

# Analysis of levels of effectiveness of secondary school teachers and psychological capital

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## Abstract

Teachers are cornerstones of any educational system as they play an indispensable role in the national development and reconstruction through appropriate channelization of human potential. Psychological capital of teachers plays a significant role in this process. The current paper highlights the levels of effectiveness of secondary school teachers and their psychological capital. Descriptive survey method was used. A sample of 500 secondary school teachers were selected from three regions of Punjab by employing stratified multistage random sampling technique. Statistical technique used was percentage analysis. Research findings, found that majority of teachers were at “moderately effective level”, followed by “below average”, “above average”, “highly effective”, “highly ineffective”, “most effective” and “most ineffective teacher level” for effectiveness of teachers. Further, majority of teachers were found to be at “high level”, followed by “medium level” for psychological capital.

**Keywords:** effectiveness of secondary school teachers, psychological capital.

## INTRODUCTION

The importance of education in a country's development cannot be overstated. Numerous individualistic, organizational/administrative factors viz. organizational climate of school, staff, availability of resources, parental involvement, administrative role of school heads, monitoring progress, teacher competence, physical and psychological well-being, etc. Contribute towards the effectiveness of schools as well as the learning outcomes of students. Amongst these factors, effectiveness of teachers and psychological capital play a significant role in the holistic development of students. Student's growth and their holistic development are the indicators of the effectiveness of educational system. If the teachers are mentally and psychologically sound then only, they can facilitate in the attainment learning outcomes fully. Gyeltshen & Beri (2019) also quoted that workplace happiness leads to effectiveness among teachers.

## Effectiveness of secondary school teachers

Good in 1959, defined “teacher effectiveness as the ability and interaction between the physical, intellectual, and psychological interests of the students, content efficiency of the teachers and the social needs.” In the present study, effectiveness of secondary school teachers refers to teacher effectiveness as measured through “teacher effectiveness scale” by Kulsum (2011). According to Kulsum (2011), “teacher effectiveness refers to the competences in teachers, needed for their function and roles as well as planning and preparation for teaching, classroom management and knowledge of subject matter, teaching characteristics and their interpersonal relations.” “Teacher effectiveness can be thought in terms of characteristics of a teacher, his personality, attitudes, process (teacher-pupil interaction) and production variable (outcomes of teaching–learning process, namely pupil achievement)”. Tyagi (2013) studied the teaching effectiveness of teachers and how it relates to demographic

factors. The findings revealed that a teacher's marital status, socioeconomic origin, school length of service, teaching subjects, and certification influenced various aspects of teaching effectiveness. Sehjal (2021) investigated secondary school teacher effectiveness in connection to gender, location, and school type and found no difference in male and female teachers.

### Psychological Capital

According to (Luthans et al., 2004; & Luthans et al., 2007), "psychological capital is a mixture of two concepts "positive psychology" and "capital" and it consists of four constructs, viz. "self-efficacy", "hope", "optimism" and "resilience." "Psychological capital could be visualized as a positive frame of mind set of an individual for development, which is specified by (a) having conviction (self-efficacy) to confront and apply some significant endeavours to accomplish the mission of daunting tasks (b) making a worthwhile attribution (hope) about pulling off desired breakthrough now and in the offing (c) persisting toward aims and whenever necessary, reorienting ways to ambitions in order to triumph and (d) when saddled by problems and hardships, enduring and making a comeback and way beyond (resiliency) to secure success" (Luthans et al., 2007). In this study, psychological capital represents to the state of individual's psychological capital through the four constructs namely "self-efficacy", "hope", "optimism" and "resilience." Clarence, Viju, Jena and George (2021) conducted a study on predictors of positive psychological capital of teachers in rural Jharkhand and highlighted the growing need to establish PsyCap and its antecedents (positive mindset) as a beneficial tool in the field of education especially for teachers. Akyavuz (2021) investigated teachers' opinions of positive psychological capital and revealed level of positive psychological capital as extremely high. Ahmet and Ozbek (2019) carried out research to study the occupational socialization and psychological capital levels of physical education teachers and found teacher's levels of PsyCap at high level. Parthi and Gupta (2016) conducted a study on psychological capital, job satisfaction, and organisational climate in the telecom sector. The findings of the study revealed that males and females have statistically significant differences in PsyCap scores, with males scoring higher than females.

Hence keeping in mind, the importance of effectiveness of teachers and psychological capital, the following objective of the present paper was framed.

Objective: "To find out and analyse the levels of effectiveness of secondary school teachers and psychological capital".

