

Effectiveness of teachers in relation to their experience and gender

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Abstract

Teacher is the key of any educational system. It is said that if you have everything good but teacher is not up to the level then the system will collapse and contrary to it if physical resources is not up to the requirement but teacher is good the system will rise because an effective teacher compensate everything but effective teaching can never be compensated by any other means, therefore teacher is the backbone of the system. The effectiveness of teaching depends on various factors like educational background, job satisfaction, salary, environment, resources, age, gender, experience, social, parental and other cooperation etc. This paper deals comprehensively with effectiveness of teachers in relation to their experiences and gender. The present study is concerned with all the post graduate teachers teaching in senior secondary schools of Delhi government. The sample of 150 teachers was taken from the 30 government senior secondary schools of Delhi. Keeping in view the objectives, the time and the resources available, the sample included 90 male, and 60 female teachers from Government and Government Aided schools of Delhi. The sample for the present study was selected through stratified random sampling technique. The schools were selected through random sampling and teachers were selected through incidental or purposive sampling.

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The new born infant is a helpless human being. He has neither friends nor enemies. He is not aware of the social customs and traditions. He is not even keen to achieve any ideal or value. But as he grows older, he is influenced by the informal and formal agencies of education. He develops his physical, mental and emotional self and social feelings. By and by, he develops sense of responsibility like his elders. He solves the problems of life successfully.

Thus, Education instills in the child a sense of maturity and responsibility. Education bestows immense benefits upon a person. A well educated person is known all over the region because he is able to meet the conflicting challenges. Education culturises the individual and helps him to fulfill his needs. Education develops the individual like a flower which distributes its fragrance all over the environment. Thus, education is a conducive process which develops child's individuality in all respects – physical, mental, emotional and social.

By education we mean the natural, harmonious and progressive development of man's innate powers by drawing out the best in

his body, mind and spirit so as to produce an individual who is culturally refined, emotionally stable, ethically sound, mentally alert, morally upright, physically strong, socially efficient, spiritually enlightened, vocationally self-sufficient and internationally liberal. This should be the end product of education. According to T. P. Nunn, *Education is complete development of the child so that he can make an original contribution to human life according to best of his capacity*. Finding truth is the ultimate aim of education, this was the opinion of Rabindranath Tagore. According to him, giving expression to truth is the pious task of education. Education is a continuous and lifelong process. It is the process of development from infancy to maturity. It includes the effect of everything, which influences human personality.

In the whole process of education, the role of a teacher is very important. It has been rightly remarked that *as is the teacher, so is the nation*. The best system of education may fail to achieve the desired ends if the teacher lacks sincerity, competence and character. Historically, teachers played a vital role in shaping the destiny of a

nation. Education Commission (1964-1966) rightly observed that *'the destiny of India is being shaped in her classrooms'*.

It is the competence and abilities of the teacher, which may guide the destiny of a nation through proper handling of the future citizens. Eggleston (1998) rightly observed that *to be a teacher is like living a life dedicated to mission impossible*.

In the field of education or in a specific teaching learning situation, teacher is the ultimate agent- who imparts knowledge, frames the time schedule, selects the reading material, and acts as the specialist teacher and reader's help to the students to overcome not only their educational problems but also personal problems. It is rightly said that at the back of every great man a good teacher is there, who kindled enthusiasm, fostered confidence and guided him to the way of progress. A conqueror of the stature of Alexander The Great said *"I owe my birth to my father but my life to my teacher."* All the committees and the commissions have emphasized the importance of the role of teacher in education. The Secondary Education Commission (1952-53) says, *"We are convinced that the most important factor in the contemplated educational reconstruction is teacher – his personal qualities, his educational qualifications, his personal training and the place he occupies in the school as well as in the community"*. It further points out, *"Every teacher and educationist by their experience knows that even the best curriculum and the most perfect syllabus remains dead unless quickened into life to learner by the right methods of teaching and right kind of teachers"*.

Highlighting the importance of teachers in the society, The National Policy on Education (1986) rightly points out *"The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers."*

Therefore, it is clear and well understood with the above discussion that the teacher is the important factor in the whole process of teaching and learning.

Effectiveness: Education is a social process by which knowledge is transmitted to coming generations through the intermediaries i.e., the teachers. It can be had from non-formal and formal system of education. All formal systems are based on the classroom teaching. According to the American Commission, *the quality of the nation depends upon the quality of its citizens. The quality of the citizen depends, not exclusively, but in critical measure upon the quality of their education. The quality of their education depends more upon the quality of their teachers*. Humayun Kabir rightly said once, *"Without good teachers even the best system is bound to fail, with good teachers, even the defects of the system can be largely overcome."*

Effectiveness means the capability of producing an effect. The word effective is sometimes used in a quantitative way, *"being very or not much effective"*. However, it does not inform on the

direction (positive or negative) and the comparison to a standard of the given effect.

