

Teacher Effectiveness and Its Correlates: Gender and Teaching Experience

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Abstract

The key ingredient of the education system is the effectiveness of the teacher as it plays a dynamic role in improving students' achievement. There are a number of factors influencing the effectiveness of a teacher, viz; gender, age, marital status, teaching experience, locality and management of the school and so on. In this study the investigator has primarily concentrated upon two important variables, i.e., gender and teaching experience. The sample for the study comprised of 50 secondary school teachers selected randomly from 5 schools by applying simple random sampling technique. The research tool used for the study was Teacher Effectiveness Scale by Dr. Umme Kulsum. The findings of the study revealed that there was no significant difference in the teacher effectiveness of the secondary school teachers on the basis of gender. However, significant differences were found in the teacher effectiveness of the teachers on the basis of teaching experience.

KEYWORDS: Teacher effectiveness, teaching experience, gender, locality and management.

I. INTRODUCTION:

In the present times of stress and cut throat competition where students have to face newer challenges the role of the teacher has become even more challenging. They need to upgrade their knowledge and skills more and more so that the students can be more confident and overcome all the obstacles confidently. A strong bond needs to be built between the teacher and the student which is not viable without the effectiveness of the teacher. As such the most acceptable notion is that the effectiveness of education depends to a great extent upon the effectiveness of the teacher.

Teacher effectiveness comprises of two familiar words 'teacher' and 'effectiveness'. Here teacher is a person who teaches, i.e., imparts knowledge and skills to the students and effectiveness is the quality of being successful in producing a fruitful result. Such a teacher possesses the knowledge and skills to bring about desirable changes in the learning by the students. Instead of putting strict restriction on the students, they inspire the students to play with ideas, think deeply about the subject matter, take their work to be more challenging and so on.

NEED AND SIGNIFICANCE OF THE STUDY:

It is widely acknowledged by scholars and other concerned scholars of different fields there is an urgent need for effective teachers to lead the multitudes of school children and adolescents in the direction of enrichment and progress. As secondary education is

the transitory period of making and breaking, so the role of a teacher is not only to teach the subject matter to the students, but also to pay attention towards the all round development of the students. Here arises the value of teaching and the need of the teacher to be professionally committed which is unfortunately lacking in the present day educational system. It is also most often felt that there are a number of factors influencing teacher effectiveness, viz;gender, age , marital status , teaching experience and so on. Among these the most important variable is gender as it is seen that in the present times a notable number of female populace are entering the teaching profession. In order to be compatible to face the challenges confronted in the classroom the teachers need to possess a set of skills such as skills, insight , intelligence , management, competence and diligence and so on. Teaching experience is another important factor that might influence the effectiveness level of the teachers. This study is an attempt to find out the teacher effectiveness of the secondary school teachers in relation to gender and teaching experience . A sound knowledge will assist the educational administrators, educational planners, supervisors and the teachers themselves to reflect and analyze the present status and take appropriate steps in order to remove any loopholes in the path of educational advancement.

II. OBJECTIVES OF THE STUDY:

The following are the main objectives formulated for the study:

- (a)To find out the difference in teacher effectiveness of the secondary school teachers on the basis of gender.(male/female)
- (b)To assess the difference in teacher effectiveness of the secondary school teachers on the basis of teaching experience.

III. HYPOTHESES OF THE STUDY:

The following hypotheses were formulated on the basis of the objectives of the present study:

Ho1:There exists no significant difference in teacher effectiveness of the secondary school teachers on the basis of gender.(male/female)

Ho2: There is no significant difference in teacher effectiveness of the secondary school teachers on the basis of teaching experience.

IV. STATEMENT OF THE PROBLEM:

The study has been entitled as” Teacher Effectiveness and its correlates: Gender and teaching experience.”

V. DELIMITATION OF THE STUDY:

(a) Area is limited to Kamrup metro only.

(b)Limited to C.B.S.E affiliated schools.

© Applicable to teachers teaching classes 9 and 10.

VI. RESEARCH METHODOLOGY:

Descriptive survey method has been used for the purpose of conducting the study.

VII. VARIABLES USED IN THE STUDY: The variables in the study are :

- (a) Teacher effectiveness as a dependent variable
- (b) Gender and teaching experience as independent variables.