### Research Methodology

The present study used a descriptive survey method. The target population was secondary teachers teaching in government and private schools located in rural and urban areas of Punjab. The investigator used stratified multistage random sampling technique to draw a sample of 600 (165 male and 435 females) secondary school teachers from three districts, viz. Jalandhar, Pathankot and Ludhiana districts of Punjab. From each district, one educational block was selected. Further, from each of the selected educational blocks, twenty-two (22) schools (10 rural, 12 urban) from Pathankot; thirty (30) schools (14 rural, 16 urban) from Jalandhar; and thirty-one (31) schools (14 rural, 17 urban) from Ludhiana were selected. A sample of secondary school teachers (600 teachers, 165 male and 435 females) from all the selected schools of three districts, were selected proportionately. For collecting the data related to the study purpose, secondary school teachers were personally contacted by the investigator. Few of the teachers didn't respond and few teachers returned incomplete forms, so as recommended by Hair et al. (2010) after data cleaning process, a sample of 500 was finalized for the study. In the present study "teacher effectiveness" (2011) by Dr. Umme Kulsum and "psychological capital questionnaire" (2007) by Luthans, Avolio, Avey and Norman was used for data collection.

### Results and Discussion

I. Results relating to levels of effectiveness of secondary school teachers

Keeping in view the objective, the following table1 presents the percentage-wise analysis of levels of various dimensions of effectiveness of teachers, viz. "preparation and planning for teaching, classroom management, knowledge of subject matters etc, teacher characteristics and

interpersonal relations” and overall effectiveness of teachers. Dimension wise analysis of all the five dimensions of effectiveness of teachers. Dimension wise following section.

Table 1 *Percentage-wise levels of various dimensions of effectiveness of teachers*

Levels of effectiveness of teachers	Dimensions of effectiveness of teachers											
	PPT		CM		KSM		TC		IR		ET	
	N	%	N	%	N	%	N	%	N	%	N	%
Most Effective Teachers	17	3.4	21	4.2	7	1.4	25	5	16	3.2	24	4.8
Highly Effective Teachers	49	9.8	44	8.8	64	12.8	43	8.6	51	10.2	49	9.8
Above Average Effective Teachers	66	13.2	82	16.4	92	18.4	75	15	78	15.6	66	13.2
Moderately Effective Teacher	190	38	186	37.2	151	30.2	190	38	197	39.4	188	37.6
Below Average Effective Teacher	141	28.2	127	25.4	132	26.4	129	25.8	121	24.2	135	27
Highly Ineffective Teacher	34	6.8	37	7.4	46	9.2	38	7.6	36	7.2	38	7.6
Most Ineffective Teacher	3	0.6	3	0.6	8	1.6	0	0	1	0.2	0	0
ET (Total)	500	100%	500	100%	500	100%	500	100%	500	100%	500	100%

Note: “PPT=preparation and planning for teaching, CM= classroom management, KSM= knowledge of subject matter etc., TC= teacher characteristics, IR=interpersonal relations and ET=effectiveness of teachers.”

Dimension 1 The preparation and planning for teaching, is first dimension of effectiveness of teachers. The frequency in the table 1 depicts the number of respondents against each level of preparation and planning for teaching. The table revealed that 3.4% (n=17) of teachers were at most effective level; 9.8% (n=49) of teachers fall at highly effective level; 13.2%

(n=66) of teachers fall at above average level; while 38% (n=190) teachers were at moderately effective teachers’ level; 28.2 % (n=141) of teachers fall at below average effective teachers’ level; 6.8% (n=34) of teachers were at highly ineffective teachers’ level; and only 0.6% (n=03) of teachers fall at most ineffective teacher.

Dimension 2 The classroom management, is the second dimension of effectiveness of teachers. The frequency in the table depicts the number of respondents against each level of classroom management. The frequency table1 depicts that 4.2% (n=21) of teachers fall at most effective level; 8.8% (n=44) of teachers fall at highly effective level; 16.4% (n=82) of teachers fall at above average level; while 37.2% (n=186) teachers were at moderately effective teachers' level; 25.4% (n=127) of teachers fall at below average effective teachers' level; 7.4% (n=37) of teachers fall at highly ineffective teachers' level, and only 0.6% (n=03) of teachers fall at most ineffective teacher.

Dimension 3 The knowledge of subject matter etc., is third dimension of effectiveness of teachers. The frequency in the table1 depicts the number of respondents against each level of knowledge of subject matter etc. The frequency table 1 displays that 1.4% (n=7) of teachers fall at most effective level; about 12.8% (n=64) of teachers fall at highly effective level; 18.4% (n=92) of teachers fall at above average level; while 30.2% (n=151) teachers fall at moderately effective teachers' level. Further, 26.4% (n=132) of teachers fall at below average effective teachers' level; 9.2% (n=46) of teachers fall at highly ineffective teachers' level, while only 1.6% (n=08) of teachers fall at most ineffective teacher.