It is generally agreed that the goodness of an educational programme to a large extent is dependent on the quality of teachers available to implement it. A school may have excellent material resources, equipment, building, library and other facilities along with a curriculum appropriately adopted to suit the community need, but if the teachers are misfit or indifferent to their responsibilities, the whole programme is likely to be ineffective and wasted.

The problem of identification of ineffective teachers and suggestions to make them effective is therefore of prime importance for realizing desirable educational goals. Only effective teachers can materialize policies and plans of education in the classroom at the grass root level. The effectiveness of a teacher is considered associated with his personality and mental health. In order to perform his role effectively a teacher should be intelligent in emotion and satisfied in profession, because a teacher is the hope for an individual and the nation.

An effective teacher may be understood as one who helps development of basic skills, understanding, proper work habits, desirable attitudes, value judgment and adequate personal adjustment of the students.

Experience: Experience means the time period in which a person gains knowledge or skills by doing, seeing things in a particular job. Cambridge advanced learner dictionary (2003) defines experience as, *"The process of getting knowledge or a skill which is obtained from doing, seeing or feeling things."*

Experience as a general concept comprises knowledge of, or skill in, or observation of some thing or some event gained through involvement in or exposure to that thing or event. The history of the word experience aligns it closely with the concept of experiment. The concept of experience generally refers to know-how or procedural knowledge, rather than propositional knowledge. A person with considerable experience in a certain field can gain a reputation as an expert. In the present study *"experience" is used to describe the total length or duration of a teacher remains in his job'*

Gender: Gender comprises a range of differences between men and women, extending from the biological to the social. Encyclopedia of Britannica notes that gender identity is *"an individual's self-conception as being male or female, as distinguished from actual biological sex."* Although gender is popularly used interchangeably with sex (male or female biology), or more recently with "sexual orientation" and "identity" (including GLTB), historically, within the social sciences, including political economy, it refers to specifically social differences.

It is important to understand gender as different from sexuality.

Sexuality concerns physical and biological differences that distinguish males from females. Cultures construct differences in gender. These social constructions attach themselves to behaviors, expectations, roles, representations, and sometimes to values and beliefs that are specific to either men or women. Gendered differences—those that society associates with men and women—have no necessary biological component. Instead of biology, socially agreed upon and constructed conduct, and the meanings cultures assign to that conduct, constitute the area of gendered difference.

About Effectiveness *Abrahm (1994)* investigated the nature of relationship between level of job satisfaction, teacher's effectiveness and length of service tenure among college teachers. He found that teachers who had a high and medium level of Job satisfaction were more effective teachers than those with low level of job satisfaction. (2) there was significant difference between the teachers' effectiveness scores of teachers in the three grades taken for the job satisfaction of teachers in the study. *Reddy (2001)* studied the job satisfaction and teacher effectiveness of Primary School Teachers. He found that job Satisfaction and Teacher Effectiveness have no relationship with Service Experience of teachers. *Arokiadoss(2005)* tried to study the teacher effectiveness of college teachers. The major findings were: (1) teachers with high level of teacher effectiveness were found to be 8 per cent and those with low level were 15 per cent and the rest 57 per cent were at the average or moderate level of teacher effectiveness. (2) College teachers in the age group of 30-45 were effective in their subjects. *Malik (2005)* tried to evaluate the performance of senior secondary school teachers in relation to their job satisfaction and adjustment. He found that (1) there exists no significant difference between the level of performance of Male and Female Senior Secondary School Teachers of Haryana (2) there exists significant difference between the level of performance of senior secondary school teachers of age 45 years or more with those of the age less than 45 years indicating difference in favour of younger than 45 years of age. *Jain (2007)* tried to study the teaching effectiveness of teachers and their attitudes towards teaching profession in Delhi at secondary level. The present study reveals that (1) the teaching effectiveness and attitudes of teachers towards teaching profession with respect to sex, type of school and teaching experience were found to be significant, (2) the less experienced female teacher teaching in private school exhibits better classroom teaching.

Objectives: Following were the objectives of present study:

1. To study the effectiveness of male and female teachers teaching at senior secondary school level of Delhi with respect to their experience.
2. To study the effectiveness of high and low experienced teachers teaching at senior secondary school level of Delhi.

3. To compare the effectiveness of high and low experienced male teachers teaching at senior secondary school level of Delhi.
4. To compare the effectiveness of high and low experienced female teachers teaching at senior secondary school level of Delhi.

Hypothesis: Keeping in mind the objectives given above and consequent upon the discussion regarding effectiveness of teachers, in the present study was hypothesized that.

