

Teacher Effectiveness among Aided and Non Aided College Teachers in Relation to Locality & Gender

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INTRODUCTION

Teaching is most Honorable and Highly Ranked profession and is always a dynamic Activity. Teachers are one of the key elements in any college and effective teaching is one of the key propellers for college improvement. A teacher that can get student at a young age to realize the value in learning and a solid education is doing a great service not only to that child, but also a society in general. The more those kinds want to learn and the smarter that they are the better a society will develop.

"A Teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp. Unless it continuous to burn its own flame. (Dr. Rabindra Nath Tagore)

Education is unquestionably one of the most important factors that makes a huge impact on the growth and development of a country as well as the future course of the country's people as a whole. Education leads to efficient usage of nation's resources which is very crucial to nation building because without efficient usage of a nation's resources, the progress of nation will not be successful. This is quite evident when we see the pattern of growth in the developed nations. To continue to build their nations, those countries have educated their citizens because it is a proven fact that education shapes the attitudes, behaviors and values of citizens. The quality of human resources of a nation is easily judged by the number of literate population living in it. This goes without saying that education is must if a nation aspires to achieve and sustain sublime growth and development.

Education has a immense impact on the human society. One can safely assume that a person is not in proper sense till he becomes educated. It trains the human mind to think and take the right decision. In other words, man becomes a rational being when he is educated. It is through education that knowledge and information is received and spread throughout the world. An uneducated person cannot read the write and hence is alien to all the knowledge and wisdom he can gain through books and other mediums. In other words, he is way off from the outside world. In contract, an educated man lives in a room with all its windows open towards outside world. It would not be an exaggeration to say that existence of human beings is fruitless without education. Education makes us (human beings) capable of interpreting rightly the things perceived. Education is no about lessons and poems in textbooks. It is about the lessons of life. It wipes out all the wrong beliefs in our mind. It helps us to create a clear picture of everything around us and we no longer remain in confusion about the things we ought to learn.

An effective teacher succeeds in producing desired changes among the students through his/her teaching. He/She satisfied with teaching as profession and able to accomplish the prefixed goal of teaching effectively.

Teacher effectiveness is influenced by a number of factors like job satisfaction, personality, abilities, attitudes, teaching skills, work-life balance. A teacher must be constructive in his approach and it is possible only if one is leading a happy and stress-free life.

Teacher Effectiveness

Teacher effectiveness means the perfection or the optimum level of efficiency and productivity on the part of the teacher. It refers to the Heights of maturity during the life span of teachers. Effective teacher are not thinking about what to do. They are responding in a predictable manner to the student behaviour. In establishing a productive learning environment effective teachers are recapturing instructional time that is often lost in Administrative Activities, discipline and transitions.

One of the most difficult problems in educational research is that of recognizing effective teachers and discriminating between the mediocre or less effective teachers. The impact of any educational programme or innovation in the pupil operates through the teachers. It is, therefore, quite accurate to say that effectiveness of a school or college depends directly on the effectiveness of its teachers. So the major goal of education is to maximize teacher effectiveness.

Education is an interactive process which primarily involves the teacher and the taught. The teacher is the kingpin of the majestic process. Various Indian Commissions from time to time have emphasized on the need of bringing qualitative improvement in teacher education.

The effectiveness of teacher is the essence of a successful education system. Effective teacher can make a difference in student learning outcomes. Effective teacher develop productive relationships with their students.

- They get to know them and take a particular interest in their overall development and progress. They treat their students with respect and expect the same in return. Effective teacher is a key tone of the arch of national education.
- A good teaching is the main criterion of an effective teacher. Teaching effectively is considered as the process factor. The effective teacher is an innovator, who changes strategies, techniques, texts and materials when better ones are found and/or when existing ones no longer provide a substantive learning experience for her students. This teacher also employs a combination of lecture - discussion, simulation, service learning, cooperative learning, visual media, role-playing, guest speakers and debates, and whatever is age and grade appropriate in order to accommodate diverse learning styles and to present the subject from different angles to angles to facilitate insights and connections. This teacher values and uses student's ideas about how to enhance their own learning.
- An effective teacher believes that they can make a difference in student learning outcomes and they teach in a way that demonstrates that belief. Teacher effectiveness is governed by levels of self efficiency that is the belief teachers have about their teaching capabilities.

Passi & Lalia (1994) suggested the following to teacher competency which leads to teacher effectiveness. Teacher competency - commitment, Employee motivation - Job involvement, Coping strategies - stress, Status of Teacher - Role of Administration, Teaching skills - Performance, Master of the subject matter - Enthusiasm.

According to Chakarbarti (1998) Teacher effectiveness presupposes teacher behaviour with special reference to teacher characteristics and development environments needs for teacher effectiveness.

According to Dictionary of Education (2002) Teacher effectiveness is the ability of a teacher to create a meeting and interaction between the physical, intellectual, psychological and sociological interests of the students.

Aided College And Non-Aided Colleges

The education sector has changed a lot and as such numerous educational colleges have come up in the recent times, in respect of colleges, one can come across various kinds like government, self-financing, aided and unaided colleges. It is with the advent of globalization that aided and un-aided college have not dominated the education sector. When talking of aided and un-aided college, there are many differences between them.

