

## **Impact of Teaching Experience on Teacher Effectiveness**

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### **Abstract**

*In this study our purpose is to assess the impact of teaching experience on teacher effectiveness in relation to gender of senior secondary school teachers. For this we administer Teacher Effectiveness scale constructed and standardized by Dr. Pramod Kumar and D.N. Mutha. The sample of present study was 100 Senior Secondary School Teachers 50 with experience of 5 to 12 years in which 25 male teachers and 25 female teachers and 50 with experience of 13 to 20 years in which 25 male teachers and 25 female teachers. The data was collected from Haridwar and Dehradun district of Uttarakhand state. Statistical techniques t-test and Pearson correlation were used to analysis the data. The results indicate that experience put great emphasis on teacher effectiveness. We found a significant difference between teacher effectiveness and experience, significant difference between male teacher with 5-12 years experience and male teacher with 13-20 year experience, significant difference between female teacher with 5-12 years experience and female teacher with 13-20 years experience, significant difference between 5-12 years male teachers and 13-20 year female teachers, significant difference between 5-12 years female teachers and 13-20 years male teachers, the found t-value was ( 6.12, 4.17, 5.16, 2.71 and 7.91) found to be significant at 0.01 level of confidence. The result also show significant difference between male and female teacher with 5-12 years experience the found t-value (2.47) was significant at 0.05 level of confidence. Except this we also calculate co-relation between teacher effectiveness and experience there was positive co-relation (+.46) between these two variables. So we can say that experience increase effectiveness.*

**Keywords:** Teacher Effectiveness, teaching experience, central school teachers, gender etc.

### **Introduction**

A nation development almost depends on its youth. Child who is a student become youth after some year, so in this way students are the backbone of any country development. Although many personal, family, and neighborhood factors contribute to a student's academic performance, a large body of research suggests that among school related factors matter most. Among these factors teacher play a significant role. Teachers are the most important factor in educating the future generation. So a nation is made great by its teachers. So a teacher must be

effective. Teacher effectiveness in education, teacher experience is probably the key factor in employees' policies that affect current employees; it is a corner stone of traditional single salary schedule. It drives teacher transfer policies that prioritize seniority, and it is commonly considered a major source of inequity across school and, therefore, a target for re distribution. The underlying assumption is that experience promotes effectiveness.

Teachers play a very important role in the achievement and career development of their students. Directly or indirectly teachers' personality affects the personality and growth of students. The examples set by them have long lasting effects on their personality. Even the child's motivation and self-confidence depends upon the teacher's approach and personal qualities. Sometimes, children identify themselves with their teachers; they grasp the way of thinking, speaking, way of life. Their teacher reflects through their behavioral expressions. Sometime teacher present a good picture of their personality through their behavior, sometime it reflect bad characteristics. All these things put effect on teacher effectiveness.

The teacher who makes his adjustment through impunitive and intropunitive patterns of behavior may be extremely unhappy himself/herself but may have essentially no negative influence on his students growth and adjustment but the teachers who employ extra-punitive pattern of behavior to reduce her/his psychological tension will have some undesirable effects on the psychological growth and adjustment of students. So what was pattern of behavior it make impact on effectiveness

Teacher effectiveness is seen in term of personal aspect professional aspect, intellectual aspect, and strategies of teaching aspect and social aspect of teacher effectiveness. If we talk about personal characteristics it includes, personality traits and other qualities. Professional characteristics include attitude towards teaching, working style, interaction with students, skills and proficiency to teach etc. The intellectual characteristics depict, knowledge of subject matter, updating knowledge, timely as per demand strategies of teacher refer to classroom teaching techniques adopting one to one conversation approach abilities to arrange group activities etc. The social aspect of teacher effectiveness include maintaining good interpersonal relationship with colleagues, interest to participate in social and cultural activities, influence of society and community factors in teaching effectiveness etc. for effectiveness or personal effectiveness one condition is better self-awareness. Luft and Ingham (1973) developed a simple model for self-

awareness, which is widely used for this purpose. An effective teacher may be understood as one who helps development of basic skills, understanding, proper work habits, desirable attitudes, value judgment and adequate personal adjustment of the students (Ryan, 1969). Thus the most known criterion for measuring good teaching is the amount of students learning that occurs. Those who learn more, consider their teachers more effective (Cohen,1981; Theall and Franklin,2001).

