

Exploring Variances in the Effectiveness of Government and Private School Teachers Across Academic Streams

Kuljeet Kaur¹ and Dr. Sanjay Kumar²

Research Scholar, Department of Education¹

Professor, Department of Education²

NIILM University, Kaithal, India

Abstract: *Our society's youth growth is contingent upon the skill, expertise, and compassion of working professionals, such as educators. Taking care of education quality is essential if one is concerned about fairness, opportunity, and the development of human potential. This research compares the effectiveness of instructors in senior secondary public and private schools across a range of academic disciplines. Six hundred secondary school teachers from five districts in Punjab—both government and private—were included in the sample. According to the research, there is no variation in the teacher effectiveness ratings of government and private secondary school instructors in the academic streams of languages, science/mathematics, and social sciences. This might mean that instructors at Government and Private Secondary Schools have the same views about how successful teachers are. In several fields. In addition to generating interest in the students and inspiring and motivating them, teachers also need to monitor student progress and maintain classroom discipline. He is in charge of the country's advancement and the students' overall growth.*

Keywords: Teacher Effectiveness, Comparative Study

I. INTRODUCTION

The quality of educators determines society's future since education not only molds the people of today but tomorrow as well. The moral character and competence of those offering this kind of instruction determine its value. The effectiveness of the teacher has a significant influence on the students' academic performance. The teacher is the cornerstone of civilization. It is actively his responsibility to rebuild a social order, values, and ancient beliefs that are being eroded by the infiltration of new ideas and actions. He considers other people all the time. All children have the fundamental right to survival, protection, development, and participation, and these rights are central to all aspects of the school and the larger educational community. This suggests that the focus of education is on developing children's abilities to behave more independently by providing them with relevant information, useful skills, and socially acceptable attitudes. Additionally, it assists kids in establishing safe, secure, and positive situations for themselves and others to interact in. According to Bernard (1999), A high-quality education is contingent upon a student body that is well-nourished, in good health, and motivated to study, as well as community and family support. Furthermore crucial to a high-quality education are "environments that are safe, protective, and gender-sensitive, and that provide adequate resources and facilities". Data that is included in relevant courses and resources for acquiring foundational abilities, "Outcomes that encompass knowledge, skills, and attitudes, and are linked to national goals for education and positive participation in society." These are the techniques that qualified educators use in well-run classrooms and schools to promote learning and lessen inequalities. These students have the potential to become tomorrow's leaders. The nation of future will be determined by the individuals who are formed and educated in today's educational institutions. In the teaching profession, primary and secondary school instructors have important obligations. They mold a child's behavior and habits to conform to societal norms, much as potters do. The National Council of Teacher Education (NCTE) stressed in a report from 1998 that teachers are the front-runners in promoting social cohesion and national unity because they share and elaborate on the secrets of attaining better values in life. A teacher's effectiveness as a teacher is

determined by how much of an influence they have on their students. Teacher performance is the way a teacher behaves during instruction, while teaching competence is the extent to which a teacher has the knowledge and skills considered necessary or desirable to teach. Effectiveness is defined as the successful relationship that exists between a teacher's performance and competence and the accomplishment of their goals. Digmurti (2004)

II. TEACHER EFFECTIVENESS

A teacher is both a country's architect and a signpost of cultural advancement. As the cornerstone of the educational process, the teacher's abilities and character play a major role in the process's success. In all spheres of life, a nation's population is largely dependent on the caliber of its instructors. The individual's teacher is the one who assesses the effectiveness of the educational process. A teacher's personal attributes not only have an impact on his students, but they also often decide whether he succeeds or fails in his career. For this reason, teaching is a difficult and vital job in today's intricate educational system. The effectiveness and competence of the instructor are crucial components of the teaching and learning process, and they determine the overall quality of the education. In order to help the student become a better person and more appropriately integrate into the sociocultural environment of the nation, he has a duty to bring out the best in him. A teacher is seen less highly as such if they are unable to do this task with more power and utility. Therefore, in order for a teacher to be considered successful in his line of work, he or she must present the information to the intended audience and ensure that the method by which the learning material is imparted aids in understanding the subject and clearly illustrates its outcomes. Learning is nothing more than a shift in a student's conduct to conform to the social and cultural norms and expectations of the society of which he is a part, which results in changes to the learner's overt and covert behavior (Mangla, 1992). Flander and Simon (1969) define teacher effectiveness in terms of qualities like sense of humor, ability to explain, ability to understand, ability to manage class and help and be fair with students. Evans (1961) states that "Effectiveness cannot be a permanent label to be attached to a teacher because effectiveness is the result of the interaction between teacher and the taught." According to Fulcher and Anderson (1974), a teacher's efficacy (source) is measured by the quality of his interactions with his students (receivers). An effective teacher is one who aids in the development of fundamental abilities, appropriate work habits, favorable attitudes, value judgments, and sufficient personal adjustment for the pupils. NCERT's Arora (1991) carried out a study on the characteristics of good and bad instructors. Based on the examination of the information gathered for the study, a proficient educator has to:

