

## Investigating Teacher Effectiveness and Teaching Competency of Secondary School Teachers of Sirsa, Haryana

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### Abstract

Teacher effectiveness and teaching competency are the two very important terms in the field of teacher education. There have been continuous progressions toward the improvement of these two characteristics. The current study aims to investigate the association between teacher effectiveness and teaching competency among secondary school teachers in Haryana's Sirsa district. The sample comprises 100 secondary school teachers from Haryana's Sirsa district. The teacher effectiveness Scale (Kulsum, 2011) and the General Teaching Competency Scale (Passi and Lalitha, 2011) were used to gather data. The data was analyzed using the mean, standard deviation, and t-test. Correlation studies were performed using the Product-Moment technique. It has been discovered that the type and locality of school and has a substantial impact on both teacher effectiveness and teaching competency, however, gender has no bearing on secondary school teachers in Sirsa. It is also discovered that there is no substantial relationship between secondary school teachers' teacher effectiveness and teaching competency, and both words must be used separately about secondary school teachers. This work can be used as a basis for further investigations with larger sample sizes. The findings of the study would be helpful in creating awareness about gender equality in teacher education and in turns contribute to the sustainable development goals (SDGs) of United nations, particularly, SDG-5 (gender equality).

*Keywords:* Teacher effectiveness, teaching competency, secondary school teachers

## Introduction

The efforts of highly skilled, competent, and successful teachers can result in an adequate education. The goals and purposes of schooling have swiftly evolved based on the demands of the time. These needs directly impact the educational system. Every nation adapts its educational system to the demands of a changing world. Being an open economy, India's instructors have a tremendous duty to enhance the student's skills so they can compete with their peers in industrialized nations and help India become economically independent (Pachaiyappan and Ushalaya 2014; Nema et al. 2023; Nwosu et al. 2023).

Teaching lies at the very core of an educational institution. It is the point of delivery for those who have been prepared for imparting education. Education and the key to its success. The excellence and dedication of teachers are directly related to the quality of the education they get, which in turn affects how well students are taught. Teachers play a crucial role in connecting education to social and national transformation by strengthening the path for the overall growth and development of students or tomorrow's citizens (Lipman, 1998, Encarnacion et al. 2021; Baroudi 2023).

According to Glass (2011), effective instructors employ a range of tools to arrange learning opportunities, formally assess student progress, modify instruction as necessary, and evaluate learning using many sources of data. In order to ensure student achievement, they cooperate with other teachers, administrators, parents, and education professionals to create classrooms and schools that promote diversity and civic engagement. One of the main responsibilities of a teacher is teaching. Successful educational systems are based on having teachers who are competent in their subject matter. Teaching competence, as defined by the British Council (2010), is the capacity to transmit information clearly and in a manner that is appropriate for the learner and the sort of course being offered. Teacher competence is described

as clear, observable knowledge and abilities required for carrying out the position of teacher in the Glossary of Education (2010).

Therefore, it is reasonable to argue that different attitudes required for teaching in a school constitute teacher abilities. Alternately, it is believed that good teaching is accomplished through a series of performances on a set of modular abilities that together make up competent teaching. The effectiveness of a teacher should be judged by how well their pupils learn, in addition to whether or not they are experts in their field. Effective learning is the ultimate outcome of good teaching, yet effective teaching does not only depend on the method employed since teaching techniques and methods are the means, not the end. It is not necessary for a teacher to be well-liked by their pupils in order to be excellent or competent; nonetheless, a competent teacher is one whose pupils are more knowledgeable about the subject matter. Thus, the value of teaching competency in the process of teaching-learning has been understood.

Bhat (2021) reported that teacher effectiveness of secondary school teachers has a significant correlation with job satisfaction and the type of school affects significantly both the teacher effectiveness and job satisfaction. Sehjal et al. (2021) reported that there is no connection between secondary school teachers' attitudes toward information technology and their ability to teach effectively. The efficacy of secondary school instructors and their attitudes toward information technology is not significantly influenced by gender. Baldwin and Ibadani (2021) found a considerable difference between the efficacy of secondary school teachers in government, government-aided, and private schools of East Khasi Hills District of Meghalaya. Rana and Shivani (2019) observed that the teaching competency of secondary school teachers vary with the type and location of school, subject, level of qualification and experience. Naik and Mani (2018) reported that the gender, type and locality of school has no significant effect on teacher effectiveness of secondary school teachers. Pratibha (2017) reported that the primary

