

## TEACHING EFFECTIVENESS OF TEACHERS OF PRIVATE B.ED. COLLEGE IN RELATION TO THEIR GENDER AND LOCALITY

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### **Introduction**

Teacher education is an essential part of total education system. Teacher education refers to policies, procedures and designed to equip teachers with the attitudes, knowledge, behaviours and skills they require to perform their tasks effectively in the classroom, school and wider community. Teaching effectiveness is an important aspect to assurance the quality of teacher education. The term teaching effectiveness is a norm based terms represents the quality of teaching. Quality of a teacher is a desirable aspect for effective teaching. Teaching is the art which is delivered by the teacher to make learning more meaningful and understandable of the student. It helps to bring changes in the behaviour of students. According to **McKeachie** (1997), “Effective teaching is dependent on the coordination of several components: the objectives, the student, the content and the teacher” [1]. **Richard Elmore** (2009) has remark said that “To improve student learning, you do not change the structure. You change the instructional practice of teachers. The schools that seem to do best are those that have a clear idea of what kind of instructional practice they wish to produce, and design a structure to go with it” [2]. Good teaching is nothing to do with frightening students, nothing to do with making things hard. It is everything to do with benevolence and humility; it always helps students feel that a subject can be mastered; it is encouraged them to try things out for themselves and succeed at something

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quickly [3, 4]. “Good teaching foster sense of student control over learning and interest in the subject matter” (Ramsden 1992, Wiemer 2010) [3, 4]. “Effective teaching refuses to take its effects on students for granted. It sees the relation between teaching and learning as problematic, uncertain and relative. Good teaching is open to change: it involves constantly trying to find out what the effects of instruction are on learning, and modifying the instruction in the light of evidence collected” (Ramsden 1992, Wiemer 2010) [3, 4].

According to **Bastick** (1995), effective teaching as maximizing student academic attainment and teacher and student course satisfaction. He also said that effective teaching can be determined by using Three-Ability Framework (3AF) which constitutes of Technical Skills, Professional Competence and Professional Attitude [5]. According to **Olatoye** (2006), teaching effectiveness is the extent that improvement of student’s performance after a period of instruction in a manner consistent with the goals of instruction [6]. **J.A. Centra** (1993) has been defined on the basis of cognitive theory approach that teaching effectiveness is demonstrated when instructors use classroom procedure that are compatible with a student’s cognitive characteristics, can organize and present information to promote problem solving and original thinking on issues, and can show that students are able to become more productive thinkers and problem solvers [7]. According to **Palmer** (1998), reduce teaching to intellect and it becomes a cold abstraction, reduce it to the emotions and it becomes narcissistic; reduce it to the spiritual and it loses its anchor to the world. Good teaching comes from the identity and integrity of the teacher, so it cannot be reduced to technique [8].

**Evans** (2006) stated that effective teaching and teaching effectiveness are same, it can be differenced. There are three basic forms such as (i) Teacher-pupil interaction (ii) Teacher’s personalities (iii) Teachers’ impact on pupil’s behaviour. He also said that the presage, process and product aspects of teaching are represented in these definitions. Similarly, the product aspect bears direct relationship with teacher’s impact on pupil’s behaviour [9]. He further stated that teaching effectiveness is a manifestation of skills in lesson presentation, knowledge of content and creating desirable atmosphere for learning. It is a kind of classroom transactions which occur between students and teachers resulting to enhance in students’ knowledge. This refers to communication skills, rewards, use of praises, motivation etc. during teaching learning process

[9]. Afe (2003) has been defined effective teaching as the type of teaching characterized by the exhibition of social, intellectual and emotional stability, sympathy for students and positive disposition towards the ability to inspire good qualities in students and teaching profession [10].

### **Present Condition of Teacher Education in B.Ed. College**

In India today, teacher education has become a very important and indispensable part of the total education system. Teacher education plays an important role in a making a person as a teacher for any levels of education by providing proper training and education. There are different kinds of many colleges which are conducted in providing training to the student-teachers in India. The teacher who are engaged in these types of colleges to teach the students and they transform their ideas, knowledge and habits and try to rectify the wild instructional behaviours of students and in-service teachers [11].

In India, teacher training programme are being provide for four different levels of education, i.e. DPSE (Diploma in Preschool Education) for Pre-primary school Teachers; D.El.Ed. (Diploma in Elementary Education) for Elementary School Teachers; B.Ed. (Bachelor of Education) for Secondary School Teachers and M.Ed. (Master of Education) for B.Ed. College and M.Ed. College Teachers (NCTE Regulations, 2014) [12].