The major research findings are that experience is more important for teacher effectiveness. Student achievement is related to teacher competence in teaching (Kemp and Hall, 1992). Teacher effectiveness was also studied in relation to gender, location and academic stream (Biswas, 2017) and Results of this study revealed that there was no significant difference between male and female school teachers effectiveness, there was a significant difference between rural and urban school teachers effectiveness, there is a significant difference between secondary and higher secondary schoolteachers effectiveness, and there was a significant difference between arts and science subject teaching schoolteachers effectiveness. Teacher effectiveness was also studied in relation to gender and professional commitment by (Lata and Sharma, 2016). Finding revealed that male and female elementary school teachers differ significantly in their teacher effectiveness, there is a significant difference in teacher effectiveness of elementary schoolteachers with respect to their level of professional commitment and also there is no significant interactional effect of gender and level of professional commitment on teacher effectiveness of elementary schoolteacher. Teacher effectiveness also studied in relation to qualification,(Dash and Barman, 2016) found that that there is no significant difference between High and Low Qualified school teachers regarding their Teaching Effectiveness at Secondary level and the level of Teaching Effectiveness of teachers with the teaching experience of between 5-10 years is comparatively better than the other group of teachers. Chauhan (2016) made a study of teacher effectiveness in relation to gender, locale and academic stream. Findings of this study revealed that the male and female school teachers do not differ significantly in their teacher effectiveness. The urban school teachers are more effective in their teaching than compared to rural teachers. The higher secondary school teachers are more effective in their teaching than compared to secondary school teachers and the science teachers are more effective in their teaching than compared to arts teachers.

Kaur and Sharma (2015) studied teacher effectiveness in relation to occupational stress, teaching experience and gender. The purpose of this study was to study the effect of occupational stress, teaching experience, gender and their various interactions on teacher effectiveness. The results of this study revealed that occupational stress levels of teachers do not influence their teacher effectiveness. No significant interactional effect of teaching experience and gender on teacher effectiveness was found. It was also found that there is no significant interactional effect of occupational stress, teaching experience and gender on teacher effectiveness. Teacher effectiveness was studied to in relation to professional commitment by (Sharma and Malik, 2013). The study revealed that gender of the secondary school teachers does not bear any relationship with Teaching Effectiveness and Professional commitment. It also revealed that locality of the schools does not influence the Teaching Effectiveness but influence the Professional commitment of Secondary School Teachers and also there was a significant relationship between Teaching Effectiveness and Professional commitment of Secondary School Teachers. Professional commitment influences Teaching Effectiveness positively. So we can see that teacher effectiveness was studied in many ways. So keeping all these point in mind following objective was set for present research-

### **Objective**

- 1- To study Teacher Effectiveness in relation to experience of teachers.
- 2- To study teacher effectiveness in relation to gender.
- 3- To find out the relationship between teacher effectiveness and teaching experience.

### **Hypothesis**

- 1- There will be significant difference in teacher effectiveness in respect of experience of Teachers.
- 2- There will be a significant difference in teacher effectiveness of male and female teachers having experience of 13-20 years.
- 3- There will be a significant difference in teacher effectiveness of male and female teachers having experience of 5-12 years.
- 4- There will be a significant difference in teacher effectiveness of male teachers having 13-20 years experience and male teachers having 5-12 years experience.

- 5- There will be a significant difference in teacher effectiveness of female teachers having 13-20 years experience and female teachers having 5-12 years experience.
- 6- There will be a significant difference in teacher effectiveness of male teachers having 5-12 years experience and female teachers having 13-20 years experience.
- 7- There will be a significant difference in teacher effectiveness of male teachers having 13-20 years experience and female teachers having 5-12 years experience.
- 8- There will be a significant relationship between teacher effectiveness and teaching experience.

## **Methodology**

### **Sample**

In the present study 100 senior secondary school Teachers were selected from central schools (the kendriya vidyalayas are a system of central government school in India that were instituted under the aegis of the ministry of human resource development) of Haridwar and Dehradun districts of Uttarakhand state of India. Group 1 included 50 teachers who have teaching experience of (13-20 year), in this group there are (25 male and 25 female teachers) group 2 include 50 teachers who have teaching experience (5-12year) in this group also have 25 male and 25 female teachers. Purposive Sampling technique was used for data collection.

### **Tool Used**

Teacher Effectiveness scale was used for measuring teacher effectiveness of teachers which constructed and standardized by Dr. Pramod Kumar and D.N. Mutha. In this scale 69 items are included. All the 69 items of the scale are positively worded. Items are given a score of '5', '4', '3', '2', '1' for 'strongly agree', 'agree', 'undecided', 'disagree', and 'strongly disagree' respectively. Thus, the possible range of scores is between 69 to 345. Lower scores indicate less teacher effectiveness while higher scores indicate higher teacher effectiveness.