school teachers' overall teaching competency was unaffected by their gender or level of schooling. Pachaiyappan and Ushalaya (2014) reported no significant differences between male and female school teachers' levels of teacher effectiveness. On the basis of the locality, streams, levels, teaching experience, and kind of school, it was also discovered that there were considerable differences in teacher effectiveness among the school personnel. Chauhan and Gupta (2014) compared the teaching abilities of several groups of secondary school instructors to a sample of 100 instructors by using General Teaching Competency Scale (Passi and Lalitha). The results showed a considerable disparity in teaching competency in terms of gender, location, and teaching experience. Female instructors have a greater level of teaching proficiency than male educators. Additionally, it was demonstrated that urban instructors are more competent than their rural colleagues. Experienced teachers are reported to have greater teaching proficiency than less experienced teachers. Tyagi (2013) investigated the teaching effectiveness of secondary school teachers based on various demographic variables. The study's findings revealed that secondary school teachers' teaching effectiveness is highly influenced by their qualifications, stream, teaching experience, and school location. Bella (2013) studied the teacher effectiveness and professional competency of Kottayam's upper secondary school teachers. The survey included 395 secondary school instructors. Jayaraman's Teacher Effectiveness Scale and Savan's Professional Competency Scale with 35 items were utilized. There was no significant relationship between teacher effectiveness and professional competency among secondary school teachers, according to the data. Jaidka and Passi (2012) chose 400 Punjab University teacher trainees from the schedule-caste and non-schedule-caste categories to test, compare, and correlate their emotional intelligence with teaching ability. It has been reported that cast does not influence teacher trainees' teaching ability or emotional intelligence. Ritu and Singh (2012) evaluated the teaching efficacy of male and female secondary school instructors, government and private, urban and rural. The study's findings demonstrated that gender, school type, and location

do not influence teacher performance. Amandeep and Gurpreet (2005) found from their study "a study of teacher effectiveness in relation to teaching competency of secondary school teachers" that male and female teachers' teaching competency does not differ substantially. Kumar (2005) examined the teaching abilities of elementary school teachers in Allahabad from private and public schools. The survey approach was used to obtain information from 100 instructors using questionnaires and checklists. The study's findings demonstrate that government school instructors outperform private school teachers in terms of teaching competency. Dash and Barman (2016) reported that locality of the school is the only factor among gender, stream, training and qualification which significantly affects the teacher effectiveness of secondary school teachers of Purba Medinipur, West Bengal. Kumari and Chahal (2017) studied the effect of various factors, namely, type of school (government and private), gender (male and female), locality (rural and urban) and level of teaching experience (less than 10 years and higher than 10 years) on teacher effectiveness of secondary school teachers of Sirsa, Haryana. It was found that the type of school and level of teaching experience has a significant impact on the teacher effectiveness of secondary school teachers, whereas, gender and locality has no significant impact. Teachers from private school and those having experience of higher than 10 years were reported to be more effective. Sunder (2018) studied the relation between teacher effectiveness and teaching competency of secondary school teachers and the effect of three factors, namely, gender of the teachers (male and female), locality of the school (rural and urban) and streams (arts and science) on teacher effectiveness. The data was collected from six senior secondary schools from Gohana, Sonipat. Odit et al. (2023) reported that there exists a significant correlation between the school internal factors and teacher effectiveness of secondary school teacher of Lira, Uganad. It was concluded that there is a significant difference in teacher effectiveness and teaching competency. All the three factors were found to be significantly

affecting the teacher effectiveness. The teacher effectiveness of female, urban, and arts teachers were found to be more as compared to their counterparts. Bayani et al. (2023) reported a significant relationship between various decision-making dimensions and teacher effectiveness. Considering the above literature, it was observed that teacher effectiveness and teaching competency of secondary school teachers should be studied. The present study is designed to investigate the effect of various factors on teacher effectiveness and teaching competency. The correlation between the two characteristics has also been presented.

### **Objectives**

The purpose of this study is to look at the teacher effectiveness and instructional ability of secondary school teachers in Sirsa, Haryana. The differences in teacher effectiveness and teaching ability of secondary school teachers have been explored based on school type (government and private), gender (male and female), and school location (rural and urban). The link between teacher effectiveness and teaching competency in Sirsa, Haryana secondary school teachers has also been explored.

