

Comparative Study of Teacher Effectiveness of Male and Female Teachers at Secondary Level

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Abstract

Mother is considered as a teacher. She used to be able to introduce the child to every genre of education. Today, any education system may be reflected in the central point of education by teachers who give the different views and innovative concept of learning to the students. Teachers are those who give a new direction to the future of students. Therefore, an effective teacher may prepare students to achieve the dynamic approach in different fields so his effectiveness should be perfect on the part of the teacher. To find out the difference on the gender-based teachings either in government or private or rural and urban areas of Mathura district, so it is the main objectives of the study deals with different situations. A sample of 125 teachers from secondary schools was selected for the study. A Self-made questionnaire was used for research work. On the basis of the analysis and conclusion of the data, it was found that the teachers in the secondary schools located in rural and urban areas found meaningful differences. While no meaningful difference was found between male and female teachers. Therefore, it can be said that teacher effectiveness is a major factor influencing teacher learning.

Keywords: teacher effectiveness, Gender teaching, rural and urban, government and private secondary schools.

Introduction

Education is a multidimensional and complex process, comprehensive, which aims not only to change the knowledge and skills of the students but also to change their attitudes, behavior, personality, values. Various educationist and sociologist have given their views about education through various perspectives. 1- **View of development of spirituality** - "Education is the manifestation of perfection already in man" **Swami Vivekanand** "Education develops man's faculty, especially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty" Aristotle, 2- **View of expressing the powers of birth**- "Education is a process by which a child develops his internal and external powers." **Froebel**, 3- **view of development of individualism**- "Education is the development of good moral character" **Herbart**4- **With a view to adapt to the environment**- "Education is the development of all those capacities in the individual which will enable him to control his environment and fulfill his responsibilities" **John Dewey**,

The process of teaching has two important factors one is teacher and other is school. The schools are the resources of education in various ways like equipment's labs, library, syllabus and curriculums as per the need of educational systems. the whole school system is run by the teachers so they should be

the diligent persons. If they found negligent or unfit the education buildup will completely fail in its future program. Therefore, the teacher is the base of the education system and they should be the great achiever of the goals in the education system. They are the role models for students. They are expected to exercise a duty of care and belongingness, which a careful and responsibly superior parent would exercise in similar circumstances. Their behavior, attitude, and interpersonal relationship with students, principals, colleagues, and other staff place a great impact on the overall environment of the organization.

Factor of Teaching Effectiveness: There are many dimensions for students' academic development, all of which support the child in different environments as follows;

1- Teaching related variable (Male/Female)

- a. Eligibility
- b. Experience in Teaching
- c. Inspiration/Motivation

2- Students related variable

- a. Motivation
- b. Behavioral Study / Procrastination
- c. Genetic Composition

3- Environment/Family related variable

- a. Sociological and Cultural Background of the Students
- b. Kind and stature of education for students and their family
- c. Mutual Relations among the members of the family

4- School related variable

- a. Skilled Teaching Staff
- b. Honorarium of Teachers
- c. Teaching atmosphere
- d. Infrastructure
- e. Well-Equipped Libraries and Laboratories

Review of Literature

Padmanabhaiah (1984) conducted a study on "Job Satisfaction and Teaching Effectiveness of Secondary School Teachers". There is an essential difference between a qualified and highly qualified teacher with reference to their teaching skills. In a teacher, the age and experience lead to a great influence on their style of teaching and effectiveness.

Jayamma (2002) The training of a teacher is not only responsible for his success but also their experience and quality of teaching leave a significant impact on the successful personality of good teachers.

Sharadha and Parneswaram (2008) in their study on "Teacher Characteristics and Learning in the Classroom", is an attempt to identify the role and behavior study among the teachers and it is a possible effort of classroom-based teaching and learning. Such a study displays the difference in gender and their quality of teaching. It leaves an important impact on the excessive stature in their

teachings.