### **Procedure**

The data was collected from central schools of Haridwar districts of Uttarakhand state. The investigators communicated the principals of central school regarding the purpose of study and take permission for data collection. Then take time from teachers and established rapport with

them give proper instruction for completing inventory. After inventory completed scoring is done with help of manual. Data was analyzed with the help of statistical techniques mean S.D, t-test, and correlation between these two variable also seen.

### Results and Interpretation

The obtained result of this study enumerated as under-

**Table-1**

#### Comparison of teachers having experience 5-12 years and 13-20 years in terms of Teacher Effectiveness

Variable	Teaching Experience	N	Mean	SD	Df	t value
Teacher Effectiveness	5- 12 years	50	259.88	45.85	98	6.12**
	13- 20 years	50	311.14	37.42		

\* Significant at the 0.01 level of significance

From the above table-1 reveal that, Mean value of teachers having experience of 5 to 12 year on teacher effectiveness scale was (M=259.88) and Mean value of teachers having experience of 13 to 20 years was found higher (M= 311.14) on teacher effectiveness scale, and yielded t- value between these two means was (t= 6.12) found to be significant at 0.01 level of confidence.

**Table-2**

#### Comparison of the male and female teacher having (13-20 years) in terms of teacher effectiveness.

Teacher Effectiveness	Gender	N	Mean	SD	df	t-value
	Male	25	317	30.53	48	1.11
	Female	25	318.4	42.12		

This table reveal that male with teaching experience 13-20 years have mean (m-317) and female with teaching experience 13-20 years have mean(m-318.4). there was negilable difference between these two groups and yield t-value (1.11) was found to be insignificant at 0.05 level of confidence. This indicates that effectiveness of women also increase with experience.

**Table 3**

**Comparison of the male and female teacher having (5-12 years) in terms of teacher effectiveness.**

Teacher Effectiveness	Gender	N	M	SD	df	t-value
	Male	25	273.24	41.62	48	2.57*
	Female	25	246.52	31.19		

**\* Significant at the 0.05 level of significance**

This table reveal that the male teachers (M=273.24) show better teaching effectiveness than female teachers (M=246.52), and this yield a significant t-value (2.57) at 0.01 level of confidence. This indicates that if male have less experience they show better effectiveness than their counterparts.

**Table 4**

**Comparison of male teachers on having high (13-20 years) and low (5-12 years)experience in terms of Teacher Effectiveness**

Teacher Effectiveness	Experience	N	M	SD	df	t-value
	13-20 yrs.	25	317	31.84	48	4.17**
	5-12 yrs.	25	273.24	41.62		

**\* Significant at the 0.01 level of significance**

The above table indicates that t-value was found( 4.17 at df 48) to be significant at 0.01 level of significance. It means that there is a significant difference in the teacher effectiveness of 5-12 and 13-20 years experience male teachers of senior secondary school. It is clear from the mean values that the high experienced male teachers (M=317) show better teaching effectiveness than low experienced male teachers (M=273.24).this indicate that experience increase effectiveness.

**Table 5**

**Comparison of female teachers on having high (13-20 years) and low (5-12 years)experience in terms of Teacher Effectiveness**

Teacher Effectiveness	Experience	N	M	SD	df	t
	13-20 yrs	25 female	305.28	42.12	48	5.16**
	5-12 yrs	25 female	246.52	31.19		

**\* Significant at the 0.01 level of significance**

The above table indicates that t-value was found( 5.16 at df 48) to be significant at 0.01 level of confidence. It means that there is a significant difference in the teacher effectiveness of 5-12 and 13-20 years experience female teachers of senior secondary school. It is clear from the mean values that the high experienced male teachers (M=305.28) show better teaching effectiveness than low experienced female teachers (M=246.52).

**Table 6**

**Comparison of male teachers having (5-12 years)experienceand female teachers havinghigh (13-20 years) experience in terms of teacher effectiveness**

Experience	Gender	N	M	SD	df	t-value
( 5-12 years)	Male	25	273.24	41.62	48	2.71**
(13-20 years)	Female	25	305.28	42.12		

**\*\* Significant at the 0.01 level of significance**

The above table indicates that t-value was found 2.71 at df 48 was significant at 0.01 level of confidence. It means that there is a significant difference in the teacher effectiveness of 5-12 years experience male teachers and 13-20 years experience female teachers of senior secondary school. It is clear from the mean values that the high experienced female teachers (M=305.28) show better teaching effectiveness than low experienced male teachers (M=273.24).