- possess precise understanding of the topic.
- be able to explain the material to pupils at their level of comprehension.
- Clearly clarify subjects.
- Present the material in an understandable manner.
- arrange information in a methodical manner.
- Be confident in yourself.
- Possess the capacity for expressiveness.
- Possess the ability to motivate and pique pupils' attention; - feel a feeling of obligation and accountability.
- Organize and get ready for his lecture.
- stay well.
- Possess an excellent ability to correlate subject content.
- Possess the trait of leadership.
- Possess a spirit of a sportsman.
- Be adept at using educational resources. possess an understanding of assessment methods and act impartially toward pupils.
- Have the ability to go deeper and appreciate students' ideas.

Thus, we may say that a teacher's performance is determined by her or his capacity to bring pupils' physical, intellectual, and psychological interests together and foster interaction amongst them. It is the capacity of an educator to connect students' learning capacities to their present and pressing needs and interests as well as to the learner's developmental process. The elements of effective teaching, which are closely linked to student characteristics and the environmental aspects of the particular system in which teaching occurs, determine how effective a teacher is.

III. CHARACTERISTICS OF AN EFFECTIVE TEACHER

Teachers who accomplish the objectives they set for themselves and those others have set for them are considered effective. The information and abilities required to accomplish the objectives must be possessed by effective instructors, as well as the ability to use those resources wisely. Medley (1982) defined teacher competence as the possession of knowledge and skills, whereas teacher performance refers to the use of knowledge and skills in the classroom and is associated with the achievement of teacher objectives. Effective teachers, according to Suydam (1983), let students know that they care about their academic performance, offer encouragement, involve them in questions and discussions, minimize wasted time, permit few interruptions and distractions, establish and strictly enforce clear, simple rules, keep a close eye on student behavior, move around the classroom, and provide clear instructions. Millions (1987) evaluated the efficacy of a lesson based on its design and delivery strategy. During their assessment, instructors were considered effective if they satisfied a predetermined set of criteria. According to Porter and Brophy (1988), a teacher's effectiveness is somewhat influenced by the objectives they choose to pursue. According to Richardson and Arundell (1989), a good teacher provides a range of examples, has well-planned lessons, and is informed about the material being covered in class and how students learn. Effective teachers, in the words of Roth (1999), engage in the following practice processes in order to function as reflective practitioners:

A good teacher probes students' thoughts by asking what, why, and how they think as well as what others are thinking. Highlights inquiry as a tool for education.

Postpones making decisions and waits for enough information or self-validation.

Looks for substitutes.

Maintains an open mindset.

Makes contrasts and comparisons.

Perspectives from different angles.

Determines test assumptions and looks for data that contradicts them.

Places in many and diverse circumstances. □ Poses "What if" questions.solicits the opinions and ideas of others.

Acclimates itself to turbulence and change.

Operates in a complicated, unpredictable, and varied environment.

Makes a hypothesis.Examines the effects. finds, categorizes, and fixes issues.□

Engages after considering, weighing the pros and disadvantages, or putting things in perspective.

Examines what works, what didn't, and why.

Assesses what performed well, what didn't, and why.

applies prescriptive models sparingly and situationally

Makes decisions while using their career.