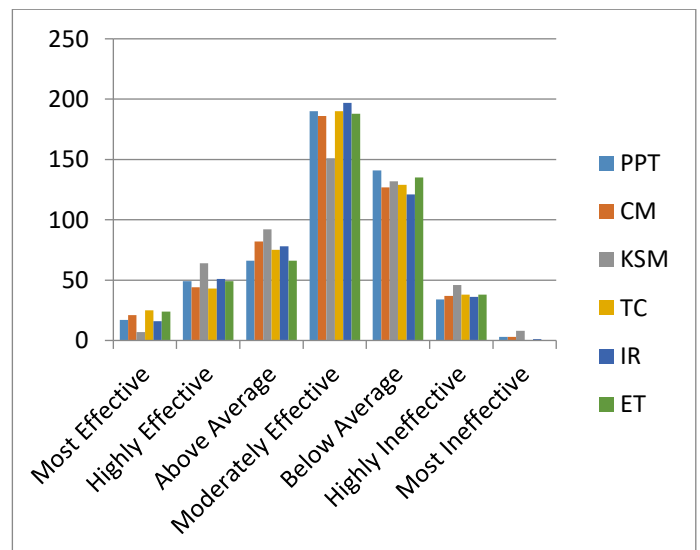
Dimension 4 The teacher characteristics, is fourth dimension of effectiveness of teachers. The frequency in the table1 depicts the number of respondents against each level of teacher characteristics. The frequency table1 displays that 5% (n=25) of teachers fall at most effective level; 8.6% (n=43) of teachers fall at highly effective level; 15% (n=75) of teachers fall at above average level; 38% (n=190) teachers fall at moderately effective teachers' level; 25.8% (n=129) of teachers fall at below average effective teachers' level; 7.6% (n=38) of teachers fall at highly ineffective teachers' level, and none of teachers fall at most ineffective teacher.

Dimension 5 The interpersonal relations, is fifth dimension of effectiveness of teachers. The frequency in the table depicts the number of respondents against each level of interpersonal relations. The frequency table1 displays that 3.2% (n=16) of teachers fall at most effective level; 10.2% (n=51) of teachers fall at highly

effective level; 15.6% (n=78) of teachers fall at above average level; 39.4% (n=197) teachers fall at moderately effective teachers' level; 24.2% (n=121) of teachers fall at below average effective teachers' level; 7.2% (n=36) of teachers fall at highly ineffective teachers' level, and only 0.2% (n=01) of teachers fall at most ineffective teacher.

Further from table 1 it is evident, that 4.8% (n=24) of teachers fall at most effective level; 9.8% (n=49) of teachers fall at highly effective level; 13.2% (n=66) of teachers fall at above average level; 37.6% (n=188) teachers fall at moderately effective teachers level; 27% (n=135) of teachers fall at below average effective teachers level; 7.6% (n=38) of teachers fall at highly ineffective teachers level, and none of teachers fall at most ineffective teacher for overall effectiveness of teachers. The following figure 1 shows the levels of effectiveness of teachers.

Fig. 1 Levels of overall Effectiveness of Teachers



Note: "PPT=preparation and planning for teaching, CM= classroom management, KSM= knowledge of subject matter etc., TC= teacher characteristics, IR=interpersonal relations and ET=effectiveness of teachers."

Therefore, the percentage analysis suggests that majority of teachers were at "moderately effective teachers' level", followed by "below average", "above average", "highly effective", "highly ineffective", "most effective" and "most ineffective teacher level" for "preparation and

planning for teaching, classroom management, knowledge of subject matters etc, teacher characteristics, interpersonal relations” dimensions and overall effectiveness of secondary school teachers. Kagathala (2002) studied teacher effectiveness of secondary school teachers in Gujarat and found their level of teacher effectiveness to be at average level. Gyeltshen and Beri (2018) also studied the levels of effectiveness secondary school teachers of Punjab and found that majority of teachers were at moderate level.

## II Results relating to levels of psychological capital of secondary school teachers

Keeping in view the objective, the following table 2 presents the percentage-wise analysis of various levels of various dimensions of psychological capital namely, self-efficacy, hope, resilience and optimism of teachers. Dimension wise analysis of all the four dimensions of psychological capital of teachers has been done in the following section.

Table 2 Percentage-wise levels of various dimensions of psychological capital of secondary school teachers

Levels of Psychological Capital		N	%
Self – efficacy	Low	0	0
	Medium	200	40
	High	300	60
Hope	Low	0	0
	Medium	139	27.8
	High	361	72.2
Resilience	Low	0	0
	Medium	103	20.6
	High	397	79.4
Optimism	Low	0	0
	Medium	174	34.8
	High	326	65.2
PsyCap (total)	Low	0	0
	Medium	118	23.6
	High	382	76.4

**Dimension1** The self-efficacy is first dimension of psychological capital. The frequency in the table depicts the number of respondents against each level of self-efficacy. The above table 2 revealed that majority of teachers, 60% (300) teachers fall at high level; 40% (200) fall at medium level, and none of the teachers fall at low level of “self-efficacy” dimension.

