

Teaching Effectiveness of Teachers with Regards to Gender

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ABSTRACT

The present study aimed to know the effectiveness among the school teachers. It also aimed to check effectiveness with reference to type of sector and gender. Teacher Effectiveness Scale (TES) prepared by Dr. Shallu Puri and Prof. S. C. Gakhar (2010) was used. The sample constituted total 120 school teachers out of which 60 were from government sector (30 male and 30 female) and 60 from private sector (30 male and 30 female). The data was collected from Ahmedabad City. The data was scored, analyzed as per the manual. 'F' test was being calculated. The result showed that (1) The private school teachers group is having more effectiveness than government school teachers group, (2) There is no significant difference in the mean score of effectiveness among the male and female school teachers and (3) There is no significant difference in the interactive effect of the mean scores of effectiveness with regards to the type of sector and gender.

Keywords: Effectiveness, government and private sector, male and female school teachers.

Teaching effectiveness is an area of research that is concerned with the attributes of teachers, classroom environment, teaching acts, and their effects on the students. One can say that teaching effectiveness is the capability of teachers to teach in such a manner that he/she gets success to bring the desired change in the students' behavior. It can be further explained as a product of teachers' dispositions which determines the quality of a teacher's performance. Teaching effectiveness may also be defined as a combination of cognitive and non-cognitive attributes such as academic qualification and distinctions, clarity of thought and expression, fluency, teaching strategy, charisma, and experience, and socio-personal interaction (Kumari and Padhi, 2014).

An effective teacher is not only someone who explores the possibilities for bringing the best out of their subjects but also holds academic orientation and achieves their classroom goals by

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emphasizing academic instructions. These teachers demonstrate their effectiveness by firstly actively involving pupils in classroom discussions by asking questions and providing feedback on student's progress. Secondly, they use a varied teaching approach to teach a variety of content so that the students stay engaged. Thirdly, an effective teacher places faith in their pupils and leads them with high expectations. Moreover, they encourage the students to work independently and fosters self-regulation. It is also noted that they are the active contributor in the education process by performing a wide range of responsibilities such as managing curriculum, maintaining relationship with parents and colleagues. Therefore, an effective teacher holds the most prominent and highest place in an education system and the effectiveness of instruction depends on the quality of dispositions he/she possess.

Assessment of Teaching Effectiveness

According to Berk (2005), various strategies are needed to measure the teaching effectiveness of teachers. Ratings from peers, supervisor, students, and self-evaluation are some strategies to measure the teaching effectiveness of a teacher. Stringer and Irwing (1998), found that the teaching effectiveness can be measured by measuring the changes in students' knowledge, level of motivation, adjustment capacity, and ability to manage stress. Periodical evaluation of teaching effectiveness is required to design the intervention programs that may help in improving the teaching effectiveness. As Pagani and Seghieri (2002) suggested that these measures are also helpful in identifying the particular strengths and behaviours upon which individual teachers can improve.

Madhu Gupta & Gunjan Verma (2021) had investigated the relationship between the dispositions of teachers, teaching acts, classroom environment, and their effect on the learning of students. They had found concluded that the teaching is a noble profession and it is a teacher's responsibility to create responsible citizens. Their roles have extended past to the transferring of skills and knowledge. In the present scenario, a teacher is expected to understand and complete the individual needs of students. This can only be done if a teacher possesses a certain set of abilities or qualities. These qualities such as warm nature, sense of humour, patience, punctuality, perfection, and mastery of subject helps a teacher to be effective in their teaching. The effective teacher takes responsibility of students and provides them opportunity to discuss and explore. An effective teacher also uses a variety of teaching techniques to match the pace of students. These are the qualities that affects and determine the teaching effectiveness of a teacher. A teacher with high teaching effectiveness certainly carries out his/her duties with high level of efficiency.

Objective

The objectives are:

1. To Study effectiveness of the government and private school teachers.

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2. To Study effectiveness with regards to male and female school teachers.
3. To study the interactive effect of effectiveness with regards to type of sector and gender.

METHODOLOGY

Hypothesis

- There will be no significant difference in the mean score of effectiveness among the government and private school teachers.
- There will be no significant difference in the mean score of effectiveness among the male and female school teachers.
- There will be no significant difference in the interactive effect of the mean scores of effectiveness with regards to the type of sector and gender.