**Table 7**

**Comparison of female teachers having (5-12 years) experience and male teachers having (13-20 years) experience in terms of teaching experience.**

Experience	Gender	N	M	SD	Df	t-value
(5-12 years)	Female	25	246.52	31.19	48	7.19**
(13-20 years)	Male	25	317	31.84		

**\* Significant at the 0.01 level of significance**

The table reveal that Mean score for male teacher with experience of 13-20 years (m- 317) was greater than Mean score for female teacher with experience of 5-12 years (m- 246.52) and it yield a t- value( 7.19) was found to be significant at 0.01 level of confidence. It means that male teacher who have greater experience are more effective.

**Table-8**

**Summary of 2x2 way ANNOVA table.**

source	SS	df	ms	f-ratio
<b>Between groups</b>	<b>76331.15</b>	<b>3</b>	<b>25443.72</b>	<b>18.89**</b>
<b>With in groups</b>	<b>129285.86</b>	<b>96</b>	<b>1346.73</b>	

Table-8 indicate that we found significant f-ratio when we compare between groups and among groups, the value of  $f = 18.89$  was found to be significant at 0.01 level of confidence. This indicate that experience put significant impact on teacher effectiveness. As the experience increase effectiveness in teaching also increase.

**Table –8**  
**Co-Relation between Teacher Effectiveness and Teaching experience**

Variables	R
Teacher Effectiveness	+0.46
Teaching experience	

Table – 8 reveal that there was significant positive relationship between teacher effectiveness and teaching experience. As years of experience increased score on teacher effectiveness scale also increase.

## DISCUSSION

The objective of present research was to see impact of experience on teacher effectiveness. We administer teacher effectiveness scale on two group of teachers one group was having experience of 05 to 12 year and other group having experience of 13 to 20 years. We found a significant difference between teacher effectiveness and experience, significant difference between male teacher with 5-12 years experience and male teacher with 13-20 year experience, significant difference between female teacher with 5-12years experience and female teacher with 13-20 years experience, significant difference between 5-12 years male teachers and 13-20 year female teachers, significant difference between 5-12 years female teachers and 13-20 years male teachers, the found t-value was ( 6.12, 4.17, 5.16, 2.71 and 7.91) found to be significant at 0.01 level of confidence. The result also show significant difference between male and female teacher with 5-12 years experience the found t-value (2.47) was significant at 0.05 level of confidence. 2x2 way analysis of variance ( $f = 18.89$ ) also found to be significant at 0.01 level of confidence. Except this we also calculate co-relation between teacher effectiveness and experience there was positive co-relation (+.46) between these two variables. So we can say that experience increase effectiveness. We can say high experience surely put impact on teacher effectiveness. Our findings are supported by many research ,(Dash and Barman, 2016) found that that there is no significant difference between High and Low Qualified school teachers regarding

their Teaching Effectiveness at Secondary level and the level of Teaching Effectiveness of teachers with the teaching experience of between 5-10 years is comparatively better than the other group of teachers. Pachaiyappan and Raj (2014) study revealed that there was a significant difference in teacher effectiveness among the school teachers with respect to locale, arts and science stream, secondary and higher secondary level, teaching experience and type of school management. Rani and Devi (2015) made a study of teacher effectiveness of senior secondary school teachers in relation to gender, type of school and teaching experience. The findings of this study indicated that there is no significant difference between the male and female school teachers on teacher effectiveness. Significant difference exists between teachers teaching in government and private schools on teacher effectiveness. Also there is significant difference between teachers having teaching experience below and above 10 years on teacher effectiveness, teachers having experience above 10 years were more effective in their teaching as compared to teachers with below 10 years experience. Islahi and Nasreen (2013) conducted a study to find out who make effective teachers, men or women in Indian perspective. They found that gender had no significant influence on overall effectiveness of secondary school teachers i.e. there is no significant difference ( $p > 0.05$ ) between effectiveness of male and female teachers.

### **Conclusion**

In the present study the researchers studied the impact of teaching experience on teacher effectiveness in relation to gender of senior secondary teachers. The major finding of the study is – More experienced teachers are differs significantly in their teaching effectiveness than less experienced teachers and male and female teachers differ significantly in respect of teaching experience. Thus it is concluded that teacher effectiveness is affected by experience.

The main limitation of the present study was that teacher effectiveness particularly was studied on the basis of teachers' own responses. Because of social desirability the teachers might have rated themselves high on teacher effectiveness scale. For studying teacher effectiveness truly besides teachers' self-evaluation scale must be used. We should consider students opinions and other senior teacher opinion. The sample of the study was very less. so we should take more variable to study teacher effectiveness.

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