

**Volume 02**  
**Issue 04**  
**December 2020**

**ISSN: 2582-6352**

# The UNiVerse Journal

**A Quarterly Refereed  
Open-Access Multidisciplinary  
e-journal of Humanities.**



**Editor-in-chief:**  
**C.P.Pathakk**

**Indexed Journal**  
**Peer-reviewed**

<https://www.theuniversejournal.com/index.php>  
<https://www.theuniversejournal.com/edboard.php>  
[https://www.theuniversejournal.com/current\\_issue.php](https://www.theuniversejournal.com/current_issue.php)  
[https://www.theuniversejournal.com/join\\_us.php](https://www.theuniversejournal.com/join_us.php)



**“ A Study of Teacher Effectiveness - An Analytical Study on Mathematics Teachers of Of  
Kashmir”**

**-Dr. S. Ali**

**India**

**drsali9982gmail.com**

## **ABSTRACT**

The aim of the study was to assess the teachers effectiveness on their concern mathematical subjects with respect to their gender-wise. A sample for the present study was consisted of 60 mathematical teachers (30 male and 30 female). The sample were selected randomly from the different secondary schools of of Kashmir. In order to measure the teacher effectiveness among male and female mathematical teachers an Index of Teacher Effectiveness’ (Constructed and standardized by S. Sreelatha, Dr. B. Krishna Prasad, and Dr. A. Amal Raj, 2006). The major findings of the study revealed that that both male and female mathematical teachers have similar teacher effectiveness.

**Keywords:** Teacher Effectiveness, Mathematics, Teachers, Kashmir

## **Introduction**

Teachers are the builders of the society. It is their responsibility to set a strong foundation to the pillars of nation, and also raise them to great heights. But these lofty operations can come true only when they perform their duties with dedication, and sincerity which is possible only when their personality is adequately developed.

The teacher of today has to be quite different from that of his predecessors. He should make the teaching-learning process a joyful experience, and not a sordid soulless activity for students. He should perennially be involved in the creation of new knowledge, and concepts. He should have a vision for the future; the kind of society to be built. Researches showed that the teacher is probably the single most important factor affecting student’s achievement, and the more can be done to improve student achievement by improving the effectiveness of teacher than by any other single factor.

The influence of teachers’ personality on his teaching performance has been a fertile area of educational research during the past few decades. How the personality of the teacher interacts

with his teaching ability is a critical factor in teacher effectiveness. The changing role of teacher from that of a dispenser of knowledge, to that of innovator, stimulator, motivator, helper, and agent of social change presumes that teachers possessing certain specific personality traits alone can perform any of these roles effectively (Baez, 1976).

Personality traits which determine teaching success could be obviously subject specific. A personality trait which influences the teaching success in one subject, for example literature, may turn out to be a hindering influence in the teaching success of another subject like Mathematics. Identification of the personality traits associated with success in teaching a particular subject has not received the attention of researchers. The present study is an attempt to identify the personality traits essential for an effective Mathematics teacher.

A glance at the present scenario of Mathematics education is quite distressing. It is generally observed that there is a sense of fear, and dislike for Mathematics in many of our students. While comparing the achievement in various subjects, majority of the students got low scores in Mathematics. Various researchers have shown that there is significant relationship between student achievement, and teacher effectiveness. So the Mathematics teaching should be effective which in turn demands certain personal traits in teachers.

The new taxonomies insist that the outcomes of instruction should go beyond cognitive domain. Newly developed Mathematics curriculum gives emphasis to affective variables like values, interest, and attitudes, in one hand, and skills like psychomotor variables, on other hand. This forced the investigator to give greater attention to the personality of Mathematics teachers.

### **Need and Importance**

Teachers occupy a pivotal position in any progressive society. Whether viewed as a model, a director, a supervisor, a guide, or a leader, the task of a teacher is crucial in moulding the youth. They become contributing individuals of the society. Philosophers, psychologists and great leaders of the twenty first century have highlighted the significance of the role of a teacher in the society, and the part he plays directly or indirectly in the building up of a nation. During 1966, the late president of India, Dr. S. Radhakrishnan observed that the teacher's place in the society is of vital importance. He acts as a pivot for the transmission of intellectual traditions, and technical skill, from generation to generation, and helps to keep the lamp of civilization burning. He not only guides the individual, but also to say, the destiny of the nation.