B.Ed. College plays a vital role in providing training to the secondary school teachers for their professionalization. Not only this, but also plays a vital role for preparing teachers of secondary level of school teachers. There are mainly three types of B.Ed. Colleges which are engaged in preparation of secondary level of school teachers in West Bengal. These colleges are classified into three types: (i) Government B.Ed. College (ii) Government-aided B.Ed. College (iii) Private or self-finance B.Ed. College [13].

### **Review of Related Literature**

Teaching effectiveness is an index of quality of teaching which is concerned with the relationship between characteristics of teacher, teaching acts, and their effect outcome of classroom teaching. It has been studied by the investigators on population groups from schools of rural and urban area. Some of the pertinent studies has been reviewed and reported here.

**Kumar, R. R. & Khadir, F. (2013)** were explored that teaching effectiveness of teachers of self-financing engineering College in Kerala is proved to be moderate level [14]. **Babu, A. & Kumari, M. (2013)** were showed that Govt. school teachers and private school teachers significantly differ in respect with teacher effectiveness. It also showed that there is a significant difference in the organizational climate of govt. and private school teachers [15]. **Chandramma, M. (2013)** explored that teaching effectiveness has been influence by the teacher educators in profession and teaching effectiveness of teacher educators has not been influenced by the management of the institution. It also explored that there is significant difference between Govt. B.Ed. College teacher educators and private B.Ed. College teacher educators in respect with teaching effectiveness [11]. **Borkar, U.A. (2013)** was revealed that teachers of high level stress are less effective than highly teacher effectiveness. There were also found that teacher effectiveness is negatively related with teacher stress and teacher stress varied in male and female teachers but both are equal salary and workable [16]. **Toor, K.K. (2014)** explores that teacher effectiveness is significantly differ between Govt. and private school teachers. Private school teachers are less effective than Govt. school teachers [17]. **Barman, P. and Dr. Bhattacharyya, B. (2015)** were showed that level of teaching of teacher-educators of B.Ed. College was moderately affected and teaching effectiveness of teacher educators of Govt.-aided B.Ed. College is comparatively better than Private B.Ed. College. It was also showed that Govt.-aided B.Ed. College and private B.Ed. College is significant difference with teaching effectiveness [18]. **Buela, S. & Mamman Joseph, C. (2015)** were explored that extra version personality traits is correlated with teacher effectiveness, especially with teacher character dimension and dimension knowledge of subject matter. It also found that there is significant relationship between agreeableness personality traits and teacher effectiveness, especially with dimension interpersonal relation. Teacher effectiveness is not a significant relationship with personality traits of openness to neuroticism, experience and conscientiousness. It has further found that experience teachers are significantly higher than less experience teachers in respect with teacher effectiveness [19]. **Kaur, P. and Dr. Sharma, S. (2015)** was showed that teacher effectiveness has not been influenced by the level of occupational stress of teacher and also gender and teaching experience do not significant interactional effect on teacher effectiveness. It also showed that gender, teaching experience and occupational stress has not been interactional effect on teacher effectiveness [20].

### **Need and Significant of the Study**

Today, teacher education is the important aspect of any educational system. But in our country, teacher education has to face the challenge of producing teachers for a new society. It is very necessary to meet the challenges successfully by the improving the quality of teacher education which is possible to give by the effective teaching. It depends on the effective teachers and only effective teachers can explore the hidden capacities of the students and mould their behaviour into desirable direction. So effective teaching proves as an instrument to meet the desired goals of education.

Number of teachers is rapidly increased in this district and the majority of private or self-financing institutes are being entered year by year in the field of teacher education. But the quality of teaching has not been properly maintained in the most of Private B.Ed. Colleges in this district. For this reason, it is very true that the quality of teacher is very important for bringing about the functional improvement in the teacher training programme.

So there are greatest needs for the teaching to be effective. This area of teaching effectiveness draws a keen interest of investigators and educationists. Researcher has been tried to study the teaching effectiveness of teachers of Private B.Ed. College and also tried to the study teaching effectiveness in relation to their gender and locality. That's why the present study is relevant and significant as it helps to know the teacher and their teaching effectiveness in different Private B.Ed. Colleges in the district of Murshidabd.

### **Objectives of the Study**

Following objectives have been formulated for the present study:

1. To study the teaching effectiveness of teachers of private B.Ed. College.
2. To compare the teaching effectiveness between male and female teachers.
3. To compare the teaching effectiveness between urban and rural teachers.

