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Research Paper

A study of Effectiveness in Teaching among Male and Female Teachers of Higher Secondary Schools and Its Relation with Students' Achievement.

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Introduction

Education plays a vital role in shaping India's future and this warrants a sincere and honest trail at the hands of those who really deal with it. "The destiny of India is being shaped in her class rooms." It has been pointed by the Education Commission (1964-66). From the time when teaching started gaining recognition as a profession, experts as well as common man, began to wonder about the usefulness and effectiveness of the teacher. Good teaching results in good learning and good teaching requires good teachers who are capable and oriented to assume power and responsibilities needed to make learning meaningful. Researchers have shown that students, who receive active interaction and work supervision from their teachers, achieve more than those students who spend most of their time working through curriculum materials on their own.

Every teacher possesses attributes that could make him/her either an effective or an ineffective teacher contingent on their psychological makeup, professional preparation, students' expectations and situational demands.

1.2 Concept of Effectiveness in Teaching

Ryans (1950) said, "Teaching is effective to the extent that the teacher acts in ways that are favourable to the development of the basic skills, understanding, work habits, desirable attitudes, value judgments and adequate personal adjustments of the pupils."

Arthur Combs commented (1962), "A good teacher is a person who has learned to use himself as an effective instrument." He has defined effective teacher as "...a unique human being who has learned to use himself effectively and efficiently for carrying out his own and society's purposes".

Dickson said (1980) that, “Teaching effectiveness is a demonstrated repertoire of competencies involved with - (1) teaching plans and materials, (2) class-room procedures, (3) inter personal skills, and (4) learner’s reinforcement-involvement reflected in teacher behaviour.

Gupta and Kapoor (1990) have derived the term “Teacher effectiveness” as a repertoire of efficacy exhibited by a teacher in - (1) instructional strategies, (2) class room management, (3) personal disposition, temperament and tendencies, (4) evaluation and feed back (5) interpersonal relations, (6) initiative and enthusiasm, (7) professional values and (8) innovativeness in the everyday teaching learning situation.

The teacher occupies the most important place so far as quality is concerned. So, any effort at improving the quality of education would mainly depend upon the quality of teachers. The Kothari Commission (1964-66) states, “... of all the factors that influence the quality of education ..., the quality, competence and character of teachers are undoubtedly the most significant”. The National Policy of Education 1986, the Programme of Action 1986 and their 1992 revised versions have also echoed the same views. The importance of the teacher is aptly stated in the National Policy on Education for Nigeria (1981-83) which says that” ...no education system can rise above the quality of its teachers”. To a very large extent, the quality of the teacher determines the quality of teaching and learning, and the degree of achievement of educational objectives.

Effectiveness in teaching refers specifically to the perfection characteristics in a teacher for teaching. According to Kumar and Mutha (1974) an effective teacher is a unique person who is conscious of role and responsibilities of a teacher, such as ‘Preference in content and its knowledge; Good technique used during teaching; Unbiased nature of the teacher; Qualities of a counsellor and concern for discipline.

Rationale of the Study

The teacher occupies the most important place in the society. Improvement in the quality of education mainly depend upon the quality of teachers. The Kothari Commission (1964-66) stated that all the factors that influences the education are quality, competency and character of teachers are undoubtedly the most significant. The National Policy of Education 1986, the Programme of Action 1986 and their 1992 revised versions have also of same view. Therefore, the teachers’ effectiveness, efficiency, aptitude and attitude influence the process of teaching learning in the class room situation.

Review of Literature

The review of the related studies regarding the ‘teaching effectiveness’ revealed that the intelligence, personality, factors like age, sex, marital status, educational qualifications and socio-economic status, adjustment, attitude towards teaching profession, teaching efficiency, self acceptance, scholarship, professional qualities, personal dispositions, personal attributes, teaching experience, level of

aspiration, creative thinking, class room behaviour, strength of imagination, organization of teaching learning process, type of school professional training, in service training, interactional factor, classroom setting, teacher morale, social and emotional adjustment, are the factors that have bearing on the effectiveness on teaching.

