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A Study of Teaching Efficiency of Higher Secondary School Teachers

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Abstract:
The present study was conducted to analyze the teaching efficiency of school teachers. The findings of the study are school teachers possess above average level of teaching efficiency. There is a significant difference between men and women of school teachers with regard to their teaching efficiency. The women teachers scored a high score than men in teaching efficiency. General and science stream school teachers do differ significantly with regard to their teaching efficiency. Science teachers have high teaching efficiency than general stream teachers. There is a significant difference between teachers of experience up to 10 years and above 10 years with regard to their teaching efficiency. Teachers up to 10 years have high teaching efficiency than teachers above 10 years experience. There is a significant difference between self financed and an Aided teacher in teaching efficiency. An aided school teacher possesses a high level of teaching efficiency than self finance school teachers.

Keywords: *Teaching efficiency, High School teacher*

1. Introduction

The quality of education depends to a large extent on the quality of its teachers. We are ever reminded of the magical feats of teachers as they transform educational objectives into knowledge, skill and educated human labour. With the rapid changes in the population, which is affecting the demographics of the schools, one is also reminded of the need to motivate teachers in order to produce the desired educational results. This is even more urgently necessary in this era of materialism and display of wealth in the face of wide spread poverty and decay in many countries. The assumption is that motivation will ensure high level of teacher effort towards meeting school objectives and improvement in all its ramifications

Teaching is an important part of the process of education. It is a relationship which is established among three focal points in education- the teacher, the student and the subject matter. Teaching is a process by which the teacher brings the student and the subject matter together. To play the role to an expected level teacher should be motivated along the intended direction. Teacher motivation plays a major role in the efficiency of teachers. A properly motivated teacher will perform his duties with utmost devotion, sincerity and commitment. Teachers who perform well with the above qualities can improve the innate abilities of the learner in an optimum level, which help not only to the development of the society but also to the nation. So education can be used not only for the purpose of survival but for a more enriched life, better use of leisure time, and improvements in social and cultural life.

The goal of the educator is to set up an environment in which students are willing to put forth their best effort to master important goals. When people engage in behaviors without coercion, it is usually because they were motivated by one or more of the individual or interpersonal factors. Teachers can stimulate learning by introducing more of these factors into the instructional setting. The specific factors that will influence particular students will vary, depending on the personality and previous experiences of the learner and the specific subject matter.

If the teachers get motivation, they work with job satisfaction and the learners learn with a pleasant and interesting situation. The motivated teachers can motivate the learners towards a better learning situation. Satisfied teachers will work with sincerity, commitment and punctuality which improve the effectiveness of teachers and produce a mentally stable, emotionally matured and psychologically adjusted and socially useful citizens.

The effective teacher will be able to the development of a pleasant social / psychological climate in the classroom. He will be having high expectations of what pupils can achieve. He is competent to teach the lessons with clarity and effective time management. The strong lesson structuring of an effective teacher help him in the proper transaction of the content to be taught. He will be effective in the use of a variety of teaching methods. He will be using and incorporating pupil ideas. The present study is an attempt to study the teaching efficiency of school teachers.

2. Objectives of the study

To realize the need of teaching efficiency and to understand the level of teaching efficiency of school teachers, the investigator planned to conduct the present study based on the following objectives.

The objectives of the present study are the following:

1. To study the difference between men and women teachers in their teaching efficiency.
2. To study the difference between general and science stream teachers in their teaching efficiency.
3. To study the difference between teachers of experience up to 10 years and above 10 years with respect to their teaching efficiency.
4. To study the difference between Self-Finance and Grant-in-Aid School teachers with respect to their teaching efficiency.

3. Hypotheses of the study

In order to obtain the objectives of the present study, the researcher formulated the following hypotheses for testing. Hypotheses of the present study are presented in null form. The hypotheses of the study are:

Ho_1: There will be no significant difference between men and women teachers in their teaching efficiency.

Ho_2: There will be no significant difference between general and science stream teachers in their teaching efficiency.

Ho_3: There will be no significant difference between teachers of experience up to 10 years and above 10 years with respect to their teaching efficiency.

Ho_4: There will be no significant difference between Self-Finance and Aided School teachers with respect to their teaching efficiency.

4. Methodology

The present study is a survey type of study. Details about the research methodology followed in the present study including the components like, design, sample, tools, procedure of data collection and statistical techniques used.

