

Understanding the Effectiveness of teachers in Higher Education in Relation to their Demographic and Educational Characteristics

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Abstract— The present paper deals with teaching effectiveness of higher education teachers in relation to their demographic and educational characteristics. The objective of the research is to study demographic and educational characteristics of teachers and their relation with different dimensions of teaching effectiveness i.e. Teacher as a person, Classroom management and organization, planning and organizing for instruction, implementing instruction, monitoring student progress and potential. The data is collected from different Engineering & MBA institutes at Jaipur district in Rajasthan through Survey cum Explorative descriptive research method. The Self constructed –Teaching effectiveness questionnaire was used to collect the data with some statistical techniques i.e. mean, standard deviation, f-test, and correlation were used for statistical analysis of the Data. Result shows that the demographic and educational characteristics of higher education teachers have influenced on different dimensions of their teaching effectiveness.

Index Terms— Teaching effectiveness, higher education teachers, demographic, educational characteristics.

I. INTRODUCTION

The teacher plays very important role in formation of society. Teachers are the most important factor in educating the future generation. Teachers represent the ideals and aspirations of the nation. A Nation is made great by its teachers. The quality of teachers depends upon the quality of teaching. In the modern era, Teaching is a challenging profession that requires clear objectives ,good subject knowledge, good professional skills, good time management, an emphasis upon instruction, , effective planning, good classroom organization & management, good interaction, effective communication skills, attitudes, perceptions, interests, etc. That is why, Moore (2001) defined teaching, "as the actions of someone who is trying to assist others to reach their fullest potential in all aspects of development". The role of teacher has changed in response to new patterns of educational governance and the arising of new technologies (Chapman and Adams, 2004). Even though innovations and reforms occur, teacher is still in the pivotal position of the

classroom interaction method. In the competency-based, learner-centered based education scenario, a teacher has got to face multi-level issues like designing of content, selection of appropriate teaching-learning strategies , creation of motivation among multi level students, completion of curricular objectives, its linkage with practical life, usage of group dynamics, , continuous and comprehensive evaluation, classroom management, good relationship with the society and parents.

That is, the role of a teacher changes to that of a planner, manager, director, researcher, designer, psychologist, philosopher, sociologist, well-wisher friend, guide, etc. The technological developments, the knowledge explosions, the familial issues, social issues, the behavioural problems are other challenges that makes the teacher's role more complex. In order to achieve the goal of producing well qualified technocrats an institution has to work hard and Various input factors responsible for teaching effectiveness in technical education. The present survey research has been attempted to study the teaching effectiveness of the higher education teachers in jaipur district of Rajasthan and the effect of their competencies on their teaching effectiveness. Here the researcher identified five dimensions (*Teacher as a person, Classroom management and organization, planning and organizing for instruction, implementing instruction, monitoring student progress and potential.*) of teaching Effectiveness of Teachers for the purpose of the study

To study whether there is any significant difference in the Emotional intelligence of teacher educators with respect to Gender. iii) To study whether there is any significant difference in the self awareness of teacher educators with respect to Gender. iv) To study whether there is any significant difference in the self management of teacher educators with respect to Gender. v) To study whether there is any significant difference in the social awareness of teacher educators with respect to Gender

II. METHODOLOGY

Survey cum explorative descriptive research method was used under the proposed study.

III. POPULATION

The population of the proposed study comprised of 30 technical institute teachers, in jaipur District of RAJASTHAN

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IV. SAMPLING AND SAMPLING TOOL

The sample consisted of 150 teachers. The sample was representative sample because teachers were selected using stratified sampling technique.

The questionnaire which was used in the study is self construct by the investigator. After studied many reviews and articles on different aspects of teaching effectiveness the investigator described the Following dimensions of teaching effectiveness

V. STATISTICAL TECHNIQUES

Demographic and educational characteristics of higher education teachers may vary from one teacher to another with reference to teaching effectiveness. Therefore it is necessary to understand the characteristics which influence the higher education teacher's opinion and perception.

VI. DIMENTION OF TEACHING EFFECTIVENESS

Demographic and educational characteristics of higher education teachers in relation to their teaching effectiveness are also determined by analyzing their perception with reference to each of the six dimensions (Teacher as a person, Classroom management and organization, planning and organizing for instruction, implementing instruction, monitoring student progress and potential.) of the teaching Effectiveness of Teachers Identified for the purpose of the study. There is no significance difference between demographic and educational characteristics of higher education teachers with references to their teaching effectiveness

VII. STATISTICAL TECHNIQUES

Mean, standard deviation, f-test, were used for statistical analysis of the data

VIII. ANALYSIS AND INTERPRETATION

Demographic and educational characteristics of higher education teachers may vary from one teacher to another with reference to teaching effectiveness. Therefore it is necessary to understand the characteristics which influence the higher education teacher's opinion and perception.

