

# A Comparative Study of Teaching Effectiveness of In-Service Teacher with Pre-Service Teacher at Secondary Level

Partha Pratim Haldar □

Madan Mohan Chel □ □

## Abstract:

*Teaching effectiveness plays a pivotal role on school teachers both of In-service and Pre-service teachers at secondary level. Teaching effectiveness is considered as dependant variable and types of teacher are considered as independent variables. Teacher effectiveness scale constructed by Umme-Kulsum(2000)<sup>1</sup> is used to collect the data for the study from different secondary school and B.Ed. colleges. Data was analysed using inferential statistical techniques. Normal distribution, t-test, Spearman's rank different Correlation were used to analyse the data. Majority of in-service teachers that is 36.06% of secondary school possess average level of Teaching effectiveness and 28.20% have high level of Teaching effectiveness. Majority of pre-service teachers that is 38.92% of secondary school possess average level of teaching effectiveness and 28.20% have high level of Teaching effectiveness. And no significant difference was found of teaching effectiveness between In-service and pre-service secondary school teachers.*

**Keywords:** *Teaching Effectiveness, In-service teacher and Pre-service teacher.*

## 1. Introduction:

The essential objective of teaching is to guarantee that important learning happens. Teaching Effectiveness is a significant part of instruction in light of the fact that powerful teaching helps understudy learning just as upgrading the students' scholarly execution or accomplishment. It has gotten significantly progressively significant as the accentuation on quality in advanced education has expanded. Kullbert(1989)<sup>2</sup> have attempted to give a meaning of Effective Teaching that is "Successful Teaching ought to invigorate understudy interest and dynamic learning, energize understudy systematic, intelligent, and imaginative reasoning, and increment both their craving and limit with regards to future learning". Effective Teaching is as expanding understudy's scholarly accomplishment, and instructor and understudy course fulfillment. Effective Teaching is exhibited when educators use study hall techniques that are perfect with a student's subjective qualities, can arrange and display data to advance critical thinking and unique intuition on issues, and can show that understudies can turn out to be progressively gainful scholars and issue solvers.

---

□ Research Scholar, Department of Education, Seacom Skills University, Birbhum, West Bengal (INDIA).

□ □ Professor and HOD, Department of Education, Seacom Skills University, Birbhum, West Bengal (INDIA).

<sup>1</sup>Kulsum, U. (2000) Teacher Effectiveness Scale (TES-KU). National Psychological Corporation, Agra.

<sup>2</sup>Kulbert, R.E. (1989). Prediction and performance of Student-teachers. Journal of teacher education, p-14.

gainful scholars and issue solvers. As indicated by *Irwing(1998)*<sup>3</sup>, “Teaching Effectiveness could be made sense of through the degree that students execution improves after a time of guidance, in a way steady with the targets of the guidance and as per earlier set goal(s).” In this manner, the effectiveness of teaching can be estimated through the progressions which have happened in the students’ information (decisive and procedural), their degree of inspiration, capacity to adapt to consistent changes throughout everyday life, and powerful administration of worry after they had been given the guidance.

### 1.2 Teaching Effectiveness:

In the words of *Dickson(1980)*<sup>4</sup>, “teaching effectiveness is a demonstrated role of competencies involved in 1) teaching plan and teaching material, 2) classroom technique, 3) inter-personal skills and 4) student’s feedback, involvement reflected in teacher behaviour.” Teaching effectiveness for us is related with what a teacher does in the classroom in order to work up pupil learning. Teaching effectiveness relates such actions of a teacher which he does in classroom as have the intention that his students learnt what he teaches. In the present study, teaching effectiveness is defined as ‘the degree to which the secondary school teachers show action that is important for effective secondary school teachers. Here teaching effectiveness of secondary school teachers were measured by teaching effectiveness scale.

### 1.3 In-Service Teacher:

In-service teachers are those who are doing teaching job permanently whether it is Government or Private school. They may be trained or untrained. But it is compulsory now that school teachers are must be trained.

### 1.4 Pre-Service Teacher:

The trainee teachers who are under teachers training program in regular basis are known as Pre-service teacher. Pre-service teachers are having B.Ed. course to get teaching job in secondary school.

## 2. The Background:

*Killen(1992)*<sup>5</sup> observed the level of Teaching Effectiveness of the school teachers is dependent on the socio-cultural activities of the society and social values. The home environment has a great

---

<sup>3</sup>Irwing, B. (1998) An Investigation into Teacher Effectiveness in relation to work Orientation and Stress. Ph.D. Thesis in Education, Indian Educational Abstract (4), 54.

<sup>4</sup>Dickson, S. (1980). Personality and the effective teacher. The journal of teacher education, Vol.12(3), 335-337.

