

Teacher Effectiveness: “A Comparative study of Male and Female Assistant Professors”

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Abstract:

This study is conducted to find out the gender differentiation in reference to teacher effectiveness of Assistant professors of GLA University, Mathura. Descriptive survey method was used. Male and Female Assistant professors were selected through convenience sampling method and 50 male assistant professors and 50 female assistant professors from all streams selected through simple random method. Data was collected by using UmmeKulsum's scale of Teacher Effectiveness. Mean score, Standard Deviation (S.D) and t- test were used to draw the conclusions. Difference between teacher effectiveness of female and male assistant professors of the University found insignificant.

Keywords: Teacher effectiveness, Assistant professor, University.

The word Teacher Effectiveness is measurement of prosperity of pedagogy in carrying out institutional and other designated duties of his/her teaching position. It includes efficiency in strategies of instruction, their inter-personal relations, student & classroom management, last but not the least evaluation and feedback etc. 'Effectiveness' is the quality of being successful in producing an intended result.

Effectiveness of Teacher means perfection or efficiency at optimum level and learning states that growth of teacher grows with experience and they learn more and more. so they are able to perform his/her best in their profession.

Good (1959) defined effectiveness of teaching 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.”¹

In the words of UmmeKulsum, (2005), “**Teacher effectiveness includes teacher characteristics, his personality, attitudes etc., and process like teacher-pupil interaction and production variables like outcomes of teacher-learning process, namely pupil achievement**”.² Teacher effectiveness is the combination of many factors

such as intelligence, mastery over the subject matters, teaching styles and teaching experiences etc. UmmeKulsum has “**identified five areas of teacher effectiveness - preparing and plans for teaching, classroom management, knowledge of subject matter, teacher characteristics, and interpersonal**”.²

Areas of teacher effectiveness: Five areas of teacher effectiveness has identified by Umme kulsum .

- Way of Preparation and Planning for Teaching –it is related with how they plan, prepare and organize the lesson based on objectives of content. They prepare their plans before entering the classroom or sequentially prepare & present them accordingly.
- Way of Classroom Management –The teaching learning process can become more effective through discipline and healthy atmosphere, good communication, methods of motivation and democratic environment of classroom.
- Subject knowledge & method of Delivery, Presentation including Black board - to make his/her subject easy and interesting

he/she must have command over the subject. There are number of attractive methods to deliver the subject matter effectively like lecture method, laboratory work and black board work etc.

- Characteristics of Teacher - 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, seeking active participation.
- Interpersonal Relations –this area includes own relations maintained by teachers inside (deals with teaching and non teaching staff)and outside (parents and other community members) such as.

Significance of the Study

It is further remarked by the Education Commission that all the various factors that influence the quality education and which contribute towards development of national, competence and teacher characteristics are most significant. It is mandatory to secure a sufficient quantity and quality recruits in this profession, by providing them the best possible professional preparation and creating satisfactory work conditions to make them fully effective.

According to “ National Policy of Education (1986) teacher is the central place of the education. It further remarks that the teacher has direct influence in the formation of quality education as well as character of every further citizen”.⁴ To prevent the wastage and stagnation effective teaching is required only with the help of effective teaching the aims of education can be achieved. In present era parents send their adult children to the Universities to get higher education and to make their career in their suitable and eligible areas. so the researchers conducted the present study to know and compare all dimensions of teacher effectiveness in female & male Assistant professors of their own University and to get the answers of such questions : Do they are fulfilling their duties well? By using effective teaching methods? By proper preparation and plans? Can

they able to manage the class in effectively? Are they having sufficient knowledge of subject matter? What type of essential teacher characteristics and inter-personal relations they are having?

Objectives of the study:

Main Objective

1. To study and compare the teacher effectiveness of female and male Assistant professors of GLA University, Mathura.

Specific Objectives

1. To study and compare the way of preparing and plans for teaching of female & male Assistant professors of GLA university, Mathura.
2. To study and compare the way of classroom management of female & male Assistant professors of GLA university, Mathura.
3. To study and compare the subject knowledge of Female & male Assistant professors of GLA university, Mathura.
4. To study and compare the teacher characteristics of female vs male Assistant professors of GLA university, Mathura.
5. To study and compare the inter-personal relations of female & male Assistant professors of GLA university, Mathura.

HYPOTHESES FOR THE STUDY

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

1. Difference between effectiveness in teaching between female and male Assistant professors of GLA University, Mathura found insignificant.
2. No significant difference found among way of preparing and plans for teaching, way of managing their classroom, subject knowledge, characteristics of teacher and their inter-personal relations between female and male Assistant professors of GLA University, Mathura.

RESEARCH METHODOLOGY :

A survey method which is used for this study is Descriptive .

SAMPLE SIZE FOR THE STUDY :

In this study 50 female and 50 male Assistant professors were selected of GLA University from all streams through method of convenience and simple random sampling.

TOOLS OF THE STUDY

Teacher Effectiveness was assessed by the UmmeKulsum's Teacher Effectiveness Scale. Five areas of teacher effectiveness are identified by UmmeKulsum : the way of preparing and plans for teaching, way of classroom management, subject knowledge , characteristics of teacher and their interpersonal relations . It contains 60 items.

