

An Empirical Study on the Efficiency of College Teachers and their Attitude in Teaching in Kancheepuram District

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ABSTRACT

The quality of teaching depends upon the dedication of the teachers towards their profession and the improvisation of it depends upon the training, both pre-service and in-service they receive when they undergo the period of probation. A teacher is expected to have subject competency as well as linguistic competency. The main objective of the present study has been to find out the efficiency of college teachers and their attitude in teaching in Kancheepuram district in relation to certain sociological variables. Sample comprised of 250 primary school teachers in Kancheepuram district. Teacher effectiveness scale developed by Umme Kusum and Miller attitude towards teaching scale was used for the present study. Mean, SD and t-test were used for analysis of the data.

Keywords:

Efficiency of College Teachers, Attitude in Teaching, Kancheepuram District

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INTRODUCTION:

Becoming a successful faculty member at a college is no trivial undertaking. People are not born knowing how to prepare and deliver effective lectures, make good use of the growing power of instructional technology, write rigorous but fair assignments and exams, help students deal with a bewildering array of academic and personal problems, build a world-class research program, manage research and teaching assistants, and balance the endless and often conflicting time demands imposed by teaching, research, service, and personal life. It takes most faculty member's long years of trial and error to learn how to do all that, and some never quite figure it out. Higher Education constitutes a significant part of the entire structure of education. Teacher's effectiveness plays a pivotal role in the teaching, learning process. Students learn best when they actively participate in the learning process, when they are engaged and motivated to learn, and when they can build on their existing

knowledge and understanding. Effective teaching begins with effective course design. Effective course design takes advantage of the growing body of research about how people learn. It being the hub of the whole programme, needs, close observation and critical analysis, as the enrichment in effectiveness may have a direct bearing on the learning out the pupils. The more active, influential, forceful and effective the teacher. The more effective and useful is the education.

The attitudes of students are changing rapidly day-by-day and the methods of teaching technologies are also changing continuously. In order to meet the present state of student psychology the teacher should adopt new methods and techniques and should have mental and emotional readiness to react to situations, persons, or things in a manner which teachers can make effective teaching. A teacher should have positive or favorable attitude towards teaching because it

makes work easier, satisfying and professionally rewarding. A negative or unfavorable attitude makes the task of teaching very hard and disinteresting. The quality of teachers is, to a large extent, determined by who are attracted to enter the profession and how they are trained. The community expects teachers to be sufficiently knowledgeable in the subjects they teach and proficient in pedagogy.

STATEMENT OF THE PROBLEM:

“An Empirical Study on the Efficiency of College Teachers and their Attitude in Teaching in Kancheepuram District”

OBJECTIVES OF THE STUDY:

1. To find out whether there is any significant difference in the level of teacher effectiveness of men and women teachers working in Colleges.
2. To explore whether there is any significant difference in the level of teacher effectiveness of teachers hailing from urban and rural localities.
3. To estimate the difference in the level of teacher effectiveness of teachers belonging to Govt. and Private Managements of the colleges involved in the study.
4. To examine the difference in the teacher effectiveness of teachers with respect to their qualification.

HYPOTHESIS OF THE STUDY:

1. There would not be any significant difference in the level of teacher effectiveness of male and female teachers working in Colleges.
2. Teachers working in urban and rural localities would not differ significantly in their teacher effectiveness.
3. There would not be any significant difference in the teacher effectiveness of the teachers belonging to Govt. and Private management Colleges.
4. Teachers with varied qualification would not differ significantly in their teacher effectiveness.

ANALYSIS AND INTERPRETATION OF THE DATA:

METHODOLOGY:

Method: In the present study Normative Survey method of investigation was employed.

Sample: For the purpose of the study a sample of 250 College teachers were selected in Kancheepuram District.

Tool: Teacher effectiveness Scale developed by Umme Kulsum was used for the present study.

Statistics used: mean, SD, Correlation and t-test were used for analysis of the data.

Hypothesis – 1: There would not be any significant difference in the level of teacher effectiveness of male and female teachers working in Colleges.

Table 1: Means and SDs of Male and Female teachers and the results of ‘t’-test for overall teacher effectiveness with neutral point and also the result of ‘t’-test for gender difference

Gender	N	Mean	SD's value	't' with neutral point	't' value
Male	125	191.19	32.22	1.80@	0.836@
Female	125	197.13	72.42	1.71@	

Note: @='t' value not significant at 0.05 level

It may be observed from the table -1 that the overall mean teacher effectiveness scores of male and female teachers were 191.19 and 197.13 respectively and their S.Ds were 32.22 and

74.42 respectively. From the results of t-test it is revealed that both male and female did not differ significantly in their level of teacher effectiveness as the t-value (0.836) is not significant at 0.05

level. Therefore it can be concluded that male and female teachers working in Colleges did not differ significantly in their level of teacher effectiveness.