<sup>5</sup>Killen, George, (1992): A study on the socio-cultural factors on the Teaching Effectiveness in the Teaching Profession, Journal of Psychiatry, Vol. 10, No. 2. P-7-9.

influence over the Teaching Effectiveness. *Bose(1993)*<sup>6</sup> investigated the correlations of teacher effectiveness of trainee teachers and found that positive significant relationship stands between teacher effectiveness and each of the predictor-variables like teaching attitude, intelligence, self-confidence and previous academic achievements. *Tom(1996)*<sup>7</sup> inquired the beliefs and ideas that pre-service and in-service teachers held about them as teachers, the students they teach and the setting in which way they teach at the university of Wisconsin white water. The study reported that teacher factors like- personality, intelligence; contribute more to the overall effectiveness of teachers and background and preparation program. *Pandey-&Maikhuri(1999)*<sup>8</sup> in their study tried to explore the attitude of effective and ineffective school teachers towards teaching profession. The major findings were- (i) There was no significant difference between effective school teachers having high or low working experience in terms of their profession; (ii) Highly teaching experienced teachers' attitude were positive towards teaching profession than low teaching experienced ineffective teachers; (iii) Age of effective teachers was not a significant factor in their attitude towards teaching profession. *Zammire(2003)*<sup>9</sup> attempted to examine the influence of different variables on the level of teaching effectiveness of the Teachers and finding was the level of Attitude towards teaching had significant influence on the level of Teaching Effectiveness. *Amandeep-&Gurpreet(2005)*<sup>10</sup> undertook that female school teachers are more effective in their teaching than male school teachers. Male and female school teachers do not differ meaningfully as far as their teaching competency is concerned; and variable of teaching efficiency plays significant role in teacher effectiveness of school teachers. A study was developed by *Jones(2005)*<sup>11</sup> of trained and untrained teachers in Barbados; found that their straight teaching skills did not differ in any significant way. Both groups made the same use of effective method such as the use of questions, positive feedback to the pupils, student orientation and the strengthen of important points. *Mohalika(2007)*<sup>12</sup> prepared a study on outcome of in-service teacher education programs on students' achievement and teacher effectiveness in English. The findings of the study: a) A significant difference was placed in teacher effectiveness of secondary school teachers in English having and without having in-service teacher education at significance levels of 0.01. b) No significant difference was placed in

---

<sup>6</sup> Bose, E.V.C. (1993). Correlation of Teacher Effectiveness of Student Teachers of Biology, M.Phil. Thesis, University of Kerala.

<sup>7</sup> Tom, Ganser (1996). Teacher Effectiveness: Views of Pre-service and in-service Teachers. Research Reports (143), U.S. Wisconsin, in Record 34 of 298.

<sup>8</sup> Pandey, M, and R, Maikhuri (1999) A Study of the attitude of effective and ineffective teachers towards teaching profession. Indian Journal of Psychometry and Education, 30(1), 43-46.

<sup>9</sup>Zammire, Joseph. (2003): A study on the Teaching Effectiveness of the Teachers, Dissertation Abstracts International, Vol. 44, NO. 1, 580-A.

<sup>10</sup> Amandeep and Gurpreet (2005) A Study of Teacher Effectiveness in relation to Teaching Competency Recent Researches in Education and Psychology. 71(6), 137-140.

<sup>11</sup>Jones, G. (2005): A Study of trained and untrained teachers' teaching skills, Journal of Education and Psychology, Vol. 52, No. 1, p.121.

<sup>12</sup>Mohalika, R.K. (2007). Impact of In-Service Teacher Education Programmes on Teacher Effectiveness and Students Achievement in English. Ph. D. Education, Utkal University. Indian Education Abstract Vol.7, No. 1&2, Jan-July 2007.

teacher effectiveness of urban, male and up to forty years of age teachers. *Chandrama(2011)*<sup>13</sup> Job satisfaction and teaching effectiveness of teacher educators. Teaching effectiveness has showed a significant influence on the overall Job satisfaction of the teacher educators. He was concluded that as the level of teaching effectiveness, the level of job satisfaction also increases. Teaching effectiveness and Job satisfaction of the teacher educators are positively correlated. *Soanes(2013)*<sup>14</sup> A study of teaching competency in relation to teacher effectiveness of trainees in the colleges of teacher education in east khasi hills district, the relationship between the teaching competency and teacher effectiveness among the teacher trainees obtained from this study establishes that there is positive significant relationship between teaching competency and teacher effectiveness. Differences were found in teacher effectiveness among the teacher trainees of college of teacher education in East khashi Hill District as the method subject is concerned.

### 3. Objectives:

- (1) To study the level of teaching effectiveness of in-service school teachers at secondary level.
- (2) To study the level of teaching effectiveness of pre-service school teachers at secondary level.
- (3) To compare teaching effectiveness between in-service and pre-service teachers at secondary level.

