

Students' Perception of Effective Teaching at Tertiary Level

Dr. Tulika Chakraborty*

Abstract:

Effective teaching depends on several factors. In teaching learning systems, the teachers should give importance on the individuality of the learners. Learners develop at different rates and naturally they have different interest and aptitudes. A good teacher will give importance on the individuality of the learners. The purpose of the present study was to find out the effectiveness of the teachers according to the components of post-graduate students' perception.

Two hundred (200) post graduate students were selected from two Universities situated one in Kolkata and the other at Burdwan of WB. Stratified random sampling method was adopted. Researcher selected Likert type scale in order to measure effective teaching and prepared a standardized Questionnaire consisting of 44 items. This study will help both teachers and students in India and Abroad.

Keywords: *Effective Teacher, Students' Perception, Post graduate students, Tertiary Education*

1. Introduction

Teaching is a dynamic activity. To do this dynamic activity successfully effective teachers are required. Effective teachers are those who achieve the goals they set for themselves and for the learners. In teaching- learning process, the teacher should give importance on the individuality of the learners. Learners develop at different rates, because they have different levels of interest, aptitudes and intelligence. Teachers' effectiveness also depends on quality education. Effective teacher is a person who is good professional communicator and motivator in class-room teaching and learning system, a true human being and a facilitator to students learning. Some factors of effective teaching may be considered as –

- teaching style,
- teachers' personality,
- teaching may appear easier and "more natural" for some than for others, but there are no "born teachers",
- good teachers work at being good and are constantly looking for ways to improve etc.

According to Berk (2005)¹ "There are two types of decision regarding quality teachers: formative, which uses the evidence to improve and snaps the quality of our teaching, and summative, which uses the evidence to sum-up our overall performance or status decide about annual merit pay, promotion.

*Assistant Professor, Domkal Girls' College, Department of Education); tuli2010chakraborty@yahoo.com

¹Berk, L. E. (1996). Child Development. (3rd ed.). New Delhi: Prentice Hall of India.

Some researchers Fields, A. (2000)² identified 16 instructional dimensions of effective teaching. But none have identified the students' perception of effective teacher. The researcher found no studies in Indian condition on – students' perception of effective teacher of the students continuing higher education at the university level.

2. Objectives:

The objectives of the study were considered as follows-

- i) To develop a standardized test for the present study.
- ii) To make a comparative study on students at tertiary level perception in relation to sex (male & female) and strata (urban & rural)
- iii) To measure students' perception of effective teacher at tertiary level

3. Hypothesis:

The hypotheses of the study in the null form were as follows-

H₀₁ :There would be no significant mean difference in Kolkata and Burdwan post graduate students' perception of effective teacher.

H₀₂ :There would be no significant mean difference in Kolkata and Burdwan-

- i) Post Graduate male students' perception of effective teacher.
- ii) Post Graduate female students' perception of effective teacher.
- iii) Post Graduate urban students' perception of effective teacher.
- iv) Post Graduate urban male students' perception of effective teacher.
- v) Post Graduate urban female students' perception of effective teacher.
- vi) Post graduate rural students' perception of effective teacher.
- vii) Post Graduate rural male students' perception of effective teacher.
- viii) Postgraduate rural female students' perception of effective teacher.

4. Significance of the Study:

Significance of the study were as follows –

- a) The findings of the study will enlighten post graduate students' perception in the light of effective teachers.
- b) The finding of study will act as important information source of teachers who are dealing with the students in their daily classroom.
- c) Future researchers will get a new platform for designing their studies which is a very demanding field in higher education.

5. Methodology:

The methodology of the study was as follows-

² Field, A. (2000). Discovering Statistics Using SPSS for windows (Advance Techniques for the Beginner). SAGE Publications: New Delhi.

5.1 Variables:

In the present investigation, the researcher took two independent variables. According to Panneerselvam, R. (2007)³, researcher divided the independent variables into two categories, Treatment variable and Attribute Variable.

5.1.1 Treatment Variables-

- (i) Students' Perceptions and
- (ii) Effective Teacher

5.1.1 Attribute Variables:

- (i) Gender (Male & Female) and
- (ii) Strata (Rural & Urban)

5.2 Sample:

Stratified random sampling was used in the investigation. In this sampling method, the population is divided into a specific set of strata such that the member within each stratum had similar attributes but the members between strata had dissimilar attributes. This means that each stratum was homogeneous when compared to the population, this stratified random sample technique was done through several stages. 200 post graduate students were selected from two universities i.e., University of Calcutta (Kolkata district) and Burdwan University (Burdwan district). The students were subdivided into male and female. On the basis on this way the post graduate students were selected. Distribution of sample is given below in (Table-1).

