



TEACHER EFFECTIVENESS OF ELEMENTARY SCHOOL TEACHERS IN RELATION TO GENDER AND PROFESSIONAL COMMITMENT

Suman Lata¹ & Surender Kumar Sharma², Ph. D.

¹Ph.D. Research Scholar, H. P. University, Shimla-5

²Assistant Professor (Education), H.P. University, Shimla-5

Abstract

The present study investigated the teacher effectiveness of elementary school teachers in relation to gender and professional commitment. Descriptive research design was used to accomplish the objective of the study. A sample of 400 elementary school teachers working in government schools was taken from four districts of Himachal Pradesh by random sampling technique. Mean, S.D., Analysis of variance and t- test was used for analyzing the collected data. . The findings of the study revealed that male and female elementary school teachers differ significantly in their teacher effectiveness. There exists a significant difference in teacher effectiveness of elementary school teachers with respect to their level of professional commitment. There is no significant interactional effect of gender and level of professional commitment on teacher effectiveness of elementary school teacher.

Keywords: Teacher Effectiveness, Professional Commitment, Gender, Elementary School Teachers.



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

Education is the fundamental right and indispensable part of human life. It brings progress, prosperity and optimistic change in the human behavior and broadens the horizons of society. The opulence of the nation depends upon its educational system. Proficient Education System helps to acquire vast knowledge and helps us to accomplish our goals. The development of nation totally depends upon its education system. Therefore, education system must be designed in such a way that overall development of every human being takes place.

The effectiveness of the teachers is par excellence attribute of the excellence in teaching.

In the present scenario, the effectiveness of teachers becomes vital to face the emerging challenges of globalization and liberalization on the one side and mushrooming of the educational institutions on the other side. Teacher's effectiveness is the ability and the interaction between the physical, intellectual and psychological interest of the students, content matters, ability of the teachers and the evaluative procedures. Teacher's effectiveness can be defined as an "act of faith". The most accepted criteria for measuring good teaching is the amount of student learning that occurs. A teacher's effectiveness is about student learning. Teachers can present content and skills that will enhance the opportunities for students to learn.

Medley (1982) asserts, "Teacher effectiveness can only be assessed in terms of behaviour and learning of students, not behaviour of teachers."

According to Lodahl & Kejner (1965) "Professional commitment is the degree to which a person's work performance affects his self- esteem."

Teaching is a complex and demanding profession. Teachers are expected to render a very high job performance, and the Ministry of Human Resource Development is always curious regarding the job performance of its teachers. The degree of teacher commitment is one of the most important aspects of the performance and quality of school staff. Commitment means a pledge or an oath to do a work or to discharge some responsibility. Professional Commitment here by means to be honest with the profession. According to Morrow and Wirth (1989), "Professional Commitment is an appropriate concept for representing at least part of career focus dimensions of work commitment."

Malik, U. and Sharma, D. K. (2013) explored the relationship of teaching effectiveness of secondary school teachers in relation to professional commitment and study indicated the significantly positive relationship between teacher effectiveness and professional commitment. There was no significant difference found in the teacher effectiveness of male and female teachers. Urban secondary school teachers were more professionally committed as compare to rural secondary school teachers whereas in case of teaching effectiveness it was statistically insignificant. **Kumar (2012)** explored the significant relationship between professional commitment and teacher's effectiveness of teachers teaching in teacher training institutions. No significant correlation was found between professional commitment and job

value of teachers. The significant difference was also found in the level of professional commitment of teachers working in aided and private training institutions. The study also concluded that male teachers of self finance institutions were more committed as compare to teachers working government and aided institutions. Similarly in case of female teachers of private institutions were more professionally committed as compare to their counterparts. **Shukla (2009)** explored the relationship among teaching competency, professional commitment and teacher effectiveness. The study was conducted on a sample of 300 teachers of 16 higher secondary schools in Trichy and Lalgudi educational districts. The stratified random sampling technique was used for selecting the sample of teachers. The study revealed that there was highly positive correlation found between professional commitment and teacher effectiveness but the relation between teaching competency and professional commitment came to be positively very low.

Objectives

1. To study and compare Teacher Effectiveness of Elementary School Teachers with respect to
 - a) Gender
 - b) Professional Commitment
2. To study the interactional effect of Gender and Professional Commitment on Teacher Effectiveness of Elementary School Teachers.