### **Hypotheses of the Study**

On the basis of corresponding objectives, hypotheses have been designed in this study. Those hypotheses are as follows:

**H<sub>0</sub>1:** There exist no significant differences between male and female teachers in respect to teaching effectiveness.

**H<sub>0</sub>2:** There exist no significant differences between urban and rural teachers in respect to teaching effectiveness.

### **Research Methodology**

The present study is descriptive type in nature. The researcher have been used the descriptive type survey method in the present study. Therefore, investigator have applied different tools, techniques, strategies and method of descriptive survey research to collect, analysis and interpret the necessary data [21].

### **Population and Sampling**

Population for the study was all the teachers of private B.Ed. College in district of Murshidaabad. Purposive sampling technique was used for the selection of the sample in the present study. Only 100 teachers have been selected for the collecting data in the present study. Corresponding responses have been converted into data on the basis of stratum.

### **Tool of the Study**

The researcher has been used a self-made Teaching Effectiveness Scale as a tool for collecting the necessary data in present study. The Scale consists of 34 items with combination of positive (30) items and negative (4) items. The Scale has been constructed on the basis of eight (8) important dimensions namely Knowledge of Subject Matter, Preparation and Planning, Presentation Style, Communication Skills, Classroom Management, Motivating students to learn, Evaluation and Feedback and Personal Qualities. The Scale has been followed by Likert's five point scale i.e. Strongly Agree (S.A.), Agree (A), Undecided (U), Disagree (D.A.) and Strongly Disagree (D.A.) [22].

### **Tool Description**

The reliability has estimated by using the Split half method. The scores of test divided into two halves by using the Odd method. The Spearman Brown Prophecy formula has used to determine

the reliability of coefficient of the total test [22]. The value of reliability has to be 0.85. The validity of the test has been determined by the 5 experts in the field of education.

## **Operational Definition of the Key Terms**

### **Teaching Effectiveness**

Teaching effectiveness is a norm based terms represents the quality of teaching which is delivered by the teacher who has ability to preparation and organize learning materials, ability to clear concept of a subject matter, ability to presentation the teaching style, ability to evaluation and feedback and ability to communicate the students successfully and effectively deal with classroom situation. In this study investigator have been used the term 'Teaching Effectiveness' means to the effectiveness of teaching which is delivered by the teacher in the following dimension: Motivating students to learn, Personal qualities, presentation style etc.

### **Private B.Ed. College**

Private B.Ed. College has been conducted by the Trust or Society but are not getting any grant from the government and it is a scheme to develop the practical skills of trainee-teachers.

### **Technique of Data Analysis**

Researcher has been used Mean, S.D. t-Test and Graph for analysing the data in present study [23].

### **Analysis and Interpretation of the Result**

In present study, researcher was used t-test in order to compare the teaching effectiveness of male and female and urban and rural teachers of private B.Ed. College. The value of Mean and S.D. were found out and t-value was calculated. The data was analysed through SPSS 17 (Version).The mean scores, S.D. and t-values of teaching effectiveness of male and female and urban and rural teachers are given below.

**H<sub>0</sub>1:** There exist no significant differences between male and female teachers in respect to teaching effectiveness.