1. There is no significant difference in the mean scores of effectiveness between male and female teachers teaching at senior secondary school level of Delhi with respect to their experience.
2. There is no significant difference in the mean scores of effectiveness between high and low experienced teachers teaching at senior secondary school level of Delhi.
3. There is no significant difference in the mean scores of effectiveness between high and low experienced male teachers teaching at senior secondary school level of Delhi.
4. There is no significant difference in the mean scores of effectiveness between high and low experienced female teachers teaching at senior secondary school level of Delhi.

Population of the study: All the post graduate teachers teaching in senior secondary schools of Delhi government is the population of the study.

Sample: The present study was conducted on a sample of 150 teachers from 30 schools. Keeping in view the objectives, the time and the resources available, the sample included 90 male, and 60 female teachers from Government and Government Aided schools of Delhi. The schools were selected through random sampling and teachers were selected through incidental or purposive sampling method.

Tools Used: To meet the aims and objectives of the present study, the researcher used Teacher Effectiveness Scale developed and standardized by Parmod Kumar and D. N. Mutha. This scale is in the form of a Likert type scale, which can be used as an individual and as a group test. The scale consists of 69 items, each with 5 alternative responses categories of a mode of high effectiveness to least effectiveness. These categories are 'strongly agree', 'agree', 'undecided', 'disagree' and 'strongly disagree'.

Scoring: Scoring was done according to the instructions given in the manual for teachers' job satisfaction questionnaire. 'Yes' response category was given 1(one) mark while 'No' response category was given 0 (zero) mark.

After completing the scoring work according to the manual of the tools, the researcher classified the sample into two groups namely

highly effective teachers and low effective teachers on the basis of average. The means and SD were calculated for finding out the significance of difference between the means of the two groups and was put to 't'-test. The 't' value was found to be significant on some dimensions while on the other it was not significant. Statistically treatment of the two groups namely high effective and low effective teachers was done to find out more precisely if the two groups differed significantly on the effectiveness when they were compared on the basis of gender and experience.

The teachers were compared on effectiveness with respect to experience and gender in the following manner -

- Comparison of effectiveness between male and female teachers was made.
- Effectiveness of high and low experienced teachers was compared.
- Comparison of effectiveness was made between high and low experienced male teachers; and
- Comparison of effectiveness was also made between high and low experienced female teachers.

Table 1: Comparison of teacher effectiveness between male and female teachers

Group compared	N	Mean	SD	SE _D	't'- value
Male	90	315.74	22.80	3.87	*5.002
Female	60	296.40	23.79		

*Significant at 0.01 level of significance.

Table 1 shows the level of effectiveness between male and female teachers of Delhi, teaching at senior secondary level. The mean score of male and female teachers were 315.74 and 296.40. The respective S.D. was 22.80 and 23.79. The 't'-value was calculated to find out the significance of difference between two groups. The 't' – value was found to be 5.002 which was significant at 0.01 level of significance.

The results thus show that the male and female teachers have differed significantly in their level of effectiveness when they were compared on the basis of job satisfaction and experience. The male teachers scored more on the rating scale of effectiveness that is why they were more effective than their counterparts i.e., female teachers. The socio-economic status of the female teachers in the society and the responsibilities they have to discharge in their families have made female teachers less effective.

Therefore, the null hypothesis that there is significant difference on the measure of effectiveness between male and female teachers teaching at senior secondary schools of Delhi was rejected at 0.01 level of significance.

Table 2: Comparison of teacher effectiveness between high and low experienced teachers

Groups Compared	N	Mean	SD	SE _D	't' – value
High experienced	46	314.30	23.88	4.76	*4.003
Low experienced	38	295.26	18.70		

*Significant at 0.01 level of significance

Table 2, shows the level of effectiveness between high and low experienced teachers of Delhi teaching at the senior secondary level. The mean score of high and low experienced teachers were 314.30 and 295.26. The respective S.D. was 23.88 and 18.70. The 't' - value was calculated to find out the significance of difference between two groups. The 't' – value was found to be 4.003 which was significant at 0.01 level of significance.

The result thus shows that the high and low experienced teachers have significant difference in their level of effectiveness when they were compared on the basis of experience. The high experienced teachers scored more on the rating scale of the effectiveness that is why they were more effective than their counterparts i.e., low experienced teachers. The reason may be that the high experienced teachers have long teaching experience in their teaching profession; therefore it seems that they are more effective than the low experienced teachers.

Therefore the null hypothesis that there is significant difference in the mean scores of high and low experienced teachers teaching at senior secondary level of Delhi was rejected at 0.01 level of significance.

