

A COMPARATIVE STUDY OF TEACHER EFFECTIVENESS OF URBAN PRIVATE SECONDARY SCHOOL MALE AND FEMALE TEACHERS OF AGRA DISTRICT

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ABSTRACT

The present research designed to study and compares the teacher effectiveness of urban private secondary school teachers. Descriptive survey method was used. Secondary schools were selected through convince sampling method and 52 male teachers and 48 female teachers were selected through simple random method. Umme Kulsum's Teacher Effectiveness Scale was used to collect data. Mean, S.D. and t- test were used to draw the conclusions. Finding of the study shows that there exists no significant difference between teacher effectiveness of male and female teachers.

Keywords : Teacher effectiveness,

A student is like raw clay when he/she gets admission in school. A teacher works as a porter who shapes the student. Whatever a teacher teaches in the class room, directly affects student's mind and soul. So it is necessary that teacher should be effective. Teacher effectiveness means an educator who teaches students to produce and receive desirable results or outcomes. Effective teacher creates magic in the classroom. He /she involves all types of students in his/her teaching learning process which bring appropriate results. To make teaching effective, teachers not only use different methods and techniques but also apply sense of humor and lively examples and make classroom environment interesting and healthy. Teacher personality, self-knowledge, language, reasoning power and positive attitude towards life, all these components also make teacher effective. *Good(1959) observed teaching effectiveness as "the degree of success of a teacher in performing instructions and other duties specified in his contract and demanded by the nature of his position."* Teacher effectiveness is assessed by the students' achievement also. Sometime a difficult topic or subject found easy by the students and sometime an easy subject or topic felt difficult this depends on teacher's way of teaching. If a teacher knows the capabilities and intelligence level of students and teaches according to them, he/she will definitely gain set goals. in the word of Umme Kulsum, (2005). Teacher effectiveness includes characteristics of a teacher, his personality, attitudes etc., and process like teacher-pupil interaction and production variables like outcomes of teacher-learning process, namely pupil achievement. Teacher effectiveness is the combination of many factors such as intelligence, mastery over the subject matters, teaching styles and teaching experiences

etc. Umme Kulsum has identified five areas of teacher effectiveness - preparation and planning for teaching, classroom management, knowledge of subject matter, teacher characteristics, and interpersonal.

AREAS OF TEACHER EFFECTIVENESS - Umme kulsum has identified five areas of teacher effectiveness -

- **Preparation and Planning for Teaching** – The statements of this area are related to planning, preparation and organization of lesson plans of subject matter which are based on objectives of content. Teachers prepare their plans before entering the classroom. They sequentially prepare their plans and present them accordingly.
- **Classroom Management** - Discipline and healthy atmosphere can be created through good communication and effective instructions while the students are connected with the teaching – learning process. The statements of this area are related to teachers’ communication, evaluation of teaching – learning, methods of motivation and democratic environment of classroom.
- **Knowledge of subject matter its Delivery and Presentation including Black board Summary:** - A teacher can makes his/her subject matter easy and interesting if he/she has command over the subject matter which is taught in the classroom. Present and deliver the subject matter with different methods such as lecture method, laboratory work and black board work etc., helps to make a teacher effective. This aspect includes those statements which are related to knowledge and presentation of content.
- **Teacher Characteristics** - This area refers to the personality make-up of teachers and its behavioural manifestations that have their own level of acceptability or unacceptability in the teaching profession. Ability to arouse a perceptive mass and seeking active participation of pupils constitute essential demand characteristics of effective teacher.
- **Interpersonal Relations** – The statements of this aspect include teachers’ own relation inside and outside the school or an organization. In school he / she deals with higher authorities, colleagues, students as well as non – teaching staff such as clerks and peons. Except school he/ she deals with outside the school also such as parents and other community members etc.

JUSTIFICATION OF THE PROBLEM

No other profession is as important as teaching because teachers are known as the nation builders. Future of any country depends on their youth. They get good knowledge and make their life successful which contributes in the progress of any country. Teachers’ duties and responsibilities are very wide. Among many duties and responsibilities the main duty of a teacher is to make student successful in his/her personal and professional life. And this will happen when teaching and teacher will be effective. As it is clear that teacher effectiveness is very important for the present education system So the researcher thinks to conduct the present study to know whether male teachers are more effective or female.

