

Teaching Effectiveness of Secondary School Teachers of Bumthang District of Bhutan

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Abstract

This study was carried out to find the teaching effectiveness of secondary school teachers of Bumthang district of Bhutan. Descriptive survey method was used to carry out the study. The objective of the study was to find the significant differences among secondary school teachers in their teaching effectiveness on the basis of gender, types of school, locale and years of teaching experiences. A sample of 180 teachers comprising 140 government secondary school teachers and 40 private secondary school teachers was taken for analysis of data. The results reported no significant gender difference with respect to teaching effectiveness, It has been found that private and government, rural and urban secondary school teachers do not differ significantly in regard to teaching effectiveness further, no significant difference has been found in teaching effectiveness in regard to years of teaching experience of school teachers

Keywords: *Teaching Effectiveness, Secondary School Teachers, Gender, Private and Government schools*

Introduction

Teachers are considered as one of the most important resources of an institute which determine the academic achievement of the students. In teaching and learning process, teacher effectiveness is vital. According to Anderson (1991) “An effective teacher is one who quite consistently which either directly or indirectly focus on the learning of the students”. An effective teacher is one who is master of the content and teaching strategies, has pedagogical content knowledge (PCK), clear goals of instruction, work as per the expectations of the students, consistently monitor the progress of the students and provide

feedback timely, thoughtful and reflective about teaching, know his responsibilities towards the students and mobilize the community resources etc. Brophy and Good (1986) identified two broad themes which recur throughout the studies: (a) "academic learning is influenced by amount of the time that students spend engaged in appropriate academic tasks"; and (b) "students learn more efficiently when their teachers first structure new information for them and help them relate it to what they already know, and then monitor their performance and provide corrective feedback during recitation, drill, practice, or application activities". Empirical researches have proved that the quality of teaching is the largest factor which is contributing in the academic performance of the students. Previous researches have contributed in the literature highlighting the effects of teaching on the learning outcomes of the students. Raj (2000) reported that teaching effectiveness is directly related to the work motivation and did not show any kind of association with job satisfaction. Heck (2009) explored that mathematical achievement of the students is highly influenced by teaching effectiveness and teaching effectiveness itself depends upon the quality of academic organisation and the period of stay of a teacher in an organisation. Meaning thereby that more the experience of a teacher in one organisation more is the teaching effectiveness.

Clotfelter et al. (2006) surveyed 4000 teachers in North Carolina and found that teacher experience showed a positive effect on the language reading and mathematics achievement. Teaching effectiveness is more than just doing the things in a correct manner. An effective teacher touches the hearts and lives of the students through his/her ability, personality and knowledge. Kagathala (2002) showed that quality of school and higher qualification of the teacher affect the teaching effectiveness. Elizabeth Block (2012) studied "The importance of Teacher Effectiveness" and revealed that in order to implement the best practices in teaching, the current and future challenges will be associated with the main role and responsibilities of the leaders of the school in promoting professional development of the teachers and other related stakeholders. Andreia Ramona Lupascu et al. (2014) studied "Characteristics of Effective Teachers" and documented that the adolescents mostly appreciate various characters of teachers such that sense of humour, calm, patience and well prepared teachers. The study highlighted that if every teacher self-assess their desirable or undesirable characters then every teacher can make changes by oneself. Kauts and Sahni (2007) compared the teaching effectiveness with respect to gender and found that female teachers showed high level of teacher effectiveness than their male teacher counterparts.

Satwinderpal (2008) reported that teaching effectiveness is negatively correlated with the occupational stress.

Objective

- a. To find the differences among secondary school teachers in their teaching effectiveness on the basis of gender, types of school, locale and years of teaching experience.

Hypothesis

- a. There exists no significant difference in teaching effectiveness with respect to gender, types of school, locale and years of teaching experiences.

Method

Sample

In order to conduct the present study, a sample of 180 secondary school teachers of Bumthang District of Bhutan was collected through convenient sampling technique. The distribution of the sample w.r.t gender, locality, type of school and teaching experience has been provided in the figure 1.