### 4. Hypothesis:

**Ho<sub>1</sub>.**There is different levels of teaching effectiveness of in-service school teachers at secondary level.

**Ho<sub>2</sub>.**There is no different levels of teaching effectiveness of pre-service school teachers at secondary level.

**Ho<sub>3</sub>.**There is no significant difference of teaching effectiveness between in-service and pre-service teachers at secondary level.

### 5. Methodology:

**5.1 Population:** The In-service teachers and Pre-service teachers at secondary level of three districts in West Bengal (Bankura, Paschim Bardhaman and Purba Bardhaman) of private and public institutes are the target population.

---

<sup>13</sup>Chandrama,M. (2011). Job satisfaction and teaching effectiveness of teacher educators. Department of education, Sri Venkateshwara University, Tirupati, Andhra Pradesh.

<sup>14</sup>Soanes, D.C. (2013). A study of teaching competency in relation to teacher effectiveness of trainees in the colleges of teacher education in east khasi hills district, department of education, North Eastern Hill University.

## 5.2 Sample:

In the present study, sample consisted teachers of 30 Secondary schools and 10 B.Ed. colleges from all the three districts of West Bengal (Bankura, Paschim Bardhaman and PurbaBardhaman). Finally the researcher collected 526 samples from secondary schools and B.Ed. colleges, among them 305 are in-service and 221 pre-service teachers at secondary.

## 5.3 Research Tools:

For assessing teacher effectiveness, Kulsum's "Teacher Effectiveness Scale" was used. The author recorded in the instructions; the self-anchoring striving scale of teacher effectiveness used to assess the general as well as the educational aspirations. This scale has a list of 60 items. Total score of the respondent ranges from 0 to 600, a high score indicating more effectiveness and vice-versa.

## 5.4 Data Collection:

The investigator visited the selected schools and B.Ed. colleges personally and administered Teacher Effectiveness Scale (TES) to a total of 305 in-service school teachers and 221 pre-service school teachers. Respondents were given sufficient time to give their opinion.

## 5.5 Statistical Technique Used:

The data were analyzed with the proper statistical measures to justify the objectives of this study. The investigator used central tendency, Standard deviation and T-test for the analysis of the data.

## 6. Data Analysis, Interpretation and Findings:

The analysis of data collected by the investigator was done to make inferences about the population.

Table No: 1 showing the level of teaching effectiveness of in-service Secondary school teachers

Teaching Effectiveness	Score Limit	Number/ Frequency	Percentage
Very high(A)	435+	5	1.64
High(B)	401-34	86	28.20
Average(C)	367-400	110	36.06
Bellow Average(D)	321-366	104	34.10
Low(E)	287-320	0	0.00
TOTAL		305	100

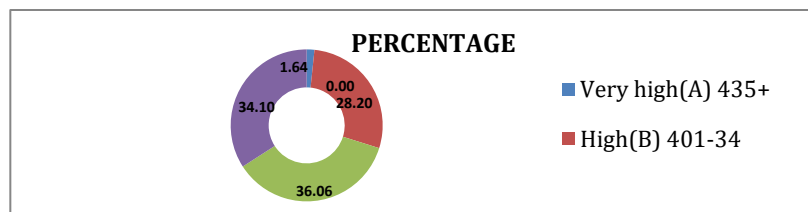
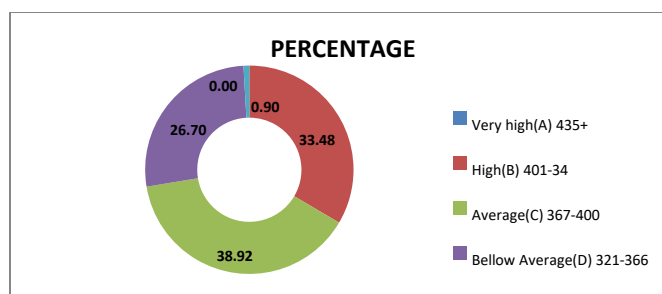


Figure No: 1 showing percentage level of teaching effectiveness of in-service teachers

Table No. 1 and Figure No. 1 shows that majority of in-service secondary school teachers that is 36.06% of rural secondary school teachers possess average level of teaching effectiveness. It is also seen that 34.10% of rural secondary school teachers possess below average level of teaching effectiveness. 28.20% of rural secondary school teachers possess high level of teaching effectiveness. 1.64% of rural secondary school teachers possess very high level of teaching effectiveness. 0.0 % of rural secondary school teachers are found to possess low level of teaching effectiveness. The hypothesis H.1 is accepted and it is concluded that there are different levels of teaching effectiveness of in-service school teachers at secondary level.