IX. DIMENSIONS OF TEACHING EFFECTIVENESS

Demographic and educational characteristics of higher education teachers in relation to their teaching effectiveness are also determined by analyzing their perception with reference to each of the six dimensions (Teacher as a person, Classroom management and organization, planning and organizing for instruction, implementing instruction, monitoring student progress and potential.) of the teaching Effectiveness of Teachers Identified for the purpose of the study. There is no significance difference between demographic and educational characteristics of higher education teachers with references to their teaching effectiveness

X. RESULTS & DISCUSSION

Table-1 indicates the demographical and educational profile of higher education teachers.

Table-.2 indicate that the perception of higher education teachers with reference to teacher as a person Dimensions of teaching Effectiveness vary significantly with respect to their age, qualification and experience but does not vary significantly with respect to their gender, branch, marital status, Teaching experience and Designation.

Table -3 indicate that the perception of higher education teachers with reference to classroom management and Organization dimensions vary significantly with respect to their age , marital status and teaching experience but does not vary significantly with respect to their gender, branch, qualification, teaching experience and Designation .

Table-.4 indicate that the perception of higher education teachers with reference to planning and organizing for instruction dimensions vary significantly with respect to their branch and Designation but does not vary significantly with respect to their gender, marital status, age, qualification, experience and teaching experience.

Table-.5 indicate that the perception of higher education teachers with reference to their implementing instruction dimensions vary significantly with respect to their age, qualification and experience but does not vary significantly with respect to heir gender, branch, marital status, teaching experience and Designation.

Table-6 indicate that the perception of higher teachers with reference to Monitoring student progress and potential dimensions vary significantly with respect to their teaching experience but does not vary significantly with respect to their gender ,age, branch, marital status, qualification , experience and Designation.

XI. FINDINGS AND CONCLUSIONS

From the above findings, the following conclusions were drawn –

1. Age, qualification, experience influenced the teaching effectiveness of higher education teachers with reference to their teacher as person dimension.

2. Marital status, age and teaching experience influenced the teaching effectiveness of higher education teachers with reference to their classroom management and Organization dimension.

Branch and Designation influenced the teaching effectiveness of higher education teachers with reference to their planning and organizing for instruction.

Age, qualification and teaching experience influenced the teaching effectiveness of higher education teachers with reference to their implementing instruction dimensions.

Teaching experience influenced the teaching effectiveness of higher education teachers with reference to monitoring student progress and potential dimensions. Arts & Commerce stream teachers have higher level than science stream teachers.

Appendix

Table-1: Demographic & educational profile of higher education teachers

S.No	Demographic characteristics	Groups	No	Mean	SD	df	t-value
1	Gender	Male	83	14.55	4.03	148	0.56
		Female	67	15	4.77		
2	Age	Upto 28 years	77	19.03	3.64	148	3.78*
		Above 28 years	73	15.62	5.25		
3	Branch	Engineering	76	14.72	4.37	148	0.3
		MBA	74	15	4.88		
4	Marital Status	Married	86	16.33	4.41	148	1.4
		Unmarried	64	18.63	3.54		
5	Qualification	Ph.d, Net/Slet	84	17.61	4.04	148	2.23*
		M.tech/ MBA	66	15.68	4.54		
6	Experience	Teaching	81	19.19	4.12	148	2.81*
		Industrial	69	16.43	4.73		
7	Teaching Experience	Upto 5 years	79	16.93	4.24	148	1.05
		Above 5 years	71	18.13	2.85		
8	Designation	Professor	27	15.1	4.73	148	1.36
		Associate Professor	45	16.82	4.66		
		lecturer	78	14.27	4.08		

Table-.2 Demographic & educational characteristics-wise perception of higher education teachers on Teacher as a person dimensions

S.No	Demographic characteristics	Groups	No	Mean	SD	df	t-value
1	Gender	Male	83	14.55	4.03	148	0.56
		Female	67	15	4.77		
2	Age	Upto 28 years	77	19.03	3.64	148	3.78*
		Above 28 years	73	15.62	5.25		
3	Branch	Engineering	76	14.72	4.37	148	0.3
		MBA	74	15	4.88		
4	Marital Status	Married	86	16.33	4.41	148	1.4
		Unmarried	64	18.63	3.54		
5	Qualification	Ph.d, Net/Slet	84	17.61	4.04	148	2.23*
		M.tech/ MBA	66	15.68	4.54		
6	Experience	Teaching	81	19.19	4.12	148	2.81*
		Industrial	69	16.43	4.73		
7	Teaching Experience	Upto 5 years	79	16.93	4.24	148	1.05
		Above 5 years	71	18.13	2.85		
8	Designation	Professor	27	15.1	4.73	148	1.36
		Associate Professor	45	16.82	4.66		
		lecturer	78	16.27	4.55		

