

A STUDY OF EFFECTIVENESS OF THE COLLEGE TEACHER IN RELATION TO CERTAIN VARIABLES

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ABSTRACT

In the present time, teacher is no longer viewed as the transmitter of knowledge or dispenser of wisdom but as a diagnostician, guide, assistant whenever appropriate encourage stimulator, pronged and an interactive participant in the education process. Teaching is not an ordinary profession. In this study a researcher has used Ahmedabad district as the area of research. And try to come out with reliable result of the effectiveness of college teachers and the methodology as well as which way their maintaining their classroom interaction with students and also it gives ideas about the more effective parts and methods by which we can make our higher educational system more effective and smooth for teachers as well as for students. In the present study it deals with the process of teaching – learning in the classroom and in the student's life, and tries to get effectiveness of this process. For this, the researcher had firstly formulated objectives and hypothesis. The investigator has used survey method for the data collection and analysis. And lastly the analysis of the data has been analyzed by statistical methods. After findings have been presented as a result from analysis and interpretation of data, then on the basis of findings, Educational implementations have been done.

Key Words: Effectiveness, College Teacher, Teaching methodology and Types of Colleges.

INTRODUCTION:

From the ancient times teaching was considered as the most noble and prestigious profession. Teaching is acquired the status of a profession like that of a doctor and lawyer, if social service is taken as an important characteristics of a profession, teaching can be rated at a higher position than many of the present day professions.

It is the teacher who directs and important the whole programme of education which ultimately affects immensely all-sound progress of the nation. In the past, the teacher was a religious preacher, sympathetic to his Disciples and never desired material gains. The teacher was called

‘Guru’ and his disciple called a ‘Shishya’ – a learner one who used to acquire knowledge under the guidance of the Guru.

The teacher is considered to be the custodian and architect of pupils future and is known as the builder of the nation. The parents, society and the Government handover many of their responsibilities in the teacher and pin their faith that the teacher would carry on these responsibilities in a dignified and refined way. The system of education depends upon the quality, the competence, the devotion and the character of teacher.

Now, the social scenario of the world gets changed because of scientific revolution, urbanization, modernization and materialism, everybody has right to education. So number of college enormously increased. This required large numbers of teachers, so the scope of teaching profession also enormously increased. When there is an expansion in any sphere entails a flux in the working standards. It was found out that most of the teachers were not of the teachers knowledge acquisition and application of innovatory techniques and methodology in effective teaching. The teachers were not serious about the evaluation of their students, because of moral of teachers started tuitions, moreover agitation, mass classroom learning etc. decreases the social – educational prestige of the teachers. Unfortunately most of the teachers in India were not joining this profession as their choice but as the last alternative for their existence. It was very sad that the teachers did not attach adequate importance to the effectiveness in the teaching style, Skills, Moralities conduct on their past.

The fall in the effect of teaching standard of teaching profession can not be ruled out. So for the batter status and prestige of the teachers, the government started thinking seriously in this way. Finally, the Government of Gujarat Development a code of professional teacher for the particular subject of teacher discipline behaviour and service which increase their loyalty honesty, sociality and morality.

When the government concerned about the consistency of the teachers, it was quite natural to know the opinions of the teachers towards professional teaching to subject teachers, keeping this thought in view, the investigator selected this subject for the study. Nevertheless, it is traditionally acknowledged by the parents and the teachers that the term effective teaching is the most important and a variable which affects success in college and in life. In general terms,

effectiveness means the teaching behaviour , teacher's quality, Understanding to students with which individual deals with facts and situation. For most Secondary stage of education coincides with adolescence period. It is the moral social period which requires almost care of the healthy development of a child. For that teacher plays a responsible role in the development of a well balanced personality.

So, over all as we know that 21st century is known as the century of acquiring knowledge. It is through education we can increase knowledge, skills and make teaching profession more effective to provide a quality of college education, teachers education is very important . The role of teacher in any student's life is important and the most powerful in our Indian educational system. It is the teacher who teaches to the students that how to express, to learn , to know , to behave , etc. A teacher should also have the deep knowledge for their subject , and also it makes lots of impact that who is teaching and whose teaching is more effective a male teacher or a female teacher. And as a teacher how to behave and create a skills in society and in life also. The success depends on teachers' personality, also gives effectiveness in other many factor of college activities. And for teaching including teaching style, teaching method , language instruction and also effect by their sex like whether the teaching for a male teacher is good or female teacher.