Hypothesis – 2: Teachers working in urban and rural localities would

not differ significantly in their teacher effectiveness.

Table 2: Means and SDs of Urban and Rural teachers and the results of t'-test for overall teacher effectiveness with neutral point and also the result of t'-test for locality difference

Locality	N	Mean	SD's value	't' with neutral point	't' value
Urban	125	193.16	21.40	3.74***	0.342@
Rural	125	195.16	61.35	1.66@	

Note: @='t' value not significant at 0.05 level

It may be observed from the table -2 that the mean teacher effectiveness scores of urban teachers were 193.16 while it was 195.16 in the case of rural teachers. It appears that the mean teacher effectiveness score of rural teachers is higher than the mean teacher effectiveness score of urban teachers. From the results of t-test it is revealed that both urban and rural did not differ significantly in their level of teacher effectiveness as the t-value (0.342) is not significant at 0.05 level. Therefore it could be stated

that teachers of urban and rural localities did not differ significantly in their level of teacher effectiveness.

Hypothesis – 3: There would not be any significant difference in the teacher effectiveness of the teachers belonging to Govt. and Private management colleges.

Table 3: Means and SDs of Govt. and Private teachers and the results of t'-test for overall teacher

effectiveness with neutral point and also the result of 't'-test for management difference

Management	N	Mean	SD's value	't' with neutral point	't' value
Govt.	125	186.22	23.47	0.10@	2.773**
Private	125	207.10	59.55	3.02***	

Note: @='t' value not significant at 0.05 level

Note: **='t' value not significant at 0.01 level

It may be observed from the table -3 of t-test it is revealed that both government and private differed significantly in their level of teacher effectiveness as the t-value (2.733) is significant at 0.01 level. Hence it can be stated that teachers working in private management colleges are more effective than the teachers working in government colleges. Teachers working government colleges are less effective.

Hypothesis - 4: Teachers with varied qualification would not differ significantly in their teacher effectiveness.

Table 4: Means and SDs of teachers having the qualifications M.Phil, & (Ph.D.,/NET/SET) and the results of t'-test for overall teacher effectiveness with neutral point and also the result of 't'-test for qualification difference

Qualification	N	Mean	SD's	't' with neutral	't'
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			value	point	value
M.Phil.,	125	182.72	49.04	0.74@	4.062***
Ph.D./NET/SET	125	205.6	39.45	5.55***	

Note: @='t' value not significant at 0.05 level

Note: **='t' value not significant at 0.01 level

From the table-4 it is observed that the overall mean teacher effectiveness scores of teachers with M.Phil. Qualification and teachers with Ph.D./NET/SET qualification were 182.72 and 205.6 respectively and their S.Ds was 49.04 and 39.45 respectively. From the results of t-test it is revealed that teachers with Ph.D./NET/SET qualification differed significantly in their level of teacher effectiveness. Since t-value (4.062) is significant at 0.001 level. Such it could be concluded that teachers having Ph.D./NET/SET qualification are more effective than teachers with M.Phil. Qualification. This reveals qualification contributes for professional effectiveness.

CONCLUSION

- By an examination of the overall mean teacher effectiveness scores of male and female college teachers, it was found that male and female teachers did not differ significantly in their overall teacher effectiveness. Hence the hypothesis that there would not be significant difference in the level of teachers' effectiveness of male and female teachers is also accepted.
- The teachers working in urban and rural localities would not differ significantly in their teacher effectiveness is also accepted.
- It was observed from the investigation that overall teacher effectiveness scores of teachers hailing from Govt. colleges was significantly lower than the teacher effectiveness score of teacher working

privately managed colleges. Hence that there would not be any significant difference in the teacher effectiveness of the teachers belonging to Govt. and privately managed colleges is rejected.

- The teachers with M.Phil., qualification would not differ significantly from the teachers with Ph.D./NET/SET qualification in their teacher effectiveness is rejected.

EDUCATIONAL IMPLICATIONS OF THE STUDY

- The Govt. and the private management should see that their teachers will undergo in-service training programmes on regular intervals. The Govt. should make it a point to link the in-service training programmes attended by the teacher with their promotional benefits.

- As teacher effectiveness is a comprehensive concept, teachers need to be made more effective in their general level of teaching competences, teaching skills and their commitment of their profession, commitment to the learner and their commitment to the society in order to meet the challenging demands of their profession.
- The quality cells should be established in the colleges and it should check the teachers regularly on the parameters of preparing and planning for their teaching. It should be made compulsory for teachers to submit their weekly plan and weekly report to the heads of the schools regularly on the beginning day of the week. It is also mandatory for the heads to ensure that follow up is made regarding the plan and the execution of the same regularly and systematically.

References

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