

Study of Teaching Effectiveness in Relation to their Gender and Locality

Umender Malik^a, Pramila Malik^b

^aAssistant Professor, Department of Education, M.D.University, Rohtak, India

^bPh.D. Scholar, Department of Education M.D. University, Rohtak, India

Abstract

The present study was an attempt to find out the difference among male & female and rural & urban teachers regarding their teaching effectiveness. A sample of 600 teachers (300 male + 300 female) of various senior secondary schools situated in district Rohtak were taken as a sample on the basis of random sampling method. Teaching Effectiveness Scale by Dr. P.K. Mutha and D.N. Mutha was used to assess the teaching effectiveness among teachers. The statistical technique mean, standard deviation and 't' test was used to analyse the difference. The findings of the study reveals (i) Both the male and female teachers were equally effective as there was no significant difference in the Mean Teacher Effectiveness Scale scores of the male and female teachers and (ii) Both the rural and urban teachers were equally effective as there was no significant difference in the Mean Teacher Effectiveness Scale scores of the rural and urban teachers.

KEYWORDS: Teaching effectiveness, male, female, rural, urban, senior secondary school teachers

INTRODUCTION

Teaching Effectiveness is not a new concept to us. We have been listening that some teachers are the most effective ones. That means that those Teachers have attained the needed competence in their roles and functions. Such as the preparation and planning for teaching classroom management, knowledge of subject matter, teacher characteristics and their interpersonal relations. Also these teachers excel in their other personality characteristics. Teacher Effectiveness refers to the effect that the teacher's performance has on pupils like teacher performance teacher effectiveness depends in large on the content in which the teachers performs. Teacher effectiveness plays a pivotal role in the teaching learning process. Being the centre of the whole programme it needs close observation and critical analysis as it has a direct bearing on the learning outcome of the pupils. A natural question strikes the mind of the researcher regarding the various components adding to the effectiveness, for unless the sources to effectiveness are substantially improved, the goal to make teacher worth his job, will remain a wishful hope. To understand the concept of Teacher Effectiveness we should know about the qualities of an effective teacher.

It is very difficult to define good teaching. This term is so value-laden that what appears to be good teaching by one person may be considered poor teaching by another, because each one values differently on the process of teaching - its techniques, outcomes or methods. One teacher may run the classroom in an organised, highly structured manner, emphasizing the intellectual content of academic discipline, while another may manage it in a less structured environment, allowing the students much more freedom to choose subject matter and activities that interested them personally. One observer, because of one's personal values in favour of more intellectual attainment as the end of teaching, may identify the first teacher as a good'

teacher, while criticizing the second teacher for running “too loose a ship” sheerly to cater for individual interests in the name of education. Another observer may come to the opposite conclusion with respect of which teacher is better again, because of a different set of values that govern one’s choice.

While it remains difficult to agree on what constitutes “good” teaching, “effective” teaching can nearly be demonstrated in terms of what is really intended as the outcome of teaching? An effective teacher is able to bring about intended learning outcomes, though the nature of learning be still more important. The two different teachers, as in the example above, may strive for and achieve different outcomes and both be judged effective. The two critical dimensions of effective teaching are intent and achievement. Without intent, student achievement becomes random and accidental. However, intent is not enough by itself. If students do not achieve their intended learning goals, the teacher cannot be truly effective. Thus, effective teachers may be defined as those who can demonstrate the ability to bring about intended learning outcomes that enable them to achieve the desired results for their students. This, once again, refers to the role performance of teachers vis-à-vis the making of good and effective teachers.

The term “teacher effectiveness” will be used to refer to the results a teacher gets or to the amount of progress the pupils make towards some specified goal of education. One implication of this definition is that teacher effectiveness must be defined, not behaviours of teachers. For this reason, and because the amount that pupils learning is strongly affected by factors not under the teacher’s control, teacher effectiveness will be regarded not as a stable characteristic of the teacher as an individual but as a product of the interaction between certain teacher characteristics and other factors that vary according to the situation in which teacher works. Many times, the terms teacher performance and teacher effectiveness are used synonymously.

