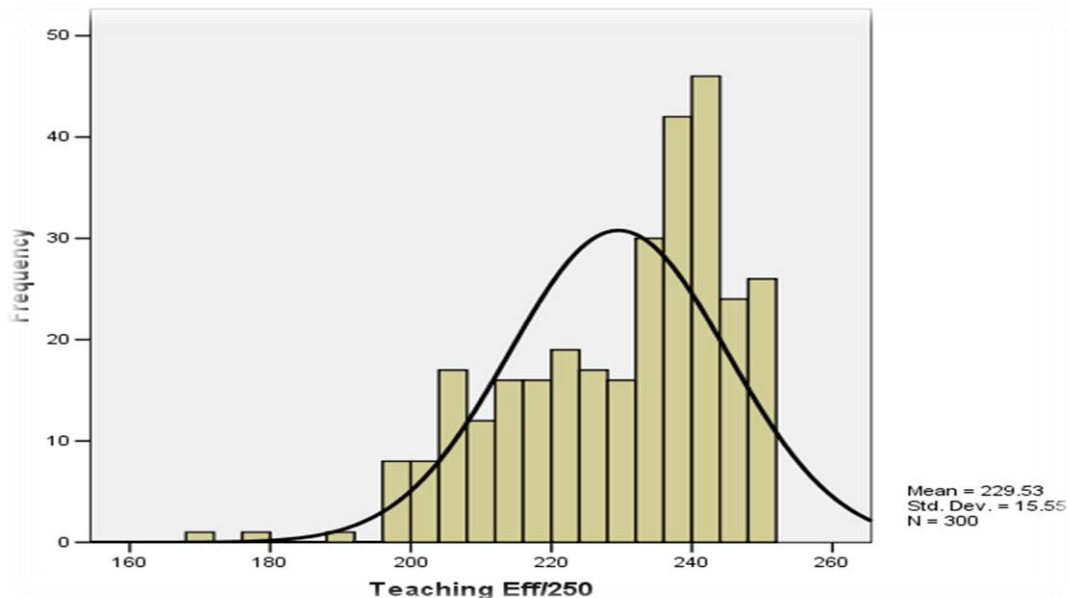


Figure-1

The raw data of teaching effectiveness of teachers working in primary level schools can also be depicted through the above graph given in figure 1.

The standard deviation is 15.55 for Teaching Effectiveness. The standard deviation describes how well the mean represent the data i.e. how much data deviate from the mean. Here, the value shows that on

an average the data can deviate 15.55 from the mean value. However, the variability is large. Standard error of mean shows how much the sample represents the population. The small standard error of T.E. (.89) indicates that the present sample is the accurate reflection of the population. The median is the middle score in a distribution. This value describes that 50%

cases lie below and above it. Here, the median of T.E. is 234, which is quite higher score. The mode is the most frequently occurring score and describes the population. Here, the value 250 is the highest score one can get on Teaching Effectiveness scale. This value shows that most of the teachers are highly efficient. Skewness shows the distribution of data in the present sample. In the present sample the value of skewness of T.E. is -.81. It means that the sample is little bit positively skewed. The value of Kurtosis describes the peakedness of the distribution. If the value of kurtosis is less than 2.96, the data is

platykurtic otherwise data is leptokurtic. Here, the distribution is platykurtic because the kurtosis score of T.E. is .150. Here, the probability of extreme value is less and values are wider spread around the mean.

Objective No. 2

To find out the teaching effectiveness of primary teachers in relation to their experience.

Hypothesis No.1

There is no difference between teaching effectiveness of teachers in relation to their experience.

Table 3
Teaching effectiveness of teachers working in primary schools

Group	No of Teachers (N)	Mean (X)	S.D.	t-value (Critical Ratio*)	Significance
More experienced teachers	60	231.18	14.57	1.26	Insignificant*
Less experienced teachers	240	229.11	15.78		

* Significant at 0.01 level

Calculated 't' value = 1.26

df = 298 Standard error of difference = 1.58

Interpretation

Above table 3 shows that obtained t- value (C.R.) is 1.26, which is insignificant at .01 level of significance for df of 298. Minimum required significant C.R. value should be 2.60 for df of 298. Obtained C.R. value is less than minimum required significant C.R. value, therefore, it may be concluded that more experienced teachers and less experienced teachers do not differ significantly on their teaching effectiveness. Thus, the hypothesis "There is no difference between teaching effectiveness of teachers in relation to their experience." is accepted.

Findings

1. Average teaching effectiveness of teachers working in primary level schools is 91.8%.
2. More experienced teachers and less experienced teachers working in primary level schools don't differ significantly on their teaching effectiveness.

Conclusion

Mean teaching effectiveness score of more experienced teachers is greater than mean teaching effectiveness score of their counterpart less experienced teachers in primary schools, meaning thereby the teaching effectiveness of more experienced teachers are better than less experienced teachers in primary schools. This difference in teaching effectiveness of two groups, namely, more experienced teachers and less experienced teachers is not real and just due to chance factor. Since significant difference does not exist between teaching effectiveness scores of more experienced teachers and less experienced teachers, therefore, nothing definite can be said about the causes of insignificant result. This result corroborates the previous research findings of Pradhan (1987) and Dash (2004). Similar result has been obtained in this study.

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