Table-1 Distribution of the Sample

Total Sample	University of Calcutta				University of Burdwan			
	Kolkata				Burdwan			
	Male		Female		Male		Female	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
	25	25	25	25	25	25	25	25
50		50		50		50		
200	100				100			

5.3 Tool used:

The present researcher developed and a standardized tool "Learners' Perception from Teachers" (LPT), a suitable tool for this purpose.

5.3.1 Try out of the Learners' Perception from Teachers (LPT):

1) Administration and Evaluation of the Scale:

The "Learners' Perception from Teachers" was administered on the above sample by giving a booklet along with answer sheet. The items of this scale were made both in English and in Bengali language. This scale was a 3-point scale. There were three response categories i.e.,

³ Panneerselvam, R. (2007). Research Methodology. Prentice Hall of India.

Agree, Undecided, and Disagree. The response to 44 items was evaluated according to the Likert type three-pointscales. There are 22 positive and 22 negative items. The scoring criterion was 3,2,1 or 1,2,3 according to positive or negative attitudes respectively.

2) Item Analysis of the Scale:

Here the item analysis was done by computing t-value to examine the discriminating power of each items of questionnaire. The t-value of high score group (upper 27%) and low score (below 27%) in LPT were considered. As a crude and approximate rule of thumb, Garret, H.E. (1961)⁴ it may regard any 't' values equal to or greater than 1.75 indicated that the average response of the high and low group to a statement differed significantly. Then researcher selected 44 items, from among 60 items for her study.

3) Validity of the Learners' Perception from Teachers (LPT):

To determine factorial validity of the tool, the researcher performed Principal Component Factor Analysis with Vari-max rotation. In this section the result of Principal Component Analysis has been presented with their Eigen Values in the (Table- 2)

Table – 2: Total Variance of LPT Questionnaire

Components	Initial Eigen values			Extraction Sums of Squared Loading		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.938	17.312	17.312	6.938	15.819	17.312
2	5.786	6.512	20.199	5.786	6.512	20.199
3	4.912	5.133	28.305	4.912	5.133	28.305
4	3.421	4.991	34.279	3.421	4.991	34.279
5	2.276	4.201	31.587	2.276	4.201	31.587

5.3.2 Blueprints of the final tool for the study:

Finally, the researcher considered 5 components for the final study. It was then subjected to Principal component factor analysis. The 5 components Hay, M. (2008)⁵ along with their respective item numbers were given below (Table- 3).

Table- 3 The component of LPT Questionnaire

Principal Component Factors (PCF)	Name of the Components	Eigenvalues	Items in each components	Total items in each component
PCF – 1	Professional Communicator of class-room teaching	6.938	9, 14,15,18, 19,25, 29,30, 31, 33,and 41	11

⁴ Garret, H.E. (1961). Statistic in Psychology and Education (Indian Education). Allied Pacific.

⁵ Hay, M. (2008). Research into Teacher Effectiveness: A Model of Teacher Effectiveness. Oxford Publishing House.

PCF-2	Humane authentic teacher	5.786	12, 13, 20, 23,35, 36,37, 40, 43and 44	10
PCF-3	Professionally learned motivator	4.912	17,22,26, 32,34, 38, 39 and 42	8
PCF-4	Committed to the learner	3.421	1,2, 3, 5,6, 10 ,11and 21	8
PCF-5	Facilitator of student learning	2.276	4,7, 8 , 6,21,24,27 and 28	7
Total				44

5.3.2.1 Reliability of the Learners' Perception from Teachers (LPT):

The researcher considered two statistical measures for determining the reliability of the test, viz., Test – retest Reliability and Internal Consistency.

5.3.2.2 Test-Retest Reliability:

For computing the Test-retest reliability of the, the researcher re-administered the test on a sample of 50 post graduate students to calculate the test-retest reliability. The Test-retest correlation value was presented in (Table- 4).

Table – 4: Test-retest Correlation Value of LPT Questionnaire

Type of Correlation	Test- Retest Reliability
Correlation (2 tailed)	0.79*
N	30

**Significant at 0.05 level*

The Test-retest Correlation value was found to be 0.79, which was significant at 0.05 level.

5.3.3 Reliability by Internal Consistency:

For the present study the researcher estimated the dimension vs. total score correlation to determine the internal consistency of the test. The results were given below (Table - 5)

Table – 5 Dimension vs. Total Score Relationship of LPT

Dimension	Total Score
Dimension - 1 (Professional Communicator of class-room teaching)	0.67*
Dimension - 2 (Humane authentic teacher)	0.63*
Dimension - 3 (Professionally learned motivator)	0.61*
Dimension – 4 (Committed to the learner)	0.69*
Dimension – 5 (Facilitator of student learning)	0.65*

**Correlation significant at 0.05level*

As found in Table 5, the researcher found that the estimated values were satisfactory for the purpose of the present study.

