



# **Correlation between the Efficacy of Teachers and Their Level of Experience and Gender**

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## **Abstract**

In any educational system, the instructor is crucial. It is well known that, even in the best of circumstances, a poor teacher may bring the entire system crashing down. In contrast, a system might survive when physical resources are limited but instructor quality is great. This is because the impact of a competent teacher cannot be substituted by any other aspect. As a result, the teacher is the educational framework's foundation. Numerous elements exert influence on the effectiveness of teaching, encompassing factors such as the instructor's educational background, job contentment, compensation, working milieu, accessible resources, age, gender, experience, and diverse support systems like societal, parental, and institutional cooperation. This research study adopts a comprehensive approach to exploring the effectiveness of teachers concerning their experiences and gender. The investigation predominantly centres on educators with postgraduate qualifications employed within government-operated secondary schools in Meerut. The study's sample encompasses 150 instructors from 30 government secondary schools in Meerut. This sample comprises 90 male and 60 female educators, encompassing both government and government-aided institutions in Meerut, aligning with the study's objectives, time constraints, and available resources. This study's sample was chosen using a stratified random sampling technique. Random sampling is used to pick schools, and inadvertent or purposeful sample is used to select teachers.

**Keywords:** *Gender, secondary school, experience*

## **Introduction**

A new born infant enters the world completely helpless. The child exists without principles or values since it lacks friends and foes and is unaware of social conventions and cultural traditions. However, as the child grows older, the combined impact of informal and formal educational influences begins to affect their physical, mental, emotional, and social characteristics. Gradually, the youngster develops a sense of responsibility comparable to that of their elders and becomes competent at dealing with life's obstacles.

Education is critical in developing maturity and accountability in individuals. Education provides significant benefits by equipping a person with the ability to confront and overcome competing pressures. A well-educated person is recognised throughout their region for their ability to navigate such difficulties. Education helps to shape a person's character, allowing them to fulfil their wants and desires. Education, like a flower disseminating its scent into the environment, fosters the development of the individual, embracing physical, mental, emotional, and social dimensions.

In its purest form, education denotes the gradual and progressive unfolding of an individual's natural faculties, supporting optimal growth throughout body, mind, and spirit. The ultimate goal is to mould a person with cultural refinement, emotional stability, ethical purity, mental sharpness, moral uprightness, physical strength, social efficacy, spiritual enlightenment, vocational self-sufficiency, and a global perspective. This diverse outcome exemplifies the goal of education.

T. P. Nunn defines education as a child's complete development, enabling them to contribute uniquely to human existence in accordance with their innate capacity. According to Rabindranath Tagore, the pursuit of truth stands as the ultimate objective of education, wherein the noble responsibility of education is to express and convey truths. Education is a lifetime process that extends from childhood to maturity and includes the forces that develop human personality.

The function of a teacher is crucial throughout the educational journey. According to the saying, "as the teacher is, so is the nation." Even the best-planned education system can fall short of its objectives if teachers lack sincerity, competency, and ethical character. Teachers have played a vital role in defining the trajectory of nations throughout history, as highlighted by the Education Commission (1964-1966), which stated that India's destiny is being formed within its classrooms. Teachers' skill and abilities have the capacity to shape a nation's destiny by shaping future citizens. As Eggleston (1998) correctly observes, this role is frequently compared to a mission impossible.

The teacher is the ultimate facilitator in the world of education, particularly in the setting of a teaching-learning environment. They teach, plan the curriculum, select reading materials, and act as both professional educators and sources of support for students' educational and personal issues. It is widely accepted that every outstanding individual has a dedicated teacher who awakens excitement, nurtures confidence, and guides them forward. Notably, even Alexander the Great, a legendary conqueror, credited his life's success to his tutor. Numerous organisations and commissions emphasise teachers' critical role in education. According to the Secondary Education Commission (1952-53), personal traits, educational qualifications, training, and community status of teachers are key aspects in the envisioned educational change.

The National Policy on Education (1986) emphasises the importance of teachers in society, stating that a society's socio-cultural ethos is mirrored in the standing of its teachers. Thus, it is clear from the preceding discussion that the instructor is crucial to the teaching and learning process.

**Effectiveness:** Education, as a social activity, requires passing on information to succeeding generations via educators, who act as intermediaries. There are both formal and informal education systems, however formal systems focus mostly on classroom instruction. As per the American Commission's perspective, a nation's caliber is gauged by the caliber of its populace, a considerable portion of which hinges on the extent of their education. It emphasises that even the best curriculum and syllabus are ineffective without skillful teaching methods and knowledgeable educators. As Humayun Kabir correctly noted, a good system can fail in the absence of talented teachers, but skilled teachers can alleviate the system's flaws.