The emphasis here is on 'teacher personality' which influences the younger generation continuously, and one can never tell where his influence stops.

In olden days, there were very cordial relations between the teacher, and the taught. The teacher

enjoyed a unique position in the society, full freedom in his work, and received substantial help and encouragement. The teacher devoted himself whole-heartedly to the mission of teaching, learning, and development of desirable personality characteristics in children. But, the present situation is quite different. Sri. Aurabindo has summed up the fundamental change that has occurred in the role of teachers thus.

The first principle of true teaching is that nothing can be taught. The teacher is not an instructor, or task master. He is a helper, and guide, his business is to suggest, and not to impose. He does not actually train the pupil's mind, he only shows him how to perfect his instruments of knowledge, and helps, and encourages in the process. He does not impart knowledge to him; he shows him how to acquire it. He does not call forth the knowledge that is within; he only shows him where it lies and how it can be habituated to the surface. The above said expanded role of teacher necessitates effective teaching skills and very good personality traits. Now-a-days, a 'sensitive' teacher, a teacher who possesses the heart of a poet, the eye of a scientist, the faith of a saint, and the hand and head of a writer is not so common, and also, the status of teacher reflects the socio-cultural ethos of a society.

### **Statement of the Problem**

*“A Study of Teacher Effectiveness - An Analytical Study on Mathematics Teachers of Of Kashmir”*

### **Objective of the Study**

The following objectives have been formulated for the present study:

1. To assess the teacher effectiveness among male and female mathematical teachers.
2. To compare the male and female mathematical teachers on their teacher effectiveness.

### **Hypotheses**

The following hypotheses have been formulated for the present study:

1. There is insignificant difference between male and female mathematical teachers on their teacher effectiveness.

### **OPERATIONAL DEFINITIONS OF TERMS**

1. **Teacher Effectiveness:** The term 'Teacher Effectiveness' refers to the degree of success of a teacher in performing instructional, and other duties specified in his contract, and demanded by the nature of his position. The scores obtained by a teacher on "An Index of Teacher Effectiveness" is taken as the score for the variable teacher effectiveness. Here for each item in the index, the investigator rates the teacher while observing his/her performance in the actual teaching-learning situation in a classroom.
2. **Mathematics Teacher:** The term 'Mathematics Teacher' as used in the present investigation implies the teacher who teaches mathematics in high schools.

3. **An Analytical Study:** The term ‘an analytical study’ implies the analysis of data collected for the study with the help of various statistical techniques to throw light on the hypotheses formulated for the present study. The term also implies analyses done on various categories of Mathematics teachers on the basis of personality variables and teacher effectiveness.

**SAMPLE**

The sample for the present study was consisted of 60 mathematical teachers (30 male and 30 female). The sample were selected randomly from the different secondary schools of of Kashmir.

The breakup of the sample shall be as under:

<b>Group</b>	<b>N</b>	<b>Total</b>
Male	30	60
Female	30	

**DESCRIPTION OF THE TOOL**

The following tool were formulating in the present study:

1. An Index of Teacher Effectiveness’ (Constructed and standardized by S. Sreelatha, Dr. B. Krishna Prasad, and Dr. A. Amal Raj, 2006).

**Statistical Analysis**

The data collected was subjected to following statistical treatment:

