



Study of Teacher Effectiveness In Relation To School Climate Among Secondary School Teachers

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DOI- 10.5281/zenodo.13739164

Abstract:

The purpose of this research paper is to obtain access to the teacher effectiveness and school climate of secondary school teachers in relation to their gender, locale, type of school and teaching experience. Teacher Effectiveness Scale developed by Umme Kulsum (2011) and School Climate scale developed by Shivendra Pratap Singh & Ali Imam (2015) was used for collecting the data. The study was conducted through descriptive survey methods and using simple random sampling techniques 200 school teachers were selected in Kangra district of Himachal Pradesh. To analyze the results, statistical techniques such as Mean, SD, t-test, ANOVA and Correlation were used. Findings of the study indicated that there is no significant difference in teacher effectiveness with respect to different levels of school climate, gender and locale of the school. The study also found that there is significant difference with respect to teaching experience and type of school. The study also found that there is a significant positive correlation between teacher effectiveness and school climate. Hence, the school education department takes the remedial measures to solve the differences among the school teachers and create a conducive school climate for the teacher's performance.

Keywords: Teacher Effectiveness, Secondary School Teachers, School Climate

Introduction:

"A student spends 25,000 hours in the campus. The school must have the best of teachers who have the ability to teach, love teaching and build moral qualities"

- A.P.J. Abdul Kalam

"Teacher's place in society is of vital importance. Teacher is the strong medium for transmission of intellectual tradition and technical skills from one generation to the other generation and who acts as the source of knowledge which keeps the lamp of civilization burning" (Radhakrishnan Commission, 1948). Hough & Duncan(1970) " Teaching is an activity, a unique professional, rational and human activity in which one creatively and imaginatively uses himself and his knowledge to promote the learning and welfare of others". It is believed that what the soul is to the body, what the mind is to the man, the teacher is to the school. It has been argued that the teachers' mental and moral qualities have a direct bearing even on his effectiveness in teaching (Dunhill, 1996).

Effective teachers also lead to best academic performance and optimal all-round development of the students. Haynes, Emmons, & Ben-Avie, (1997) "School climate refers to the quality and consistency of interpersonal interactions within the school community that influence children's cognitive, social, and psychological

School Climate development. These interactions include those among staff, between staff and students, among students, and between home and school". School Climate refers to the interpersonal relations in a living organization, member's perception, member's attitude and behaviour. It is the collective perception of behaviour in an institution. It also refers to its internal environment perceived by its members (Chattopadhyay & Agrawal, 1976).

Need and Significance of the Study:

Teachers play a predominant role in the educational frame work of the society. It is stated by the NPE (1986) that education is a unique investment in the present and the future. Teachers are important pillars of the educational system of any nation. They are considered to be the nation builders. Kothari Commission (1964) opines that the future citizens of the nation are shaped in its classrooms. It also opines that the teachers are the builders of the nation.

The important aim of education is all round development of child's personality and that is possible only if the good type of atmosphere or climate is provided in schools. This can be achieved only through the effectiveness of teacher. Teacher effectiveness in all aspects is very essential to meet the growing demands of learning community. This area of teacher effectiveness draws the keen interest of educationists and researchers. School climate is

defined as the formal system of task and reporting relationships which involves controls, coordination, and motivation so that employees can achieve educational goals easily and effectively (HakiElimu, 2013). The climate of any educational institution has a great importance because it should create a good working environment and provide an opportunity to develop creative competence among the teachers. Teacher effectiveness has been studied in relation to various teacher-related variables.

There may be many other factors also which may have a definite impact on teacher effectiveness. The school climate can be one of those factors. So, the Present study will be useful to identify the school climate in secondary schools of the Kangra district of Himachal Pradesh and its effect on teacher effectiveness. It will be helpful in determining which factors are most conducive to teacher effectiveness as well as school climate. Therefore, keeping in mind the limitations of previous studies, the present study has been undertaken to study teacher effectiveness in relation to school climate among secondary school teachers of Distt. Kangra, Himachal Pradesh state.

Statement of the Problem:

The present study entitled as, “study of teacher effectiveness in relation to school climate among secondary school teachers”.