6. Results and Discussions:

6.1 Results:

The data collected from sample are systematically classified and tabulated, scientifically analysed and interpretive.

The following statistics were considered-

- (i) Descriptive Statistics
- (ii) Inferential Statistics

6.1.1 Descriptive Statistics: The researcher calculated descriptive statistics of post graduate students score in LET of for both districts namely Kolkata and Burdwan. The various statistical measures were given in table 6.

Table- 6 Descriptive Statistics of entire sample in LPT of Kolkata District (University of Calcutta-CU) and Burdwan District (University of Burdwan-BU)

Learners' Perception from Teachers (LPT)		
Descriptive Statistics	CU- Calcutta	BU- Burdwan
N	100	100
Mean	53.22	55.72
Median	54.00	52.30
Mode	54.00	51.00
SD	10.25	11.27
Q	7.38	8.00
Sk	0.162	0.167
Ku	0.234	0.211
Variances	31.73	36.00

The descriptive statistics for LET showed in the Table 6 revealed that in the CU total sample Mean (53.22) was slightly different from Median (54.00) and Mode. The standard deviation of the distribution was 10.25 and Q was 7.38. The value of Skewness was (.162). and Kurtosis (.234) was less than (0.263) and the distribution was slightly platikurtic. The variance was 31.73.

In the BU total sample Mean (55.72) was different from Median (52.30) and Mode. The standard deviation of the distribution was 11.27. Q was 8.00. The value of Skewness was (.167) and Kurtosis (.211). They were less than (0.263) and the distribution was slightly platikurtic. The variance was 36.00.

6.1.2 Inferential Statistics:

The researcher hypothesized that male and female students of rural and urban localities did not differ significantly with relation to their LPT level. In the following section, attempt had been made to verify these hypotheses using 't' test in each case. The result was given in Tables- 7, 8 and 9 respectively-

Table – 7: Showing 't' values of Student Perception of Effective Teacher between post-graduate students of Kolkata and Burdwan, Male teachers of Kolkata and Burdwan and Female teachers of Kolkata and Burdwan

Groups Measures	Kolkata	Burdwan	Kolkata Male	Burdwan Male	Kolkata Female	Burdwan Female
N	100	100	50	50	50	50
Mean	73.52	69	64.23	59.16	50.44	44.11
SD	7.20	5.34	4.11	6.30	6.16	5.04
SE _M	1.11		1.23		1.09	
t-value	2.64*		2.45*		2.12*	

*Significant at 0.05 level

- The 't' value between teachers of Kolkata and Burdwan was significant at 0.05 level. Hence null hypothesis H_0 was rejected.
- 't' value of Male teachers of Kolkata and Burdwan was found to be significant at 0.05 level. Hence null hypothesis H_{01} was also rejected.
- 't' value of female teachers of Kolkata and Burdwan was also significant at 0.05 level. Hence null hypothesis H_{02} was also rejected.

So, in all the above cases alternate hypothesis were accepted.

Table – 8: Showing 't' values between Urban teacher of Kolkata and Burdwan, Urban Male teachers of Kolkata and Burdwan and Urban Female teachers of Kolkata and Burdwan

Groups Measures	Kolkata Urban	Burdwan Urban	Kolkata Urban Male	Burdwan Urban Male	Kolkata Urban Female	Burdwan Urban Female
N	50	50	25	25	25	25
Mean	74.13	68.84	81.67	75.10	60.13	59.72
SD	6.34	5.16	5.54	5.11	6.22	5.09
SE _M	1.41		1.13		0.76	
t-value	2.06*		1.91**		2.15*	

*Significant at 0.05 level **Not significant at 0.05 level

- 't' value of Urban PG students of Kolkata and Burdwan was found to be significant at 0.05 level. Hence null hypothesis H_{02} was rejected.
- 't' value of male students of Kolkata and Burdwan Urban was not significant at 0.05 level. Hence null hypothesis H_{02} was accepted.
- But 't' value of female Urban students of Kolkata and Burdwan was significant at 0.05 level. Hence null hypothesis H_{02} was rejected. So, alternative hypothesis was accepted.

Table – 9: Showing 't' values between Rural teacher of Kolkata and Burdwan;
Rural Male teachers of Kolkata and Burdwan; Rural Female teachers of Kolkata and Burdwan

Groups Measures	Kolkata Rural	Burdwan Rural	Kolkata Rural Male	Burdwan Rural Male	Kolkata Rural Female	Burdwan Rural Female
N	50	50	25	25	25	25
Mean	69.43	70.51	58.56	61.21	55.72	59.26
SD	6.42	6.49	6.27	5.81	6.53	5.40
SEm	1.60		1.64		1.06	
t-value	1.57**		2.69*		1.75**	

*Significant at 0.05 level **Not significant at 0.05 level

- Obtained 't' value between Kolkata and Burdwan rural students was not significant at 0.05 level. Hence null hypothesis H_{02} - viwas accepted.
- But obtained 't' value of Kolkata and Burdwan rural male students was significant at 0.05 level. Hence null hypothesis H_{02} - viiwas rejected.
- Obtained 't' value of Kolkata and Burdwan rural female students was not significant at 0.05 level. Hence null hypothesis H_{02} - viiiwas accepted.