Howsam (1960) and Fathu (1962), both reviewed the research on predictor criteria and effectiveness in teaching and concluded that such researches, had failed to substantiate links for such characteristics as intelligence, age, experience, socio-economic status, sex, job interest and special aptitudes. Santhanam (1972), studied the relationship between teacher's age, regency of training, experience, sex, material status, and the subjects taught by the teacher. Nair (1974), aimed at finding out the impact of certain sociological factors like family background, caste, religion and sex etc. on the effectiveness in teaching of teachers. The study which was conducted on secondary school teachers from the district of Trichur (Kerala) revealed that age had a positive relationship with 'effectiveness in teaching', whereas teacher's parental socio-economic conditions (if poor) had negative influence on effectiveness in teaching.

Malhotra (1976), aimed at finding out correlation between demographic (age, sex and qualification) and professional (teaching experience, professional status and the subject taught) variables and teacher's classroom behaviour. He found that 'The teachers with a bachelor's degree, low teaching experience, but with positive attitude were well adjusted, than the teachers with master's degree, high teaching experience, and negative attitude. They were poorly adjusted. Arora, K. (1978), made a differentiation between effective and ineffective teachers on the basis of six dimensions viz. professional, academic background, pupil-teacher relationship, classroom behaviours and interaction with principal and teachers. The higher a teacher scored on all the six dimensions, more effective was the teacher.

Sharma, M.L. (1978), aimed at ascertaining the relationship between teaching success and variables viz., self-concept and intelligence, experience and academic achievement. Anand, S.P. (1983), stated that effectiveness in teaching is determined by the teacher himself, his pupils, and the curriculum. Under 'teacher himself as a person', Anand had considered personality component, behaviour, qualifications and job satisfaction and under 'pupil', he considered student's respect and reverence for teachers, likings for the school and studies which all he felt stimulated the teachers to do their best. Effectiveness in teaching according to him was determined in terms of how much the teacher was involved in the curriculum making process and how satisfying were the job conditions for him.

P.N. Dave (1985), reviewed the Indian Studies on effectiveness in teaching, based on analysis of 167 studies of which 56 were at doctoral level and the rest were dissertations.

The summary of the finding were as follows:

(1) Male teachers seem to be more successful with science achievement while females are more successful with subjects like English and French as foreign language.

(2) Teacher credentials and certification are clearly related to effectiveness in teaching.

A number of studies have focused on various aspects of the teaching profession (R.F.Lusch and M.O'Brien, J.J., Shestak, 1998) identifying the functions of a teacher (P.Munoz, M. R. Carmen, E. Pacheco, R.Fernandez and Baltasar,2000) and focused on the effective ways of teaching (F.Analoul, 1995). Effectiveness of secondary school teachers may be determined by several factors. Among these factors, gender is of interest to the general populace especially now that females are gradually taking over and dominating the teaching profession at secondary levels of education. Teachers need to have a complex set of skills, insight, intelligence, knowledge, management, competence, dynamism, and diligence, to meet the challenges of the classroom. While both men and women teachers appear to possess these traits yet they meet the challenges differently. Relationship between gender and teaching has been one of the most interesting aspects for research in the recent past. Male and female teachers may behave differently in the classroom (Thomas F.Nelson Laird, 2013), and students may react differently to their teachers' behaviour (Whitworth, J.E., B.A. Price, and C.H. Randall, 2002).

It is quite possible that what appear to be gender differences might, instead, be different teaching styles. Gendered influence of teachers might be related to differences in teaching styles. Females teachers were reported to be more supportive, expressive (Nasser Rashid, Sahar Naderi, 2012), spend significantly greater proportion of time encouraging and allowing student participation (A. Statham, L.Richardson, and J.A. Cook, 1991) involve students in peer collaboration (Y.M.Chen,2000), believed in flexible teaching methods (C.H. Lacey, A.Saleh, and R.Gorman,1998), asked more referential questions, gave more compliments and used less directive forms (Nasser Rashidi, Sahar Naderi, 2012) shared authority and maintained control in the classroom in a way that keeps their relationships with students intact (A.Statham, L.Richardson, and J.A. Cook, 1991). Male teachers tended to be dominating and exercised greater control (Tracy Darrin Wood, 2012), emphasized more to the group work and structured activities, asked more display questions that made the exchanges between teacher and students shorter (M.Chavez,2000), used their authority at the cost of involvement by students with an authoritarian and task oriented teaching style (A.Chudgar and V.Sankar,2008).

