

## EVALUATING TEACHER PERFORMANCE: INSIGHTS FROM A RIGOROUS SECONDARY EDUCATION ANALYSIS

**Bhaktadas Mondal**

Research Scholar, Department of Education, Faculty of Education  
Mansarovar Global University, Billkisganj, Sehore, Madhya Pradesh, India

**Dr Rajkishor Pathak**

Research Guide, Department of Education, Faculty of Education  
Mansarovar Global University, Billkisganj, Sehore, Madhya Pradesh, India

### **Abstract**

Evaluating secondary school teachers' effectiveness is the focus of this study. The normative survey method was used in this study. Researchers used a modified version of the Teacher Effectiveness evaluation developed by Umme Kulsum (2012) for their investigation. Some secondary school educators in the Kurnool area were selected via the use of a purposive sample technique. This study employed the following statistical methods to analyse its data: mean, standard deviation, t-test, and F-test. When comparing the effectiveness of teachers in the O.C., B.C., S.C., and S.T. communities, a significant disparity emerges. The efficacy of secondary school instructors in urban and rural settings is drastically different. Married secondary school teachers had much lower ratings of effectiveness than their single counterparts. Secondary school teachers' average Teacher Effectiveness scores are quite consistent across institutions. Teacher effectiveness and student achievement are significantly influenced by the number of years a secondary school teacher spends in the classroom.

**Keywords:** Teacher Effectiveness, Social status, Locale, Type of School, Teaching Experience and Secondary School Teacher.

### **1. Introduction**

Every community relies on its teachers. There is a great deal of expectation placed on educators in terms of their knowledge, competence, professionalism, and demeanour. In deciding the worth and potential of a country, educators play a crucial role. Every prosperous nation relies on its educators. "A teacher can never truly teach unless he is still learning himself," Rabindranath Tagore reportedly stated. If one candle's flame dies out, it will not be able to reignite another. The field of education relies on the idea of teacher effectiveness. The term "activities that develop an individual's skill, knowledge, expertise, and characteristics as teacher" might describe what makes a good teacher. Teachers are the engine and lifeblood of every nation's educational system, which is at the very core of any nation's development. They are formally tasked with implementing educational plans. Being a certified or degreed educator is no longer a certain way to make it in the teaching profession, making entry more difficult. Having a thorough grasp of the subject matter, along with enthusiasm, knowledge, and skill in the field, is only one of the many components that goes into becoming a good teacher. Many see the educator as having made significant contributions to the nation. One who thinks beyond

the box is an innovator. Someone with this level of intelligence can reason, analyse, and contribute to current knowledge bases. First and foremost, a teacher is someone who trains minds. In addition to imparting knowledge, a teacher also acts as an actor, inculcator, and civilizer. To fulfil his unique set of interests and abilities, man has created an extensive array of jobs. Any and all jobs play an essential role in a flourishing community. Society has achieved more prosperity and riches thanks to the profession of teaching, nevertheless. No learning can have taken place in the absence of an instructor. If we want to advance as a species in terms of our understanding, culture, and civilisation, education must take precedence. The salary isn't great, but teaching is a great and well-respected profession. It takes a strong moral character to do this. Teachers are the key sources of both knowledge and life direction.

In its widest sense, education is the path to enlightenment. What teachers and students alike come to comprehend is outlined here. Our term for how well something works to achieve its intended result is "effectiveness." Any of the following adjectives—"effective," "fruitful," "productive," or "potent"—mean the same thing: they are very relevant. A derivative of the Latin word *effectives*, meaning "creative" or "effective," the English word "effective" emerged. According to Collins's 2017 English Dictionary, "effectiveness" is the capacity to accomplish one's objectives. Good teachers are those who can transmit their knowledge to their students in an understandable and effective way. For a student, few places are as formative as the classroom. Reforming and improving pupils' behaviour is within its realm of possibility. Optimal health, both mental and physical, is something that the finest teachers always stress to their students. They persistently strive to assist children in acquiring crucial basic skills, ways of thinking, healthy habits, an optimistic outlook on life, strong moral convictions, and the capacity to adjust to a constantly changing psychosocial environment. Not only do great teachers guide their students to realise their maximum potential in every facet of life, but they also ensure that their students keep up their academic and extracurricular accomplishments so that they may compete more effectively in the future. The role of teachers in their pupils' academic growth is crucial. A school's ability to educate its students is directly proportional to the calibre of its faculty. Thus, the level of education pupils get is affected by how effective a teacher is. Teachers would have greater success if their students had better education. Because good education can only be provided by well-qualified teachers and schools. In both direct and indirect ways, the school effect, or the quality of education children get, is affected by how successful teachers are. Thus, the effectiveness of the teaching staff has been a central concern from the very beginning of the educational process in every culture and nation.