Kagathala (2002) reveals that the teachers of urban area are superior than rural area in teacher effectiveness; Sex of the teacher does not affect the teacher effectiveness. Amandeep and Gurpreet (2005) concluded that female teachers are more effective in their teaching than male teachers; male and female teachers do not differ significantly as far as their teaching competency is concerned; and variable of teaching competency plays significant role in teacher effectiveness of teachers. Cheung (2006) found that female teachers were significantly more efficacious than male teachers. Years of experience were weakly but significantly related to levels of efficacy, and that educational level did not have a significant effect on efficacy level. Singh (2012) reveals that there is no significant difference in the level of teacher of male & female primary school teacher. Malik & Sharma (2013) reveals that gender of teachers does not bear any relationship with their teaching effectiveness and professional commitment. It also reveals that locality of schools does not influence the teaching effectiveness but influence the professional commitment of secondary school teachers. There exists a significant relationship between teaching effectiveness and professional commitment of secondary school teachers. It was also found that professional commitment influences teaching effectiveness of teachers.

Hence, teachers should play a positive role in bringing out the best in the children. Teaching should aim at a balanced growth of the individual and should impart both knowledge and wisdom. Self confidence of teachers should be reinforced by a sense of success and approval. Effective classroom management depends on the teacher and how he/she is able to carry the class along with him/her.

SIGNIFICANCE OF THE STUDY

It is widely accepted by scholars and other concerned scholars of different fields such as educationists, sociologist, psychologists, policy-makers, politicians, administrators etc. that in our country there is an unprecedented need for effective teachers to lead the multitudes of school children and adolescents. Effective teachers can contribute significantly in improving standard of the education. For recognizing a good teacher, it becomes essential to identify and estimate some of major patterns of teacher characteristics underlying teacher behaviour.

In recent years, inclusive education has risen to prominence, becoming a dominant issue within education across a range of national contexts. Teachers are faced with a workplace that is inundated by a myriad of factors that impinge on their effectiveness within the classroom. The reality of the education system has led to the attrition of teachers due to resignations and premature retirement due to stress. Rapid changes in the world and technology have exacerbated teacher's perceived professional incompetence; teachers experience stress due to the lack of occupational confidence as a result of the difficulty that they experience to keep up to date in their areas of expertise (Fimian & Santoro, 1983; Terry, 1997). In addition, it has been found that teaching effectiveness and teacher stress are strongly correlated, as the amount of stress and degree of effectiveness experienced by teachers influences the quality of life of teachers. Hence, arises the need for doing research work and understanding various teacher characteristics. A number of researches have been done over so many years, and several questions about teacher effectiveness, occupational stress and emotional intelligence confronted the researcher while going the literature. There are still a number of unanswered questions. A study of teacher effectiveness, occupational stress in relation to emotional intelligence of teachers teaching in secondary schools of Delhi will be a small effort on the part of the researcher to make the teacher and teaching more effective.

STATEMENT OF THE PROBLEM

“STUDY OF TEACHING EFFECTIVENESS IN RELATION TO THEIR GENDER AND LOCALITY”

OBJECTIVES OF THE STUDY

1. To compare the teaching effectiveness of male and female secondary school teachers.
2. To compare the teaching effectiveness of rural and urban secondary school teachers.

HYPOTHESES

1. There is no significant difference in teaching effectiveness of male and female secondary school teachers.
2. There is no significant difference in teaching effectiveness of rural and urban secondary school teachers.

METHOD

A Descriptive survey method was used in this study.

SAMPLE

A total sample of 600 male and female teachers were taken on the basis of random sampling method.

TOOL USED

Teacher Effectiveness Scale by Mutha, P.K. and Mutha, D.N. (1999) was used to collect the data.