Objectives of the Study:

1. To find out teacher effectiveness of secondary school teachers with respect to gender, locale, type of school and teaching experience.
2. To find out school climate as perceived by secondary school teachers with respect to gender, locale, type of school and teaching experience.
3. To study teacher effectiveness of secondary school teachers with respect to different levels of school climate.
4. To study relation between teacher effectiveness and school climate among secondary school teachers.

Null Hypotheses of the Study:

H01: There exists no significant difference among secondary school teachers with respect to gender.

H02: There exists no significant difference among secondary school teachers with respect to locale.

H03: There exists no significant difference among secondary school teachers with respect to type of school (Government and Private).

H04: There exists no significant difference among secondary school teachers with respect to teaching experience (0-5, 6-10, 11 and above).

H05: There exists no significant difference in school climate as perceived by secondary school teachers with respect to gender.

H06: There exists no significant difference in school climate as perceived by secondary school teachers with respect to locale.

H07: There exists no significant difference in school climate as perceived by secondary school teachers with respect to type of school (Government and Private).

H08: There exists no significant difference in school climate as perceived by secondary school teachers with respect to teaching experience (0-5, 6-10, 11 and above).

H09: There exists no significant difference in teacher effectiveness of secondary school teachers with respect to different levels of school climate.

H010: There is no significant relationship between teaching effectiveness and school climate of secondary school teachers.

Research Methodology of the Study:

- a) **METHOD:** The present study has been conducted using descriptive survey method.
- b) **POPULATION:** Secondary School teachers of District Kangra of Himachal Pradesh, have been recognized as the population of the present study.
- c) **SAMPLE:** The investigator selected two hundred secondary school teachers in District Kangra of Himachal Pradesh.
- d) **TOOLS USED:** Teacher Effectiveness Scale developed and standardized by Kulsum (2011) and School Climate Scale (SCS) developed and standardized by Singh & Imam (2015) have been used to collect the data.
- e) **STATISTICS USED:** For analyzing the data mean, standard deviation, t-test, one way ANOVA and Correlation have been computed.

Data Analysis and Interpretations:**Table 1: Distribution Of T - Value Of Teacher Effectiveness And School Climate Of Secondary School Teachers With Respect To Gender, Locale And Type Of School.**

BACKGROUND VARIABLES		N	MEAN	SD	SE	df	t-VALUE	LEVEL OF SIGNIFICANCE
TEACHER EFFECTIVENESS	GENDER	MALE	100	521.18	50.69	198	0.251	INSIGNIFICANT (At 0.05 level)
		FEMALE	100	522.93	48.01			
	LOCALE	URBAN	100	523.04	54.81	198	0.282	INSIGNIFICANT (At 0.05 level)
		RURAL	100	521.07	43.24			
	TYPE OF SCHOOL	PRIVATE	100	535.38	49.85	198	3.965	SIGNIFICANT (At 0.01 level)
		GOVERNMENT	100	508.73	45.07			
SCHOOL CLIMATE	GENDER	MALE	100	74.17	8.759	198	1.808	INSIGNIFICANT (At 0.05 level)
		FEMALE	100	72.01	8.125			
	LOCALE	URBAN	100	72.70	9.402	198	0.648	INSIGNIFICANT (At 0.05 level)
		RURAL	100	73.48	7.509			
	TYPE OF SCHOOL	PRIVATE	100	74.43	7.984	198	2.253	SIGNIFICANT (At 0.05 level)
		GOVERNMENT	100	71.75	8.816			

Ho1: There exists no significant difference among secondary school teachers with respect to gender.

From Table 1, the calculated t- value is 0.251 which is insignificant at 0.05 level of significance. So, the Null Hypothesis, "There exists no significant difference among secondary school teachers with respect to gender "is not rejected. Hence, the secondary school teachers exhibited comparable teacher effectiveness with respect to gender.

Ho 2: There exists no significant difference among secondary school teachers with respect to locale.

From Table 1, the calculated t- value is 0.282 insignificant at 0.05 level. So the Null Hypothesis, "There exists no significant difference among secondary school teachers with respect to locale" is not rejected. Hence, the secondary school

teachers exhibited comparable teacher effectiveness with respect to locale.

Ho 3: There exists no significant difference among secondary school teachers with respect to type of school (government and private).

From Table 1, the calculated the obtained t- value is 3.965 significant at 0.01 level. So the Null Hypothesis, "There exists no significant difference among secondary school teachers with respect to type of school (Government and Private)" is rejected. It may be concluded that mean score of private school teachers are more effective as compared to Government school teachers.