6.2 Discussion:

- The present study found out the differences between Kolkata and Burdwan PG students' perception of effective teachers. It was also found that the students' perception of effective teacher of Kolkata was significantly higher than Burdwan.
- It has also found that significant difference exist between male & female PG students Kolkata and Burdwan. Male & female PG students' perception of effective teacher of Kolkata was higher than male & female students of Burdwan.
- It was also found that there was significant mean difference in students' perception of effective teacher between total urban PG students and urban female PG students of Kolkata and Burdwan. Total urban students and urban female students of Kolkata were better perception of effective teacher than Burdwan. But no significant mean difference in between urban male students of Kolkata and Burdwan.
- The result also implied that there was no significant mean difference in between total rural and rural female PG students of Kolkata and Burdwan. But significant mean difference in rural male PG students in relation to students' perception of effective teacher between Kolkata and Burdwan.

7. Educational implication of the Study:

The following conclusions were drawn from the analysis of the study-

- The study revealed that significant differences exist between Kolkata and Burdwan total PG students.
- The result concluded that significance difference existed between in Kolkata and Burdwan

total urban PG students and urban female PG students and rural male PG students.

- c. It was also noticed that no significance difference in between Kolkata and Burdwan total rural PG students, rural female and urban male PG students.

8. Implications of the study:

- This study will help both teachers and students in India and Abroad at Tertiary level.
- In the obtained results of this study, Kocher, S.K. (1992)⁶ it is found that students' perception of effective teacher is very important to develop the teaching quality and at the same time the quality of education. So, if the teachers use good professional instructional techniques, a better teaching style may be accepted by students.
- The findings of the study will enlighten post graduate students views on Fenster, D.G., & Soltis, F.J. (1986)⁷ effective teacher which if properly integrated in the transection mode of our classroom teaching.
- The findings of study will act as important information shows of teachers who are dealing with students daily in the class-room.
- Finally, Borich, D.G. (1996)⁸ the managers, planners, quality managers may be benefited with the finding of the study.

9. Delimitation of the study:

The present researcher delimits her research area as follows:

- i) The study was confined to one major variable i.e., Students' Perception.
- ii) The researcher had included only Post-Graduate students as the population for the study.
- iii) Only 200 Post Graduate students were selected as sample for study.
- iv) The sample for the study was drawn from only two universities of W.B.
- v) One questionnaire, namely Learners' Perception from Teachers (LPT) was used for the purpose of measuring students' perception of effective teachers.
- vi) Stratified random sampling procedure was followed.
- vii) In the present study the researcher considered both descriptive and inferential statistics as required.

10. Suggestions for further studies:

Keeping in view of the above conclusion of the study, the present researcher suggested the following:

- The present study on students' perception of effective teacher conducted only on P. G. students of CU and of BU as sample; students of other Universities may be considered.

⁶ Kocher, S.K. (1992). *Methods and Techniques of Teaching*. Sterling Publishers.

⁷ Fenster, D.G., & Soltis, F.J. (1986). *Approaches to Teaching Teachers*. S. Chand Publishing.

⁸ Borich, D.G. (1996). *Effective Teaching Methods*. (3rd ed.). Englewood press.

- The present study was included only two districts and two universities of West Bengal. The future study may include more districts and universities in W.B.
- Students' perception of effective teacher Collins, N. (1986)⁹ is not only the important topic to the university level students, but also to the elementary, primary, secondary and college level also to find the effective teacher.
- Only of considering the Kaiser Principal for selection, other methods may be followed.
- The researcher used stratified random sampling technique; other sampling techniques may be used.
- Reliability of the test was determined by test-retest and internal consistency method, other methods to determine reliability may be followed.
- For collecting information, Creemers, B.P.M. (1994)¹⁰ other techniques such as observation, interview, may be used to create a varieties situation.
- Multiple techniques for data collection may be employed for future studies.
- Comparative study may be done on PG regular and PG distance students to find out the students' perception of effective teachers.
- Future researchers will get a new platform for designing their studies which is very demanding field in today's world of higher education where quality is the first and the last word.
- Further studies on students' perception of effective teacher may be encouraged in India.
- Additionally, the tool used in the study though not so very sound, may be right platform for developing a new tool for assessment of teachers by the students.

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⁹ Collins, N. (1986). New Teaching Skill. Oxford University Press.

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