### **1.1. Significance of the Study**

The work of a gardener and a teacher are quite similar. It is crucial for the gardener to have knowledge about plants. Teachers rely on their pupils' background knowledge as well. It is the gardener's responsibility to ensure that the plants thrive and provide edible fruits and lovely blossoms; yet, this can only be achieved by having an in-depth understanding of the plants. Teachers aim for their students' emotional and mental well-being, and they may do their part by monitoring their development and adapting their lessons appropriately. Educators may obtain this data via Teacher Effectiveness. The greatest asset any nation can have is its teaching

staff. All of society stands to benefit from their contributions. The kids' mental, social, and physical well-being may all take a hit if they did. Teachers may not be born but made. In order to prepare them to become effective community educators, students are exposed to state-of-the-art educational technologies while learning the fundamentals of teaching. Consequently, proficient levels of Teacher Effectiveness are essential for educators. This necessitates studies examining the effectiveness of the teachers who are influencing our nation's future. Raising the bar for educational excellence is intimately related to making teachers more effective. In order to improve teaching techniques and, by extension, student learning results, this research may provide educators and legislators practical suggestions and methods. The success of their students is greatly affected by how good their instructors are. Better student results may be achieved if schools and districts have a better grasp of the factors that contribute to a teacher's effectiveness in secondary education. Secondary school teachers may benefit from the study's findings by participating in more personalized professional development programmes. It has the potential to reveal where educators could benefit from more guidance or instruction in order to raise their efficiency in the classroom.

### **1.2.Statement of the Problem**

The study entitled as “**Evaluating Teacher Performance: Insights from a Rigorous Secondary Education Analysis.**”

#### **1.3.The Objectives of the Study**

- 1) To find out the levels of Teacher Effectiveness of secondary school teachers.
- 2) To find out the significant difference if any the Teacher Effectiveness of secondary school teachers with respect to Locale, Marital status, Type of school and Teaching Experience of secondary school teachers.

#### **1.4.The Hypothesis of the Study**

**H01:** There were significant difference between Rural and urban area working of secondary school teachers with respect to Teacher effectiveness.

**H02:** There were significant difference between Government and private with respect to Teacher effectiveness.

**H03:** There would be significant difference between Married and unmarried secondary school teachers with respect to Teacher effectiveness.

**H04:** There would be significant difference between Teaching Experience with respect to Teacher effectiveness.

## **2. Review of Related Literature**

**Pachaiyappan and Ushalaya Raj (2014)** have conducted a study on “Evaluating the Teacher Effectiveness of secondary and higher secondary school teachers”. The findings of the study reveal that the male and female school teachers did not differ significantly in their Teacher Effectiveness. The study also reveals that there is a significant difference in Teacher Effectiveness among the school teachers with respect to locale, arts and science stream, secondary and higher level, teaching experience and type of school management.

**Bharti Dogra and Anita Singh (2015)** explored on “A comparative study on Teaching

Effectiveness of regular and contractual tertiary teachers.” The nature of appointment did not influence the teaching effectiveness of tertiary teachers. Gender did not produce any significant effect on the teaching effectiveness of regular and contractual tertiary teachers. Regular teachers of undergraduate level are found to be more effective in their teaching than contractual teachers of same level of teaching. Contractual teachers of non-professional courses were found to be less effective in their teaching as compared to regular teachers.