Ho 4: There exists no significant difference among secondary school teachers with respect to teaching experience (0-5, 6-10, 11 and above).

To test hypothesis one- way ANOVA was applied.

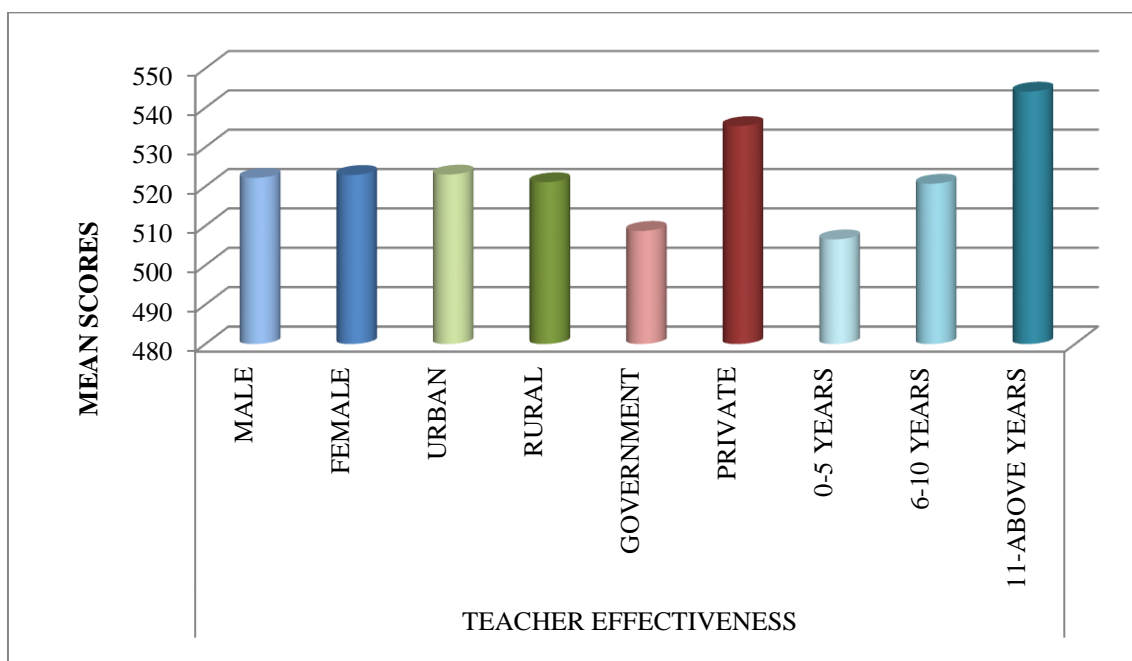
Table 2: Summary of one way ANOVA on teacher effectiveness

SOURCES OF VARIANCE	SUM OF SQUARES	df	MEAN SQUARE	F- VALUE	LEVEL OF SIGNIFICANCE
BETWEEN GROUPS	38903.079	2	19451.539	8.635	SIGNIFICANT AT 0.01 LEVEL
WITHIN GROUPS	443783.316	197	2252.707		
TOTAL	482686.395	199			

From table 2, the calculated F ratio found to be 8.635 which is significant at both the level. Therefore the Null Hypothesis i.e. "There exists no significant difference among secondary school teachers with respect to various teaching experiences (0-5, 6-10, 11 and above)" has been rejected.

It is concluded from the data that the teacher effectiveness increases with increase in teaching experience as a result the secondary school teachers having more than 11 years teaching experience are found most effective as compared to other groups.

Fig 1: Graph showing Mean scores of teacher effectiveness with respect to Gender, Locale, Type of school and Teaching Experiences.



Ho 5: There exists no significant difference in school climate as perceived by secondary school teachers with respect to gender.

From Table 1, the obtained t- value is 1.808 which is insignificant at 0.05 Level of Significance. So, the Null Hypothesis, "There is no significant difference in school climate as perceived by secondary school teachers with respect to gender" is not rejected. Hence, The school climate perceived by secondary school teachers do not differ with respect to gender.

Ho 6: There exists no significant difference in school climate as perceived by secondary school teachers with respect to locale.

