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### **A Comparative Study of Different Dimensions of Teacher Effectiveness Among Direct Recruited and Promoted Senior Secondary School Teachers of Kashmir**

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#### **ABSTRACT**

The present study was conducted to compare teacher effectiveness of direct recruited and promoted senior secondary school teachers of Kashmir. The total sample for the present study was 200 comprised of direct recruited (100) and promoted (100) senior secondary school teachers who were selected randomly from different senior secondary schools of Kashmir (J&K). The investigator used standardized scale of teacher effectiveness developed by UmmeKulsum (2000) to collect the data from the field. The investigator used various statistical techniques Mean, S.D, & T-test to analyze the data. The researcher revealed that the direct recruited teachers have better teacher effectiveness as compared to promoted senior secondary school teachers.

**KEYWORDS:**Teacher effectiveness, Direct recruited and promoted senior secondary school teachers

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## INTRODUCTION

Teacher effectiveness plays an important role in teaching – learning process. An effective teacher does not create image of the students rather help the students to create the image of their own by understanding the problems of the students and helping them by making any subject interesting, by controlling the class and by being fair with the students while dealing with them. *Parihar (2011)* viewed that effective teachers are the avenues of effective teaching who consistently achieve their goals that are either directly or indirectly related to student learning and the strategies adopted for achieving this purpose needs orientation and reorientation with changing needs and priorities in teacher education. Effective teachers are the most important factor contributing to student achievement. Although curricula, reduced class size, district funding, family and the community involvement all contribute to school improvement and student achievement, the most influential factor is the teacher. Choosing effective teachers is critically important for schools trying to improve their performance. Effective teachers exhibit certain skills and qualifications. These include verbal ability, knowledge of special needs and content knowledge of specific subjects to be taught. Instructional planning, allocating time for academics, keeping students engaged, using appropriate instructional strategies, monitoring learning and differentiating learning for individual students are all important characteristics of an effective teacher. Effective teachers have a thorough knowledge of their subject content and skills. Through this, they inspire in their students a love of learning. They also understand how student’s best learn concepts, content and skills. Effective teachers use their knowledge of learning processes to determine which will be the most effective to help the particular students in their classes learn successfully. Effective teachers closely monitor each student’s achievements. This enables them to provide every one of their students with regular feedback on their performance. *RanjuBala (2017)* revealed that the group of secondary school teachers with high emotional intelligence is more effective than the group of teachers with average or low emotional intelligence. *GoelSunita (2013)* revealed that teacher effectiveness of female teachers was significantly more when compared to male teachers and teacher effectiveness of urban school teachers was significantly more when compared to rural school teachers. *Elizabeth Block, et-al (2012)* studied “The importance of Teacher Effectiveness”. The study revealed that the current challenge and future challenge for implementation of best practices will be closely aligned with the roles of school leaders in promoting professional development along with informal and formal professional development by teachers and other stakeholders. *BinakshiSodhi (2010)* reported no significant difference in teacher effectiveness of secondary school teachers across gender,

location, stream, and teaching experience groups. *Ronald H. Heck (2009)* studied “Teacher effectiveness and student achievement: investigating a multilevel cross classified model”. The study revealed that effectiveness of successive teachers is related to student achievement in reading and math. Second, collective teacher effectiveness as an organizational property of school was positively associated with achievement levels. Third, the stability of the school’s teaching staff and the quality of its academic organization and teaching processes were positively related to achievement levels.

### **Significance of the study**

In order to promote quality education to students, the teachers need to update their remarkable knowledge and information. They also require to integrate both antediluvian and the most innovative teaching methods and strategies to their pupils to become best products and to transcend it to next generation. Secondary education is an important stage where the desirable skills, attitudes and cognitive abilities are to be promoted among adolescents. Thus, the teachers, by being role models, can mould the pupils with good character, subject matter, social life and the like. They constitute the most affective factor of educational outcomes. But in reality, the present situation is opposite to what one is expected of them. The teachers are unable to meet the challenges of the society. By keeping the above said facts; the investigator took this study entitled “A comparative study of different dimensions of teacher’s effectiveness among direct recruited and promoted senior secondary school teachers of Kashmir”.