Malik and Sharma (2013) have conducted a study on “Teaching Effectiveness of Secondary School Teachers in Relation to their Professional commitment”. The difference of gender has not any responsibility in the teaching effectiveness because both genders have their primary skills of different teaching styles. it also reflects that there

Tyagi (2013) conducted a study on “Teaching Effectiveness of Secondary School Teachers in Relation to their Demographic Characteristics” to find out demographic characteristics-wise perception of Secondary School Teachers with references to their teaching effectiveness. The findings of the study revealed that Qualification, Stream, Teaching Experience and Locality of the School had a significant impact on the Teaching Effectiveness of secondary school teachers.

Importance of the study

Effectiveness in teaching is skill and behavioral attitude that is found clearly in teachers. This is one of the major on teaching style there for it is the need of the school to appoint such teachers who have capacity to handle the current situation in their working environment for their teaching culture. they have to be capable of being promote the inherent skills of student with their creative power. in such vision of study, the goals of vision an education can be achieved and our country would be the pioneer in the world of education. the role of a teacher should be positive and research oriented that would provide the interest of student towards studies with their sincere efforts.

Statement of the problem

The current study has a problem that is identified on the ground of men-women relationship may be varied to different aspects in different areas. either in society or school of different levels. The quality of teaching effectiveness used on broad area that supports the skill of teaching. If the teacher has a grand set of experience, quality, merit and dispositions add something new in their teaching quality. The proper planning and functioning and management world provide a support to teaching efficiency and good productivity in his teaching point of view.

Aims of the study

1. To search out the quality of teaching and its impact on student with teachings of rural and urban teachers.
2. To search out the effect of gender-based teaching in secondary schools.
3. To search out the difference between the teaching quality of government and private sector teachers.

Hypotheses of Researchwork

1. There is no significant difference between the schools of rural and urban area.
2. there is no significant difference between gender base teaching.
3. There is no significant difference between teachers of public and private sectors.

Sampling

This study has taken its data from all the government and private schools. out of which 35 secondary school were selected for the sampling purpose. in these 35 schools 25 are private and 10 from government sector located at rural and urban area. the next sample has been taken of teachers total no. 320 out of which 266 male and 54 females for this investigation randomly taken from the

secondary school of Mathura District from government and private.

Tools used

The researcher has used the self-made questionnaire used for the present study questionnaire is divided in five part. Part ‘A’ has preparation and planning for teaching, part ‘B’ has classroom management, part ‘C’ is knowledge of subject matter, Part ‘D’ has teacher characteristics and part ‘E’ has interpersonal relations.

Table-1: (Teacher effectiveness of Govt. and Private School)

Effectiveness Variable	Govt. School		Private School	
	No. Teacher	%	No. Teacher	%
SA	31	25.83	49	24.5
A	76	63.33	123	61.5
DA	9	7.5	19	9.5
SD	4	3.33	9	4.5
TOTAL	120	99.99	200	100

*where SA=Strongly Agree, A= Agree, DA= Disagree, SD= Strongly disagree

Interpretation

Table-1 above shows that the teacher effectiveness of government secondary school teacher is “SA”25.83 percent, “A” is 63.33 percent and “DA” 7.5percent “SD” is 3.33 percent. Similarly, the effectiveness of private secondary school teachers is “SA” 24.5%, “A” 61.5%. And “DA” 9.5 percent “SD” is 4.5 percent. Thus, the HO-1 There is no significant percent difference of teacher effectiveness between teacher in government and private secondary schools is accepted.

Justification

this study shows that not any significant mean different in quality of teaching and its effect.in government and private secondary schools. In the present competitive world, it is important for teacher to be effective in order to be retaining by the respective schools. The motivation among teachers in both types of the schools would be high. This would enable teachers in both types’ schools to be effective. That’s why we could not find any difference among the scores between the teachers of the two schools.

