

# Teacher's Effectiveness of Intermediate College Teachers' in Relation to Their Gender, Religion and Teaching Experience

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## ABSTRACT

In the present scenario where ICT plays a major role in providing knowledge to students at the same time teachers also have their key role in the development of the students. In the development of the students, school and society an effective teacher plays a vital role. An effective teacher brings out all hidden potential of the students and moulds it into fruitful form. Now the role of the teacher is not only to impart the knowledge to students but also to make students able to adjust with the outer world. The sociability, enthusiasm, motivation level, leadership quality and managerial function of the effective teacher raise, encourage students' academic performance and interest in cultural and social activities. This research work is an attempt to study the teachers' effectiveness of intermediate college teachers in relation to their gender, religion and teaching experience. The sample of this study comprises 260 teachers (144 were male and 116 were female, 160 were Muslim and 100 were Non-Muslim). Researcher has used the Teacher Effectiveness Scale (1999) by Dr. Pramod Kumar and Dr. D.NMuthafor data collection. Survey method and Statistical techniques like Mean, standard deviation, t-test and ANOVA were applied by the researcher to collect and analyze the data. The present study reveals that there is no significant difference in the effectiveness of teachers on the basis of their gender but there exist a significant difference on the bases of religion and Teaching experience.

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## 1. Introduction

Quality education can be provided to the students only by the effective and competent teachers. Teacher has a key role in the education system. He worked as a friend, philosopher and guide for the students. The teacher act as an agent of transmission of knowledge, cultural heritage from one generation to another. An effective teacher moulds the behavior of students in to desired shape. An effective teacher provides the congenial environment for the optimum development of students by removing all the negative aspects from the situation. A good teacher is one who has the power to influence their students by his behavior. A good teacher work as an inspiration for their students. He possesses good leadership quality; leadership style of the teachers impacted their effectiveness (Meadows, 1997), efficient administrator and a good managerial ability. The students admire him and try to adopt and imitate him. Nowadays a teacher work is not only to impart the instructions to the students but he also inspires the students. He has to influence the life and character of his students by their own character, behavior and equip them with high moral and social values so that it results in a fruitful for self, society and ultimately for nation. Teacher's Morale and extraversion dimensions of personality affect their effectiveness (Singh & Buddhisagar, 2009). Effective teachers knows that students learn effectively if their interest, background, particular culture, and abilities are acknowledged by the teacher. They use those pedagogical practices which best serve the learning needs of the students. Effective teachers offer the opportunity to learn from sources inside or outside the school. Henry (2011) argued that the teaching experience play a vital role in their teaching effectiveness, teachers those have more experience are more effective than

those who are less experience. Effective teachers not only have the pedagogical knowledge but they also possess the deep, thorough knowledge and understanding of their subject and teaching skills (Steffens, 1990). Effective teachers are subject competent (Amardeep & Gurpeet, 2005) (Prakashan, 1986). Through this they inculcate and foster a love of learning among their students. They also understand individual differences, so they know how a student best learn concept, content and skills. Teachers with the master degree possess more effectiveness than the teachers with the bachelor degree. (Kagathala, A.B, 2002). Classroom is the place where a teacher comes in contacts of students of different socio-economic background, intelligence level and emotional intelligence. To fulfill the needs of the needs of the diverse students a teacher must possess the higher level of intelligence as well as emotional intelligence. Researches show that, the teachers who possess the high level of intelligence, Emotional intelligence are more effective than others (Sreenivasulu et al, 2012) (Khatal, 2009) (Kaur Kamalpreet, 2014) (Kauts and Saroj, 2012) (Bansibihari & Surwada, 2006) (Debendra Nath Dush, 2004). Teachers are the social engineer they are the nation builder. They shoulder the responsibility of making the nations developed and advanced. So definitely some time teachers might be under pressure and may have some kind of anxiety, khatal, (2009) & Satwinderpal (2008), argued that teacher who have neither too low nor too high anxiety, will perform his job more effectively than others. Most effective teachers were found to be higher on the three traits of temperament i.e. Ascendant, Acceptance and Tolerance than least effective teachers (Katoch, 2011) & (Maria & Ropa, 2010).