### **Statement of the problem**

A comparative study of different dimensions of teacher effectiveness among direct recruited and promoted senior secondary school teachers of Kashmir

### **Objectives of the study**

The following objectives have been formulated for the present investigation:  
To study and compare the teacher effectiveness of direct recruited and promoted senior secondary school teachers

### **Hypothesis of the study**

Based upon the above mentioned objectives, the following hypotheses were formulated:  
There is no significant difference between direct recruited and promoted senior secondary school teachers on teacher effectiveness

### **Operational definitions of the terms and variable:**

**Teacher effectiveness:** Teacher effectiveness in the present study refers the dominant set of scores obtained by the respondents on professional commitment scale developed by UmmeKulsum (2000)

**Direct recruited teachers:** Direct recruited teachers are those teachers who have been recruited directly as lecturers by state recruiting agency, Jammu and Kashmir public service commission.

**Promoted teachers:** Promoted teachers are those teachers who have been promoted as lecturers on the basis of experience and educational qualification.

**Delimitations of the study:**

Keeping in view the availability of time, budget schedule and limited resources, the present study has been delimited to:

- The direct recruited and promoted teachers working in government higher secondary schools,
- Four districts of the valley viz. Anantnag, Shopian, Pulwama and Kulgam.

**METHODOLOGY:**

Keeping in view the research evidences, objectives and hypotheses, the researcher found it suitable to go through Descriptive Survey Method through which data was collected.

**Population of the study:**

Population of the present study consisted of 600 senior secondary school teachers teaching in 70 Government senior secondary schools of four Districts in Jammu And Kashmir State.

**Sample of the study:**

The present investigation was carried out on a sample of 200 teachers working in Government Secondary Schools of Kashmir valley. These teachers were drawn from four districts: Anantnag, Shopian, Pulwama, and Kulgam. A random sampling technique was adopted to carry out the investigation. The age of the subjects was between 30 to 55 years.

The breakup of the sample is as under:

<b>Total sample</b>	<b>Direct recruited teachers</b>	<b>Promoted teachers</b>
200	100	100

**Tools used:**

The investigator, after screening a number of available tools, selected the following research tools to collect the required information.

**Teacher effectiveness:**

Teacher effectiveness scale developed by UmmeKulsum (2000)

**Statistical techniques employed:**

Information gathered was put to suitable statistical analysis by computing percentage, Mean, S.D and test of significance (t-test).

**Analysis and interpretation:**

**Descriptive analysis**

**Table1.1: Showing the levels of Teacher Effectiveness among direct recruited and promoted senior secondary school teachers of Kashmir**

Levels of teacher effectiveness	Direct Recruited Teachers		Promoted Teachers	
	N	%age	N	%age
Most effective teacher	8	8.0	6	6.0
Highly effective teacher	12	12.0	8	8.0
Above average effective teacher	70	70.0	14	14.0
Moderately effective teacher	4	4.0	64	64.0
Below average effective teacher	2	2.0	4	4.0
Highly ineffective teacher	2	2.0	2	2.0
Most ineffective teacher	2	2.0	2	2.0
<b>Total</b>	<b>100</b>	<b>100.0</b>	<b>100</b>	<b>100.0</b>

The perusal of the above table shows the levels of teacher effectiveness among direct recruited and promoted senior secondary school teachers of Kashmir . The statistical data reveals that 8% , 12% ,70% ,4% , 2%, 2% and 2% of the direct recruited senior secondary school teachers fall in the most effective teacher , highly effective teacher ,above average effective teacher , moderately effective teacher, below average effective teacher, highly ineffective teacher , and most ineffective teacher levels teacher effectiveness scale respectively. The statistical data further reveals that 6%, 8% ,14% ,64% 4%, 2%,and 2% of the promoted senior secondary school teachers fall in the most effective teacher , highly effective teacher ,above average effective teacher , moderately effective teacher, below average effective teacher, highly ineffective teacher , and most ineffective teacher levels of teacher effectiveness scale respectively .