Table-3 Demographic & educational characteristics-wise perception higher education teachers on classroom management and Organization dimensions

S.No	Demographic characteristics	Groups	No	Mean	SD	df	t-value
1	Gender	Male	83	14.55	4.07	148	0.43
		Female	67	15.08	4.87		
2	Age	Upto 28 years	77	19.03	3.64	148	4.50*
		Above 28 years	73	15.54	4.23		
3	Branch	Engineering	76	14.82	4.57	148	0.18
		MBA	74	15.07	4.68		
4	Marital Status	Married	86	14.38	4.56	148	3.84*
		Unmarried	64	18.13	4.12		
5	Qualification	Ph.d, Net/Slet	84	15.59	4.3	148	1.29
		M.tech/ MBA	66	13.96	4.81		
6	Experience	Teaching	81	15.04	4.49	148	0.48
		Industrial	69	14.36	4.94		

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7	Teaching Experience	Upto 5 years	79	17.38	4.09	148	2.09*
		Above 5 years	71	14.89	5.1		
8	Designation	Professor	27	14.55	4.07	148	0.43
		Associate Professor	45	15.08	4.87		
		lecturer	78	14.45	4.09		

Table-4 Demographic & educational characteristics-wise perception of higher education teachers on planning and organizing for instruction dimensions

S.No	Demographic characteristics	Groups	No	Mean	SD	df	t-value
1	Gender	Male	83	17.18	4.7	148	0.73
		Female	67	16.32	4.17		
2	Age	Upto 28 years	77	17.47	4.32	148	1.6
		Above 28 years	73	15.54	4.23		
3	Branch	Engineering	76	18.34	3.75	148	2.00*
		MBA	74	20.32	3.11		
4	Marital Status	Married	86	16.33	4.41	148	1.4
		Unmarried	64	18.63	3.54		
5	Qualification	Ph.d, Net/Slet	84	16.94	3.93	148	0.64
		M.tech/ MBA	66	16.31	3.68		
6	Experience	Teaching	81	16.61	4.42	148	0.07
		Industrial	69	16.71	4.27		
7	Teaching Experience	Upto 5 years	79	16.41	4.7	148	0.66
		Above 5 years	71	17.25	3.24		
8	Designation	Professor	27	15	4.04	148	2.20*
		Associate Professor	45	17.51	4.52		
		lecturer	78	15.57	4.47		

Table-5 Demographic & educational characteristics-wise perception of higher education teachers on implementing instruction dimensions

S.No	Demographic characteristics	Groups	No	Mean	SD	df	t-value
1	Gender	Male	83	19.37	3.23	148	1.13
		Female	67	18.27	4.27		
2	Age	Upto 28 years	77	17.38	4.09	148	2.09*
		Above 28 years	73	14.89	5.1		
3	Branch	Engineering	76	19.56	3.49	148	2.24*
		MBA	74	17.2	3.65		
4	Marital Status	Married	73	18.88	3.72	148	0.44
		Unmarried	27	19.5	3.34		
5	Qualification	Ph.d, Net/Slet	47	20	2.99	148	2.36*
		M.tech/ MBA	53	17.86	3.94		
6	Experience	Teaching	69	17.18	3.88	148	2.68*
		Industrial	31	14.86	4.24		
7	Teaching Experience	Upto 5 years	79	18.64	3.9	148	1.17
		Above 5 years	71	19.88	2.75		
8	Designation	Professor	27	19.05	3.61	148	0.24
		Associate Professor	45	18.81	3.82		
		lecturer	78	18.33	3.19		

Table-6 Demographic & educational characteristics-wise perception of higher education teachers on monitoring student progress and potential dimension

S.No	Demographic characteristics	Groups	No	Mean	SD	df	t-value
1	Gender	Male	83	16.18	4.91	148	0.26
		Female	67	16.5	4.33		
2	Age	Upto 28 years	77	16.97	4.46	148	1.07
		Above 28 years	73	15.62	4.56		

3	Branch	Engineering	76	16.93	4.39	148	1.66
		MBA	74	14.73	4.64		
4	Marital Status	Married	73	16.25	4.58	148	0.58
		Unmarried	27	17.25	4.27		
5	Qualification	Ph.d, Net/Slet	47	17.03	4.46	148	1.16
		M.tech/ MBA	53	15.68	4.54		
6	Experience	Teaching	69	16.85	4.54	148	1.46
		Industrial	31	14.86	4.24		
7	Teaching Experience	Upto 5 years	79	15.66	4.62	148	2.12*
		Above 5 years	71	18.38	3.63		
8	Designation	Professor	27	15.04	4.71	148	1.89
		Associate Professor	45	16.82	4.66		
		lecturer	78	15.34	4.46		

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