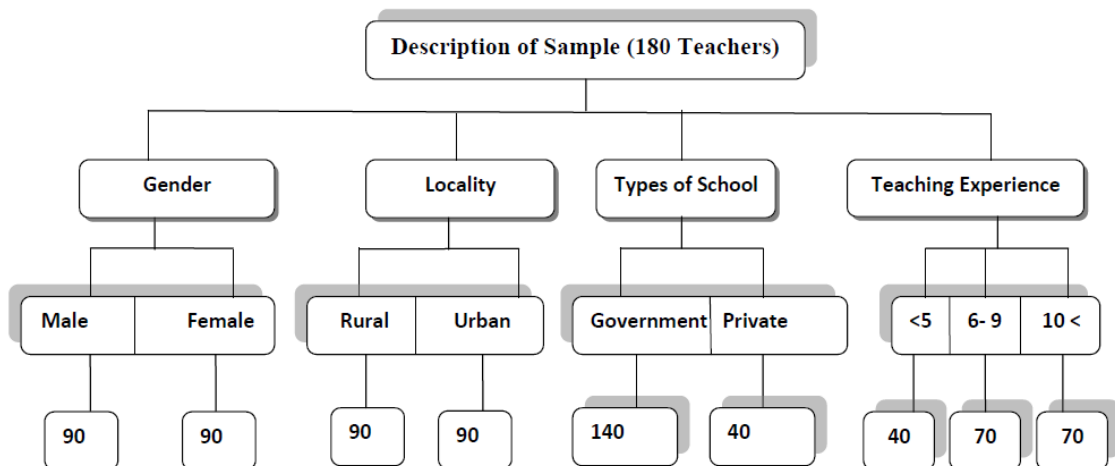


Fig 1: “Distribution of the sample w.r.t Gender, Locale, Type of School and Teaching Experience”

Instrument

“Teacher effectiveness” Scale by Dr.(Mrs.) “Umme Kulsum” (2000) was used to collect the data from the teachers. The scale is self-administered tool and there are no right and wrong answers. Proper instructions were given to the teachers about filling the scale. The reliability statistic of the scale was reported as 0.97.

Results and Interpretation

1.1 Results Pertaining to “Teaching Effectiveness”with respect to Gender

In order to find the difference in teaching effectiveness with respect to gender, a standardized scale on teaching effectiveness was used for data collection. After data collection, it was analysed with the help of independent sample t-test and the obtained results have been shown in the table 1.

Table 1: “Mean, SD and the t- value regarding Teaching Effectiveness among male and female Secondary School Teachers”

Category	N	Mean	SD	t- Value
Male Teachers	90	488.18	47.77	2.23
Female Teachers	90	503.45	44.01	

Table 1 shows that the calculated t-value (2.23) is less than the tabular t-value (2.57) at 0.01 level of confidence. Thus t-value was found to be statistically insignificant. Therefore, the null hypothesis i.e. “There exists no significant difference in teaching effectiveness between male and female secondary school teachers of Bumthang District of Bhutan” stands accepted. This indicates that no gender difference exists with respect to teacher effectiveness. This shows that both female and male secondary school teachers are equally effective and they affirmatively working competently in terms of lesson planning, content knowledge updating and acquisition of timely pedagogical refreshing courses. The finding of the present study goes in consonance with Kumari and Chahal (2017) who reported no significant gender difference with respect to teaching effectiveness.

1.2 Result Pertaining to Difference in “Teaching Effectiveness” among Rural and Urban Secondary School Teachers

In order to find the significant difference between rural and urban secondary school teachers with respect to the teaching effectiveness, a standardized scale on teaching effectiveness was used for data collection. After data collection, it was analysed with the help of independent sample t-test and the obtained results have been shown in the table 2.

Table-2 “Mean scores, SD and the t- value regarding Teaching Effectiveness among Rural and Urban Secondary School Teachers”

Category	N	Mean	SD	t-Value
Rural	90	491.08	48.52	1.18
Urban	90	499.17	43.01	

Table 2 shows that the computed t-value (1.18) is less than the tabular t-value at 0.01 level of confidence. This shows that the t-value was statistically insignificant. Thus, the null hypothesis i.e. “There exists no significant difference in teaching effectiveness of rural and urban secondary school teachers of Bumthang District of Bhutan” stands accepted. This indicates that the urban and rural secondary school teachers do not significantly differ with respect to their teaching effectiveness. This shows that despite the locality differences, both rural and urban teachers are equally knowledgeable in their specific content and teaching strategies and approaches, they teach to enhance the metacognition among the students and they consider that the student’s outcome is their responsibility. The finding of the present study goes in consonance with Kumari and Chahal (2017) who reported that rural and urban area teachers do not differ significantly with respect to their teaching effectiveness.