STATISTICAL TECHNIQUES

Mean, Standard deviation and 't' test were used to analyse the data,

RESULTS

The hypothesis framed to achieve the objective stated above that there is no significant difference in the mean score of teaching effectiveness in relation to gender and locality of school teachers are given as under:

Table 1
Mean, S.D. 't' value of teaching effectiveness Scores of Male & Female secondary school Teachers

| S.No. | Group | N | Mean | S.D. | 't' | Level of Significance |
|-------|-----------------|-----|--------|-------|-------|-----------------------|
| 1 | Male teachers | 300 | 266.54 | 23.10 | 0.566 | Not significant |
| 2. | Female Teachers | 300 | 264.96 | 25.19 | | |

From table 1 it is clear that the mean score and S.D. of teaching effectiveness score of male teachers is 266.54 & 23.10 respectively, whereas for female teachers it is 264.96 & 25.19. The calculated 't' value for 598 degree of freedom is 0.466 which is less than the table value (1.96) at 0.05 level of significance. It means that there exist no significant difference between the mean score of male & female teachers on teaching effectiveness. Hence the null hypothesis formulated earlier, "There is no significant difference in the teaching effectiveness among male and female secondary school teachers' is accepted". Hence it is concluded that male and female teachers were found to have almost the same approach regarding teaching effectiveness.

Table 2
Mean, S.D. 't' value of teaching effectiveness Scores of rural and urban secondary school teachers

| S.No. | Group | N | Mean | S.D. | 't' | Level of Significance |
|-------|----------------|-----|--------|-------|-------|-----------------------|
| 1 | Rural teachers | 300 | 264.76 | 23.63 | 0.993 | Not significant |
| 2. | Urban Teachers | 300 | 266.73 | 24.67 | | |

From table 2 it is clear that the mean score and S.D. of teaching effectiveness score of rural teachers is 264.76 & 23.63 respectively, whereas for urban teachers it is 266.73 & 24.67. The calculated 't' value for 598 degree of freedom is 0.993 which is less than the table value (1.96) at 0.05 level of significance. It means that there exist no significant difference between the mean score of rural and urban teachers on teaching effectiveness. Hence the null hypothesis formulated earlier, "There is no significant difference in the teaching effectiveness among rural and urban secondary school teachers" is accepted. Hence, it is concluded that rural and urban teachers were found to have almost the same approach regarding teaching effectiveness.

FINDINGS OF THE STUDY

From the above findings, the following conclusion were drawn

1. Both the male and female teachers were equally effective as there was no significant difference in the Mean Teacher Effectiveness Scale scores of the male and female teachers.
2. Both the rural and urban teachers were equally effective as there was no significant difference in the Mean Teacher Effectiveness Scale scores of the rural and urban teachers.

SUGGESTIONS

The Govt. and the concerned authorities should take suitable measures for the improvement of the infrastructural, instructional resources and development of ideological resources like knowledge, values, interest and attitude of the teachers. They should be oriented to the educational technology for the development of their skills and competencies in teaching.

REFERENCES

- Amandeep and Gurpreet (2005) A Study of Teacher Effectiveness in relation to Teaching Competency. *Recent Researches in Education and Psychology*. 71(6), 137-140.
- Cheung, H.Y. (2000) The Measurement of Teacher Efficacy : Hong Kong Primary In-Service Teachers. *Journal of Education for Teaching*, 32(4), 435-451.
- Kagathala, A.B, (2002). A Study of the Effectiveness of Teachers of Secondary School in Gujarat. *Journal of Education and Psychology*. 59 & 60(3 & 4), 26-33.
- Malik, Umender & Sharma Dinesh Kumar (2013). Teaching Effectiveness of Secondary School Teachers in Relation to their Professional commitment, *International Educational E-Journal*, Volume-II, Issue-IV, 148-154.
- Mutha, P.K. and Mutha, D.N. (1999). *Teacher Effectiveness Scale*, Agra: National Psychological Corporation.
- Singh, Y.G. (2012). Teacher's effectiveness in relation to some variables, *International Referred Research Journal*, February, Vol. III, Issue-37, 22-23.