OBJECTIVES OF THE STUDY

Main Objectives

1. To study and compare the teacher effectiveness of urban private secondary school male and female teachers.

Specific Objectives

1. To study and compare the preparation and planning for teaching of urban private secondary school male and female teachers.
2. To study and compare the classroom management of urban private secondary school male and female teachers
3. To study and compare the knowledge of subject matter of urban private secondary school male and female teachers.
4. To study and compare the teacher characteristics of urban private secondary school male and female teachers
5. To study and compare the inter-personal relations of urban private secondary school male and female teachers

HYPOTHESES OF THE STUDY

On the basis of above objectives of teacher effectiveness the hypotheses were-

1. There exists no significant difference between teacher effectiveness of urban private secondary school male and female teachers.
2. There exists no significant difference among preparation and planning for teaching, classroom management, knowledge of subject matter, teacher characteristics and inter-personal relations of urban private secondary school male and female teachers.

METHOD OF THE STUDY

For the present study, Descriptive survey method was used.

SAMPLE OF THE STUDY

In the present study 12 secondary schools were selected through convince sampling method and 52 male and 48 female secondary school teachers were selected through simple random method.

TOOLS OF THE STUDY

Teacher Effectiveness was assessed by the Umme Kulsum's Teacher Effectiveness Scale. Five areas of teacher effectiveness are identified by Umme Kulsum : preparation and planning for teaching, classroom management, knowledge of subject matter, teacher characteristics, and interpersonal. It contains 60 items.

STATISTICAL TECHNIQUES

Mean, S.D. and t test were calculated to know the teacher effectiveness.

FINDINGS OF THE STUDY

Main objective

To study and compare the teacher effectiveness of urban private secondary school male and female teachers.

Graph 1.0 - Showing teacher effectiveness mean scores of male and female urban private secondary school teachers

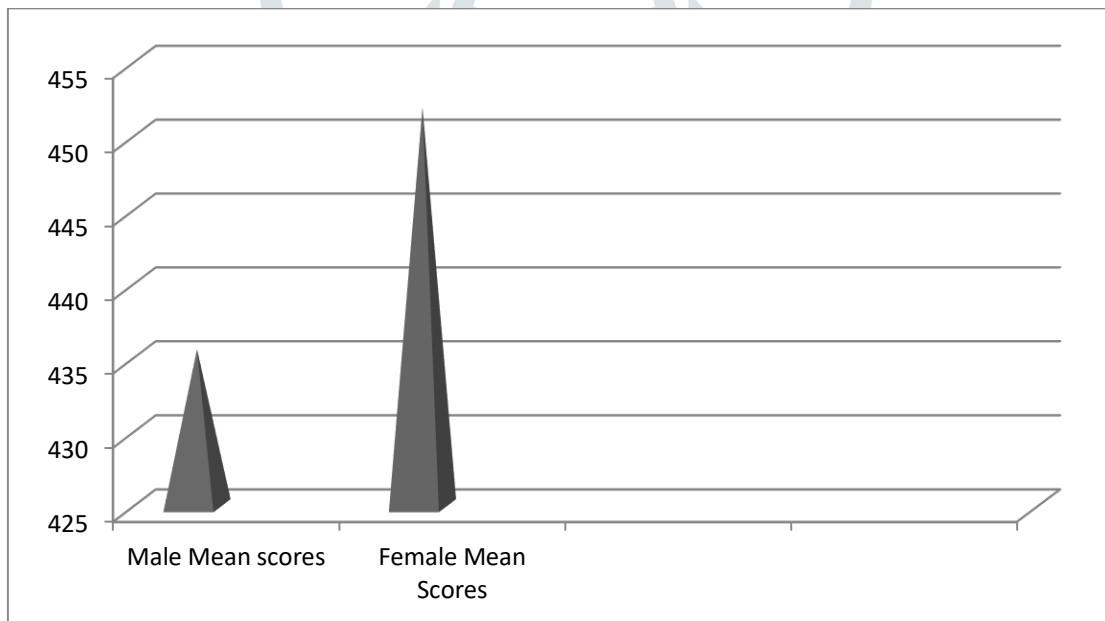


Table 1.0 showing teacher effectiveness mean, S.D. and t value of urban private secondary school teachers

Gender	Mean	S.D.	Calculate t value	Significance level
Male (52)	435.57	50.45	0.095	Insignificant (0.095<0.01)
Female (48)	451.97	46.58		

Table 1.0 reveals that mean scores of male and female teachers are 435.57 and 451.97 with the respective S.D. scores 50.45 and 46.58. To compare the teacher effectiveness t - test was adopted. The calculated t value was 0.095 which is less than the table value at 0.01 level of significance which means no significant difference is found between male and female teachers of urban private secondary schools. So the null hypothesis there exist no significant difference between teacher effectiveness of urban private secondary school male and female teachers, is accepted. The study of *Buela, S. & Mamman J. C. (2015). Relationship between Personality and Teacher Effectiveness of High School Teachers* reveals that there is no significant difference in teacher effectiveness with respect to age, gender and educational qualification of the participants.