The ability to make an impact is referred to as effectiveness. This phrase is occasionally used quantitatively to indicate high or low effectiveness. However, it does not specify the orientation (whether positive or negative) or make a comparison of the provided influence against a standard reference point.

A widely held belief is that the success of an educational programme is primarily determined by the calibre of its professors. A school may have superb resources, buildings, curriculum, and community alignment, but if instructors are unqualified or uninterested, the entire programme is doomed to failure.

Identifying and improving teacher effectiveness is critical for obtaining targeted educational outcomes. Effective teachers are critical for putting educational policies into action in the classroom. The effectiveness of a teacher is frequently related to their personality and mental health. A teacher must have emotional intelligence and professional happiness in order to function well, as they represent the goals of both individuals and the nation.

A proficient educator can be defined as someone who cultivates essential skills, understanding, appropriate work ethics, optimistic mindsets, the ability to judge values, and personal adjustment within students.

**Experience:** The period during which an individual gains information or skills through practical involvement or observation in a certain role or job. The Cambridge Advanced Learner's Dictionary (2003) defines experience as "gaining knowledge or skills by doing, observing, or feeling." Experience, in a broad sense, refers to information, abilities, or insights obtained via participation in or exposure to certain activities or events. The historical association of the term "experience" with "experiment" emphasises its relationship to practical knowledge. Experience frequently refers to procedural knowledge rather than abstract knowledge. An expert is someone who has great experience in a specific profession. In the context of this study, "experience" refers to the total amount of time an instructor has spent working in their field.

**Gender:** Gender encompasses a range of distinctions between males and females, spanning from biological variations to societal perceptions. As defined by the Encyclopaedia Britannica, gender identity pertains to an individual's self-perceived identification as either male or female, distinct from their biological sex.. While gender and sex have been used interchangeably, it also refers to social inequalities. Gender differs from sexuality in that it refers to biological differences between males and females. Gender is a cultural construct that includes behaviours, roles, expectations, representations, values, and beliefs that are associated with men or women. Gender distinctions are socially manufactured rather than biologically based. As a result, gender refers to societal differences linked with male and female behaviour.

Understanding gender independently of sexuality is critical. Physical and biochemical distinctions between males and females are involved in sexuality. Gender disparities are created by cultures, which attach to gender-specific behaviours, duties, expectations, and more. Gender differences are not caused by nature, but rather by culturally agreed-upon and manufactured behaviours and meanings.

Abrahm (1994) explored the relationship between work happiness, teacher performance, and tenure among college professors. His findings suggest that teachers who are more satisfied with their jobs are more effective. Furthermore, there was a substantial variation in teacher performance across different levels of job satisfaction.

Reddy (2001) investigated work satisfaction and teacher effectiveness among primary school teachers and discovered that they were not connected to instructors' years of experience. Arokiadoss (2005) examined the effectiveness of college teachers and discovered that the majority of teachers were either average or somewhat effective. According to an age-based analysis, college lecturers aged 30-45 were more effective in their courses.

Malik (2005) examined senior secondary school teachers' performance in terms of job satisfaction and adjustment and discovered no significant difference in performance levels between male and female instructors. However, there was a considerable difference in performance between senior secondary school teachers aged 45 and older and those under 45, with the latter group outperforming the former.

Jain (2007) investigated instructional effectiveness and teacher attitudes towards the teaching profession at the secondary level in Delhi. The study discovered significant gender, school type, and teacher experience disparities in teaching effectiveness and attitudes. Furthermore, less experienced female teachers in private schools performed better in the classroom. These findings highlight the importance of effectiveness, experience, and gender in affecting teaching outcomes.

**Objectives:** The present study aimed to achieve the following objectives:

1. Evaluating the efficacy of male and female educators engaged in secondary-level teaching in Meerut, with regard to their varying levels of experience.
2. Assessing the proficiency of instructors with and without teaching experience at the secondary school level in Meerut.
3. Comparing the effectiveness of male teachers with differing levels of experience in secondary-level instruction in Meerut.
4. Examining the relative effectiveness of female teachers, distinguished by their extensive or restricted experience, in secondary-level teaching within Meerut.