From Table 1, the calculated t- value is 0.648 which is insignificant at 0.05 level of Significance. So, the Null Hypothesis, "There exists no significant difference in school climate as perceived by secondary school teachers with respect to locale" is not rejected. Hence, secondary school teachers exhibited comparable school climate with respect to locale.

Ho 7: There exists no significant difference in school climate as perceived by secondary school teachers with respect to type of school (government and private).

From Table 1, the calculated t- value is 2.253 which is significant 0.05 level. So, the Null Hypothesis, "There exists no significant difference in school climate as perceived by secondary school teachers with respect to type of school (Government and Private)" is not rejected. It may be concluded that mean score of private school teachers are more favourable as compared to Government school teachers.

Ho 8: There exists no significant difference in school climate as perceived by secondary school teachers with respect to teaching experience (0-5, 6-10, 11 and above).

In order to analysis the variance in teaching experiences ANOVA is applied and results have been presented in table 3.

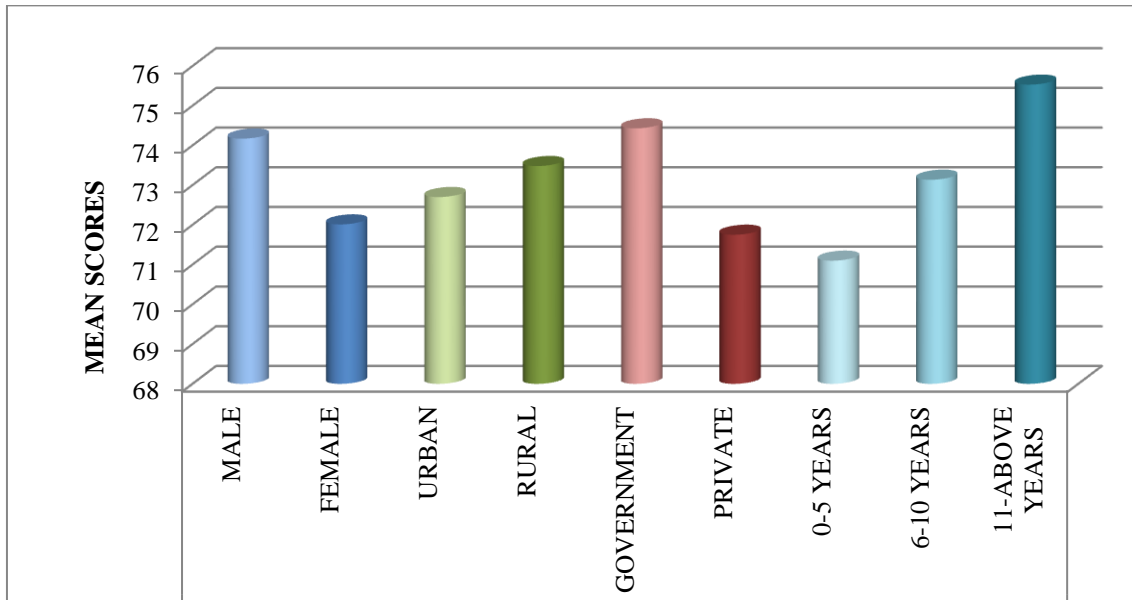
Table 3: Summary of one way ANOVA on School Climate

SOURCES OF VARIANCE	SUM OF SQUARES	df	MEAN SQUARE	F- VALUE	LEVEL OF SIGNIFICANCE
BETWEEN GROUPS	538.375	2	269.187	3.836	SIGNIFICANT AT 0.05 LEVEL
WITHIN GROUPS	13826.005	197	70.183		
TOTAL	14364.380	199			

From table 3, the calculated F ratio is 3.836 which is significant at both level. Therefore the Null Hypothesis i.e. "There exists no significant difference in school climate as perceived by secondary school teachers with respect to teaching experience (0-5, 6-10, 11 and above)" has been rejected.

It may be concluded from the data that the school climate is favourable with increase in teaching experience as a result the secondary school teachers having more than 11 years teaching experience are found most favourable as compared to other groups.

Fig 2 : Graph showing Mean scores of School Climate with respect to Gender, Locale, Type of school and Teaching Experiences.



H₀ 9: There exists no significant difference in teacher effectiveness of secondary school teachers with respect to different levels of school climate.