Hypotheses

1. There will be no significant difference in Teacher Effectiveness of Elementary School Teachers with respect to
 - a) Gender
 - b) Professional Commitment
2. There will be no significant interaction effect of Gender and Professional Commitment on Teacher Effectiveness of Elementary School Teachers.

Method

For conducting the present investigation, 'Survey technique under Descriptive Method of Research' was used.

Sample

Out of twelve districts of Himachal Pradesh, four districts namely Bilaspur, Kangra, Solan and Una were selected randomly. Further 110 schools from the selected Districts were selected and 480 teachers out of these schools were selected by random sampling technique.

Tools Employed

1. Teacher effectiveness scale by Dr. Umme Kulsum (2000) was used.
2. Professional Commitment Scale for Teacher by Ravinder Kaur, Sarbjit Kaur Ranu and Sarvjeet Kaur Brar (2011).

Statistical Techniques Used

The statistical techniques employed to concise picture of the whole data, so that it can be easily comprehended. Mean, standard deviation, analysis of variance and t-ratio are calculated in the present study.

Result Analysis And Findings

Effects of Gender and Professional Commitment on Teacher Effectiveness of Elementary School Teachers

In order to study the main effects of gender and professional commitment and their interaction effect on teacher effectiveness scores of elementary school teachers, Analysis of Variance (2×3 factorial design involving two levels of gender i.e. male and female, three levels of professional commitment i.e. high professionally committed, average professionally committed and low professionally committed) was applied. The category wise means and standard deviations of teacher effectiveness of elementary school teachers have been given in Table 1 as follow

Table 1 Means And Standard Deviations Of Teacher Effectiveness Of Elementary School Teachers W.R.T. Their Gender And Professional Commitment

	Gender		Male	Female	Total
Levels Of Professional Commitment	High Committed	Mean	487.41	511.68	499.55
		S.D.	68.53	45.00	
Average	Professionally	Mean	480.85	490.81	485.83

Committed	S.D.	63.46	54.55	
Low Professionally Committed	Mean	462.37	490.28	476.33
	S.D.	78.05	57.90	
Total	Mean	476.88	497.59	

The summary of 2×3 Analysis of Variance is given in Table 2 as under:

Table 2 Summary of Analysis Of Variance of Teacher Effectiveness Scores Of Elementary School Teachers W.R.T Their Gender And Professional Commitment

Source of Variation	Sum of Squares	Df	Mean Square (V)	'F'
Gender (A)	45053.57	1	45053.57	11.67**
Professional Commitment (B)	38159.43	2	19079.72	4.94*
Gender× Professional Commitment (A×B)	6307.33	2	3153.66	0.82
Error Variance	1598675.86	414	3861.54	
Total Sum of Squares	1688196.19	419		

* Significant at 0.05 level of confidence

** Significant at 0.01 level of confidence

Main Effects

(a) Gender (A)

Table 2 indicates that the calculated value of 'F' ratio for the main effect of gender on teacher effectiveness scores of elementary school teachers has come out to be 11.67 which is significant at 0.01 level of significance for 1/414 df. Hence, the hypothesis-1(a) stated as, "There will be no significant difference in teacher effectiveness of elementary school teachers with respect to gender" was rejected. This means that there exists a significant difference in the teacher effectiveness of male and female elementary school teachers. The fact that the A mean square (45053.57) is significant, leads to conclude that these two means differ significantly.

Further from Table 1, it can be seen that mean score for female elementary school teachers on teacher effectiveness is 497.59 and that for male elementary school teachers is 476.88. The higher mean scores for female elementary school teachers shows that female teachers have better teacher effectiveness as compared to male teachers.

(b) Professional Commitment (B)

Table 2 reveals that the computed value of ‘F’ for the main effect of professional commitment on teacher effectiveness of elementary school teachers has come out to be 4.32 which is significant at 0.05 level of significance for 1/414 df. Hence, the hypothesis-1 (b) stated as “There will be no significant difference in teacher effectiveness of elementary school teachers with respect to professional commitment.” was not retained. This means that there exists a significant difference in teacher effectiveness of high, average and low professionally committed elementary school teachers.