Sample

The sample of the present study constituted total 120 school teachers out of which 60 were from government sector (30 male and 30 female) and 60 from private sector (30 male and 30 female).

Research Design

A total sample of 120 school teachers equally distributed between government and private school teachers from Ahmedabad City was selected for the research study.

Showing the table of Sample Distribution

Gender	Type of Sector		Total
	Government	Private	
Male	30	30	60
Female	30	30	60
Total	60	60	120

Variable

Independent Variable

1. **Type of Sector:** Government and Private school teachers.
2. **Gender:** Male and Female school teachers.

Dependent Variable: Effectiveness Score.

Tools

Teacher Effectiveness Scale (TES) prepared by Dr. Shallu Puri and Prof. S. C. Gakhar (2010). The test contains 77 items. The five categories of responses varied as Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree. The coefficient of correlation between two test was

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found to be 0.76. The scale was validated against the criterion of "Content Validity". The content validity is concerned with the adequacy of sampling of a specified universe of content.

Procedure

The permission was granted from various principal of schools for data collection in Ahmedabad City after the establishment of rapport, personal information and the 'Effectiveness Inventory (SCI)' was administrated the data was collected, scored as per the manual and analyzed. The statistical method 'F' test was calculated and results were interpreted.

RESULT AND DISCUSSION

Table: 1 The Table showing sum of variance mean 'F' value and level of significance of type of sector and gender.

Sum of Variance	Df	Mean	F-value	Sign. Level
SS _A	1	18725.01	4.41	0.05*
SS _B	1	2142.08	0.50	N.S.
SS _{A*B}	1	5699.41	1.34	N.S.
SS _{Error}	116	4249.33	—	—
SS _{Total}	119	519488.33	—	—

*0.05=3.92, **0.01=6.84, N.S.= Not Significant

Table: 2 The Table showing the Mean Score of effectiveness of government and private school teachers.

	A (Type of Sector)		'F' value	Sign.
	A₁ (Government)	A₂ (Private)		
M	207.18	232.17		
N	60	60	4.41	0.01

The above table no.2 shows the mean score of effectiveness among government and private school teachers. The mean score of government school teachers group is 207.18 and private school teachers group is 232.17. The 'F' value is 4.41 is significant at 0.05 level. This means that the two group interaction effect under study differ significantly in relation to effectiveness and type of sector. It should be remembered here that, according to scoring pattern, higher score indicate higher effectiveness. Thus, from the result it could be said that, the private school teachers group is having more effectiveness than government school teachers group. Therefore, the hypothesis no.2 that, "There will be no significant difference in the mean score of effectiveness among the government and private school teachers" is rejected.

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Table: 3 The Table showing the Mean Score of effectiveness of male and female school teachers.

	B (Gender)		'F' value	Sign.
	B ₁ (Male)	B ₂ (Female)		
M	223.90	215.45	0.50	N.S.
N	60	60		

The above table no.3 shows the mean score of effectiveness of male and female school teachers. The mean score of male school teachers group is 223.90 and female school teachers group is 215.45. The 'F' value is 0.50, which was found to be not-significant level at 0.05. Therefore, the hypothesis no.2 that, "There will be no significant difference in the mean score of effectiveness among the male and female school teachers" is accepted.

Table: 4 The Table showing the interactive effect of the Mean Score of effectiveness of type of sector and gender.

			A		'F' value	Sign.
			A ₁	A ₂		
M	B	B ₁	218.30	229.50	1.34	N.S.
		B ₂	196.07	234.83		
N			60	60		

The above table shows the interactive effect of the effectiveness of the type of sector and gender. The result was found to be significant from table no.4 shows that 'F' value 1.34 is significant at 0.05 level. The mean score is 218.30 for the male government school teachers, the mean score is 196.07 for the male private school teachers, the mean score is 229.50 for the female government school teachers, and the mean score is 234.83 for the female private school teachers. Therefore, the hypothesis no.3 that, "There will be no significant difference in the interactive effect of the mean scores of effectiveness with regards to the type of sector and gender" is accepted.

CONCLUSION

1. The private school teachers group is having more effectiveness than government school teachers group.
2. There is no significant difference in the mean score of effectiveness among the male and female school teachers.
3. There is no significant difference in the interactive effect of the mean scores of effectiveness with regards to the type of sector and gender.

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Conflict of Interest

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