**Amadi, E.c. & Allagoa, I.C. (2017)** showed that age, educational qualification, and years of teaching experience had significant influence on teachers’ classroom management effectiveness, though, gender and educational discipline of teachers had significant influence on their class room management effectiveness.

**Halder, U.K. & Roy, R.R., (2018)** in their study, found positive correlations among job satisfaction and teacher effectiveness and its various aspect of Teacher Effectiveness are significantly and positively interrelated. In another study, they (Halder, U.K. & Roy, R.R., 2018) revealed similar result for the interrelation among the teacher adjustment and teacher effectiveness and its various aspects namely, personal aspect, professional aspect, intellectual aspect, strategies aspect and social aspect of Teacher Effectiveness.

### 3. Methodology of the Study

To study the present problem the investigator adopted normative survey method

#### 3.1. Locale and Sample

To study the present problem the investigator selected North Bengal zone of West Bengal. A sample of 300 secondary schools teachers were selected using purposive sampling technique.

#### 3.2. Variables of the Study

##### Independent Variables:

1. Teacher effectiveness

##### Dependent Variables:

1. Locale
2. Type of School
3. Marital status
4. Teaching Experience

#### 3.3. Procedure of Data Collection

Teachers were contacted after receiving approval from school administrators. The participants were briefed about the study's aims. The instructors were then given an explanation of the questionnaire's aim. They were guaranteed of the privacy of their responses. The instructors were urged to study the directions thoroughly and raise any questions they may have. The survey might be completed at your leisure. It was finished in about 45 minutes, however. After receiving the completed survey, it was scored in accordance with the manual's guidelines.

### 4. Data Analysis and Interpretation

**Table 4.1 Shows the Levels of Teacher Effectiveness of Secondary School Teachers**

Dimensions	Most Effective	Highly Effective	Above Average	Average	Below Average	Total	%

<b>Preparation &amp; Planning for Teaching</b>	<b>12%</b>	<b>21%</b>	<b>42%</b>	<b>16%</b>	<b>9%</b>	<b>300</b>	<b>100</b>
<b>Classroom Management</b>	<b>15%</b>	<b>18%</b>	<b>39%</b>	<b>18%</b>	<b>10%</b>	<b>300</b>	<b>100</b>
<b>Knowledge of Subject Matter etc.</b>	<b>10%</b>	<b>20%</b>	<b>38%</b>	<b>20%</b>	<b>12%</b>	<b>300</b>	<b>100</b>
<b>Teacher Characteristic</b>	<b>14%</b>	<b>19%</b>	<b>40%</b>	<b>16%</b>	<b>11%</b>	<b>300</b>	<b>100</b>
<b>Inter Personal Relations</b>	<b>15%</b>	<b>23%</b>	<b>37%</b>	<b>12%</b>	<b>13%</b>	<b>300</b>	<b>100</b>

According to Table 4.1, out of 300 secondary school teachers, only 12% were considered very effective, while 21% were considered very effective. Although 42% were considered very effective, 16% were considered fairly successful, and 9% were considered not very effective at all. Consequently, 42% of teachers seemed to have been successful.

According to the results, 15% of teachers were brilliant at managing their classrooms, 18% were excellent, 39% were medium, 18% were mediocre, and 10% were completely ineffective. Based on these results, it seems that 39% of teachers were above-average, while a few were very ineffective.

Based on the results of the poll, 10% of the teachers were the most effective, 20% were very effective, 38% were above average, 20% were moderately effective, and 12% were below average. So, it seems that 38% of teachers were above-average in their effectiveness, a tiny minority were deemed very successful, and a few were deemed below-average in their effectiveness.

The results showed that out of all the instructors surveyed, 14% were the most effective, 19% were very effective, 40% were above average, 16% were moderately effective, and 11% were below average. Thus, it seems that most teachers were only adequate, with a few number achieving remarkable achievement.