5. Design

Survey study of research is a serious endeavor which brings implications about the present situation. Present study undertakes the study of School Teachers of Gujarat State with respect to their efficiency in Teaching with reference to the different components of teaching efficiency. All types of institutes imparting education in face to face mode are taken for the present study. It covers the following categories of teachers from the schools.

- Men and Women teachers
- General and Science Teachers
- Experience upto 10 years and above 10 years.
- Teachers from Self Finance and Aided Schools.

6. Sample

Sample is that part of the population which is used to collect data for the study and the inferences drawn from that collected data of the sample are generalized for the population. One of the main aspects of sample is that it should be representative of the population and it should be adequate in number. Otherwise generalizations drawn for the population can be misleader. Here looking at the objectives of the present study, population and nature of the data to be collected, the investigator has adopted purposive sampling method. The investigator has taken 372 teachers from various self financed schools and aided schools in Gujarat state as the sample for the present study.

7. Tool used for the study

The Investigator used Self Constructed Teaching efficiency Scale to measure teaching efficiency of school Teachers to collect the data for the study.

8. Data Collection

The investigator contacted the proper persons from the sample institutes, took their permission for administering teaching efficiency scale. The need and importance of the study, the objectives of the study etc. were explained to them at first and necessary instructions were given to respond properly without doubt or confusion. Doubts were cleared and technical terms were explained wherever needed. The data collected through the teaching efficiency scale were then tabulated and then made ready for analysis

9. Analysis and Interpretation of Data

The data collected were tabulated and entered in to computer for analysis. The computer software likes Excel, Statistical Package for Social Sciences (SPSS) etc were used for analysis. Data were analyzed using simple statistical techniques, such as, mean, median, mode, standard deviation and Statistical techniques like t-test etc., were used to test the significant difference of means.

10. Testing of hypotheses

The hypotheses formulated were tested with suitable statistical tools to find out the relationship or significant difference between the total and various sub samples for the present study.

10.1 Teaching efficiency and Gender

Ho_1

There will be no significant difference between men and women teachers in their teaching efficiency.

The above hypothesis is tested by using t-test and the result is interpreted below. The result of t-test is presented in the table below.

Table: 1 Mean Standard Deviation and computed t-value of scores in teaching efficiency based on gender

Group	N	Mean	S.D	t-value	Remarks
Men	152	576.99	90.69	5.42	Significant at 0.01 level
Women	220	635.38	115.64		

Discussion

The obtained t-value 5.42 for men and women school teachers is greater than that of the table value and is significant at 0.01 level of significance. The null hypothesis formulated for testing that there will be no significant difference between men and women teachers in their teaching efficiency is rejected. There is a significant difference between men and women school teachers with regard to their teaching efficiency. Men and women school teachers do differ significantly with regard to their teaching efficiency.

Further, when the means were compared, it was found that women scored a high score than men in teaching efficiency. From this, it can be concluded that women have high teaching efficiency than men.

10.2 Teaching efficiency and Subject

Ho_2

There will be no significant difference between general and science stream teachers in their teaching efficiency.

The above hypothesis is tested by using t-test and the result is interpreted below. The result of t-test is presented in the table below.

Table: 2 Mean Standard Deviation and computed t-value of scores in teaching efficiency based on subject

Group	N	Mean	S.D	t-value	Remarks
General	169	584.03	91.86	4.62	Significant at 0.01 level
Science	203	684.41	118.27		

Discussion

The obtained t-value 4.62 for general and science stream school teachers is greater than that of the table value and is significant at 0.01 level of significance. The null hypothesis formulated for testing, there will be no significant difference between general and science stream teachers in their teaching efficiency is rejected. There is a significant difference between general and science school teachers with regard to their teaching efficiency. General and science stream school teachers do differ significantly with regard to their teaching efficiency.

Further, when the means were compared, it was found that science teachers scored a high score than general stream teachers in teaching efficiency. From this, it can be concluded that science teachers have high teaching efficiency than general teachers.

10.3 Teaching efficiency and Experience

Ho_3

There will be no significant difference between teachers of experience upto 10 years and above 10 years with respect to their teaching efficiency.

The above hypothesis is tested by using t-test and the result is interpreted below. The result of t-test is presented in the table below.