An aided college also known as a government college in some countries is an educational institution, which is fully or partially funded by the government in return for the funds. The college will come under the authority of the government. Since the fees in these institutes are fairly low, these colleges to be popular and attended by a large amount of students.

Non aided college also known as a private college in some countries, is an institute which does not received any financial aid or support from the government. It is fully self-funded, and takes care of every expense on its own. Free to come up with their own rules and regulations, unaided college charge fees that tend to be on the high side and are considered exclusive institutes.

One of the main differences between aided and unaided college is with regard to funds. A college that gets aid from the government is termed as aided college whereas a college that does not get any funds or aid from the government is called as unaided college. While aided college get support from the government, unaided colleges do not get any support from the government side.

The aided colleges get grants from the government for various purpose like infrastructure development academic activities.

Another major differences that can be seen between aided and unaided college is in the fee structure. The unaided colleges take heavy fees from the students whereas the aided colleges only take the fees stipulated by the government. While the government pays the teachers of the aided colleges, it is the management that pays the salary of the unaided college teachers. The teachers is aided colleges are protected whereas the teacher have no protection in unaided colleges.

In terms of autonomy, the unaided colleges have great autonomy when compared to aided college. This is because the unaided colleges, unlike the aided ones, do not have any liability. Though private managements run these two sects of colleges, the unaided college have more freedom and liberty than the aided colleges.

Justification of the Study

The effectiveness of a teacher plays a predominantly important role in shaping of the learning outcome of children. Teacher effectiveness means how a teacher influences the overall structure of education and the personality of the learner. In the teaching learning process, it is assumed that if a teacher is not effective, he would not be able to fulfill various obligations and supposed to accomplish. Teacher effectiveness means how efficiently a teacher is able to achieve the objectives of education by way of moulding his pupils as according to his ideals. The competence of a teacher is the true reflection of the expected outcome of learning environment. It is generally assumed that the more a teacher is competent, the more are the chances of getting the success in his life. In the present day context, the role and functions of a teacher has changed dramatically. The thrust is now on increasing teacher effectiveness by way of training and skill development programme so that the teacher could infuse the spirit of inquiry and insight among his learners. In the present day research based environment, the enhancement of teacher effectiveness can greatly increase the probability of increasing the quality of learning environment. So teacher effectiveness simply mean how effective a teacher is in delivering what is expected of him or her. The focus of present day education should squarely o enhancing the teacher effectiveness so that satisfactory and vibrant accomplishment could be achieved. Thus present study attempts to access the teacher effectiveness of aided and non-aided college teachers.

Statement of the Problem

Teacher Effectiveness among Aided and Non Aided College Teachers in relation to locality & Gender

Objectives of the Study

- To study the teacher effectiveness of aided and non-aided college teachers in relation to their gender.
- To study the teacher effectiveness of aided and non-aided college teachers in relation to their locale.

Hypotheses of the Study

- There exists no significant difference between teacher effectiveness of male teachers of aided and non-aided colleges.
- There exists no significant difference between teacher effectiveness of female teachers of aided and non-aided colleges.
- There exists no significant difference between teacher effectiveness of rural teachers of aided and non-aided colleges.
- There exists no significant difference between teacher effectiveness of urban teachers of aided and non-aided colleges.

Tools Used

Teacher Effectiveness Scale by Dr. Shallu Puri and Prof. S.C. Gakhar (2011) was used.

Delimitation of the Study

The study was confined to 100 teachers from different colleges of Fazilka Distt.

Statistical Techniques

Appropriate Statistical techniques was used.

Comparison of Teacher Effectiveness of Male Teachers of Aided And Non-Aided Colleges

Table 1 given below provide the summary of statistical calculation for obtaining t-ratio with regard to comparison of teacher effectiveness of male teachers in aided and non-aided colleges.

Table .1: Comparison of Teacher Effectiveness of Male Teachers of Aided And Non-Aided Colleges

Sr. No.	Group	N	M	SD	SE _D	t-ratio	Level of significance
1	Male (Non-aided colleges)	25	248.56	31.66	7.26	1.91	Non Significant
2	Male (Aided colleges)	25	242.40	17.74			

Table 1 indicates that t-ratio (1.91) is not significant at 0.01 and 0.05 level of significance. Therefore, from the table it may be concluded that there is no significant difference between teacher effectiveness of male teachers of aided and non-aided colleges. Hence, null hypothesis that there exists no significant difference between teacher effectiveness of male teachers of aided and non-aided colleges is accepted.

Comparison of Teacher Effectiveness of Female Teacher of Aided And Non-Aided Colleges

Table 2 given below provide the summary of statistical calculation for obtaining t-ratio with regard to comparison of teacher effectiveness of female teachers in aided and non-aided colleges.