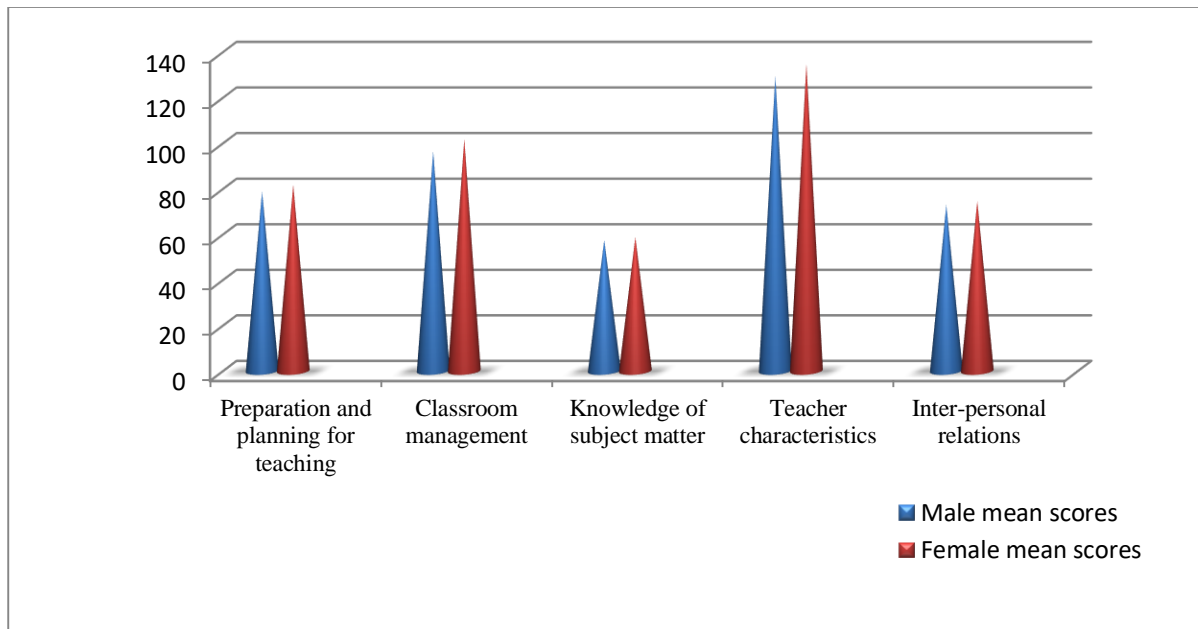
Specific Objectives

Specific objectives are based on the dimensions of the teacher effectiveness scale. The scale has 5 dimensions which have 60 statements. All the 5 dimensions were studied separately –

Table 2.0 showing mean, S.D. and t value of different dimensions of teacher effectiveness of urban private secondary school teachers

S.N	Dimensions	Male Teachers		Female Teachers		t-Value	Significance Level At 0.05 Level
		Mean	S.D.	Mean	S.D.		
1.	Preparation and planning for teaching	78.84	10.05	81.75	10.23	0.155	Insignificant (0.155<0.01)
2.	Classroom management	96.46	13.96	101.87	58.81	0.046	Insignificant (0.046<0.01)
3.	Knowledge of subject matter	57.57	7.54	58.81	7.74	0.421	Insignificant (0.421<0.01)
4.	Teacher characteristics	129.5	12.63	134.85	12.22	0.034	Insignificant (0.034<0.01)
5.	Inter-personal relations	73.03	9.06	74.70	9.89	0.380	Insignificant (0.380<0.01)

Graph 2.0 - Showing the mean scores of male and female urban private secondary school teachers with regard to different dimensions of teacher effectiveness



Objective 1: To study and compare the preparation and planning for teaching of urban private secondary school male and female teachers.

Table 2.0 shows the calculated mean scores of the male and female teachers are 78.84, 81.75 respectively. The calculated S.D. of male teachers and female teachers are 10.05 and 10.23 respectively. To compare the preparation and planning for teaching t test was adopted. The calculated t value was 0.155 which is less than the table value at 0.01 level of significance which means no significant difference is found between male and female teachers of urban private secondary schools. So the null hypothesis there exists no significant difference between the preparation and planning for teaching of urban private secondary school male and female teachers is accepted. In the study of *kumari, M.(2017). Teacher Effectiveness of Secondary School Teachers in Relation to Teaching Competency and Spiritual Intelligence*” reveals that no significant difference is found in Preparation and planning for teaching of male and female secondary school teachers.