In summary, proficient educators are those who have the know-how required to achieve objectives that have a direct or indirect bearing on their pupils' education. Teacher performance, which in this research refers to the teacher's self-perceived conduct with respect to his or her job performance spanning five categories, is often utilized as a basis from which teacher effectiveness may be determined. An Preparation and Planning for Teaching include claims about the teacher's capacity to use various sources of information to plan, organize, and prepare lessons in line with the course goals. B Classroom Management comprises claims about the instructor's capacity for effective communication, student motivation, assessment of the teaching-learning process, and classroom discipline upholding within a democratic framework. C Subject-matter expertise, including presentation and delivery The blackboard summary contains a comment about the teacher's capacity to learn, remember, understand, and apply the material being covered in the classroom. One of the most important aspects of the teaching-learning process is the delivery of the course material and its presentation, which includes the Black Board summary. Statements about personality types and their behavioral expressions that have varying degrees of acceptability or unacceptability in the teaching profession are included in the D Teacher Characteristic. An successful teacher must possess the ability to elicit "A perceptive Mass" and actively seek for student engagement. E Interpersonal Relations include the assertions pertaining to a teacher's capacity to adjust in order to sustain friendly relationships with other educators, parents, and members of the community.

IV. TEACHER EFFECTIVENESS

Teachers who are considered effective are those who have the necessary knowledge and abilities to achieve objectives that pertain to their students' learning, either directly or indirectly. Teacher performance, which in this research refers to the teacher's self-perceived behavior with respect to his or her job performance spanning five categories, is often utilized as a basis from which teacher effectiveness may be determined (Medley, 1982).

Getting ready and organizing lessons; managing the classroom; and having subject-matter expertise
Execution and Display
Educator Qualities
Communication with Others

V. REVIEW OF RELATED LITERATURE

McBer (2000) attempted to investigate the efficacy of instructors employed in educational institutions. According to the research, the primary determinants of a teacher's efficacy were their professional qualities, their ability to teach, and the environment in the classroom. It was discovered that good instructors had high expectations for their students and used appropriate teaching techniques. Compared to ineffective instructors, competent teachers had established a superior learning environment in the classroom. A research comparing the efficacy of autonomous versus non-autonomous college instructors was conducted by Roul (2002). According to the study's findings, autonomous college instructors outperformed non-autonomous ones in terms of effectiveness. It was discovered that male instructors were more productive than female ones. Compared to unsuccessful instructors, effective teachers had better mental health and a more upbeat mood. A research on the relationship between teaching competence and teacher effectiveness was carried out by Amandeep and Gurpreet in 2005. According to the research, female instructors were more productive than male teachers in the classroom. It has been reported that there are no notable differences in the levels of teaching competence between male and female educators, and that a teacher's success is greatly influenced by their teaching competency. Jain (2007) conducted a research on 75 instructors employed in 25 secondary schools located in two districts (South and Central) of Delhi, with the aim of comparing the efficacy of teaching between male and female educators. According to the research, there was a substantial relationship between teaching efficiency and sex as well as teaching experience. Sodhi (2010) investigated the efficacy of 450 secondary school teachers in Punjab with respect to their teaching experience, teaching stream (science, social science, and languages), gender, and school organizational environment. It was discovered that there were no significant differences in secondary school teachers' efficacy by gender, region, stream, or group of teaching experience. According to Joshi's (2015) research, introverts are more successful instructors than extroverts, with introverts' teacher effectiveness being considerably higher than that of extroverts. After reviewing relevant research on the subject of teacher effectiveness, it can be said that, in comparison to unsuccessful teachers, effective instructors have more balanced personalities, moral integrity, and favorable attitudes about their work. Compared to unsuccessful teachers, effective instructors exhibit greater levels of emotional maturity, life happiness, intellect, and creativity. The assessment of a teacher's success may also be based on how well children do and how the instructor fits into the school and community. The overview above makes clear that there is still a great deal of unanswered research about teacher effectiveness and its correlates. This makes the current research essential in both substance and spirit.

VI. NEED AND SIGNIFICANCE OF THE PRESENT STUDY

Education is the investment in human capital. It is the process via which an individual's whole personality develops. The influence that teachers have on their students—effective, deliberate, meaningful, and purposeful—is what leads to education. Everyone knows that a nation's degree of education plays a critical role in determining its future. The progress of a nation and the production of thoughtful and valuable individuals depend heavily on the quality of its educational system. The quality of instructors plays a major role in this as they are unquestionably the most important component of our educational system. Teachers are the most educated and experienced people in the educational pyramid, and it is up to parents and society to determine our children's futures. Thus, the primary goal of this study was to investigate the many aspects of teacher effectiveness. Objectives The study's conduct has been directed by the following objectives: In contrast to the secondary school

- language instructors at public and private schools in terms of their efficacy as educators. To contrast with the secondary school
- about the efficacy of science and math instructors in public and private schools. To contrast with the secondary school
- instructors' efficacy in the social sciences at both public and private educational institutions.