**Hypothesis:**

Formulated in light of the aforementioned objectives and the preceding discussion on teacher effectiveness, the study's hypotheses are as follows:

1. Regarding experience, there exists no statistically noteworthy disparity in the average effectiveness scores between male and female educators at the secondary school level in Meerut.
2. No statistically significant variance in mean effectiveness scores is observed among secondary school teachers with varying degrees of experience in Meerut.
3. Within Delhi, the mean effectiveness scores of male instructors teaching at the secondary level exhibit no statistically significant distinction between those with high and low experience levels.
4. Similarly, within Delhi, the mean effectiveness scores of female instructors teaching at the secondary level display no statistically significant contrast between those with high and low experience levels

**Study Population:** The whole population under investigation consists of postgraduate teachers who are actively engaged in teaching at Meerut government-affiliated secondary schools.

**Sample:** The study's sample included 150 teachers from 30 different schools. The sample selection criteria were influenced by the study's objectives, available resources, and time restrictions. There were 90 male teachers and 60 female teachers in this sample, both from Meerut government schools and those that were aided by the government. Random sampling was used in the school selection process, whereas incidental or purposive sampling was used in the teacher selection process.

**Research Instruments:** To achieve the study's aims, the researcher used the Teacher Effectiveness Scale, which Parmod Kumar and D. N. Mutha designed and standardised. This scale employs a Likert-type structure, allowing it to be utilised for both individual and group assessments. The scale, which consists of 69 items, provides respondents with five different response categories ranging from the most effective to the least

successful. Among the response options are 'strongly agree,' 'agree,' 'undecided,' 'disagree,' and 'strongly disagree.'

**Scoring:** The assessment process followed the guidelines outlined in the manual for the teachers' job satisfaction questionnaire. A score of 1 (one) was assigned to responses categorized as 'Yes', while responses categorized as 'No' were assigned a score of 0 (zero).

The researcher separated the sample into two unique categories after completing the scoring process in line with the tool's manual: highly effective teachers and low effective teachers. The average scores were used to determine this categorization. To determine the statistical significance of differences in the means of these two groups, the means and standard deviations were calculated. For this reason, a 't'-test was used. In some dimensions, the 't' value indicated significance, but in others, it did not.

A more extensive investigation was carried out in order to further analyse the statistical differences between the two groups—highly effective and low effective teachers. The purpose of this analysis was to see if there were any significant differences in efficacy between the two groups with factors such as gender and experience.

The comparison of teachers' effectiveness was conducted with regards to both experience and gender, following these steps:

- An analysis of effectiveness was conducted to establish a comparison between male and female teachers.
- The efficacy of teachers with varying degrees of experience was juxtaposed.
- Effectiveness was appraised to facilitate a comparison between male teachers with substantial and limited experience.
- A parallel assessment of effectiveness was executed to contrast female teachers with extensive and limited experience.

**Table 1 :** Comparison of teacher effectiveness between male and female teachers

Group compared	N	Mean	SD	SED	't'- value
Male	90	315.74	22.80	3.87	*5.002
Female	60	296.40	23.79		

\* Significant at 0.01 level of significance.

Table 1 illustrates a contrast in levels of effectiveness between male and female educators at the secondary level in Meerut. The average effectiveness score for male teachers was 315.74, while for their female counterparts, it stood at 296.40. The respective standard deviations were 22.80 and 23.79. To assess the significance of the distinction between these two sets, a 't'-value was calculated. The computed 't'-value registered at 5.002, signifying its statistical significance at the 0.01 level of significance.

Incorporating job satisfaction and experience into the analysis, the results unequivocally indicate a substantial divergence in the levels of effectiveness between male and female teachers in Meerut. Male teachers obtained higher ratings on the effectiveness rating scale, indicating that they were more effective than their female counterparts. This disparity could be linked to female instructors' socioeconomic situation and increased domestic responsibilities, which may lead to their significantly lower efficacy.

Therefore, at a significance level of 0.01, the null hypothesis proposing a significant disparity in the effectiveness measure between male and female teachers instructing at secondary schools in Meerut was refuted.

**Table 2:** Comparison of teacher effectiveness between high and lowexperienced teachers

Groups Compared	N	Mean	SD	SED	't' – value
High experienced	46	314.30	23.88		
Low experienced	38	295.26	18.70	1.76	*4.003

\*Significant at 0.01 level of significance

The comparison of efficiency levels among highly and little experienced Meerut teachers teaching at the secondary level is shown in Table 2. The mean effectiveness score for highly experienced teachers was 314.30, whereas it was 295.26 for minimally experienced teachers. The standard deviations were 23.88 and 18.70, respectively. In order to assess the significance of the contrast between these two groups, a 't'-value was calculated. The calculated 't'-value amounted to 4.003, indicating statistical significance at a significance level of 0.01.