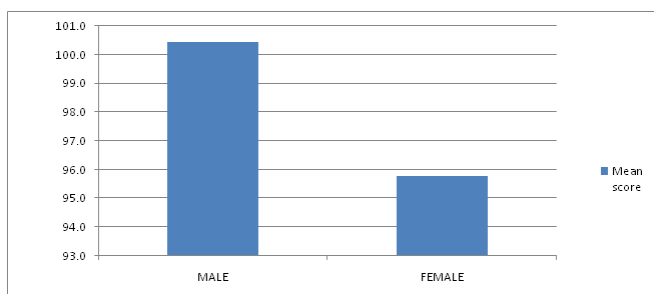
STATISTICAL TOOLS:

Mean score, Standard deviation (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 female & male assistant professors of GLA University, Mathura.



Graph 1.0 - Showing teacher effectiveness Mean scores of female and male assistant professors of the University.

| Gender | Mean score | S. D | t - value | Significance level at 0.01 |
|--------|------------|------|-----------|----------------------------|
| | | | | |

| | | | | |
|-----------------|-------|------|-------|------------------------------|
| Male teachers | 100.4 | 29.7 | 0.076 | Insignificance 0.076<0.05 |
| Female teachers | 95.8 | 28.5 | | |

Table 1.0 reveals that Mean scores of Male and female assistant professors are 100.4 and 95.8 with the respective S.D. scores 29.7 and 28.5. To compare the teacher effectiveness t - test was adopted. Here t value is 0.076 that is less in comparison of the given table value at 0.01 level of significance which shows that difference found between Male female and male assistant professors of University is insignificant, that means null hypothesis here is accepted.

A research done by **Robina Nautiyal , Vikas Gairola & Professor Usha Dhulia (2016)** titled as “A Study on Teacher Effectiveness Between Male and Female Teachers at Secondary School in Urban and Rural Areas of Uttarakhand” reveals that the difference between the effectiveness not found significant.”⁵ A research done by **Dr. Pramod Kumar Naik, Ajoy Giri (2018)** titled as “A comparative study of different dimensions of teacher's effectiveness among government and private teachers of secondary schools”. Difference in mean score and value of t test of effectiveness between Government and Private teacher in secondary schools is found insignificant.

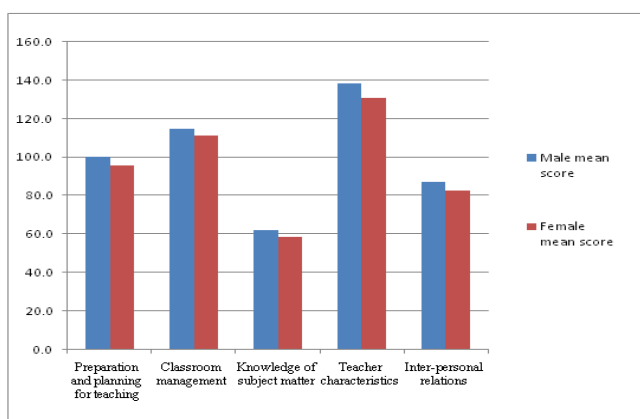
Specific objectives:

Specific objectives are based on five dimensions which have 60 statements. All the five dimensions were studied separately –

| Dimensions | Male teachers | | Female teachers | | t value | Significance level at 0.01 |
|----------------------------------|---------------|------|-----------------|-------|---------|---------------------------------------|
| | Mean | S. D | Mean | S. D | | |
| Preparing and plans for teaching | 100.3 | 15.6 | 95.8 | 9.6 | 0.087 | Insignificant (0.087 < value of 0.01) |
| Classroom management | 114.9 | 13.5 | 111.0 | 13.69 | 0.148 | Insignificant |

| | | | | | | |
|--------------------------|-------|-------|-------|-------|-------|---------------------------------------|
| | | 0 | | | | (0.148 < value of 0.01) |
| Subject Knowledge | 61.8 | 7.59 | 58.5 | 8.16 | 0.039 | Insignificant (0.039 < value of 0.01) |
| Teacher characteristics | 138.3 | 22.39 | 131.0 | 22.40 | 0.106 | Insignificant (0.106 < value of 0.01) |
| Inter-personal relations | 86.8 | 10.58 | 82.7 | 13.86 | 0.096 | Insignificant (0.096 < value of 0.01) |

Table 2.0 showing mean score, Standard Deviation, and t -value of different dimensions of teacher effectiveness of female and male assistant professors.



Graph 2.0 - Showing the mean scores of female and male assistant professors with regard to different dimensions of teacher effectiveness.

Specific Objective 1: To study and compare the way of preparing and plans for teaching of female and male assistant professors

Table 2.0 shows the calculated mean scores of the male and female assistant professors are 100.3, 95.8 respectively, which shows that university male professors are slightly better in the

preparing and plans for teaching than female assistant professors. The calculated S.D. of male teachers and female teachers are 15.65 and 9.66 respectively. But for comparison of preparing and plans for teaching t test was adopted. Here t value is 0.087 that is less than the value given in table at significance level of 0.01 therefore on the basis of above value there is no significant difference found between female and male assistant professors. So the null hypothesis 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 plans for teaching of Male and Female secondary school teachers*. A research done by **Dr. Pramod Kumar Naik, AjoyGiri (2018)** titled as "A comparative study of different dimensions of teacher's effectiveness among government and private teachers of secondary schools"⁶. There has been no significant difference noticed in mean score and value of t test of preparation and plans for teaching between Government and Private teachers of secondary school.