Table 3: Comparison of teacher effectiveness between high and low experienced male teachers

Groups Compared	N	Mean	SD	SE _D	't' – value
High experienced	29	319.28	21.82	5.88	*2.069
Low experienced	29	307.10	22.97		

*Significant at 0.05 level of significance and not significant at 0.01 level of significance.

The table 3 shows the level of effectiveness between high and low experienced male teachers teaching at senior secondary level of Delhi. The mean scores of high and low experienced teachers were 319.28 and 307.10. The respective SD was 21.82 and 22.97. The 't' - value was calculated to find out the significance of difference between two groups. The 't' – value was found to be 2.069 which is significant at 0.05 level of significance and not significant at 0.01 level of significance.

The result thus shows that the high and low experienced male teachers teaching at senior secondary level of Delhi have significant difference in their level of effectiveness. High experienced male

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teachers scored more on the rating scale of effectiveness than their counterpart's i.e. low experienced male teachers. Therefore high experienced male teachers were more effective than the low experienced male teachers teaching at senior secondary level of Delhi. The reason may be that the low experienced male teachers may have some negative attitude towards the teaching profession and assume this profession as the last option for their livelihood. Therefore they were less effective in their teaching when they were compared than the high experienced male teachers.

The high and low experienced male teachers teaching at senior secondary level of Delhi have no significant difference in their level of effectiveness when they were compared on the basis of experience at 0.01 level of significance.

Therefore the null hypothesis that there is significant difference in the mean scores of effectiveness between high and low experienced male teachers teaching at senior secondary level of Delhi was rejected at 0.05 level of significance but null hypothesis accepted at 0.01 level of significance.

Table 4: Comparison of teacher effectiveness between high and low experienced female teachers

Groups Compared	N	Mean	SD	SE _D	't' – value
High experienced	17	305.82	25.50	7.25	*2.817
Low experienced	15	285.40	12.43		

*Significant at 0.01 level of significance.

The table 4 shows the level of effectiveness between high and low experienced female teachers teaching at senior secondary level of Delhi. The mean scores of high and low experienced teachers were 305.82 and 285.40. The respective SD was 25.50 and 12.43. The 't'-value was calculated to find out the significance of difference between two groups. The 't' – value was found to be 2.817 which is significant at 0.01 level of significance.

The result thus shows that the high and low experienced female teachers teaching at senior secondary level of Delhi have significant difference in their level of effectiveness when they were compared on the basis of experience. High experienced female teachers scored more on the rating scale of effectiveness than their counterpart's i.e. low experienced female teachers. Therefore high experienced female teachers were more effective than the low experienced female teachers teaching at senior secondary level of Delhi. The reason may be that the low experienced female teachers may have some negative attitude towards the teaching profession at the early stage of their carrier i.e., due to upbringing of their children and to shoulder the domestic responsibilities. The result of present study of comparison on effectiveness between high and low experienced male teachers support the present findings i.e. high experienced male teachers were more effective than the low experienced male

teachers. Therefore high experienced female teachers were more effective than low experienced female teachers.

Therefore the null hypothesis that there is significant difference in the mean scores of effectiveness between high and low experienced female teachers teaching at senior secondary level of Delhi was rejected at 0.01 level of significance.

Findings and their implications: The findings of the present study of effectiveness of teachers in relation to their experience and gender at senior secondary level of Delhi may be concluded as follows:

- It was hypothesized that there is no significant difference in the mean scores of effectiveness between male and female teachers teaching at senior secondary level of Delhi. The study revealed that significant difference has been found in the level of effectiveness between male and female teachers teaching at senior secondary level of Delhi. The male teachers were more effective than their counterparts' i.e. female teachers. The reasons behind the female teachers' ineffectiveness are their socio-economic status in the society and the responsibilities they have to shoulder in their families.
- It was hypothesized that there is no significant difference in the mean scores of effectiveness between high and low experienced teachers teaching at senior secondary level of Delhi. But the study revealed that significant difference has been found in the level of effectiveness between high and low experienced teachers teaching at senior secondary level of Delhi. High experienced teachers were more effective than the low experienced teachers.
- It was hypothesized that there is no significant difference in the mean scores of effectiveness between high and low experienced male teachers teaching at senior secondary level of Delhi but the study revealed that significant difference has been found in the level of effectiveness between high and low experienced male teachers teaching at senior secondary level of Delhi. High experienced male teachers were more effective than low experienced male teachers.
- It was hypothesized that there is no significant difference in the mean scores of effectiveness between high and low experienced female teachers teaching at senior secondary level of Delhi. The study revealed that significant difference has been found in the level of effectiveness between high and low experienced female teachers teaching at senior secondary level of Delhi. High experienced female teachers were more effective than low experienced female teachers

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