Table: 3 Mean Standard Deviation and computed t-value of scores in teaching efficiency based on Age

Group	N	Mean	S.D	t-value	Remarks
Up to 10 years	230	583.93	95.54	6.20	Significant at 0.01
Above 10 years	142	656.22	116.93		

Discussion

The obtained t-value 6.20 for teachers up to 10 years and above 10 years is greater than that of the table value and is significant at 0.01 level of significance. The null hypothesis formulated for testing, there will be no significant difference between teachers of experience upto 10 years and above 10 years with respect to their teaching efficiency is rejected. There is a significant difference between teachers up to10 years and above10 years with regard to their teaching efficiency. Teachers up to10 years and above10 years do differ significantly with regard to their teaching efficiency.

Further, when the means were compared, it was found that the teachers' above10 years scored a high score than teacher's upto10 years in teaching efficiency. From this, it can be concluded that the teachers up to10 years have high teaching efficiency than that of teachers' above10 years.

10.4 Teaching efficiency and Type of institution

Ho_4

There will be no significant difference between self financed and Aided teachers in their teaching efficiency.

The above hypothesis is tested by using t-test and the result is interpreted below. The result of t-test is presented in the table below.

Table: 4 Mean Standard Deviation and computed t-value of scores in teaching efficiency based on type of institution

Group	N	Mean	S.D	t-value	Remarks
Self financed	193	581.73	93.26	9.75	Significant at 0.01
Aided	179	645.32	116.81		

Discussion

The obtained t-value 9.75 for self financed and aided school teachers is greater than the table value and is significant at 0.01 level of significance. Thus the null hypothesis formulated for testing, there will be no significant difference between self financed and an Aided school teacher in teaching efficiency is rejected. There is a significant difference between self financed and aided teachers in teaching efficiency.

Further, when the means were compared it was found that the Aided school teachers have scored a high score than that of the self financed teachers in teaching efficiency. This clearly confirms that the Aided school teachers possess a high level of teaching efficiency.

11. Major Findings of the Study

Major findings of the present study are the following.

- There is a significant difference between men and women school teachers with regard to their teaching efficiency.
- The women teachers scored a high score than men in teaching efficiency.
- General and science school teachers do differ significantly with regard to their teaching efficiency.
- Science teachers have high teaching efficiency than general teachers.

- There is a significant difference between teachers of experience upto 10 years and above 10 years with respect to their teaching efficiency.
- Teachers above experience of 10 years have high teaching efficiency.
- There is a significant difference between self financed and aided teachers in teaching efficiency.
- Aided school teachers possess a high level of teaching efficiency.

12. Educational Implications

The higher secondary school teachers possesses above average level of teaching efficiency. This may be due to the proper use of institutional facilities in their school, proper social climate and the proper psychological support received from all the stake holders of secondary education system. It gives much hope on school teachers. There exists a significant difference between men and women teachers with regard to their teaching efficiency. Women teachers receive a higher level of effectiveness in teaching than men teachers in teaching profession. This may be due to the consideration they get in the profession. They get support from the men teachers to overcome the academic difficulties. There exists a significant difference between general teachers and Science teachers with regard to teaching efficiency and science teachers shows high teaching efficiency. This may be due to the content of the subject, possibilities to use various teaching learning aids and materials in the classroom. Experience has a major role in teaching efficiency. Teachers above the experience of ten years are highly effective than the teachers having the experience 10 years. This confirms that during the early years of teaching profession, the teacher is very enthusiastic and work hard in an effective way because they want to be in the profession.. Self financing and Aided teachers differ significantly with regard to their teaching efficiency. The Aided teachers are more effective than self financing teachers. The self financing school teachers must get some special programmes to improve their teaching efficiency.

13. Conclusions

School and society should develop the facilities to help the teachers develop teaching efficiency. The institutional, social and psychological aspects of teacher motivation should be considered while planning programmes for the teachers. As the men teachers possess low teaching efficiency, they should be given some special consideration to improve their effectiveness in teaching. The teachers above the experience of ten years should be motivated by appreciating their work, incentives for better job responsibilities, considerations for participation in various activities and they should be given proper skill development programme towards a positive life style and teaching efficiency. Self financed school teachers must be put into some in-service training programmes or refresher courses, which help them improve their teaching efficiency.

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