The fact that the B mean square (19079.72) is significant, leads to conclude that the three groups of teachers having high, average and low professionally committed differ significantly from each other.

From Table 1, it can be seen that the mean values of teacher effectiveness scores obtained by the high, average, and low professionally committed teachers have been found 499.55, 485.63, and 476.33 respectively. The mean values show that there is significant difference in teacher effectiveness of elementary teachers with high, average, and low professionally committed elementary school teachers.

Further, to locate the significant difference among high, average and low professionally committed elementary school teachers ‘t’-test was employed, the details of which are given below:

Comparison of Teacher Effectiveness Of High Professionally Committed And Average Professionally Committed Elementary School Teachers

To compare the teacher effectiveness of highly professionally committed and average professionally committed elementary school teachers means, standard deviations, standard error of means and t-value were calculated which are given in Table 3 as under

Table 3 Means, Standard Deviations, Standard Error of Means and T- Value of Teacher Effectiveness of High Professionally Committed and Average Professionally

Committed Elementary School Teachers						
Comparative Groups	N	Mean	S.D	S.E_d	Df	‘T’
High Professionally Committed	140	499.5	59.03			
Average Professionally Committed	140	485.8	59.17	7.06	278	1.9
		3				4

From Table 3, it can be seen that ‘t’ value for the comparison of high professionally committed and average professionally committed elementary school teachers on teacher

effectiveness has come out to be 1.94 which is insignificant at 0.05 level of confidence for 278 df. From this it can be said that there is no significant difference in teacher effectiveness of high professionally committed and average professionally committed elementary school teachers.

From above analysis, it can be inferred that the high professionally committed and average professionally committed elementary school teachers do not differ from each other on their teacher effectiveness.

Comparison of Teacher Effectiveness Of High Professionally Committed And Low Professionally Committed Elementary School Teachers

To compare the teacher effectiveness of high professionally committed and low professionally committed elementary school teachers means, standard deviations, standard error of means and t-value were calculated which are given in Table 4 as under

Table 4 Means, Standard Deviations, Standard Error Of Means And T- Value of Teacher Effectiveness Of High Professionally Committed And Low Professionally Committed Elementary School Teachers

Comparative Groups	N	Mean	S.D	S.E_d	Df	'T'
High Professionally Committed	140	499.55	59.03			
Low Professionally Committed	140	476.33	69.89	7.73	278	3.01*

* Significant at 0.05 level of confidence

It is evident from Table 4 that the computed 't' value for comparison of high professionally committed and low professionally committed elementary school teachers on teacher effectiveness has come out to be 3.01 which is significant at 0.05 level of confidence for 278 df. From above analysis, it reveals that there exists a significant difference in teacher effectiveness of high professionally committed and low professionally committed elementary school teachers.

From Table 4, it can be observed that the mean score of high professionally committed teachers (498.95) is higher than average professionally committed teachers (479.07). From this it can be inferred that high professionally committed teachers are effective in their

teaching than low professionally committed elementary school teachers.

Comparison of Teacher Effectiveness Of Average Professionally Committed And Low Professionally Committed Elementary School Teachers

To compare the teacher effectiveness of average professionally committed and low professionally committed elementary school teachers means, standard deviations, standard error of means and t-value were calculated, which are given in Table 5 as under:

Table 5 Means, Standard Deviations, Standard Error Of Means And T- Value Of Teacher Effectiveness Of Average Professionally Committed And Low Professionally Committed Elementary School Teachers

Comparative Groups	N	Mean	S.D	S.E_d	Df	T
Average Professionally Committed	14	485.83	59.17			
Low Professionally Committed	14	476.33	68.89	7.74	278	1.23

It is evident from Table 5, that the obtained ‘t’ value for comparison of average professionally committed and low professionally committed elementary school teachers on teacher effectiveness has come out to be 1.23 which is insignificant at 0.05 level of confidence for 278 df. From this it can be said that there is no significant difference in teacher effectiveness of average professionally committed and low professionally committed elementary school teachers.

From above analysis, it can be inferred that average professionally committed and low professionally committed elementary school teachers do not differ from each other on their teacher effectiveness.