Researchers also found the male teachers typically lecture for each class while female faculty member are more likely to engage students with active and collaborative learning approaches, which are classified as learner-centered instructional practices (G.H. Starbuck, 2003). This may be due to the fact that there are fundamental differences between men's and women's ways of communicating, where a man would focus on competition, status, and independence, but a woman's focus on intimacy consensus, and interdependence would be more.

The teaching effectiveness has been defined as having good academic and professional knowledge with a clear concept of the subject matter, good preparation of the lesson with clear objectives, organized and systematic presentation of the concepts with proper learning materials, ability to communicate his/her knowledge to the students successfully, classroom management, positive attitude towards students and colleagues, result feedback, accountability and ability to understand and motivate students.

Objectives

1. To study the effectiveness in teaching of teachers of urban and rural higher secondary schools.
2. To study effectiveness in teaching of male and female teachers of higher secondary schools.
3. To study the correlation between effectiveness in teaching and student's achievement.

Hypothesis

1. To find out the significance of difference between mean scores of effectiveness in teaching of teachers of urban and rural higher secondary schools.
2. To find out the significance of difference between mean scores of effectiveness in teaching of male and female teachers higher secondary schools.
3. To find out the correlation between effectiveness in teaching and student's achievement.

Methodology

Survey method was used to study the effectiveness in teaching of the higher secondary school teacher's.

Sample

The sample of 100 teachers was drawn randomly from 20 urban and rural higher secondary schools 50 male teachers and 50 female teachers were selected for the study and 100 students of urban and rural higher secondary schools were selected randomly for their achievement.

Sampling

The simple random sampling technique was used for selecting teachers and students of urban and rural higher secondary schools.

Tool Used

The investigator used Teaching Effectiveness Scale developed by Dr. Kumar Pramod and Dr. D.N. Mutha D.N.(1976).

Characteristic Features of the Teaching Effectiveness Scale

The teaching effectiveness scale consists of 69 items each to be rated on a five point scale. The items of teaching effectiveness scale belonged to the following nine teaching behaviour categories:

Source of Information

Motivator,

Advisor and Guide,

Relationship with pupils, fellow teachers, and parents,

Teaching skills,

Co-curricular activities,

Professional knowledge,

General appearance and habits in relation to class room,

Classroom management and personality characteristics.

Delimitation

1. The study was restricted to Kota District.
2. The study was carried out in higher secondary schools affiliated to RBSE course.
3. Teachers teaching higher secondary classes were considered.
4. Achievement-Students marks of annual examination were considered.

Statistical Analysis

The data was collected personally from the one hundred teachers selected randomly from 20 higher secondary schools spread in Kota District by distributing individual copies of Teaching Effectiveness scale and asking them to respond to the statements. The responses obtained were scored, tabulated, organised and statistical techniques-mean, SD, t-test, correlation were applied.

Objective-1

To study the effectiveness in teaching of teachers of urban and rural higher secondary schools.

Hypothesis-1

To find out the significance of difference between mean scores of effectiveness in teaching of teachers of urban and rural higher secondary schools.

Table : 1.1

Effectiveness in teaching of teachers of urban and rural higher secondary schools.

Group	Sample N	Mean M	Standard Deviation SD	t value	Significance
Teachers of Urban school	50	322-20	14-28	2-69	Not significant
Teachers of Rural school	50	315-01	13-27		

At 0.05 level of significance t value is = 1-96

$$df=N_1+N_2-2=50+50-2=98$$

Analaysis and Interpretation

- 1- It has been found that urban school teachers are more effective than rural school teachers.
- 2- The reason for this could be the fact that urban teachers are better equipped with the subject knowledge and hence prove to be more effective teachers as compared to rural school teachers.

Conclusion

There is no significant difference between mean scores of effectiveness in teaching of teachers of urban and rural higher secondary schools. Hence hypothesis-1 is selected.

Objective-2

To study effectiveness in teaching of male and female teachers of hgher secondary schools.

Hypothesis-2

To find out the significance of difference between mean scores of effectiveness in teaching of male and female teachers of higher secondary schools.

Table: 1.2

Effectiveness in teaching of male and female teachers of higher secondary schools.

Group	Sample N	Mean M	Standard Deviation SD	tvalue	Significance

Female teachers	50	318-60	14-25	3-07	Not significant
Male teachers	50	310-60	12-20		

At 0.05 level of significance t value is = 1-96 df= $N_1+N_2-2=50+50-2=98$

Anlaysis and Interpretation

- 1- It has been found that female teachers are more effective than male teachers.
- 2- The reason for this could be the fact that male teachers are not focussed.