1. Mean
2. S.D
3. t-test

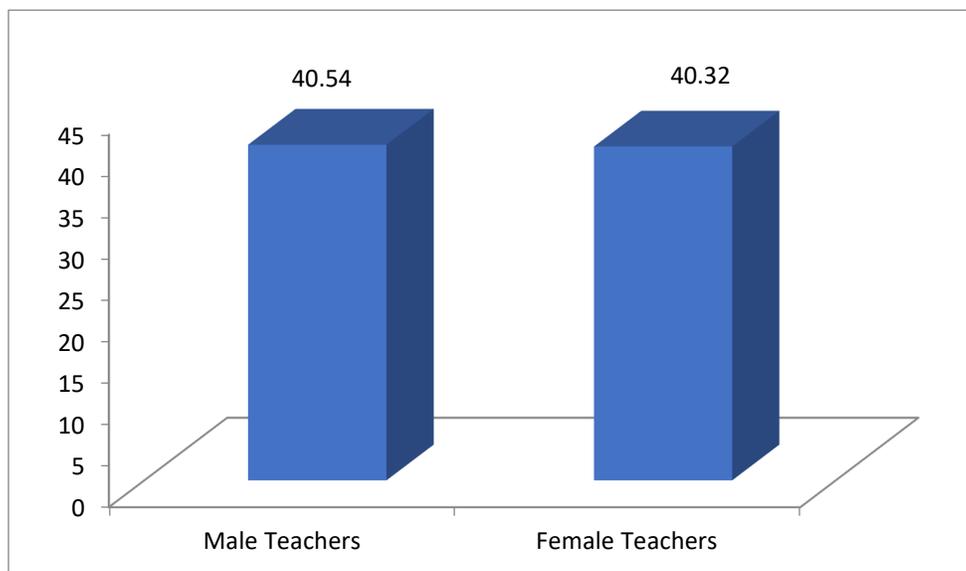
**ANALYSIS AND INTERPRETATION**

**Table 1: Showing significance of mean difference between male and female mathematical teachers on Teacher Effectiveness**

Group	Mean	S.D	t. value	Level of Significance
Male Teachers	40.54	6.99	0.88	Insignificant
Female Teachers	40.32	6.72		

The above table represents the significance of mean difference between male and female mathematical teachers on their teacher effectiveness. The results of the above table shows that there s insignificant mean difference between male teachers and female teachers who teaching mathematical subject. Therefore, the results of the table indicate that both male and female mathematical teachers have similar teacher effectiveness.

**Figure 1: Showing significance of mean difference between male and female mathematical teachers on Teacher Effectiveness**



## CONCLUSION

The following conclusions have been drawn from the present study:

- ❖ On the basis of analysis it was found that there s insignificant mean difference between male teachers and female teachers who teaching mathematical subject.
- ❖ On the basis of analysis it was found that both male and female mathematical teachers have similar teacher effectiveness.

## REFERENCES

Agostino, V.D. Jerome. (2009). Predicting teacher performance with test scores and grade point average:

- A meta-analysis. *American Educational Research Journal*, 46 (1), 146-182.
- American Psychological Association. (2002). *Publication Manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington DC : Author.
- Barr, A.S. (1952). Teaching Competencies. In Walter S. Montroe (Ed.). *Encyclopaedia of Educational Research*. New York: Mc Millan Co. 1447-48.
- Bemis, Katherine, A., & Cooper, James, G. (1987). *Teacher personality, teacher behaviour, and other effects upon pupil achievement*. Retrieved on September 15, 2007 from [www.Eric.com](http://www.Eric.com).
- Best, J.W., & Khan, J.V. (2005). *Research in Education* (7<sup>th</sup> ed.). New York : Prentice-Hall.
- Borich, D. Gary, & Finton S. Kathaleen. (1977). *The Appraisal of Teaching Concepts and Processes*, Massachusetts: Addison- Wesley.
- Choudhari, K. (1985). *A Factorial study of the teaching competencies of teachers teaching English at the secondary school level, Doctoral Dissertation*, SNDT University, Pune.
- Creswell, J.W. (1994). *Research Design : Quantitative and Qualitative Approaches*. California : Sage Publications, Inc.
- Feldman, A. Kenneth. (1987). Research productivity and scholarly accomplishment of college teachers as related to their instructional effectiveness – A review and exploration. *Research in Higher Education*, 26(3), 227-298.
- Fennema, E., & Franks, N.L. (1992). Teachers knowledge and its impact. In *Handbook of Research in Mathematics Teaching and Learning*. New York : Macmillan Publishing Company.
- Firat, Acikgoz. (2005). A study on teacher characteristics and their effects on students attitudes. *The Reading Matrix*, 5(2). [erciyes@hacettepe.edu.tr](mailto:erciyes@hacettepe.edu.tr).
- Flanders, N.A., & Simon. (1969). Teaching Effectiveness. A Review of Research, 1960-66. In R.L. Ebel (Ed.). *Encyclopaedia of Educational Research*, Chicago.
- Fruchter, B. (1954). *Introduction to Factor Analysis*. New York : D Van Nostrand, Inc.
- Gage, N.L. (1972). *Teacher Effectiveness and Teacher Education : The Search for a Scientific Basis*. Palto Alto: Pacific Books Publishers.
- Gagne, R.M. (1976). The learning basis of teaching methods. In N.L. Gage (Ed.). *The Psychology of Teaching Methods*. Chicago: University of Chicago Press.
- Garrett, H.E. (1973). *Statistics in Psychology and Education*. Bombay: Vakils, Feffer, and Simons Pvt. Ltd.
- Howard, H.R. Gordan, & Richard, Yocke. (1999). Relationship between personality characteristics, and observable teaching effectiveness of selected beginning career, and technical education teachers.