HYPOTHESES

1. Regarding teacher effectiveness and its many domains, such as planning and preparation for instruction, there is no discernible difference in the ratings of government and private secondary school instructors.
2. When it comes to classroom management, there is no discernible difference in the teacher effectiveness ratings of secondary school instructors employed by the government and those employed by private schools.
3. Regarding teacher efficacy and its many domains in terms of Subject Matter Knowledge, there is no discernible difference in the ratings of government and private secondary school instructors.
4. There is no discernible difference between government and private secondary school teachers' teacher effectiveness ratings in terms of effectiveness and its many domains in terms of teacher characteristic.
5. When it comes to teacher effectiveness and its many domains in terms of interpersonal relations, there is no discernible difference between the ratings of government and private secondary school instructors.

DELIMITATIONS

1. The current research was restricted to Punjabi secondary school teachers only.
2. Only five districts in Punjab were included in this study: Hoshiarpur in the north, Mansa in the south, Ropar in the east, Faridkot in the west, and Patiala in the east.
3. Only 600 secondary school instructors from both public and private institutions were included in the research.
4. Of all the instructors in each school, only three were chosen to teach different courses.
5. Only 600 secondary school teachers from government and private institutions connected to the Punjab School Education Board were included in the research.

SAMPLE OF THE STUDY

This research included 600 secondary school teachers from government and private schools throughout five districts in Punjab. A total of 300 instructors were chosen for the study. To gather the sample, five districts were chosen, all of which are located in the north. Sections: Hoshiarpur, Mansa in the south, Ropar in the east, Faridkot in the west, and Patiala in the south-east. In order to ensure that the sample is representative of the population, these districts were specifically chosen. A sample of sixty government secondary school teachers in the subjects of language, science/math, and social sciences were selected from each district. The investigator visited 20 government schools in each area to gather data from 60 secondary school instructors who were teaching social sciences, science/math, and languages. A sample of sixty private secondary school instructors in the subjects of language, science/math, and social sciences were selected from each district.

The investigator visited 20 private schools in each area to gather data from 60 secondary school instructors who were teaching social sciences, science/math, and languages.

VII. RESEARCH TOOLS

Umme Kulsum created the Teacher Effectiveness Scale back in 2000.

INTERPRETATION OF RESULTS

The mean and SD values, together with the distribution pattern of secondary school teacher scores for both government and private schools, clearly show that the mean for government school instructors is 209.4 and the SD is 10.1. With a mean value of 208.8, the standard deviation for teachers at private secondary schools is 9.8. To find the differences between the two groups, the T-value was calculated. The t-value of the mean difference was 0.82, meaning that there was no statistically significant difference between government-employed and privately recruited secondary school

teachers. Teachers who work in both public and private schools have the same opinions on what makes an effective teacher. There is no appreciable mean difference in class preparation and planning between government-employed secondary school teachers and those working in private schools. There is no appreciable mean difference in classroom management between secondary school teachers at government and private institutions. Both lecturers are impacted by the same problem with classroom management. There is no appreciable mean difference in subject area expertise between secondary school teachers in government and private institutions. The two secondary school teachers are equally knowledgeable about their subject. There are no discernible disparities in the teaching abilities of secondary school teachers in government and private institutions. This category includes personality traits that have behavioral manifestations that are either appropriate or inappropriate for teachers. In terms of interpersonal ties, or the ability of the teacher to adapt in order to maintain cordial relationships with both colleagues and students, there are no discernible differences between secondary school teachers who work for government schools and those who work for private schools. The results unambiguously demonstrate that secondary school teachers in government and private schools alike rate their efficacy as teachers in the academic disciplines of languages, science/math, and social sciences. For language teachers in government and private schools, the mean and standard deviation of the teacher effectiveness ratings were 208.0 and 12.4; for science/math teachers, it was 209.2 and 8.2, and for social science teachers, it was 210.2 and 9.9. The F-value between the streams was found to be 2.52, suggesting no significance at the 0.05 level of significance. Teachers at government and private secondary schools in different academic streams—languages, science/mathematics, and social sciences, for example—differ greatly in how they organize and prepare their lessons and run their classrooms. There are no discernible disparities in the subject-matter competence between government-employed secondary school teachers and private school teachers in the social sciences, science/mathematics, and language departments. In a classroom context, both teachers are equally capable of absorbing, recalling, comprehending, and applying the content they are teaching.

