



TEACHING EFFECTIVENESS OF WEST BENGAL SECONDARY SCHOOL TEACHERS IN RESPECT OF GENDER AND LOCALITY - A DESCRIPTIVE STUDY.

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ABSTRACT

It's quite impossible to reach educational goal without teachers and their teaching effectiveness. Research on teaching effectiveness is a one of the most important area of educational research. This study was based on descriptive research method and main objective was to study on teaching effectiveness of West Bengal school teachers in respect of gender and locality. To measure and collection of data, a self made teaching effectiveness scale consisted 60 items was administered on 160 school teachers.

KEYWORDS : Teaching effectiveness, West Bengal.

1.INTRODUCTION:-

Education Commission (1964-1966) observed that the success of any system of education depends on the quality of its teachers, who shape the classroom by sharpening younger generations. It is no exaggeration to say that any system of education can never rise above the level of the quality of its teachers. It's quite impossible to reach educational goal without teacher and their teaching effectiveness. Research on teaching effectiveness is a one of the most important area of educational research.

1.1.Teaching Effectiveness:- Teaching is such a complex process where teacher is main focal point and teachers' role is to change behavior of students in a desirable manner. Success of education system is depend upon teachers. Any educational system would not be rise up without quality teacher and their teaching effectiveness. Here some definitions of teaching effectiveness are given below.

Ryans (1960) defined that 'Teacher effectiveness is the act of teacher to bring development of basic skills, understanding, work habits, desirable attitudes, value judgments, and adequate personal adjustment of the students.'

According to Gage (1972) 'Teacher effectiveness is the teachers' effect to bring about a set of changes in the pupils behaviour under his charge' Rajagopalan (1976) defined that 'Teaching effectiveness is the ability to produce good results.'

According to Flanders and Simon (1969), "Teacher effectiveness in terms of certain qualities like, sense of humour, ability to explain, ability to understand, ability to manage the class, and helping, and being fair with students."

In this research paper the term teaching effectiveness means some characteristics and skills of teachers such as personal characteristics related to teacher, qualities, personality, pedagogical knowledge, giving task to students, motivate students, asking questions to student, classroom management ability, democratic outlook, professional characteristics, good relationship between students, society and head of institution, using teaching aids in classroom, using various teaching method, giving feedback, sense of humor, application of psychological knowledge which helps for effective teaching and change the behavior of students in a desirable manner.

Teaching effectiveness can be measured by various methods such as self reporting of students, self reporting of head of the institution, observing teacher in classroom situation and self reporting of the teacher in respect of some characteristics. In this study self reporting scale of teacher was used.

1.2.Need of the study:- Teaching profession is an ideal profession in the world. Teacher is the one of the most important factor in educational system. Success of education depends upon teaching effectiveness of teachers. So it is important to know the present status of teaching effectiveness in West Bengal. Various researchers found that significant difference found in teaching effectiveness in respect of gender and locality but some studies not found significant difference. It

is also important to know whether any significant difference found in teaching effectiveness in respect in gender and locality in West Bengal.

1.3.Statement of the problem:- Title of this researcher paper is "Teaching Effectiveness of West Bengal Secondary School Teachers in respect of Gender and Locality - A Descriptive Study."

1.4.Operational Definitions of key terms:-

Teaching Effectiveness: Here teaching effectiveness means teachers all characteristics, qualities, skills, strategies, teaching technique which are necessary for effective teaching and can be measured by self reporting scale by teachers.

West Bengal: West Bengal is one of the states of India belongs to eastern region. This state situated between Himalayas and the Bay of Bengal. Kolkata is a capital of this state. This state divided into 23 districts. In respect of school education system there are many schools exists which are run by government or private organizations. All schools are affiliated by different board. In this study those schools were selected as sample purpose which is affiliated to West Bengal Board of Secondary Education (W.B.B.S.E).

1.5.Objectives:-

The objectives of this study were

1. To find out the level of teaching effectiveness of teachers of West Bengal.
2. To find out the significant difference of teaching effectiveness of teacher in respect of gender and locality.

1.6.Delimitation of the study:-

This study was delimited in the following way

1. Present study was delimited to urban and rural areas of West Bengal.
2. For collection of data schools under the West Bengal Board of Secondary Education (WBBSE) were selected.

1.7.Hypothesis:- For the present study following null hypothesis were formulated;

H₀1: Teachers of West Bengal would not be higher in their teaching effectiveness.

H₀2: There would be no significant difference between female and male teachers in their teaching effectiveness.

H₀3: There would be no significant difference between rural and urban teachers in their teaching effectiveness.

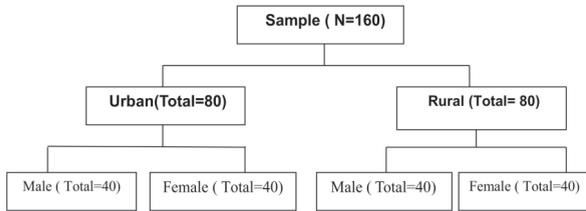
2.Method: For educational research there are three methods exists which are historical method, experimental method and descriptive method. To fulfill objectives of the present study, researcher adopted descriptive survey method because it aims to describe present situation.