Interaction Effect of Gender and Professional Commitment:

It is evident form Table 2, that the calculated value of ‘F’ ratio for the interaction effect of gender and professional commitment on teacher effectiveness of elementary school teachers has come out to be 0.82 which is insignificant at 0.05 level of significance for 1/414 df. In the light of this, hypothesis-2 stated as “There will be no significant interaction effect of gender and professional commitment on teacher effectiveness of elementary school teachers” was retained.

From the above analysis, it can be said that gender and professional commitment taken together have no significant interactional effect on the teacher effectiveness of elementary school teachers.

Conclusions

- I.** Male and female elementary school teachers differ significantly in their teacher effectiveness. Regardless the levels of professional commitment, female elementary school teachers have significantly higher means on teacher effectiveness scores than male teachers.
- II.** There exists a significant difference in teacher effectiveness of elementary school teachers with respect to their level of professional commitment. In other words, it may be said that high, average and low professionally committed elementary teachers differ significantly in their teacher effectiveness.
- III.** There exists no significant difference in teacher effectiveness of high professionally committed and average professionally committed elementary school teachers. In other words, it may be said that high and average professionally committed elementary school teacher do not differ significantly in their teacher effectiveness.
- IV.** There exists a significant difference in teacher effectiveness of high professionally committed and low professionally committed elementary school teachers. High professionally committed elementary school teachers have significantly higher mean score than low professionally committed elementary school teachers. In other words, it may be said that high professionally committed elementary school teachers are better in their teaching than low professionally committed.
- V.** There exists no significant difference in teacher effectiveness of average and low professionally committed elementary school teachers. It may also concluded that, average and low professionally committed elementary teachers do not differ significantly in their teacher effectiveness
- VI.** There is no significant interactional effect of gender and level of professional commitment on teacher effectiveness of elementary school teachers. This also implies that difference between the mean scores of male and female elementary school teachers of high, average and low level of professional commitment is not significant.

Educational Implications

- I.** The findings of the study reported that demographic variable i.e. gender have significant effect on teacher effectiveness of elementary school teachers. The female teachers possessed significantly higher teacher effectiveness than male teachers. Special workshops, lectures, guidance and counseling programmes and refresh courses should be organized from time to time so that both male and female teachers may discuss their problems and causes of dissatisfaction. An orientation to ineffective teachers may be useful for improving their teacher effectiveness.
- II.** The study also revealed that professional commitment exerts a significant effect on the teacher effectiveness of elementary school teachers. The results of the study also indicated that the high professionally committed teachers are better in their effectiveness than low professionally committed teachers. The committed teachers feel greater responsibility and are more motivated and would be more willing to work. They are expected to be less likely to leave their profession and resulting in the reduction of recruitment and selection expenditure. To increase the professional commitment, school authorities and policy maker should increase the autonomy of teacher in terms of curriculum and disciplinary matter.

References

- Aggrwal, Y.P. (1990). *“Statistical methods: Concept application and computation”*. New Delhi: Sterling Publishers.
- Amandeep and Gurpreet (2005). A Study of Teacher Effectiveness in relation to Teaching Competency, *Recent Researches in Education and Psychology*, 10 (I-II), 54-57.
- Arjunan, M. and Balamurgan, M. (2013). Professional Commitment of Teachers Working in Tribal Area schools, *International Journal of Current Research and Development*, 2(1), 65-74.
- Bhardwaj, Meenakshi (2009). *Teacher effectiveness in Relation to Teaching Styles and Personality Types of Secondary School Teachers*, Unpublished Ph.D Thesis, Department of Education, Panjab University Chandigarh.
- Kohli Kanchan (2005). Assessment of Professional commitment of Teacher-Educators. *EduTracks*, 22-26.
- Malik, U. and Sharma, D.K. (2013). Teaching Effectiveness of Secondary School Teachers in Relation to their Professional Commitment, *International Educational e-Journal*, 2(4), 148-154.
- Srivastava, Nalini Pratibha. (2009). Relationship of teaching competency with teaching aptitude and professional commitment, *Perspectives in Education*, 2009, Vol.25, No.3.
- Sood, Vishal and Anand, Arti (2010). Professional commitment among B.Ed teacher educators of Himachal Pradesh. *Journal of All Indian association for educational research*, 22(1), 51-60.