Table 2: Comparison of Teacher Effectiveness of Female Teachers of Aided And Non-Aided Colleges

Sr. No.	Group	N	M	SD	SE _D	t-ratio	Level of significance
1	Female (Non-aided colleges)	25	244.76	33.15	8.11	0.404	Non Significant
2	Female (Aided colleges)	25	241.78	23.34			

Table 2 indicates that t-ratio (0.404) is not significant at 0.01 and 0.05 level of significance. Therefore, the table it may be concluded that there is no significant difference between teacher effectiveness of female teachers of aided and non-aided colleges. Hence, null hypotheses that there exists no significance difference between teacher effectiveness of female teachers of aided and non-aided colleges is accepted.

3 Comparison of Teacher Effectiveness of Rural Teachers of Aided And Non-Aided Colleges

Table 3 given below provide the summary of statistical calculation for obtaining t-ratio with regard to comparison of teacher effectiveness of rural teachers in aided and non-aided colleges.

Table 3: Comparison of Teacher Effectiveness of Rural Teachers of Aided And Non-Aided Colleges

Sr. No.	Group	N	M	SD	SE _D	t-ratio	Level of significance
1	Rural (Non-aided colleges)	25	230.42	20.11	7.32	3.33	Significant
2	Rural (Aided Colleges)	25	255.32	30.58			

Table 3 indicates that t-ratio (3.33) is significant at 0.01 and 0.05 level of significance. Therefore, from the table it may be concluded that there is significant difference between teacher effectiveness of rural teachers of aided and non-aided colleges. Hence, null hypothesis that there exists no significant difference between teacher effectiveness of rural teachers of aided and non-aided colleges is rejected.

4 Comparison Of Teacher Effectiveness of Urban Teacher of Aided And Non-Aided Colleges

Table 4 given below provide the summary of statistical calculation for obtaining t-ratio with regard to comparison of teacher effectiveness of urban teachers in aided and non-aided colleges.

Table 4: Comparison of Teacher Effectiveness of Urban Teachers of Aided And Non-Aided Colleges

Sr. No.	Group	N	M	SD	SE _D	t-ratio	Level of significance
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1	Urban (Non-aided colleges)	25	226.44	25.42	7.06	2.56	Non Significant
2	Urban (Aided Colleges)	25	244.52	24.50			

Table 4 indicates that t-ratio (0.404) is not significant at 0.01 and 0.05 level of significance. Therefore, from the table it may be concluded that there is no significant difference between teacher effectiveness of urban teachers of aided and non-aided colleges. Hence, null hypothesis that there exists no significant difference between teacher effectiveness of urban teachers of aided and non-aided colleges is accepted.

Major Findings

Finding of an investigation are the most essential and vital aspect of entire investigation process. The investigator has found some major findings which are given below:

1. Insignificant difference was found between teacher effectiveness of male teachers of aided and non-aided colleges.
2. Insignificant difference was found between teacher effectiveness of female teachers of aided and non-aided colleges.
3. Significant difference was found between teacher effectiveness of rural teachers of aided and non-aided colleges.
4. Significant difference was found between teacher effectiveness of urban teachers of aided and non-aided colleges.

CONCLUSION

It can be concluded from the present study that there exists no significant difference between the teacher effectiveness of male, female and urban teachers of aided and non-aided colleges. But significant difference was found between the teachers effectiveness of rural teachers of aided and non-aided colleges.

Conclusions Related To Each Hypotheses

Hypothesis No. 1 There exists no significant difference between teacher effectiveness of male teachers of aided and non-aided colleges.

Analysis and interpretation of data revealed that no significant difference was found in teacher effectiveness of male teachers of aided and non-aided colleges. So, this hypothesis was accepted.

Hypothesis No. 2 There exists no significant difference between teacher effectiveness of female teachers of aided and non-aided colleges.

Analysis and interpretation of data revealed that no significant difference was found in teacher effectiveness of female teachers of aided and non-aided colleges. So, this hypothesis was accepted.

Hypothesis No. 3 There exists no significant difference between teacher effectiveness of rural teachers of aided and non-aided colleges.

Analysis and interpretation of data revealed that significant difference was found in teacher effectiveness of rural teachers of aided and non-aided colleges. So, this hypothesis was rejected.

Hypothesis No. 4 There exists no significant difference between teacher effectiveness of urban teachers of aided and non-aided colleges.

Analysis and interpretation of data revealed that no significant difference was found in teacher effectiveness of urban teachers of aided and non-aided colleges. So, this hypothesis was accepted.

Educational Implications

We often observe in everyday life that teachers are finding it very difficulties to handle classrooms because of trying circumstances. They get irritate at slightest provocation and become vulnerable. The stress filled environment of the institute, ever growing load of expectations, personal responsibilities really create some sort of pessimism in the mind

of a teacher. These things adversely affect the moral of the teacher who becomes a victim of these strained circumstances. We can say that in this time of circumstances, it becomes imperative for apex agencies, high authorities and policy makers to do something substantial to check this erosion in level of adjustment among teachers.

Suggestions For Further Study

1. A similar study related to this topic may be conducted among the teacher educators of educational institutions of different states.
2. A study may be conducted between the Government school teachers and the private school teachers.
3. The present study was confined to college teachers. A similar study can also be undertaken on the university teachers.

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