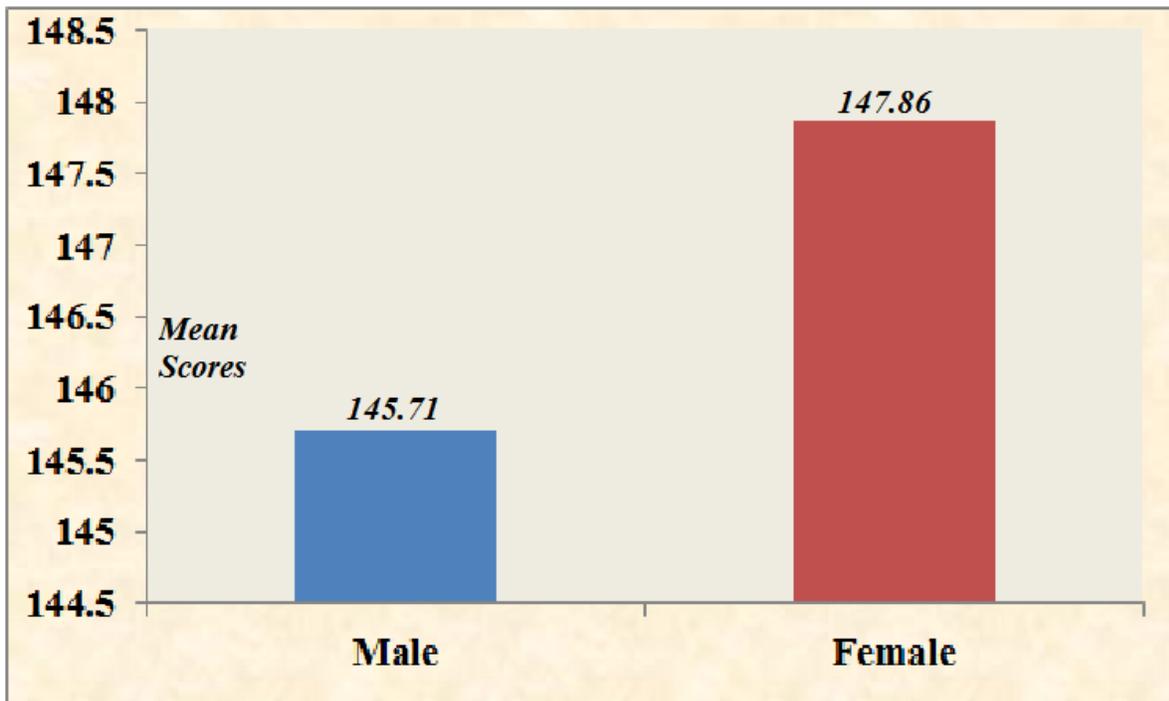
In order to compare the teaching effectiveness between male and female teachers, t-test was applied. The mean scores and S.D. were found out and t-value was calculated. The mean scores, S.D. and t-values of teaching effectiveness of male and female teachers are given in table-1.

**Table-1** Tabular representation of showing the mean scores, S.D. and t-values of male and female teacher on the variable of Teaching Effectiveness

Gender	N	Mean	S.D.	Df	t-value
Male	52	145.71	10.348	98	-.912 NS
Female	48	147.86	10.864		

Difference is not significant at 0.05 level

NS= Not Significant



**Figure-1** Mean scores of male and female teachers on the variable of Teaching Effectiveness

The table-1 shows that there is no significant difference between male and female teachers on the variable of teaching effectiveness. The mean values of male and female teachers are 145.71 and 147.864 respectively. Whereas, S.D. Values of male and female teachers are 10.348 and 10.864 respectively. The obtained t-value is -.912 which is not significant at 0.05 level of confidence. Hence, the null hypothesis i.e. “There exist no significant difference between male and female teachers in respect to teaching effectiveness.” is not rejected. So, it can be said that both male and female teachers are similar in relation to their teaching effectiveness.

**H<sub>0</sub>2:** There exist no significant differences between urban and rural teachers in respect to teaching effectiveness.

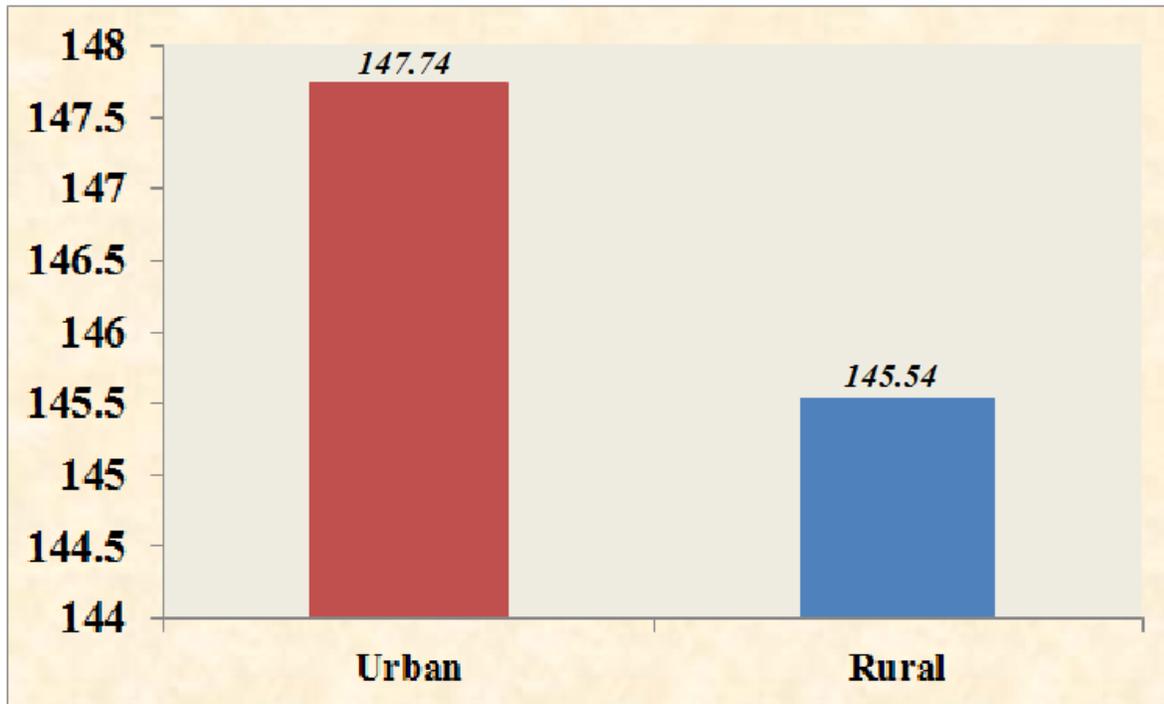
In order to compare the teaching effectiveness between urban and rural teacher, t-test was applied. The mean scores and S.D. were found out and t-value was calculated. The mean scores, S.D. and t-values of teaching effectiveness of urban rural teachers are given in table-2.