**2. Significance of the Study**

Teacher plays an important role in the educational system. They are the main pivot of education system around which all the things are moving. An effective teacher draws out the best from the children and directs them according to their need and interest. Effective teachers inspire the students by their behavior. The students try to imitate the behavior of the good teachers. An effective teacher not only has subject competency but he also effectively deals with the mental and the emotional level of the students. He can understand the feeling of the students. Effective teachers are competent and have good pedagogical knowledge. Effective teacher make a friendly rapport with student so that students can share their personal problems without any reluctance. So the present study is concerned about teacher effectiveness of Intermediate College in relation to their Gender, Religion, and Teaching Experience.

**3. Objectives of the Study**

The researcher has laid the following objectives for the present study.

1. To study teachers' effectiveness in relation to their Gender.
2. To study teachers' effectiveness in relation to their Religion.
3. To study teachers' effectiveness in relation to their Teaching Experience.

**4. Hypotheses**

1. There is no significant difference in the effectiveness of male and female teachers' on teaching at intermediate college.

2. There is no significant difference in the effectiveness of Muslim and Non-Muslim teachers' on teaching at intermediate college.
3. There is no significant difference in the effectiveness of low experience (0-10) year teachers' and medium experience (11-20) year teachers' on teaching at intermediate college.
4. There is no significant difference in the effectiveness of medium experience (11-20) year teachers' and highly experienced (21-30) year's teachers' on teaching at intermediate college.
5. There is no significant difference in the effectiveness of highly experienced (21-30) year teachers' and low experience teacher (0-10) yearteachers' on teaching at intermediate college.

**5. Research Methodology**

In order to achieve the objective of the study, survey method was under taken. Simple Random sampling technique was used by the researcher. The methodological details like sample, tool and statistical technique are given below

**Sample**

For the present study out of 75 district in Utter Pradesh, two district were selected by simple random sampling without replacement i.e. Budaun and Aligarh. The sample consisted of 260 intermediate college teachers selected from 11 intermediate college of government and private college from Kakrala (Budaun) and Aligarh district. Out of eleven, four college were government and seven were private college, three were girl's college and four were boy's college and four were under co-education.

NO OF TEACHERS	GENDER		RELIGION		TEACHING EXPERIENCE(year)		
	MALE	FEMALE	MUSLIM	NON-MUSLIM	0-10	11-20	21-30
	144	116	160	100	108	91	61

**Tools Used**

The following tool used for collection of data which is given as under;

- Teacher Effectiveness Scale by Dr. Pramod Kumar and Dr. D.NMutha(1999).
- The reliability of tool was determined through split-half method (.67), and test-retest method (.75).

**The Process of Data Collection**

Before collecting the data, the investigator approached the principals of the respective colleges and obtains the permission for the same. The investigator contacted the teachers' individually and explained the aims of the investigation and convinced them about the confidentiality of their responses. The investigator visited the various colleges of Aligarh city and Budaun city (kakrala) to administer the

teachers "Teacher Effectiveness scale" to obtain the required information.

**Statistical Techniques Used**

In order to interpret data and to draw meaningful conclusion, the data was analyzed with the help of the following basic statistical techniques:

- Mean
- Standard Deviation
- 't' Test
- ANOVA

**6. Analysis and Interpretation of Data**

The data was analyzed to see the effect of Gender, Religion and Teaching Experience on Teaching Effectiveness. For analysis and interpretation of the data the study has been analyzed in different table.

Table No. -01 (Gender)

GENDER	NO OF TEACHERS	MEAN	S.D	S.D ERROR	't' VALUE	LEVEL OF SIGNIFICANCE
MALE	144	99.5	20.06	1.67	0.58	0.5
FEMALE	116	101.01	20.75		In sig	

Table No. - 01 shows the mean difference in teaching effectiveness of male college teachers (M= 99.5, SD= 20.43) and female school teachers (M=101.01, SD= 20.82) is not significant (calculated t value < tabulated t value), indicating

that there is no significant effect of gender on teaching experience of college teachers. In others words, teaching effectiveness of school teachers is not influenced by their gender differences.