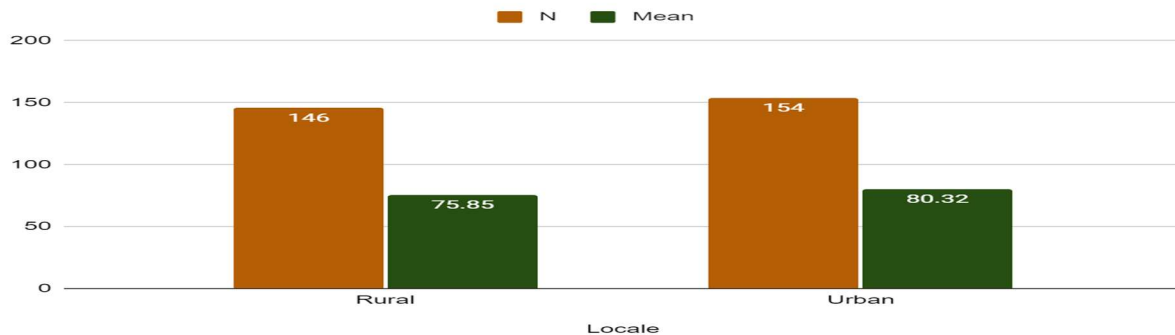
In terms of student-teacher relations, the poll indicated that 15% of teachers were very effective, 35% were fairly effective, and 13% were not very good. Given that just 37% of teachers were considered excellent or better, it's safe to say that exceptional educators were likewise in short supply.

Only 12% of teachers were seen to be completely useless, while 23% were considered to be very effective.

**H<sub>01</sub>:** There were significant difference between Rural and urban area working of secondary school teachers with respect to Teacher effectiveness.

**Table 4.2 Shows Difference between Rural and Urban Area Working of Secondary School Teachers with Respect to Teacher Effectiveness**

Locale	N	Mean	S.D	T- Value
Rural	146	75.85	15.42	2.59
Urban	154	80.32	13.80	



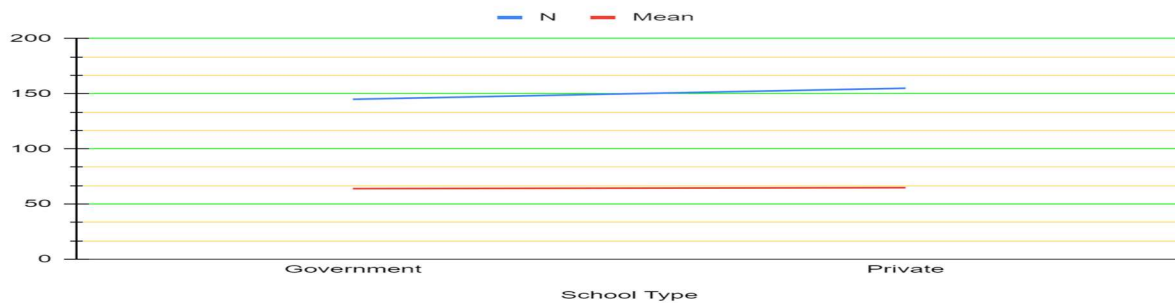
**Figure 4.1. Rural and Urban Area Working of Secondary School Teachers with Respect to Teacher Effectiveness**

The calculated t-value of teacher effectiveness is greater than the table value at the 0.05 level of significance, as seen in Tables 4.2 and 4.1. Teacher effectiveness is lower among rural secondary school instructors compared to their urban colleagues, according to the study. Hence, the hypothesis is accepted. This hypothesis is supported by the studies of both Nov Rattan Sharma (2012) and Bolton (2015).

**H<sub>02</sub>:** There were significant difference between Government and private with respect to Teacher effectiveness.