OBJECTIVES:

The objectives of this study are as follows:

- 1) To study the effectiveness of English medium college Teachers in College.
- 2) To study the effectiveness of teaching methodology of College teachers.
- 3) To study the effectiveness of teaching by methods of subjects of College.
- 4) To study the effectiveness of a male teacher of College.
- 5) To study the effectiveness of a female teacher of College.
- 6) To study the effectiveness of a granted college teachers of College.
- 7) To study the effectiveness of a non-granted college teachers of College.

HYPOTHESIS OF THE STUDY

The hypothesis of this study is as follows:

- 1) There will be no significant difference between effectiveness teaching of English medium College teachers.
- 2) There will be no significant difference between effectiveness of teaching by a male teacher and a female teacher of College.
- 3) There will be no significance difference between effectiveness teaching between subject male teacher and female teacher of College teachers.
- 4) There will be ho significant difference between effectiveness of teaching methodology of teachers.
- 5) There will be no significant difference between effectiveness of type of College.
- 6) There will be no significant difference between effectiveness of teaching in granted Colleges.
- 7) There will be no significant difference between effectiveness of teaching in non-granted College.

LIMITATIONS OF THE STUDY:

Following are the limitations of the study:

- 1) It is limited to Arts College teachers only.
- 2) It is limited to Ahmedabad district only.
- 3) It is limited to english medium college only.
- 4) It is limited to the teachers of granted and non granted Colleges.

RESEARCH METHODOLOGY:

In the present study, the survey method was used for the purpose of colleges to assess their processional effectiveness in subject teaching , and as per the gender as well as by type of college.

POPULATION:

A researcher is going to select 5 granted and 5 non granted English medium college of Ahmadabad district were constituted as the population.

SAMPLE:

5 granted and 5 non granted English medium colleges were selected using random sampling method. The teachers of selected college were classified in gender, educational experience, educational qualification and type of colleges.

The investigator adopted sampling technique to select college for sample. The investigator selected 25% male teachers of granted English medium college, and 25% female teachers and 25% male teachers of non - granted college and by the respective teachers as sample . so in total, 100 teachers would be observed for the sample.

Table 1
Selected sample

Granted college 5		Non granted college 5		Total 10
Male Teacher 25	Female Teacher 25	Male Teacher 25	Female Teacher 25	Total 100

TOOLS:

The investigator will take self constructed teaching effectiveness of scale to study the effectiveness of teaching in teachers by observing the classroom interaction in which name of the type of college subject, gender, age, experience, qualification and status of teacher are written.

Table 2

Indicators of statement

Sr. No	Indicators	No. of statements
1	Teaching Methodology	10
2	Subject	09
3	Type of college	10
4	Gender	08
5	Educational qualification	03
	Total	40

Above table shows the five indicators to measure the effectiveness of teaching. According to the indicators, the investigator constructs some statements. All statements are positive. These statements were examined by the experts. And then some statements were rejected and some were done. The pre-testing of the statements may be done by the experts.

These statements covers, content mastery, objectives of teaching , classroom environment, behaviour of teaching methodology , gender wise teaching nature of type of college etc. total 40 statements were be in the tool all columns are posture and each make right mark on the selected scale. It is five point rating scale like.

Strongly agree	Agree	Not sure	Strongly disagree	Disagree
1	2	3	4	5

ANALYSIS AND INTERPRETATION OF THE DATA:

The data after collection has to be analyzed in accordance with the outline laid down for the purpose at time of developing the research plan. The term analysis refers to the computation of certain measures like Mean, S.D., along with searching for patterns of relationships or

differences supporting or conflicting with hypothesis should be subjected to statistical test of significance to determine with what validity data can be said to indicate some conclusions.

So in this way a researcher will do analysis of data with use of May statistical sources which we can take as an analysis for the data so in this way the analysis of data collection will complete. And then the interpretation of data will be possible.

Interpretation of the data refers to the task of present study which drawing inferences from the collection of data, the facts after an analytical study. It is a search for broader meaning of research and their findings. Through it researcher can link up his findings with those of other studies. This has to do carefully, otherwise misleading conclusions may be drawn and the whole purpose of doing research may not be fulfilled and will not get the results according to our aspects of statistical methods.