Objective 2: To study and compare the classroom management of female and male assistant professors of University.

Table 2.0 shows that mean scores of the male and female assistant professors are 114.9, 111.0 respectively. The S.D. score of male teachers is 13.50, female teachers is 13.69 on the dimension classroom management. To compare dimension, the class room management t test was adopted. The t value is 0.148 that is less in comparison of given table value at significance level of 0.01 that shows difference between female and male assistant professors of university in this dimension is found insignificant. So here null hypothesis is accepted. A study done by *kumari, M.(2017)* titled as "Teacher Effectiveness of Secondary School Teachers in Relation to Teaching Competency and Spiritual Intelligence" also reveals that no significant difference is noticed in classroom management of Male and Female secondary school teachers. A research done by **Dr. Pramod Kumar Naik, AjoyGiri (2018)** titled as "A comparative study of different dimensions of teacher's effectiveness among

government and private teachers of secondary schools”⁶Difference in mean scores and value of test of Classroom Management found insignificant among Government and Private teachers of secondary school.

Objective 3: To study and compare the knowledge of subject matter of female and male assistant professors of GLA University, Mathura

Table 2.0 shows the calculated mean of the Male and Female teachers are 61.8, 58.5 respectively. The calculated S.D. score of male teachers is 7.59, female teachers is 8.16 on the subject matter knowledge. To compare the knowledge of subject matter t test was adopted. The calculated t value was 0.039 that is less in comparison of given table value at significance level of 0.01 which represents difference between Male and Female assistant professors of university under this dimension found insignificant. So here null hypothesis is accepted. In the study of *NisarAbid, Tariq Hussain, Tariq Mahmood Ch., Amna Saeed and Almas Shoaib(2017) titled as “Subject Matter Knowledge Competence: An Empirical Evidence of Elementary School Teachers”* As per the value of the t test difference between female and male teachers found insignificant.

Objective 4: To study and compare the teacher characteristics of female and male assistant professors of GLA University, Mathura

Table 2.0 shows the mean score of the male and female teachers are 138.3, 131.0 respectively and the S.D. of male teachers is 22.39 female teachers is 22.40 on the teacher characteristics. To compare the teacher characteristics t test is adopted. The t value is 0.106, that is less in comparison of given table value at significance level of 0.01 which shows there is no significant difference found in female and male assistant professors of university. So null hypothesis here is accepted. In the study of *kumari, M.(2017). Teacher Effectiveness of Secondary School Teachers in Relation to Teaching Competency and Spiritual Intelligence*” also reveals that difference in teacher characteristics of female and male secondary school teachers was found insignificant. A research done by *Dr. Pramod Kumar Naik, AjoyGiri (2018) titled as “A comparative study*

*of different dimensions of teacher’s effectiveness among government and private teachers of secondary schools”*⁶It has been found that there are no significant difference between government and private teachers in different dimensions.

Objective 5: To study and compare the interpersonal relations of female and male assistant professors of GLA University, Mathura .

Table 2.0 shows Mean scores of the Male and Female teachers are 86.8, 82.7 respectively. The calculated S.D. of male teachers is 10.58, female teachers is 13.86 on inter-personal relations, dimension of teacher effectiveness. To compare inter - personal relations t test was adopted. The t value was 0.096 that is less in comparison of given table value at significance level of 0.01 that shows difference between female and male assistant professors of university in this dimension found insignificant. So the null hypothesis here is accepted. A research done by *Dr. Pramod Kumar Naik, AjoyGiri (2018) titled as “A comparative study of different dimensions of teacher’s effectiveness among government and private teachers of secondary schools”*⁶Difference between government and private teachers in different dimensions found insignificant.

CONCLUSION

This study is done to explore and compare the teacher effectiveness of female and male assistant professors of GLA University, Mathura and also to compare the different dimensions of teacher effectiveness; in the way of Preparing and plans for teaching, way of Classroom management, subject knowledge, Teacher characteristics and Inter-personal relations. Standardized tool of teacher effectiveness of UmmeKulsum was applied. The results of the study explain that difference between teacher effectiveness and dimensions of teacher effectiveness of the university female and male assistant professor found insignificant. From the above results, it can be concluded that male mean scores in five dimensions of teacher effectiveness is 29.7, which is slightly greater than mean score of female teachers that is 28.5, which shows that female assistant professors of GLA University need little more to improve in all five

dimensions of teacher effectiveness for more effective teaching and learning process in their classrooms, so that UG/PG students of the university get success in their respective courses. But on the basis of t-test difference in teacher effectiveness of female and male assistant professors of the university found insignificant. The reason may be of their overall academic qualifications, teachers' own interest, and intellectual capacities and skills.

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