**Table No 02 (Religion)**

RELIGION	NO OF TEACHERS	MEAN	S.D	S.D ERROR	't' VALUE	LEVEL OF SIGNIFICANCE
MUSLIM	160	102.68	23.57	1.86	2.66	0.01
NON- MUSLIM	100	95.53	16.33		sig	

Table No. 02 shows that the mean difference between Muslim teachers (M= 102.68, SD= 23.57) and Non-Muslim teachers (M= 95.53, SD= 16.33) is significant(calculated t value > tabulated t value), indicating that there is a significant

effect of religion on teachers effectiveness of college teachers. Muslim teachers' are found to be more effective than the Non-Muslim teachers'.

**Table No. 03 (Teaching Experience)**

Teaching Experience	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval For Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
0-10 YEAR	108	97.5463	22.20903	2.13706	93.3098	101.7828	69.00	166.00
11-20 YEAR	91	101.6264	21.28205	2.23096	97.1942	106.0586	69.00	148.00
21-30YEAR	61	105.8525	18.76951	2.40319	101.0454	110.6596	76.00	135.00
Total	260	100.9231	21.29372	1.32058	98.3226	103.5235	69.00	166.00

**Table No. 04 (Anova Table)**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2758.724	2	1379.362	3.091	.047
Within Groups	114677.737	257	446.217		
Total	117436.462	259			

It is clear from the table NO. 4 that the value of 'p' is .047 which is very near to .05 so the researcher transform the data by applying the Box-Cox transformation( $\lambda = -1.13$ , transformation parameter). Analysis of the transformed data shows that the mean difference between less experienced teachers (0-10) year (M= 97.54, SD= 22.20) and highly experienced teachers (21-30) years (M= 105.82, SD=18.76) is significant (z=0.5, p<0.05, p=.015), indicating that there is a significant effect of high teaching experience on teachers effectiveness of college teachers.

**7. Major Findings**

- It is found that there is no significant difference in the teachers' effectiveness of college teachers on the basis of gender.
- It is found that there exists a significant difference in the teachers' effectiveness of college teachers on the basis of religion. Muslim teachers are found to be more effective than Non-Muslim teachers.
- It is found that there is no significant difference in teachers' effectiveness of college teachers on the basis of low experienced (0-10 years) teachers and medium experienced (11-20 years) teachers.
- It is found that there is no significant difference in teachers' effectiveness of college teachers on the basis of medium experienced (11-20 years) teachers and high experienced (11-20 years) teachers.

- It is found that there exist a significant difference in teachers' effectiveness of college teachers on the basis of low experienced (0-10 years) teachers and high experienced (21-30 years) teachers. Highly experienced teachers are found to be more effective than the less experienced teachers.

**8. Educational Implication**

Any research work cannot be proved fruitful unless the amount of knowledge generated through it can be applied to improve the existing situation of the education system. The findings of the present study will prove as the asset to help college teachers because the good functioning of any school or college totally depends on its teacher's effectiveness.

**9. Conclusion**

Considering the findings of this study it can be concluded that there is no difference of teacher's effectiveness of college teachers on the basis of their gender. Both male and female teachers teach well in the classroom. Gender has no influence on their teaching. Further it is also derived from the analysis of data that religion plays a significant role on teachers' effectiveness of college teacher. Muslim teachers teach well than Non-Muslim teachers. Finally study reveals that the teaching experience at intermediate college's level plays a significant role. Teacher who possess high experience (21-30 years) are more effective than the teachers who have low experience of (0-10 years). On the other hand teachers have a

(11-20 years) or (21-30 years) of experience has no significant difference in the effectiveness of teaching of intermediate

colleges.

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