H₀₁ There will be no significant difference between effectiveness of teaching in granted & non Granted of college teachers of Ahmedabad District

Table 4
Effectiveness of Granted and Non Granted colleges

Variables	No	Mean	S.D.	t-test	Remarks
Granted colleges	50	165.92	24.846	5.78	Significant
Non Granted colleges	50	171.7	26.476		

$$t_{cal} = 5.78 > t_{0.05} = 1.96$$

From table 4 it is evident that the $t_{cal}=5.78$ which is more than $0.05=1.96$ which indicates that the difference is significant at 0.05 level. Thus, the hypothesis that there will be significant difference between the mean scores of effectiveness of granted and non granted colleges of Ahmedabad District will be accepted at 0.05 level, it means that there is significant difference in the effectiveness between the granted and non granted college of Ahmedabad District.

H₀₂ There will be no significant difference between the mean scores of effectiveness of male and female college teachers of granted colleges of Ahmedabad District.

Table 5

Effectiveness of Male teachers and Female teachers of Granted colleges

Variables	No	Mean	S.D.	t-test	Remarks
Male Teachers	25	162.2	25.131	7.44	Significant
Female Teachers	25	169.64	24.494		

$$t_{cal} = 7.44 > t_{0.05} = 1.96$$

From table 5 it is evident that the $t_{cal} = 7.44$ which is more than $0.05 = 1.96$ which indicates that the difference is significant at 0.05 level. Thus, the hypothesis that there will be significant difference between the mean scores of effectiveness of male and female college teachers of granted colleges of Ahmedabad District will be accepted at 0.05 level, it means that there is significant difference in the effectiveness between the male and female college teachers which teaching in granted colleges.

H_{03} There will be no significant difference between the mean scores of effectiveness of male and female college teachers of non – granted colleges.

Table 6

Effectiveness of Male teachers and Female teachers of Non – Granted colleges

Variables	No	Mean	S.D.	t-test	Remarks
Male Teachers	25	166.48	29.256	10.44	Significant
Female Teachers	25	176.92	22.770		

$$t_{cal} = 10.44 > t_{0.05} = 1.96$$

From the table 6 it is evident that the $t_{cal} = 10.44$ which is more than $0.05 = 1.96$ which indicates that the difference is significant at 0.05 level. Thus, the hypothesis that there will be significant difference between the mean scores of effectiveness in the male and female college teachers of Non – granted colleges of Ahmedabad district will be accepted at 0.05 level, it

means that there is significant difference in the effectiveness the male and female college teachers of Ahmedabad district.

H₀₄ There will be no significant difference between the mean scores of effectiveness of the male teachers of granted and non granted colleges of Ahmedabad District.

Table 7
Effectiveness of Male teachers of Granted and Non – Granted colleges

Variables	No	Mean	S.D.	t-test	Remarks
Males Teachers (Granted colleges)	25	162.2	25.131	4.28	Significant
Male Teachers (Non–Granted colleges)	25	166.48	29.256		

$$t_{cal} = 4.28 > t_{0.05} = 1.96$$

From the table 7 it is evident that the $t_{cal} = 4.28$ which is more than $0.05 = 1.96$ which indicates that the difference is significant at 0.05 level. Thus, the hypothesis that there will be significant difference between the mean scores of effectiveness of male teachers of granted and non granted college teachers of Ahmedabad District will be accepted at 0.05 level, it means that there is significant difference in the effectiveness of granted and non – granted colleges of Ahmedabad District

H₀₅ There will be no significant difference between the mean scores of effectiveness of female teachers of granted and non granted colleges of Ahmedabad Districts.

Table 8
Effectiveness of Female teachers of Granted and Non – Granted colleges

Variables	No	Mean	S.D.	t-test	Remarks
Female teachers (Granted colleges)	25	169.64	24.494	7.28	Significant
Female Teachers (Non–Granted colleges)	25	176.92	22.770		

$$t_{cal} = 7.28 > t_{0.05} = 1.96$$

From the table 8 it is evident that the $t_{cal} = 7.28$ is more than $0.05 = 1.96$ which indicates that the difference is significant at 0.05 level. Thus, the hypothesis that there will be significant difference between the mean scores of effectiveness of female college teachers of granted and non – granted colleges of Ahmedabad District, will be accepted at 0.05 level, it means that there is significant difference in the effectiveness between the female college teachers of granted and non – granted colleges of Ahmedabad District.