*Journal of Vocational and Technical Education*, 16(1), 45-47.

- Imhanlahimi, E.O., & L.I. Agule. (2006). Comparing three instruments for assessing Biology teacher's effectiveness in the instructional process in Edo state, Nigeria. *Journal of Social Science*, 13(1), 67-70.
- Johnes, John. (1989). Students rating of teacher personality and teaching competence. *Journal of Higher Education*, 18(5), 551-558.
- Kaur, Harvinder. (2000). *Impact of B.Ed. programme on teacher effectiveness, personality, teaching aptitude and aptitude towards teaching of prospective teachers*. Doctoral Dissertation, Punjab University, Chandigarh. Retrieved on October 10, 2008 from [www.yahoo.com](http://www.yahoo.com).
- Kent, Harry, Fisher, Darell, & Fraser, Barry. (1995). Relationship between teacher personality and teacher student interpersonal behaviour. *Australian Association for Research in Education Conference Tasmania*, 26-30.
- Koker, H., & Koker, J. (1982). *Classroom Observations Keyed for Effectiveness Research (COKER)*, Atlanta : Georgia State University.
- Kothari, C.R. (1986). *Research Methodology: Methods and Techniques*. New Delhi : New Age International (P) Ltd.
- Lynn, Minor, C., Onwuegbuzie, Anthony, J., Witcher, Ann, Terry, & James, Terry L. (2003). Pre-service teachers' educational beliefs and their perceptions of characteristics of effective teachers. *Journal of Educational Research*, 96(2), 116-127.
- Malikow, Max. (2006). Effective teacher study. *National Forum of Teacher Education Journal*, Electronic, 16(3E).
- Marchbanks, Paul. (2000). Personality traits of elementary school teachers. Retrieved on October 20, 2007 from [www.Eric.com](http://www.Eric.com).
- Maslow, A.H. (1970). *Motivation and Personality* (2<sup>nd</sup> ed.). New York: Harper & Row.
- Mathew, V.G. (1982). *Mathew Item Analysis Table*. Trivandrum : University of Kerala, Department of Psychology.
- Medly, M. Donald. (1984). Teacher Effectiveness. *Encyclopedia of Educational Research* (Vol. 4). New York : Encyclopedia of Educational Research.
- Mitzel, E. Harold (Ed.). (1982). Measuring teacher effectiveness. *Encyclopaedia of Educational Research* (Vol. 4). New York : Encyclopaedia of Educational Research.
- Murphy, Gardner. (1948). *Personality – A Bio Social Approach to Origin and Structure*. New York : Harper & Brothers.

**The UNiverse Journal**

(A Quarterly Refereed Open Access Multidisciplinary e-Journal)

- Murray, E. (1972). Students' Perceptions of Self-Actualizing and Non- self Actualizing Teachers. *Journal of Teacher Education*, 23, 383-387.
- Nair, Ramachandran, K.R. (1982). Teacher evaluation by students. *The Hindu*, 1982, July 27.
- Nwosu, E.C. (1995). *Development, validation, and application of a model for assessing teacher effectiveness in secondary school Chemistry*. Doctoral Dissertation, University of Lagos, USA. Retrieved on September 17, 2007.
- Woods. (2004). The characteristics of successful, and effective teachers of gifted students. *Dissertation International Abstract*, 65(9), 317-319.