Table 4: Summary of ANOVA on teacher effectiveness scores with respect to different levels of school climate

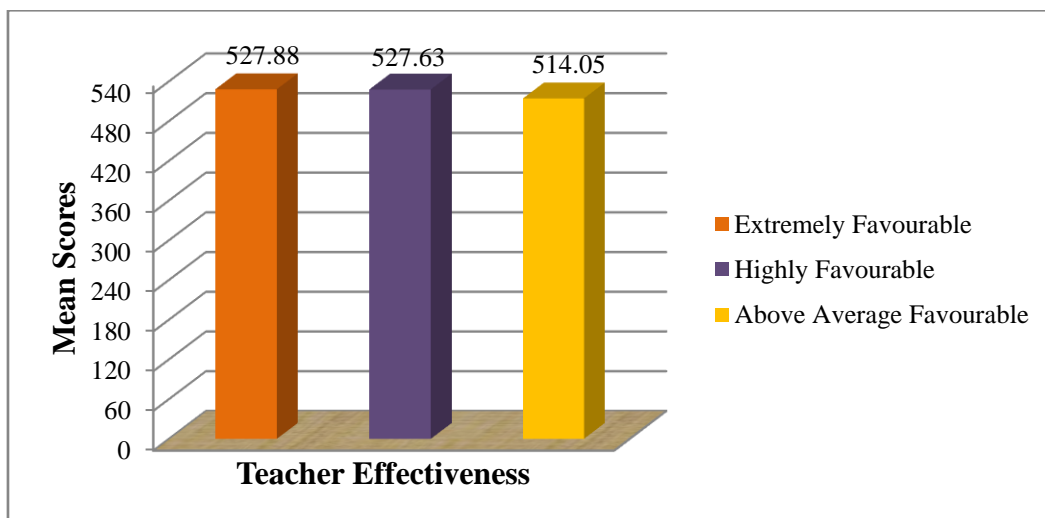
LEVELS OF SCHOOL CLIMATE	SUM OF SQUARES	df	MEAN SQUARE	F- VALUE	LEVEL OF SIGNIFICANCE
BETWEEN GROUPS	9097.636	2	4548.818	1.892	INSIGNIFICANT AT 0.05 LEVEL
WITHIN GROUPS	473588.759	197	2404.004		
TOTAL	482686.395	199			

It can be observed from table 4 that the calculated F - ratio is 1.892 which is insignificant at 0.05 level. Therefore the Null Hypothesis i.e. “There exists no significant difference in teacher effectiveness of secondary school teachers with respect to different levels of school climate.” is not rejected. Hence, the teacher effectiveness of

secondary school teachers does not differ at different levels of school climate.

A graph has been drawn to depict the mean scores of teacher effectiveness of secondary school teachers with various levels of school climate and has been presented in Fig. 3.

Fig.3. Graph showing mean scores of teacher effectiveness of secondary school teachers with various levels of school climate



Ho 10: There is no significant relationship between teaching effectiveness and school climate of secondary school teachers.

Table 5: Showing a Pearson coefficient correlation between teacher effectiveness and school climate

VARIABLE	N	PEARSON CORRELATION	LEVEL OF SIGNIFICANCE
TEACHER EFFECTIVENESS AND SCHOOL CLIMATE	200	0.201	SIGNIFICANT AT 0.01 LEVEL

Table 5, reveals that teacher effectiveness is significantly correlated with school climate as r-value is 0.201 which is significant at 0.01 level of confidence. So, the Null hypothesis, "There is no significant relationship between teaching effectiveness and school climate of secondary school teachers" is rejected. Hence, it is concluded that these two variables are interrelated. The school climate influences the teacher's effectiveness.

Major Findings And Discussion Of The Results:

1. In the present study, the secondary school teachers exhibited comparable teacher effectiveness with respect to gender. The result is in line with the studies conducted by Biswas (2017) and Devamma (2018) which also reveals no significant difference between male and female secondary school teachers in terms of teacher effectiveness. However, Contradictory with the result of studies undertaken by Dar & Ponraj (2022) and Sattanathan (2023) who found significant difference between male and female teachers in terms of teacher effectiveness.
2. In the present study, the secondary school teachers exhibited comparable teacher effectiveness with respect to locale. The studies conducted by Sodhi (2010) and Choudhary & Arora (2015) also revealed, No significant difference between rural and urban secondary school teachers in terms of teacher effectiveness. However, Contradictory with the result of studies undertaken by Tyagi (2013), Chauhan (2016) and Sattanathan (2023) which reveals significant difference between rural and urban secondary school teachers in terms of teacher effectiveness.
3. In the present study, government and private secondary school teachers are found different in terms of teacher effectiveness. Private secondary school teachers were found to be more effective as compared to Government secondary school teachers. The results are in line with the results of the studies undertaken by Pachaiyappan & Raj (2014), which also reveals significant difference between government and private secondary school teachers in terms of teacher effectiveness. However, Contradictory results have been reported by Toor (2015) and Sattanathan (2023) who found no significant difference between government and private