Table-2: (Teacher effectiveness of Urban and Rural)

Effectiveness Variable	Urban School		Rural School	
	No. Teacher	%	No. Teacher	%
SA	32	41.02	98	40.49

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A	38	48.71	114	47.10
DA	5	6.41	19	7.85
SD	3	3.84	11	4.54
TOTAL	78	99.99	242	99.98

*where SA=Strongly Agree, A= Agree, DA= Disagree, SD= Strongly disagree

HO-2 There is no significant mean difference of teacher effectiveness among teacher of secondary schools located in urban and rural area.

Interpretation

Table-2 above shows that teacher effectiveness of urban secondary school teacher is “SA” 41.02 percent, “A” is 48.71 percent and “DA” 6.41 percent and “SD” is 3.84 percent. Similarly, the effectiveness of rural secondary school teachers is “SA” 40.49 percent, “A” 47.10 percent and “DA” 7.85 and “SD” is 4.54 percent. Thus, the HO-2 “There is no significant mean difference of teacher effectiveness among teacher of secondary schools located in urban and rural area” is accepted.

Justification

this study shows that there is not any mean difference in effectiveness of teaching among teacher of secondary schools located in urban and rural area. The motivation among teachers in both types of the schools located in urban and rural area would be high. In the present circumstances it is observed that teachers of rural and urban all are using modern techniques, computer education, smart classes etc. This would enable teachers in both types’ schools to be effective. We can conclude that locality (place) of schools does not affects teacher effectiveness. That’s why we could not find any difference among the scores between the teacher of secondary schools located in urban and rural area.

Table 3: (Teacher effectiveness of Male and Female)

Effectiveness Variable	Male Teacher		Female Teacher	
	No. Teacher	%	No. Teacher	%
SA	34	39.08	76	32.61
A	39	44.82	121	51.93
DA	8	9.19	17	7.29
SD	6	6.89	19	8.15
TOTAL	87	99.98	233	99.98

*where SA=Strongly Agree, A= Agree, DA= Disagree, SD= Strongly disagree

HO-3 There is no significant mean difference of teacher effectiveness among male and female teacher of secondary schools.

Interpretation

The above Table 3 shows that the male teachers of secondary schools have teacher effectiveness of “SA”39.08 percent, “A”44.82 percent and “DA”9.19 percent, “SD”6.89 percent. Similar secondary school female teachers have “SA”32.61 percent, “A”51.93 percent, “DA”32.61 percent and “SD”4.5 percent. Thus, the HO-3 “There is no significant mean difference of teacher effectiveness among male and female teacher of secondary schools” is accepted.

Justification

The present study reveals that there is not any mean difference in teacher effectiveness of gender-based teaching of secondary schools. That means that the male and female teachers of any sector (government or private), and any place (rural or urban) does not matter the teacher effectiveness. The possible reason for this could be Increase in awareness levels and availability of advance pedagogical tools. We can conclude that gender does not affect teacher effectiveness. That’s why we could not find any difference among the scores between the male and female teacher of secondary schools.

Conclusion

The present study shows that there is not any mean difference of teacher effectiveness among male and female teachers working in government or private secondary schools located in rural or urban area. It means locality, types of school and sex cannot influence the teacher effectiveness. The motivation among teachers in both types of the schools located in urban and rural area would be high. In the present circumstances it is observed that teachers of rural and urban all are using modern techniques, computer education, smart classes etc. This would enable teachers in both types’ schools to be effective. Anyway, teacher’s effectiveness is required to survive with economical sources of the institution. The main responsibility of teachers is to settle the institution in a healthy state to carry on the work regularly. It is generally accepted that a sound educational programmed has a large extent is in quality of teachers to improve the quality of teaching. if the teacher effectiveness is unsatisfied, the whole process is likely to be useless. The various teaching aids like syllabus and text book have lost their importance and use. If the teachers do not responsible to their duties effectively and personally. Thus, effectiveness of teacher is a part of creating and upgrading the organization. It is a primary need of any institution to be succeed.

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