2.1. Population:- The population of the present study is all the teachers teaching in schools affiliated to West Bengal Board of

Secondary Education (WBBSE) of West Bengal.

2.2. Sample: 160 school teachers from 20 schools in which 10 schools located at urban area and remaining 10 schools located at rural area were selected as sample purpose by using stratified random sampling method. Out of 160 teachers 80 teachers are male and 80 teachers are female.

Table 1: Sample of this study shown diagrammatically.



2.3. Tools: For collection of data and measuring teaching effectiveness of teachers self constructed Teaching Effectiveness Scale was used. This scale is self reporting scale. This scale consisted total 60 items in which 33 items are negative items and 27 items are positive items. This scale is self reporting five point scale. Validity and reliability of this scale was established through standardization process. This scale was based on content validity. Reliability was established through test-retest method and split half method. In test-retest method, value of reliability was .79 and .78 value was found in split half method.

2.3.1. Norms of the scale: The scale was administered on 100 school teachers belonging to urban and rural background and three quartiles were calculated.

Quartile deviation of scores for N=100 (M=230.5)

Q1= 221.00
Q2= 238.50
Q3= 254.75

Table 2: Interpretation Table

scores	Interpretation
60-221	Low Teaching Effectiveness
221-238	Low Moderate Teaching Effectiveness
238-254	High Moderate Teaching Effectiveness
254-300	High Teaching Effectiveness

3. Analysis and Interpretation: on the basis of formulated hypothesis statistical analysis was conducted.

H₁: Teachers of West Bengal would not be higher in their teaching effectiveness.

Table 3 : Descriptive Statistics of Teaching Effectiveness of West Bengal Teachers.

	N	Minimum	Maximum	Mean	Std. Deviation
Teaching Effectiveness	160	182	293	243.57	18.525

Interpretation of result:- Table 3 shows that mean of teaching effectiveness of teacher's (N=160) was 243.57 and minimum score was 182 and maximum score was 293. Table 2 interpretation table indicated that score between 238-254 were high moderate teaching effectiveness. So it was concluded that teaching effectiveness of West Bengal teachers were high moderate and null hypothesis was rejected.

Ho₂: There would be no significant difference between female and male teachers in their teaching effectiveness.

Table 4 Descriptive Statistics of Female and Male Teacher's Teaching Effectiveness

	Mean	N	Std. Deviation	Std. Error Mean
FEMALE	247.60	80	20.04	2.40
MALE	239.54	80	16.00	1.789

Table 5 Comparison between Female and Male Teacher's Teaching Effectiveness

	Paired Differences			t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean			
Female - Male	8.062	21.260	2.377	3.392	79	.001

Interpretation of result: Table 4 indicated that mean of female teacher in their teaching effectiveness was 247.60 and for mean of male teacher's teaching effectiveness was 239.54. This table also indicated that female teachers were higher than male teachers in their teaching effectiveness and table 5 indicated that there is significant difference between female and male teachers in their teaching effectiveness because t value was 3.392 and significant at 0.001 level of significant. So null hypothesis was rejected and it was concluded that significant difference exists between female and male teachers in their teaching effectiveness. In this respect female teachers were higher than male teachers in their teaching effectiveness.

Ho₃: There would be no significant difference between rural and urban teachers in their teaching effectiveness.

Table 6: Descriptive Statistics of Rural and Urban Teacher's Teaching Effectiveness

	Mean	N	Std. Deviation	Std. Error Mean
RURAL	244.80	80	17.964	2.008
URBAN	242.38	80	19.103	2.135

Table 7: Comparison between Rural and Urban Teacher's Teaching Effectiveness

	Paired Differences			t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean			
RURAL - URBAN	2.463	23.396	2.616	.941	79	.349

Interpretation of result: Table 6 indicated that mean of rural teachers in their teaching effectiveness was 244.80 and for mean of urban teacher's teaching effectiveness was 242.38. This table also indicated that rural teachers were higher than urban teachers in their teaching effectiveness but table 7 indicated that there is no significant difference between rural and urban teachers in their teaching effectiveness because t value was 0.941 and not significant at 0.05 level of significant. So null hypothesis was not rejected and it was concluded that no significant difference exists between rural and urban teachers in their teaching effectiveness.

CONCLUSION:-

This study shows that teaching effectiveness of West Bengal teachers were moderately high. This study also concluded that female teachers were higher than male teachers and also rural teachers higher than urban teacher in their teaching effectiveness. In respect of gender, significant difference found between female and male teachers and in respect locality, no significant difference found between rural and urban teachers in teaching effectiveness. This study also suggested that there need to take some steps to increase teaching effectiveness.

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