**Table No: 2 showing the level of teaching effectiveness of Pre-service Secondary school teachers**

Teaching Effectiveness	Score Limit	Number/ Frequency	Percentage
Very high(A)	435+	0	0.0
High(B)	401-34	74	33.48
Average(C)	367-400	86	38.92
Bellow Average(D)	321-366	59	26.70
Low(E)	287-320	2	0.90
TOTAL		221	100



**Figure No: 2 showing percentage level of teaching effectiveness of Pre-service teachers.**

Table No. 2 and Figure No. 2 shows that majority of pre-service secondary school teachers that is 38.92% of pre-service secondary school teachers possess average level of teaching effectiveness. It is also seen that 26.70% of pre-service secondary school teachers possess below average level of teaching effectiveness. 33.48% of pre-service secondary school teachers possess high level of teaching effectiveness. 0.00% of pre-service secondary school teachers possess very high level of teaching effectiveness. The null hypothesis HO.2 is rejected and it is concluded that there are different levels of teaching effectiveness of pre-service school teachers at secondary level.

**Table no- 3: t-test of teaching effectiveness of In-service and pre-service Secondary school teachers**

Variable	Sub sample	No	M	SD	df	t-value	Level of Significance
Types of teacher	In-service	305	381.94	29.47	524	0.14	NS (A)
	pre-service	221	381.55	30.17			

The table no. 3 shows that the mean score of In-service and pre-service secondary school teacher are 381.94 and 381.55 with standard deviations 29.47 and 30.17 respectively. The calculated t-value of 0.14 is less than table value of 1.96, which is significant at 0.05 levels for degrees of freedom 524. The null hypothesis Ho.3 is accepted and it is concluded that there is no

significant difference of teaching effectiveness between In-service and pre-service secondary school teachers.

## 7. Conclusion:

Teaching effectiveness of two categories of teachers has been explored in the project. The parameters of the levels of very high, high, average, below average and low have been statistically established. Variations of levels with respect of In-service and pre-service have been explored. Significance has been found out. During data collection, the interactions with both types of teachers, school administrators and teacher educators have inspired me to find out the actual state of affairs of the relationship and to let them know the findings may help the educational administrators, planners and the teachers in making the secondary education more effective, updated and worthwhile. Attempts are to be made to appoint teachers having positive and high attitude towards teaching as well as for upliftment of their effectiveness for better performance of students.

## References:

- Amandeep and Gurpreet (2005) A Study of Teacher Effectiveness in relation to Teaching Competency Recent Researches in Education and Psychology. 71(6), 137-140.
- Bose, E.V.C. (1993). Correlation of Teacher Effectiveness of Student Teachers of Biology, M.Phil. Thesis, University of Kerala.
- Chandrama, M. (2011). Job satisfaction and teaching effectiveness of teacher educators. Department of education, Sri Venkateshwara University, Tirupati, Andhra Pradesh.
- Dickson, S. (1980). Personality and the effective teacher. The journal of teacher education, Vol.12(3), 335-337.
- Irwing, B. (1998) An Investigation into Teacher Effectiveness in relation to work Orientation and Stress. Ph.D Thesis in Education, Indian Educational Abstract (4), 54.
- Jones, G. (2005): A Study of trained and untrained teachers' teaching skills, Journal of Education and Psychology, Vol. 52, No. 1, p.121.
- Killen, George, (1992): A study on the socio-cultural factors on the Teaching Effectiveness in the Teaching Profession, Journal of Psychiatry, Vol. 10, No. 2. P-7-9.
- Kulbert, R.E. (1989). Prediction and performance of Student-teachers. Journal of teacher education, p-14.
- Kulsum, U. (2000) Teacher Effectiveness Scale (TES-KU). National Psychological Corporation, Agra.
- Mohalika, R.K. (2007). Impact of In-Service Teacher Education Programmes on Teacher Effectiveness and Students Achievement in English. Ph. D. Education, Utkal University. Indian Education Abstract Vol.7, No. 1&2, Jan-July 2007.
- Pandey, M, and R, Maikhuri (1999) A Study of the attitude of effective and ineffective teachers towards teaching profession. Indian Journal of Psychometry and Education, 30(1), 43-46.
- Soanes, D.C. (2013). A study of teaching competency in relation to teacher effectiveness of trainees in the colleges of teacher education in east khasi hills district, department of education, North Eastern Hill University.
- Tom, Ganser (1996). Teacher Effectiveness: Views of Pre-service and in-service Teachers. Research Reports (143), U.S. Wisconsin, in Record 34 of 298.
- Zammire, Joseph. (2003): A study on the Teaching Effectiveness of the Teachers, Dissertation Abstracts International, Vol. 44, NO. 1, 580-A.