Objective 2: To study and compare the classroom management of urban private secondary school male and female teachers.

Table 2.0 shows the obtained mean scores of the male and female teachers are 96.46, 101.87 respectively. The S.D. score of male teachers is 13.96, female teachers is 12.80 on the dimension classroom management. To compare dimension the class room management t test was adopted. The calculated t value was 0.046 which is less than the table value at 0.01 level of significance which means no significant difference is found between

male and female teachers of urban private secondary schools. So the null hypothesis there exists no significant difference between classroom management of urban private secondary school male and female teachers is accepted. In the study of *kumari, M.(2017). Teacher Effectiveness of Secondary School Teachers in Relation to Teaching Competency and Spiritual Intelligence*” reveals that no significant difference is found in classroom management of male and female secondary school teachers.

Objective 3: To study and compare the knowledge of subject matter of urban private secondary school male and female teachers.

Table 2.0 shows the calculated mean scores of the male and female teachers are 57.57, 58.81 respectively. The calculated S.D. score of male teachers is 7.54, female teachers is 7.74 on the knowledge of subject matter, dimension of teacher effectiveness. To compare the knowledge of subject matter t test was adopted. The calculated t value was 0.421 which is less than the table value at 0.01 level of significance which means no significant difference is found between male and female teachers of urban private secondary schools. So the null hypothesis there exists no significant difference between knowledge of subject matter of urban private secondary school male and female teachers is accepted. In the study of *kumari, M.(2017). Teacher Effectiveness of Secondary School Teachers in Relation to Teaching Competency and Spiritual Intelligence*” reveals ‘there is no significant difference in subject matter of male and female secondary school teachers having less than 5 years of teaching experience’.

Objective 4: To study and compare the teacher characteristics of urban private secondary school male and female teachers.

Table 2.0 shows the calculated mean score of the male and female teachers are 129.5, 134.85 respectively and the S.D. of male teachers is 12.63, female teachers is 12.22 on the teacher characteristics, dimension of teacher effectiveness. To compare the teacher characteristics t test was adopted. The calculated t value was 0.034 which is less than the table value at 0.01 level of significance which means no significant difference is found between male and female teachers of urban private secondary schools. So the null hypothesis there exists no significant difference between teacher characteristics of urban private secondary schools male and female teachers is accepted. In the study of *kumari, M.(2017). Teacher Effectiveness of Secondary School Teachers in Relation to Teaching Competency and Spiritual Intelligence*” reveals that no significant difference is found in teacher characteristics of male and female secondary school teachers.

Objective 5: To study and compare inter - personal relations of urban private secondary school male and female teachers.

Table 2.0 shows the obtained Mean scores of the male and female teachers are 73.03, 74.70 respectively. The calculated S.D. of male teachers is 9.06, female teachers is 9.89 on inter – personal relations, dimension of teacher effectiveness. To compare inter - personal relations t test was adopted. The calculated t value was 0.380

which is less than the table value at 0.01 level of significance which means no significant difference is found between male and female teachers of urban private secondary schools. So the null hypothesis there exists no significant difference between inter - personal relations of urban private secondary school male and female teachers, is accepted. In the study of *kumari, M.(2017). Teacher Effectiveness of Secondary School Teachers in Relation to Teaching Competency and Spiritual Intelligence*” reveals ‘there is no significant difference in Inter-personal relations of male and female secondary school teachers having less than 5 years of teaching experience’.

Conclusion

The present study was conducted to explore and compare the teacher effectiveness of urban private secondary school male and female teachers and also to compare the dimension of teacher effectiveness of urban private secondary school male and female teachers. Standardized tool of teacher empowerment of Umme Kulsum was applied. The results of the study explain that no difference is found between teacher effectiveness and dimensions of teacher effectiveness of urban private secondary school male and female teachers. From the above results, it can be concluded that female mean scores in five dimensions of teacher effectiveness are more than male teachers. But on the basis of t – test no significant difference is found in teacher effectiveness of male and female urban private secondary school teachers. The reason behind there is no difference can be that teacher effectiveness is related to teachers’ own interest, academic qualifications and intellectual capacities and skills. In the private institutions or schools, they appoint teachers on the basis of their academic qualifications; interviews and teaching demonstrations, which are the means of examine teachers’ capabilities, efficiency and effectiveness also. After judging their qualities, the higher authorities appoint them.

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