Upon analysing the findings with regard to their professional backgrounds, it becomes evident that a substantial discrepancy exists in the effectiveness levels between teachers with extensive experience and those with limited experience. Notably, educators with substantial experience attained higher scores on the effectiveness rating scale, showcasing greater proficiency compared to their less seasoned counterparts. This variance could be linked to the fact that teachers with considerable tenure in the field of education possess an extensive history, potentially contributing to their heightened effectiveness.

Consequently, at a significance level of 0.01, the null hypothesis proposing a significant variance in the average effectiveness scores between highly experienced and less experienced educators engaged in secondary-level instruction in Meerut was refuted.

**Table 3:** Comparison of teacher effectiveness between high and lowexperienced male teachers

Groups Compared	N	Mean	SD	SED	't' – value
High experienced	29	319.28	21.82		
Low experienced	29	307.10	22.97	5.88	*2.069

\*Significant at 0.05 level of significance and not significant at 0.01 level of significance.

Teachers with more experience scored higher on the effectiveness rating scale than their colleagues, notably the less experienced male teachers. As a result, male teachers with considerable experience were more effective in their duties than those with limited experience, both of whom taught at the secondary level in Meerut. This variation in effectiveness levels could be attributed to the likelihood that male teachers with less experience have negative attitudes towards the teaching profession, possibly viewing it as a last alternative for their living. As a result, their teaching effectiveness was lower than that of their more experienced male counterparts.

A statistically significant disparity in effectiveness level does not exist between highly experienced and minimally experienced male secondary teachers in Meerut. This comparison was based on their experience and was assessed for significance at the 0.01 level.

Therefore, at the significance level of 0.05, the initial null hypothesis suggesting a significant distinction in mean effectiveness ratings between highly experienced and less experienced male teachers involved in secondary-level teachers in Meerut was refuted. However, this null hypothesis was affirmed at the significance level of 0.01.

**Table 4:** Comparison of teacher effectiveness between high and lowexperienced female teachers

Groups Compared	N	Mean	SD	SED	't' – value
High experienced	17	305.82	25.50		
Low experienced	15	285.40	12.43		
					7.25 *2.817

\*Significant at 0.01 level of significance.

Table 4 presents a comparison of effectiveness levels among female teachers with substantial and marginal experience, engaged in secondary-level teaching in Meerut. The mean scores for highly experienced educators and those with limited or no experience stood at 305.82 and 285.40, respectively. Correspondingly, the standard deviations were 25.50 and 12.43. To assess the significance of the contrast between these two sets, a 't'-value was computed. The calculated 't'-value amounted to 2.817, signifying statistical significance at the 0.01 level.

The results indicate a significant contrast in effectiveness between highly experienced and minimally experienced female teachers engaged in secondary-level instruction in Meerut. In comparison to their less experienced competitors, highly experienced female teachers scored higher on the effectiveness evaluation scale. This suggests that highly experienced female teachers were more effective in their responsibilities as teachers than those with less experience. This variation could be attributed to the possibility that female educators with limited experience might hold unfavourable perceptions about the teaching profession, especially in the initial phases of their careers, influenced by factors such as childcare and familial responsibilities. The outcomes of this study align with those of a preceding research investigation.

Consequently, at a significance level of 0.01, the null hypothesis that initially posited a lack of significant distinction in mean effectiveness scores among highly experienced and less experienced female teachers engaged in secondary-level instruction in Meerut, was refuted.

**Conclusions and Implications:** The present study's outcomes regarding teacher effectiveness concerning experience and gender at the secondary level in Meerut can be summarized as follows:

1. The results contradicted the assumption that there existed no noteworthy distinction in the average effectiveness scores between male and female teachers conducting secondary-level instruction in Meerut. In reality, a significant divergence in effectiveness levels was observed between these two categories. Male teachers exhibited higher effectiveness compared to their female peers. This divergence can be attributed to the societal socioeconomic status of female teachers as well as their responsibilities within the household.
2. The hypothesis suggesting that there was no substantial distinction in the average effectiveness scores between extensively experienced and minimally experienced teachers engaged in secondary-level instruction in Meerut was contradicted by the findings. A noteworthy contrast was identified in the

effectiveness level between these two groups. Educators with higher levels of experience displayed superior effectiveness compared to their counterparts with limited experience.

3. The collected data also invalidated the anticipation of no noteworthy contrast in average effectiveness scores between male instructors with extensive and minimal experience in secondary-level teaching in Meerut. A significant disparity in efficacy was evident between these two categories, wherein highly experienced male teachers surpassed their counterparts.
4. Similarly, the findings contradicted the projection that there existed no significant discrepancy in mean effectiveness scores between female teachers with substantial and minimal experience in secondary-level instruction in Meerut. A substantial variance in efficacy was noticeable between these two groups, with highly experienced female teachers surpassing the others.

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