**Comparative analysis**

**Table1.2 showing the mean comparison between direct recruited and promoted senior secondary school teachers on preparation for teaching and planning dimension of Teacher Effectiveness**

Dimension	Group	N	Mean	Std. Deviation	t-value	Level of Significance
preparation for teaching and planning	DRT	100	83.26	9.113	8.744	Significant at 0.01 level
	PT	100	67.10	9.366		

DRT= Direct Recruited Teachers;

PT= Promoted Teachers

The perusal of the above table shows mean comparison between direct recruited(M=83.26) and promoted (M=67.10) senior secondary school teachers on preparation for teaching and planning dimension of teacher effectiveness. The statistical data reveals that there is significant difference

between the groups and the difference was found to be significant at 0.01 level( $t= 8.74$ ) which confirms that direct recruited were found to have full control over the subject and prepare the lesson plans well in advance than the promoted senior secondary school teachers.

**Table1.3 showing the mean comparison between direct recruited and promoted senior secondary school teachers on classroom management dimension of Teacher Effectiveness**

Dimension	Group	N	Mean	Std. Deviation	t-value	Level of Significance
classroom management	DRT	100	82.70	11.648	6.833	Significant at 0.01 level
	PT	100	69.30	7.525		

DRT= Direct Recruited Teachers;

PT= Promoted Teachers

The perusal of the above table shows mean comparison between direct recruited ( $M=82.70$ ) and promoted ( $M=69.30$ ) senior secondary school teachers on classroom management dimension of teacher effectiveness. The statistical data reveals that there is significant difference between the groups and the difference was found to be significant at 0.01 level( $t=6.8$ ) which confirms that direct recruited were found to be manage the classrooms effectively than the promoted senior secondary school teachers.

**Table1.4 Showing the mean comparison between direct recruited and promoted senior secondary school teachers on knowledge of subject matter dimension of Teacher Effectiveness**

Dimension	Group	N	Mean	Std. Deviation	t-value	Level of Significance
knowledge of subject matter	DRT	100	84.54	11.592	7.518	Significant at 0.01 level
	PT	100	70.58	6.165		

DRT= Direct Recruited Teachers;

PT= Promoted Teachers

The perusal of the above table shows mean comparison between direct recruited ( $M=84.54$ ) and promoted ( $M=70.58$ ) senior secondary school teachers on knowledge of subject matter dimension of teacher effectiveness. The statistical data reveals that there is significant difference between the groups and the difference was found to be significant at 0.01 level( $t=7.5$ ) which confirms that direct recruited were found to have up to date knowledge of subject matter than the promoted senior secondary school teachers.

**Table1.5 showing the mean comparison between direct recruited and promoted senior secondary school teachers on teacher characteristics dimension of Teacher Effectiveness**

Dimension	Group	N	Mean	Std. Deviation	t-value	Level of Significance
teacher characteristic	DRT	100	83.62	11.346	7.471	Significant at 0.01 level
	PT	100	69.56	6.952		

DRT= Direct Recruited Teachers;

PT= Promoted Teachers

The perusal of the above table shows mean comparison between direct recruited ( $M=83.62$ ) and promoted ( $M=69.56$ ) senior secondary school teachers on teacher characteristics dimension of

teacher effectiveness. The statistical data reveals that there is significant difference between the groups and the difference was found to be significant at 0.01 level ( $t=7.4$ ) which confirms that direct recruited were found to be better teacher characteristics than the promoted senior secondary school teachers.