### **Hypotheses**

In conducting the present study the following hypotheses have been made and tested based on the data collected from various secondary school teachers.

1. There is no significant difference in teacher effectiveness of secondary school teachers of Sirsa, Haryana on the basis of type of school, locality of the school and gender of the teacher.
2. There is no significant difference in teaching competency of secondary school teachers of Sirsa, Haryana on the basis of type of school, locality of the school and gender of the teacher.

3. There is no significant correlation between teacher effectiveness and teaching competency of secondary school teachers of Sirsa, Haryana.

### Methodology

As the study is designed to investigate the teacher effectiveness and teaching competency of secondary school teachers of Sirsa district of Haryana, 100 secondary school teachers were selected from various schools of district Sirsa for data collection. The data was collected by using descriptive survey method. The data for teacher effectiveness and teaching competency was collected by using Teacher Effectiveness Scale (Kulsum 2011) and General Teaching Competency Scale (Passi and Lalitha 2011), respectively. Various statistical techniques such as, mean, standard deviation, t-test product-moment method of correlation were used for analyzing the data in Microsoft Excel 2013.

### Results and Discussion

The data collected from secondary school teachers of Sirsa, Haryana was analyzed on the basis of three factors, namely, Type of school, Locality of school and gender, for the testing of various hypotheses.

The hypothesis that there is no significant difference in teacher effectiveness of secondary school teachers of Sirsa, Haryana on the basis of type of school, locality of the school and gender of the teacher has been tested on the basis of Table 1.

**Table 1**

*Mean, S.D. and t- Values for Teacher Effectiveness on the Basics Three Factors*

Factor	N	Mean	S.D.	t- value	Significance
					at 0.05 level

Type of school	Government	50	389.40	12.50	4.36	Significant
	Private	50	378.02	13.12		
Locality of school	Rural	50	381.4	13.19	2.59	Significant
	Urban	50	388.9	18.20		
Gender	Male	50	383.56	12.32	1.32	Not
	Female	50	387.00	18.72		significant

The t-values for type of school and locality of school were found to be 4.36 and 2.59, respectively. The t-values for type of school and locality of school were higher than the critical values at 0.05 significance level unveiling that there is a significant difference in the teacher effectiveness of secondary school teachers of Sirsa, Haryana on the bases of type of school and locality of the school. The mean value for government school teacher was 389.40 which is higher than the of private school teachers. So, it can be incurred that the teacher effectiveness of government secondary school teachers is higher than the private teachers. The mean value for urban school teacher was 388.9 which is higher than the of rural school teachers. So, it can be said that the teacher effectiveness of urban secondary school teachers is higher than the rural teachers. The t-value for gender was found to be 1.32, which is lower than the critical value at 0.05 level of significance showing that there is no significant difference in the teacher effectiveness of secondary school teachers of Sirsa, Haryana on the basis of gender. Similar results have been reported by Ritu and Singh (2012) for teacher effectiveness in relation with the gender, locality and type of school.

Hence it can be concluded that the type of school and locality of school significantly affect the teacher effectiveness of secondary school teachers but the gender of the teacher has no significant effect.



The hypothesis that there is no significant difference in teaching competency of secondary school teachers of Sirsa, Haryana on the basis of type of school, locality of the school and gender of the teacher has been tested on the basis of Table 2.

**Table 2**

*Mean, S.D. and t- Values for Teaching Competency on the Basics Three Factors*

Factor		N	Mean	S.D.	t- value	Significance at 0.05 level
Type of school	Government	50	85.48	6.44	4.99	Significant
	Private	50	78.18	7.05		
Locality of school	Rural	50	81.92	6.68	2.49	Significant
	Urban	50	83.76	8.53		
Gender	Male	50	81.92	5.62	1.16	Not significant
	Female	50	83.76	9.39		

The t-values for type of school and locality of school were found to be 4.99 and 2.49, respectively. The t-values for type of school and locality of school were higher than the critical values at 0.05 significance level unveiling that there is a significant difference in the teaching competency of secondary school teachers of Sirsa, Haryana on the bases of type of school and locality of the school. The mean value for government school teacher was 85.48 which is higher than the of private school teachers. So, it can be incurred that the teaching competency of government secondary school teachers is higher than the private teachers. The mean value for urban school teacher was 83.76 which is higher than the of rural school teachers. So, it can be said that the teaching competency of urban secondary school teachers is higher than the rural teachers. The t-value for gender was found to be 1.16, which is lower than the critical value at

0.05 level of significance showing that there is no significant difference in the teaching competency of secondary school teachers of Sirsa, Haryana on the basis of gender.

