

Abstract

Teachers play a crucial role in shaping students' academic and personal development. Their teacher effectiveness in the classroom is influenced by various factors, including workload and self-efficacy. The main objective of the present study was to measure the prevalence rate of workload, self-efficacy, and teacher effectiveness among secondary-level school teachers. It also investigates the influence of demographic factors (age, gender, present residence, marital status, locality of schools, board of schools, category of schools and medium of instruction) and professional factors (highest educational qualification, stream of education, teaching experience, ICT orientation and any other professional course) on workload, self-efficacy, and teacher effectiveness among secondary-level school teachers. This study also determines the mediating effects of self-efficacy in the relationship between workload and teacher effectiveness among secondary-level school teachers. For this study, the researcher followed a quantitative, descriptive approach with a cross-sectional design. The study included randomly selected 644 secondary-level school teachers from North 24 Parganas, South 24 Parganas, Kolkata, Howrah, and Hooghly districts in West Bengal, India. To collect data from the participants, the researcher administered a self-developed demographic and professional information sheet, the 'Self-efficacy Scale' developed by Singh and Narayia (2014), and the 'Teacher Effectiveness Scale' developed by Gandhi (2020). The collected data were analysed through descriptive statistics like- mean and S.D. and parametric statistical techniques like- Pearson correlation, t-test, one-way analysis of variance, and regression analysis in SPSS. Results of the study revealed that most of the secondary-level school teachers have average workloads. The study revealed significant variations in workload among secondary-level school teachers concerning their gender, age, marital status, board of schools, medium of instruction, and stream of education, while present residence, locality of schools, category of schools, highest educational qualification, teaching experience, ICT orientation and professional courses showed no significant variations. This study also revealed that most of the secondary-level school teachers possess an average level of self-efficacy, which is significantly influenced by their present residence, marital status, locality of schools, board of schools, category of schools, medium of instruction, highest educational qualification, stream of education and ICT orientation but not by gender, age, marital status, teaching experience, board of schools and professional course.

Furthermore, the result revealed that most of the secondary-level school teachers demonstrated average teacher effectiveness. Demographic and professional factors such as gender, age, highest educational qualification, stream of education, teaching experience and professional course do not significantly influence teacher effectiveness. Still, variations exist based on present residence, marital status, locality of schools, board of schools, category of schools, medium of instruction and ICT orientation. Concerning the relationship between workload, self-efficacy and teacher effectiveness, the results revealed a low negative and insignificant relationship between workload and self-efficacy, workload and teacher effectiveness. The results also showed a low positive and significant relationship between overall self-efficacy and overall teacher effectiveness among secondary-level school teachers. The results also revealed that workload does not significantly affect SE and TE. While SE significantly effected TE, Workload had no indirect effect on teacher effectiveness. Finally, it was concluded that SE does not significantly mediate the relationship between workload and TE among secondary-level school teachers.