**Dimension2**The hope is second dimension of psychological capital. The frequency in the table

depicts the number of respondents against each level of hope. The table 2 also revealed that 72.2% (361) teachers fall at high level, 27.8% (139) teachers fall at medium level; and none of the teachers fall at low level of “hope” dimension.

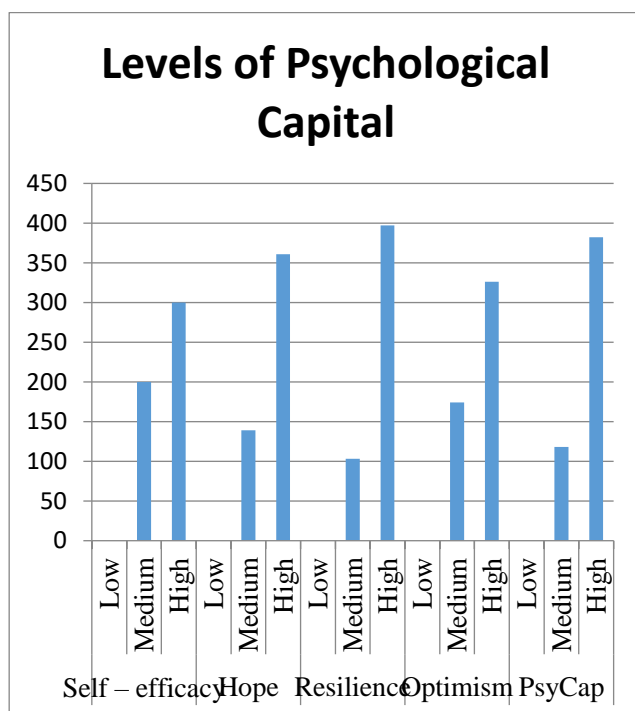
**Dimension3**The resilience is third dimension of psychological capital. The frequency in the table 2 depicts the number of respondents against each level of resilience. Further, the table revealed

that 79.4% (397) teachers fall at high level, 20.6% (103) of teachers fall at medium level; and none of the teachers fall at low level of “resilience” dimension.

Dimension4The optimism is fourth dimension of psychological capital. The frequency in the table 2 depicts the number of respondents against each level of optimism. Further the table displayed that 65.2% (326) teachers fall at high level, 34.8% (174) teachers fall at medium level, while none of the teachers fall at low level of “optimism” dimension.

Further from table 2 it is evident, that 76.4% (382) of teachers had high level;23.6% (118) of teachers fall at medium level and none of the teachers fall at low level of psychological capital. Therefore, it may be deduced that majority of teachers were at “high level” followed by medium level of psychological capital. The following figure 2 shows the levels psychological capital of teachers.

Fig. 2 Levels of psychological capital of teachers



Therefore, it may be deduced that majority of teachers exhibited high level; followed by medium level of “self-efficacy”, “hope”, “resilience” and “optimism” dimensions and overall psychological capital.

Yong, Hutagalung and Saad, (2019) found moderate level for “hope” and “resilience”

dimensions of “psychological capital” and high level for “self-efficacy” and “optimism” dimensions of psychological capital in university lecturers.

## Conclusions

- Majority of teachers were at “moderately effective level”, followed by “below average”, “above average”, “highly effective”, “highly ineffective”, “most effective” and “most ineffective teacher level” for “preparation and planning for teaching”, “classroom management”, “knowledge of subject matters etc.”, “teacher characteristics”, “interpersonal relations” dimension of effectiveness of teachers and overall effectiveness of secondary school teachers.
- Majority of teachers were at “high level”, followed by “medium level” for “self-efficacy, hope, resilience, optimism” dimensions and overall psychological capital.

## Recommendations

The recommendations proposed on the basis of findings are as below:

1. Since majority of teachers belonged to moderately effective level of effectiveness of teachers hence school authorities should try to identify the factors that are either lacking or are acting as hindrance in the way towards most effective level of teacher effectiveness.
2. In order to improve the level of effectiveness of teacher’s online feedback system with anonymity must be introduced for students, as they are the real stakeholders, recipients and evaluators, so that they can give authentic feedback regarding the various parameters pertaining to effectiveness of teachers. The feedback generated may throw light on the strengths and pinpoint the weak areas that need to be addressed.
3. Regular teacher evaluation should be done by the school principals and constructive feedback should be given so as to improve the level of effectiveness of teachers.
4. School authorities should organize faculty development programs, in-service programmes, refresher courses and similar other

courses and programmes from time to time so as to improve the level of effectiveness of teachers in secondary schools.

5. Since teachers displayed medium to high psychological capital, hence teachers with medium psychological capital should be identified and training programmes to enhance their psychological capital should be provided by the schools.

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