**Table 4.3 Shows Difference between School Management of Secondary School Teachers with Respect to Teacher Effectiveness**

School Type	N	Mean	S.D	T- Value
Government	145	63.96	6.45	0.86
Private	155	64.86	5.86	



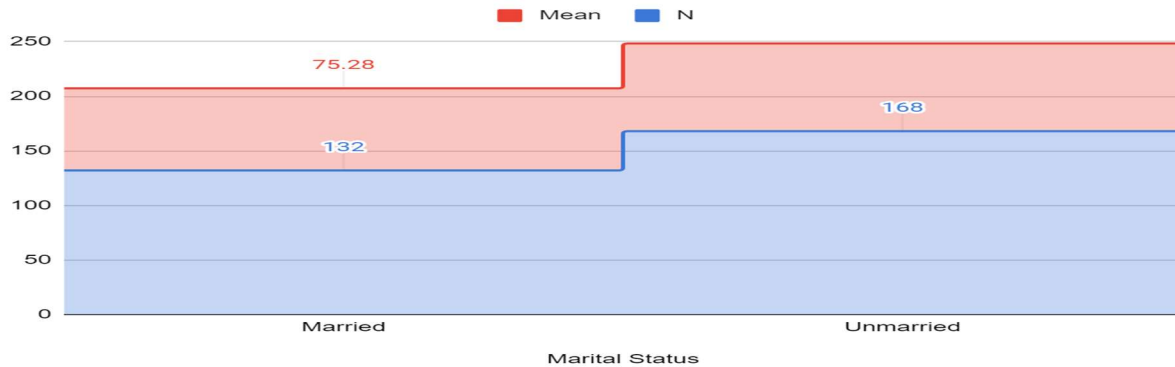
**Figure 4.2. School Management of Secondary School Teachers with Respect to Teacher Effectiveness**

No statistically significant relationship between school type and teacher effectiveness was seen in Tables 4.3 and 4.2. Thus, the null hypothesis is false. What this indicates is that the effectiveness of secondary school teachers is influenced by the sort of management in place. Tyagi (2013), Kaur (2006), and Paul and Kumarvel (2003) all came to identical conclusions.

**H03:** There would be significant difference between Married and unmarried secondary school teachers with respect to Teacher effectiveness.

**Table 4.4 Shows Difference between Marital Status of Secondary School Teachers with Respect to Teacher Effectiveness**

Marital Status	N	Mean	S.D	T- Value
Married	132	75.28	14.88	2.97
Unmarried	168	80.32	14.30	



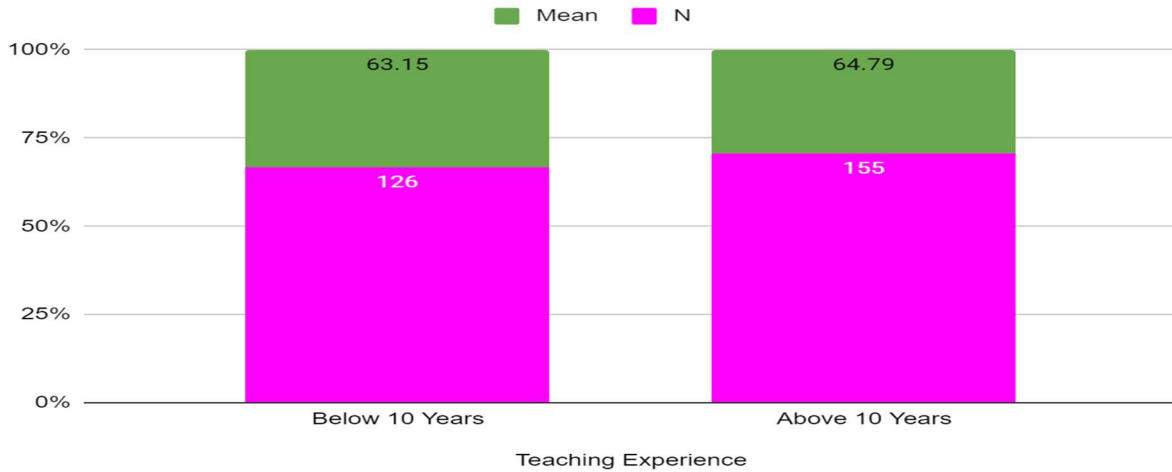
**Figure 4.3 Marital Status of Secondary School Teachers with Respect to Teacher Effectiveness**

The computed value of 2.97 is higher than the table value at the 0.05 level of significance, as shown in table-4.4 and figure 4.3. In terms of student achievement, married secondary school teachers are far more successful than their single counterparts. Therefore, the theory is upheld. Vipinder Nagra and Sarita Arora (2013) and Vijayalaxmi and Mythill (2004) both found comparable findings in their prior research.