VIII. RESEARCH TOOLS USED FOR THE STUDY:

The research tools used for the study was Teacher Effectiveness Scale(TES-KU) by Dr. Umme Kulsum.

IX. SAMPLE AND SAMPLING TECHNIQUE

Simple random sampling technique was used for selecting a sample of 5 schools . From these schools the researcher again selected a sample of 50 teachers teaching classes 9 and 10 (10 teachers from each school) by applying simple random sampling technique.

X. STATISTICAL TECHNIQUES USED:

To interpret the data statistically. The researcher has used the following statistical techniques:

- (a)Percentage
- (b)Mean
- (c) Standard deviation
- (d)t-value

XI. ANALYSIS AND INTERPRETATION OF DATA

OBJECTIVE1: To find out the difference in teacher effectiveness of the secondary school teachers on the basis of gender.

Gender	N	Mean	S.D	SEm	Df	t-value	Level of significance
Male	26	385.54	31.18	6.12	48	0.47	Not significant at 0.05 level
Female	24	392.3	39.4	7.02			

Table1: Showing Mean and SD values of Teacher effectiveness of the secondary school teachers on the basis of gender.

INTERPRETATION : From Table 1 it has been found that the Mean and Standard deviation of the male teachers are 385.54 and 31.18, while the mean and SD values of the female teachers are 392.3 and 34.4 respectively. Again the computed t- value ,i.e, 0.47 is less than the critical value at0.01level of significance, which indicates that there is no significant difference in the teacher effectiveness of the secondary school teachers on the basis of gender.

OBJECTIVE 2 : To assess the difference in teacher effectiveness of the secondary school teachers on the basis of their teaching experience.

Experience	N	Mean	SD	SEm	t-value	Level of significance
<10 years	28	398.64	28.21	5.3	2.52	Highly significant at 0.01 level of significance
>10 years	22	376.95	32.59	4.7		

Table2: Showing teacher effectiveness of the secondary school teachers on the basis of teaching experience.

Interpretation : An analysis of Table 3 shows that the teacher effectiveness of the teachers with more than 10 years of teaching experience is higher than the teachers with less than 10 years of teaching experience. This is an interpretation of the above data where mean and SD of the teachers with more than 10 years of teaching experience has been found to be 398.64 and 28.21 , while that of the teachers with less than 10 years of teaching experience has been found to be 376.95 and 32.59 respectively. The calculated t- value was calculated as 2.52 which is higher than the critical value at 0.01 level of significance. It indicates that there exists significant difference in the teacher effectiveness of the secondary school teachers with more than 10 years and those with less than 10 years of teaching experience.

XII. MAJOR FINDINGS OF THE STUDY:

(1)There was found to be no significant difference in the teacher effectiveness of the secondary school teachers on the basis of gender. Thus the Null hypothesis is accepted.

(2)Significant differences were found in the teacher effectiveness of the secondary school teachers on the basis of their teaching experience. The teachers having more than 10 years of teaching experience were more effective in their teaching than those having less than 10 years of teaching experience. Hence the null hypothesis stands rejected.

XIII. CONCLUSION:

As no significant difference was found in the teacher effectiveness of the secondary school teachers on the basis of gender , so gender cannot be regarded as an overriding variable that constitutes a teacher in terms of effectiveness and skills needed in the arena of teaching. The plausible reason for this was found to be an increased level of awareness about the innovative skills and the availability of modern pedagogical tools.

It can also be inferred from the findings of the study that the more experienced teachers are able to contribute to effective learning of the students as a result of their endeavour through effective teaching. Moreover, it was reported that the schools with less number of experienced teachers and also greater turnover rates tend to possess a limited knowledge within the school and also a negative association with the instructional practice. The ineffective teachers with fewer years of teaching

experience can also be effective teachers provided they hold a positive attitude towards the teaching profession and are in a consistent process of self evaluation and improvement along with receiving feedback from the students and their colleagues. Moreover it is of utmost necessity to organise lectures, workshops , seminars , counselling programmes and refresher courses from time to time so that all the teachers regardless of gender and teaching experience can upgrade their knowledge and teaching skills and contribute their best in realizing the goals of the educational process.

XIV. REFERENCES:

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