**Table1.6** showing the mean comparison between direct recruited and promoted senior secondary school teachers on inter personal relations dimension of Teacher Effectiveness

Dimension	Group	N	Mean	Std. Deviation	t-value	Level of Significance
inter personal relation	DRT	100	83.32	9.228	8.729	Significant at 0.01 level
	PT	100	67.30	9.123		

DRT= Direct Recruited Teachers;

PT= Promoted Teachers

The perusal of the above table shows mean comparison between direct recruited ( $M=83.32$ ) and promoted ( $67.30$ ) senior secondary school teachers on inter personal relations dimension of teacher effectiveness. The statistical data reveals that there is significant difference between the groups and the difference was found to be significant at 0.01 level( $t=8.7$ ) which confirms that direct recruited were found to be better inter personal relations than the promoted senior secondary school teachers.

**Table1.7** showing the mean comparison between direct recruited and promoted senior secondary school teachers on overall Teacher Effectiveness

	Group	N	Mean	Std. Deviation	t-value	Level of Significance
Overall Teacher Effectiveness	DRT	100	417.02	10.676	29.073	Significant at 0.01 level
	PT	100	343.48	14.350		

DRT= Direct Recruited Teachers;

PT= Promoted Teachers

The perusal of the above table shows mean comparison between direct recruited ( $M=417.02$ ) and promoted ( $M=343.4$ ) senior secondary school teachers on overall teacher effectiveness. The statistical data reveals that there is significant difference between the groups and the difference was found to be significant at 0.01 level ( $t=29.07$ ) which confirms that direct recruited were found to have better teacher effectiveness than the promoted senior secondary school teachers.

Hence the hypothesis which states that there is no significant difference between direct recruited and promoted senior secondary school teachers on teacher effectiveness stands rejected.

## RESULTS AND DISCUSSION

**On the basis of statistical analysis various meaningful conclusions have been drawn which are reported as under:**

- The results presented in table reveals that in case of direct recruited senior secondary school teachers ,8% were found most effective teacher ,12% direct recruited senior secondary school teachers were found highly effective teacher , 70% in the category of above average effective

teacher ,4% moderately effective teacher, 2% in below average effective teacher level of effectiveness and 2% in highly ineffective teacher category on teacher effectiveness scale and a small percentage of 2% were found to be most ineffective teacher. However in case of promoted senior secondary school teachers,6% were found most effective teacher, 8% promoted senior secondary school teachers were found highly effective teacher, 14% in the category of above average effective teacher, 64% moderately effective teacher, 4% in below average effective teacher level of effectiveness and 2% in highly ineffective teacher category on teacher effectiveness scale and a small percentage of 2% were found to be most ineffective teacher.

- There was a significant difference between the direct recruited and promoted senior secondary school on preparation for teaching and planning dimension of teacher effectiveness scale. The results may be attributed to the fact that direct recruited teachers make their lesson plans well in advance and judiciously use of audio visual aids to make their teaching more effective as compared to promoted senior secondary school teachers.
- It was found that direct recruited and promoted senior secondary school teachers differ significantly on classroom management dimension of teacher effectiveness scale. The direct recruited teachers were found to have better management of classes as compared to promoted senior secondary school teachers.
- Significant difference was found between the direct recruited and promoted senior secondary school teachers on knowledge of subject matter dimension of teacher effectiveness scale. The direct recruited teachers were found to have better up to date knowledge of subject matter than promoted senior secondary school teachers.
- Significant difference was found between the direct recruited and promoted senior secondary school teachers on teacher characteristics dimension of teacher effectiveness scale. The direct recruited teachers were found to have a great sense of duty and responsibility and substantial knowledge of human development and learning as compared to promoted senior secondary school teachers.
- There was a significant difference between the direct recruited and promoted senior secondary school on inter personal dimension of teacher effectiveness scale. It was revealed that the direct recruited teachers consider with the maintenance of discipline in the classroom with in the frame work of democratic atmosphere as compared to promoted teachers.
- There was a significant difference between the direct recruited and promoted senior secondary school on composite score of teacher effectiveness scale. It was revealed that the



direct recruited teachers were seen to have a higher mean score in comparison to promoted senior secondary school teachers.

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