REFERENCES

- [1]. Amandeep and Gurpreet (2005) A Study of Teacher Effectiveness in Relation to Teaching Competency. Recent Researches in Education and Psychology, 10 (1-2).
- [2]. Arora, S. (1991) Increasing the Efficiency and Effectiveness of Teachers in Higher Education. University News, 29(30), July 29, 12-13.
- [3]. Bernard, A. (1999). The childfriendly school: a summary. Paper written for UNICEF New York.
- [4]. Digmurti, B.R. and Darla, N.K. (2004) School Teacher Effectiveness. New Delhi: Discovery Publishing House.
- [5]. Evans, K.M. (1961) A Critical Study of Methods of Assessing Teaching Ability. British Journal of Educational Psychology, 21, 89-95.
- [6]. Flanders, N.A. and Simon, P. (1969) Teaching Effectiveness. In R.L. Ebet, (ed.). Encyclopedia of Educational Research, 1423-1427.
- [7]. Fulcher, D.G. and Anderson, W.T. (1974) Interpersonal Dissimilarity and Teacher Effectiveness. The Journal of Educational Research, 68(1), 19.
- [8]. Jain, R. (2007) A Study of Teaching Effectiveness of Teachers and Their Attitude towards Teaching Profession. Journal of Indian Education, 33(1).
- [9]. Joshi, Aarti (2015) Teacher Effectiveness in Relation to Personality Types and Adjustment of Secondary School Teachers, Ph.D. Thesis in Education, Guru Nanak Dev University, Amritsar.
- [10]. Joshi, Aarti (2015) Teacher Effectiveness in Relation to Personality Types and Adjustment of Secondary School Teachers, Ph.D. Thesis in Education, Guru Nanak Dev University, Amritsar.
- [11]. Mangla, S. (1992) Professional Behaviour of Teachers. 10-20, Indian Publications, Ambala. [12]. McBer, H. (2000) Research into Teacher Effectiveness: A Model of Teacher Effectiveness. Research Report No.216 Norwich.
- [13]. Medley, D.M. (1982) Teacher Effectiveness. Encyclopaedia of Educational Research, 5, 1894.
- [14]. Medley, D.M. (1982) Teacher Effectiveness. Encyclopaedia of Educational Research, 5, 1894.
- [15]. Millions, S. (1987) Demystifying Teacher Evaluation: The Multiple Strategies Model Used as an Assessment Device. Paper Presented at the Annual Meeting of the National Council of States on the In Service Education, San Diego, CA.

- [16]. NCTE (1998) "Curriculum Framework for Quality Teacher Education", NCERT, New Delhi
- [17]. Porter, A. and Brophy, J. (1988) Synthesis of Research on Good Teaching. Educational Leadership, 45.
- [18]. Richardson, A.G. and Arundell, A. (1989) Characteristics of the Effective Teacher as Perceived by Pupils and Teachers: A Caribbean Case Study. ERIC Document Reproduction Service (ED 311013).
- [19]. Roth, R.A. (1999) Preparing the Reflectiveness of Autonomous and Non Autonomous College Teachers in Relation to Their Mental Health. Journal of Indian Education, 29(2), 84-94. [20]. Roul, S.K. (2002) A Comparative Study of Teacher Effectiveness of Autonomous and Non-Autonomous College Teachers in Relation to Their Mental Health, Organizational Climate and Student Achievement. Ph.D. Thesis in Education, Kurukshetra University.
- [21]. Sodhi, B. (2010) Teacher Effectiveness of Secondary School Teachers of Punjab in relation to School Organizational climate. Ph.D. Thesis in Education, Punjabi University, Patiala
- [22]. Suydam, M. (1983) Teaching effectiveness. Arithmetic Teacher, 31(2), 3.