secondary school teachers in terms of teacher effectiveness.

4. In the Present study, it was found that there is a significant difference in teacher effectiveness of secondary school teachers having 0- 5, 6-10, 11-above years of experience. It was observed from the data that the teacher effectiveness increases with increase in teaching experience. The results are in line with the studies conducted by Tyagi (2013) and Pachaiyappan & Raj (2014) which also reveals significant difference in teacher effectiveness with regard to teaching experience. However, the result is contradicted by the studies undertaken by Devamma (2018), Kaur (2018) and Sodhi (2010) who found no significant difference in teacher effectiveness with regard to teaching experience.
5. The present study revealed that the school climate perceived by secondary school teachers do not differ with respect to gender. The results in line with the studies conducted by Kaur (2018) which also reveals the same results. However, the result is contradicted by study undertaken by Ghosh & Guha (2016) who found significant difference in school climate with respect to gender.
6. The present study revealed that the school climate perceived by secondary school teachers do not differ with respect to locale. The results in line with the studies conducted by Mohanta et al. (2023) which also reveals no significant difference in school climate with respect to urban and rural teachers. However, Contradictory with the result of studies undertaken by Ghosh & Guha (2016) which reveals significant difference in school climate with respect to location.
7. The present study reveals private secondary school teachers perceives more favourable school climate as compare to Government school teachers. The results of the study in line with the studies conducted by Ghosh & Guha (2016) and Vedavathi (2017) which also reveals significant difference in school climate with respect to type of school. Whereas the result of the study is contradicted with the study by Kaur (2018) which reveals no significant difference in school climate with respect to type of school.
8. In the Present study, it was found that there is a significant difference in school climate of

secondary school teachers having 0- 5, 6-10, 11-above years of experience. The school climate is more favourable with increase in teaching experience. The results are in line with the study conducted by Natarajan & Dhandepani (2002) which also reveals the same result. However, Contradictory with the result of studies undertaken by Brown (2001) who found no significant difference in school climate with respect to teaching experience.

9. Teacher effectiveness of secondary school teachers do not differ with respect to different levels of school climate.
10. The present study revealed positive and significant correlation between teacher effectiveness and school climate of secondary school teachers. The results of the study in line with the studies conducted by Sattanathan (2023). However, Contradictory results have been reported by Kaur (2018) who reveals no significant relationship between school climate and Teacher effectiveness.

Educational Implications:

The present study has implications for the teachers, school administrators, policy maker's psychologists, educational thinkers and other professionals working in the field of education. Some of the implications are discussed as below:

1. The secondary school teachers require professional development opportunities that foster growth and autonomy. There should be need-based programs throughout the year concerned with personal or professional problems confronting the teachers, utilization of platforms like SWAYAM and DIKSHA to upskill teachers through continuous learning programs.
2. In-service training, seminars, e-learning skills, leadership skills and orientation programs may be organized by the school authorities to make teaching more effective. Opportunities must be provided for teachers to communicate and collaborate with colleagues to align curriculum and teaching strategies. Teachers should build positive relationship among all stakeholders. Also, Schools must prioritize family engagement and provide opportunities for parents to be involved in school activities.
3. The study indicates that teacher effectiveness and school climate are interdependent on each other. School climate can contribute to improve teacher effectiveness and vice versa.

Conclusion:

The paper gives an intense view about teacher effectiveness among secondary school teachers. The study found that there is a significant difference in teacher effectiveness among secondary school teachers with respect to type of school and teaching experience. Secondary school teachers

perceives more favourable climate with respect to type of school and teaching experience. Also, There exists a positive significant relationship between teacher effectiveness and school climate among secondary school teachers.

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