**H04:** There would be significant difference between Teaching Experience with respect to Teacher effectiveness.

**Table 4.4 Shows Difference between Teaching Experience of Secondary School Teachers with Respect to Teacher Effectiveness**

Teaching Experience	N	Mean	S.D	T- Value
Below 10 Years	126	63.15	14.88	2.24
Above 10 Years	155	64.79	14.30	



**Figure 4.4 Teaching Experience of Secondary School Teachers with Respect to Teacher Effectiveness**

Tables 4.4 and 4.5 show a statistically significant correlation between the number of years of experience that secondary school teachers have and whether it is 10 years or more. Researcher accepted the hypothesis as a result. Prior research by Punia, Balda and Poonam (2016) and Hemalatha.M Rajeshhwary.P. (2017) shows similar outcomes.

#### 5. Findings of the Study

1. The vast majority of secondary school educators are very effective in the classroom.
2. Teachers in secondary schools have varying degrees of success depending on their socioeconomic backgrounds.
3. There is a correlation between a teacher's locality and their effectiveness in the secondary classroom.
4. It was shown that there is a statistically significant difference in the Teacher Effectiveness of secondary school teachers who were married and those who were single.
5. According to the results, there is no statistically significant difference in Teacher Effectiveness between instructors working in public schools and those working in private schools.
6. It was discovered that secondary school instructors with 10 years or less of experience are vastly different from those with 10 years or more of experience in the classroom. Teacher effectiveness increases with years of experience.

#### 6. Conclusion

The study's authors set out to determine how effective secondary school teachers are. The fact that being a successful educator requires a wide range of skills and experiences. Ability to think imaginatively, courage to make plan modifications when things don't go according to plan, and accuracy in programme execution are all important attributes in a teacher. To foster student autonomy and self-assurance, classroom activities such as discussions, debates, assignments, and quizzes may be used. With proper preparation and management, universities and colleges can help produce competent teachers for the years to come. According to the findings, there is



a significant demographic difference in the effectiveness of elementary and secondary school instructors. As a result, the focus of this study is on secondary school teachers' effectiveness in the classroom. Numerous intriguing results have been generated by the present study, which will undoubtedly add to the existing corpus of knowledge relevant to the field of education research.

### **References**

- Amadi, E.C. & I.C. (2017). Demographic Variables as Determinants of Teacher's Effectiveness in Classroom Management in Secondary Schools in Rivers State, Nigeria, *International Journal of Innovative Development & Policy Studies*, 5 (4): 65-70.
- Aruna Yadav (2016). A Study of Teacher Effectiveness of Secondary School Student In Relation To Their Emotional Intelligence. *The International Journal of Indian Psychology* . 3(4(66)).77-83.
- Bharti Dogra and Anita Singh (2015). A Comparative study of Teaching Effectiveness of Regular and Contractual Tertiary Teachers, *G-Journal of Education Social Science and Humanities*. (1). 13-16.
- Halder, U.K. & Roy, R. R. (2018a). Job satisfaction and Teacher effectiveness of Secondary School Teachers. *International Journal of Innovative Research Explorer*, 5 (4): 47-61.
- Halder, U.K. & Roy, R.R. (2018b). Job satisfaction and Teacher effectiveness of Secondary School Teachers. *International Journal of Innovative Research and studies*, 8 (IV): 247-261.
- Kamal Preet Kaur Toor (2014). A study of Teacher Effectiveness, general intelligence and creativity of school teachers. *MIER Journal of Educational Studies, Trends & Practices*. 4(1). 51-65.
- Pachaiyappan1, P., & Ushalaya Raj, D. (2014). Evaluating the Teacher Effectiveness of Secondary and Higher Secondary School Teachers. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, Volume 4, Issue 1, Ver. V, 52-56.