1.3 Result Pertaining to difference in Teaching Effectiveness between Private and Government Secondary School Teachers

In order to find the significant difference between government and private secondary school teachers with respect to teaching effectiveness, a standardized scale on teaching effectiveness was used for data collection. After data collection, it was analysed with the help of independent sample t-test and the obtained results have been shown in the table 3.

Table-3 “Mean scores, SD and the t- value regarding Teaching Effectiveness among Government and Private Secondary School Teachers”

Category	N	Mean	SD	t-Value
Government	140	495.02	46.64	0.03
Private	40	494.75	43.87	

Table 3 evidently divulged that mean scores of government and private secondary school teachers were 495.02 and 494.75 respectively. The computed t- value (0.03) is found to be less than the tabulated value at 0.01 confidence level. This shows that the t-value is statistically insignificant. Hence, the null hypothesis i.e. “There exists no significant difference in teaching effectiveness of Govt. and Private secondary school teachers of Bumthang District of Bhutan” is acknowledged. This signifies that both Government and private secondary school teachers are equally enthusiastic to inculcate the knowledge to students keeping in mind the child centeredness approaches and adhering to the policy of the National Curriculum Framework. The present finding is in line with the finding of Naik and Mani (2018) who reported that government and private secondary school teachers do not differ significantly with respect to teacher effectiveness.

1.4 Result Pertaining to the Teaching Effectiveness with respect to Year of Teaching Experience

In order to find out the influence of years of teaching experience on the teaching effectiveness, a standardized tool on teaching effectiveness was used for data collection. The data thus collected and quantified was analysed with the help of one way ANOVA. The descriptive data regarding means, SD and number of teaching experience year i.e. below 5 years, between 6 – 9 years and above 10 years has been shown in table 4 and F value of one way ANOVA has been reported in table 5.

Table 4 “Mean and SD’s of Teaching Effectiveness in relation to Years of Teaching Experience”

Groups	N	Mean	SD	SD.Error
Teaching Experience < 5 years	40	499.1	62.98	9.95
Teaching Experience 6-9 years	70	496.51	38.87	4.64
Teaching Experience 10 < years	70	493.72	43.43	5.19
Total	180	1489.33	145.28	19.78

Table 5 “One way ANOVA on Teaching Effectiveness scores in relation to Years of teaching experience”

SOV	SS	df	MSS	F	Inference
Between group	764.10	2	382.03	0.17	Insignificant
Within Group	389162.93	177	2198.66		
Total	389927.03	179	2580.69		

From the table 5, it has been found that F value 0.17 was insignificant at the 0.01 level of confidence (3.04). Therefore, the hypothesis “There exists no significant difference in teaching effectiveness in relation to years of teaching experience of secondary school teachers of Bumthang District of Bhutan” was accepted. This shows that years of experience does not influence the teaching effectiveness. It means the teachers who are new in the teaching profession are quite motivated to teach the children with new teaching approaches and strategies. They are actively taking part in developing the personality of the students and possess all the characters of an effective teachers like calm, patience and content mastery.

Conclusions:

It has been found that there exists no significant difference between female and male, government and private, rural and urban area secondary school teachers of Bumthang District of Bhutan. Moreover, no significant difference has been obtained in teaching effectiveness in relation to years of teaching experience of secondary school teachers of Bumthang District of

Bhutan. The findings of present result got support from the previous researches. The results are indicative of the fact that both male and female teachers are equally performing well in their teaching profession and showing equal level of teaching effectiveness. To add to this, rural & urban area and government & private secondary school teachers showed equal level of teaching effectiveness. Also, the present finding did not reveal any influence of years of teaching experience on their teaching effectiveness.

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