FINDINGS OF THE STUDY:

After the Analysis of the data we should have to sum up with the appropriate findings

1. Out of 100 cases 95 cases there exists significant difference between effectiveness of granted and non – granted college teachers towards their teaching process. Moreover the mean scores of non – granted college teachers have higher than the granted college teachers. Thus, it is clear that in 95% cases non – granted college teachers have more effectiveness than the granted college teachers towards their teaching process.
2. Out of 100 cases in 95 cases there exists significant difference between effectiveness of male and female college teachers of granted colleges towards their teaching process. Moreover the mean score of female teachers have higher values than the male college teachers of granted colleges. Thus, it is clear that in 95% cases female college teachers have more effectiveness than the male college teachers of granted colleges towards their teaching process.
3. Out of 100 cases in 95% cases there exists significant difference between effectiveness of male and female college teachers of non – granted colleges towards their teaching process. Moreover the mean score of female college teachers have higher values than the male college teachers of non – granted colleges. Thus it is clear that in 95% cases female college teachers have more effectiveness than the male college teachers of non – granted colleges towards their teaching process.
4. Out of 100 cases 95% cases there exists significant difference between effectiveness of male college teachers of granted and non granted colleges towards their teaching process. Moreover the mean score of male college teachers of non – granted college have higher

values than the male college teachers of granted college. Thus, it is clear that in 95% cases non - granted college's male teachers have more effectiveness than the male teachers of granted colleges.

5. Out of 100 cases 95% cases their exists significant difference between effectiveness of female college teachers of granted and non – granted colleges towards their teaching process. Moreover the mean scores of female college teachers of non – granted college have higher than the female college teachers of non – granted college. Thus, it is clear that in 95% cases of non – granted college's female teachers have more effectiveness than the female teachers of granted colleges.

EDUCATIONAL IMPLEMENTATION:

A keen Study of the findings make researcher to give some helpful suggestions in the area of the problem which is to be improved and modified accordingly. Below are some of the suggestions which is very critically pondered over and then only brought forward by the researcher.

1. Most of people think that the training for college teachers is necessary. Some of the teachers have in born qualities to take care of college students and their understanding of ideas as well as a teacher should teach appropriate manners than the trained teachers. These sorts of qualities can be identified through some test at the time of interview or it can be projected to orientation workshops throughout the year on the methods of effectiveness of college teachers.
2. A teacher is at the care of educational field and it is taken for granted that he/she must be most knowledgeable person. Now, it is a normal human tendency that if a work is not enforced it is not done by one's own will. An education forum can be organized wherein a teacher have to presented the life sketch and contribution of any philosopher or educationist through audio-video presentation and such a collections of CD's can be maintained in the colleges own library for the effective teaching purpose
3. A teacher must know all information regarding the things for which he/she is maintain a report of it in her own personal folder in computer, that to inculcate particular activities college students, particular activities or things has been used, how much it is effective,

negative, and positive aspect of that activity or things, why it will be used and up to what extent and how it can be modified more. Such reports will be helpful to other new teachers also.

4. Growth according to quality of teaching should be a bit touchy aspects. Many feels that growth and development according to inner quality means complete freedom and no restriction. It really does not mean that but then, again all of us feel the important of discipline and good aspects.
5. As well as a teachers must have the proper knowledge of the system of college's administration so that student get right information about the schedule of the college time table and other activities of the colleges. And also they can give right idea about the exam point of view, and students can get right mind set for their study.
6. A teacher should be such by which the students get quality type of learning. And also bring a good classroom interaction between teacher-student relationships so that the teaching purpose should become more effective. As a teacher it's very necessary to have effective way of speaking and Communication among their student.
7. A teacher should be such by which student can get over all development in their career, for that a teacher of colleges have powerful in the content of his/her subject. So in this way it will become more qualitative teaching-learning process in the classroom.
8. A teacher should be a person who uses some kinds of active participation & it effects on the educational qualification and the experience. So that at college level of students can get right way of development.

CONCLUSION:

This study is completed with summary of the entire work, findings, its implications and suggestions. It gives the proper ideas about the summary that why researcher has done her researcher on this study, the findings are as per the study requires, as well as it gives the suggestion for the improvement in the college teaching – learning process.

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