**Table-2** Tabular representation of showing the mean scores, S.D. and t-values of urban and rural teacher on the variable of Teaching Effectiveness

Locality	N	Mean	S.D.	Df	t-value
Urban	50	147.74	9.874	98	1.039 NS
Rural	50	145.54	11.251		

Difference is not significant at 0.05 level

NS= Not Significant



**Figure: 2 Mean scores of Urban and rural teachers on the variable of Teaching Effectiveness**

It is evident from the table-2 that there is no significant difference between urban and rural teachers on the variable of teaching effectiveness. The mean values of urban and rural teachers are 147.74 and 145.54 respectively. Whereas, S.D. Values of urban and rural teachers are 9.874 and 11.251 respectively. The obtained t-value is 1.039 which is not significant at 0.05 level of confidence. Hence, the null hypothesis i.e. “There exist no significant difference between urban and rural teachers in respect to teaching effectiveness.” is not rejected. So, it can be said that both urban and rural teachers are similar in relation to their teaching effectiveness.

### **Findings and Discussions of the Result**

- ❖ In present study, it has been found that there is no significant difference between male and female teachers in respect to teaching effectiveness. So we can say that both male and female teachers are similar in relation to teaching effectiveness.
- ❖ It has been found that there is no significant difference between urban and rural teachers in respect to teaching effectiveness. So we can say that both urban and rural teachers are similar in relation to teaching effectiveness.

## **Conclusion**

Analysis of the collected data through the different statistical tests brought to light certain interesting facts about the variables studied in present study. Whether null hypotheses are not significant i. e. there is no significant difference between male and female teachers in respect to teaching effectiveness as well as urban and rural teachers. But, researcher found that the mean values of male and female teachers are 145.71 and 147.864 respectively and also found that the mean values of urban and rural teachers are 147.74 and 145.54 respectively on the variable of teaching effectiveness, so it can be said that female teachers are better than male teachers as well as urban teachers are better than rural teachers in respect to teaching effectiveness.

It should be remembered that teacher plays a vital role in the teacher education. They are provided proper teaching effectiveness which helps to assure the quality of teacher education. So, it should be given to the various concerns of teachers who are built the society as well as our nation primarily depends on the quality of education. There are needed to emphasize the teachers training programmes, the large number of private B.Ed. College have been established and are being established year by year in the country as well as the district of Murshidabad.

## **Suggestions for Further Research**

Some suggestions for further research are put forth as follows:

1. The study as confined only to Murshidabad district. The present study, therefore, cannot claim to have comprehensiveness. Conclusions may not be universally valid. It is therefore suggested that study may be concluded on more other districts to establish the results fairly.
2. The study was conducted only on private B.Ed. College teachers. This may be conducted on teachers of Govt. and Govt.-aided B.Ed. College.
3. The samples of only 100 teachers were considered. A study may be conducted on large population to search at very definite conclusion regarding teaching effectiveness.
4. The study can also be conducted on teachers of school level.
5. The study may be replicated on a large sample to find the reliability and validity of the present study.
6. The study may be conducted to find out the different dimensions of teaching effectiveness.

7. The study may be conducted to find out the level of teaching effectiveness.

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