Conclusion

There is no significant difference between mean scores of effectiveness in teaching of male and female teachers of higher secondary schoolshence hypothesis-2 is selected.

Objective-3

To study the correlation between effectiveness in teaching of teachers of urban school and student’s achievement.

Hypothesis-3

To find out the correlation between effectiveness in teaching of teachers of urban school and students achievement.

Table: 1.3

Correlation between effectiveness in teaching of teachers of urban school and students’ achievement.

Area	Group	r-value	Significance
Effectiveness in teaching	Teachers of Urban school	+0-118	Positive correlation

Students achievement	Students of Urban school		
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At 0.05 level of significance r value is = 0-195 df= $N_1+N_2-2=50+50-2=98$

Conclusion

There is a small significant positive correlation between effectiveness in teaching of urban school teachers and student’s achievement.

Objective-4

To study the correlation between effectiveness in teaching of teachers of Rural Schools and students achievement (Rural).

Hypothesis-4

To find out the correlation between effectiveness in teaching of teachers of rural school and students achievement.

Table 1.4

Correlation between effectiveness in teaching of rural school teachers and students achievement.

Area	Group	r-value	Significance
Effectiveness in teaching	Teachers of Rural school	+0-035	Positive correlation
Students achievement	Students of Rural school		

At 0.05 level of significance r value is = 0-195 df= $N_1+N_2-2=50+50-2=98$

Conclusion

There is a tiny significant positive correlations between effectiveness in teaching of teachers in Rural School and students’ achievement of Rural Schools.

Objective-5

To study the correlation between effectiveness in teaching of male teachers and students achievement.

Hypothesis-5

To find out the correlation between effectiveness in teaching of male teachers and students achievement.

Table 1.5

Correlation between effectiveness in teaching of male teachers and students achievement.

Area	Group	r-value	Significance
Effectiveness in teaching	Male teachers	-0.195	Negative correlations
Students achievement	Students		

At 0.05 level of significance r value is = 0.195 $df = N_1 + N_2 - 2 = 50 + 50 - 2 = 98$

Conclusion

There is a significant negative correlations between effectiveness in teaching of male teachers and students' achievement.

Objective-6

To study the correlation between effectiveness in teaching of female teachers and students' achievement.

Hypothesis-6

To find out the correlation between effectiveness in teaching of female teachers and students' achievement.

Table 1.6

Correlation between effectiveness in teaching of female teachers and students achievement

Area	Group	r-value	Significance

Effectiveness in teaching	Female teachers	+0.383	Positive correlation
Students achievement	Students		

At 0.05 level of significance r value is = 0.195 $df = N_1 + N_2 - 2 = 50 + 50 - 2 = 98$

Conclusion

There is a large significant positive correlations between effectiveness in teaching of female teachers and students' achievement.

Over All Conclusions

According to Gerald Cortis (1977), "Effective teaching is a matter of teacher's finding the right "niche" i.e. the appropriate situation in which to operate. So, if there is a mismatch between the personal factors and the situation, effective and happy teaching relationship is unlikely to prosper.

1. It has been found that urban school teachers are more effective than rural school teachers.
2. The reason for this could be the fact that urban teachers are better equipped with the subject knowledge and hence prove to be more effective teachers as compared to rural school teachers.
3. It has been found that female teachers are more effective than male teachers
4. There is a small significant positive correlation between effectiveness in teaching of urban school teachers and student's achievement.
5. There is a significant negative correlations between effectiveness in teaching of male teachers and student's achievement.
6. There is a large significant positive correlations between effectiveness in teaching of female teachers and student's achievement.

Implications

Teacher to be effective in teaching should employ following strategy in teaching learning process - (1) instructional strategies, (2) class room management, (3) temperament and tendencies, (4) evaluation and feed back (5) interpersonal relations, (6) initiative and enthusiasm, (7) professional values and (8) innovativeness in teaching learning process.

Recommendations

Institutions should recruit effective teachers with following characteristics:- intelligence, personality, educational qualifications, adjustment, attitude towards teaching profession, teaching efficiency, self acceptance, professional qualities, personal dispositions, personal attributes, teaching experience, level of aspiration, creative thinking, class room behaviour, strength of imagination, organization of teaching learning process, for effectiveness in teaching.

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