Hence, it can be concluded that the type of school and locality of school significantly affect the teaching competency of secondary school teachers but the gender of the teacher has no significant effect.

The hypothesis that there is no significant correlation between teacher effectiveness and teaching competency of secondary school teachers of Sirsa, Haryana has been tested on the basis of Table 3.

**Table 3**

*Coefficient of Correlation between Teacher Effectiveness and Teaching Competency*

Sr. No.	Variables	N	Coefficient of co-relation (r)	Significance at 0.05 level
1	Teacher effectiveness	100	0.345	Not significant
2	Teaching competency	100		

The value of coefficient of co-relation between teacher effectiveness and teaching competency was found to be 0.345, which is lower than the critical value at 0.05 significance level. Hence, the value can be considered as not significant. So, it is very clear from Table 3 that there is no significant co-relation between the teacher effectiveness and teacher competency of secondary school teachers of Sirsa, Haryana.

Hence, it can be concluded that both the terms should be used and evaluated separately for the assessment of teachers.

### Conclusions

The following conclusions can be drawn from the present investigation.

- A significant t-value of 4.36 was found for teacher effectiveness on the basis of type of school. The mean values are 389.40 and 378.02 for government and private secondary school teachers respectively which clearly means that the government teachers are more effective than private teachers.
- A significant t-value of 2.59 was found for teacher effectiveness on the basis locality of school. The mean values are 381.40 and 388.90 for rural and urban secondary school teachers respectively which clearly means that the urban teachers are more effective than rural teachers.
- A non-significant t-value of 1.32 was found for teacher effectiveness on the basis of gender. It clearly means that the gender has no influence of teacher effectiveness of secondary school teachers.
- A significant t-value of 4.99 was found for teaching competency on the basis of type of school. The mean values are 85.48 and 78.18 for government and private secondary school teachers respectively which clearly means that the government teachers are more competent in their teaching than private teachers.
- A significant t-value of 2.49 was found for teaching competency on the basis of locality of school. The mean values are 81.92 and 83.76 for rural and urban secondary school teachers respectively which clearly means that the urban teachers are more competent in their teaching than private teachers.
- A non-significant t-value of 1.16 was found for teaching competency on the basis of gender. It clearly means that the gender has no influence on teaching competency of secondary school teachers.
- It was found that there is no significant co-relation between the teacher effectiveness and teacher competency of secondary school teachers of Sirsa, Haryana and it is concluded

that both the terms should be used and evaluated separately for the assessment of teachers.

### **Practical Takeaways**

- The effect of type and locality of school and gender on teacher effectiveness and teaching competency of secondary school teachers have been evaluated.
- Type and locality of school were found to be significantly affecting the teacher effectiveness and teaching competency of secondary school teachers.
- Gender discrimination with females is a social reality of the world but female teacher were found equally effective and competent.

### **Educational Implications**

Present study has some educational implications which are as follow:

- The results of the present investigation could be useful in estimating the teacher effectiveness and teaching competency of secondary school teachers. This estimation could be helpful in further improvements in teacher effectiveness and teaching competency of teachers. It would be beneficial for all the stack holder, i.e., students, teachers, school, society and nation.
- Knowledge about the teacher effectiveness and teaching competency will help in the selection of teachers to various courses.
- Locality has a significant influence on both teacher effectiveness and teaching competency. This shows that attention is required in rural secondary schools for betterment.
- This work would also give a foundation for the development of gender equity polices as per national education policy (NEP) 2020.

- The study clearly shows that the gender does not affects the teacher effectiveness and teaching competency of secondary school teachers. This particular find of the present investigation would be helpful in eliminating gender discrimination in schools and society. It would also give a strength to the female teachers and help in empowering them.

### **Social Implications**

Gender discrimination has a long history and it is a bitter truth of present times. Women are still considered as lesser than their male counterparts in different working sectors. They have been forced to manage daily household tasks single handedly with their professional tasks. There have been provisions for them but are generally considered as unnecessary favors by the society. However, these special provisions are the right of working women. The results presented in this study would also help in creating a social awareness and conveying a message of gender equality. In doing this, it would also contribute its bit to the SGD-5 (gender equality), a sustainable development goal suggested by the United Nations for a better world.

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