

# A Comparative Study of Male and Female Secondary School Teachers with Respect to their Teaching Competence, Self Esteem, Sense of Humour and Classroom Climate

Meenu<sup>1</sup>, Dr. Sarita Verma<sup>2</sup>

<sup>1</sup>Research Scholar, Sharda University, Greater Noida, India

<sup>2</sup>Associate Professor, Sharda University, Greater Noida, India

## ABSTRACT

In the recent years, researches in teaching competency is a growing field and it considers that the personal attributes specially self esteem and sense of humour, knowledge and skills of the teachers are of paramount importance for the success of teaching and learning process and this teaching – learning process undoubtedly depend on what goes on in the classrooms and how it goes on. The research was conducted to make the comparative study of male and female secondary school teachers with respect to their teaching competence, self esteem, sense of humour and classroom climate. The objectives of the studies were:- 1.To compare the teaching competence of male and female secondary school teachers. 2.To compare the Self Esteem of male and female secondary school teachers. 3.To compare the Sense of Humour of male and female secondary school teachers. 4.To compare the Classroom Climate of male and female secondary school teachers. Quantitative approach was used in the study. Survey method was used for data collection. 900 teachers from government as well as private senior secondary schools have been selected. Data were collected through questionnaire. The study reveals that with respect to teaching competence and sense of humour the female teachers performed more homogeneously as compared to their male counterpart. But the mean score of teaching competence of male and female secondary school teachers differ significantly where as the mean score of sense of humour of male and female secondary school teachers do not differ significantly (at 0.01 level of confidence).

**Keywords-** Teaching Competence, Self -Esteem, Sense Of Humour, Classroom Climate, Secondary School Teachers

## Introduction

A teacher is a person who delivers instructions in classroom, evaluate student performance and/or administers or provides consistent and substantial leadership to an educational program. Teacher is the second parent who thinks good for our future and teacher is the only person who helps us to make decision which are right for us. It has been rightly said, "It does not matter what a teacher says, writes, it is what he is and what he does" For effective teaching, good and competent teachers are needed. Teachers who are knowledgeable and are well disposed towards their pupils and show warmth, enthusiasm and concern in their interaction with them will be appreciated by everyone. In other words,

they will be considered competent. Competence is a concrete organization of a person's characteristics and behaviour. Competency is ordinarily defined as adequacy for a task or possession of required knowledge, skills and abilities. Teaching competencies identify a single level of proficiency or a range of levels determined through theoretical or empirical process at which a teacher must perform. Teaching competency as the possession of knowledge, skill or professional expertise which is believed to be relevant to the successful practice of teaching. The competency involves problems and need related to education programme that may transform an aspiring teacher into competent professional fully equipped with knowledge and skills to perform teaching task exploring the possibility of generating human as well as physical resources from the community for educational purpose only.

### **Need of the study**

According to NEP, 2020 “research and innovation are central to growing and sustaining a large and vibrant economy, uplifting society, and inspiring a nation to achieve greater heights”. And for uplifting society and economy we need committed teachers in society and teaching competence seems a vibrant area for researcher and motivate him to go ahead with this area of research.

The urgency of present hours requires the need of such study which will definitely help to the teachers, educationists, psychologists and policy makers for having a better education system in our country and fulfils the requirements of NEP, 2020 as it also demands the competent teachers. In the recent years, researches in teaching competency is a growing field and it considers that the personal attributes specially self esteem and sense of humour, knowledge and skills of the teachers are of paramount importance for the success of teaching and learning process and this teaching – learning process undoubtedly depend on what goes on in the classrooms and how it goes on. These two facets of classroom situations entirely revolve around quality, skill and qualities of teachers, who virtually steer the whole process. This is known as teaching competence.

Researcher is highly inspired from recommendations of NEP, 2020 and that's why arousing the interest of doing research in the field of teaching competence. A number of studies like Pchaiyappan and Sadayakumar, 2018; Balakrishnan et al., 2015, Mishra, 2009, etc. assessed teaching competence to explore various professional skills of teachers. These studies arouse interests of teachers in teaching learning process and helps to modify their teaching strategies and methods but there is hardly any study so far has been conducted on teaching competence of teachers separately with respect to their self esteem, sense of humour and classroom climate collectively. Researcher mindfully selected these variables by keeping in mind the areas suggested by NEP, 2020 and selected these particular variables for study. The present research is an attempt to explore the aspects of self esteem, and sense of humour in our classroom teaching process in order to be make effective competent teachers.

### **Objectives of the study**

The objectives of the studies are as follows:-

1. To compare the teaching competence of male and female secondary school teachers.
2. To compare the Self Esteem of male and female secondary school teachers.
3. To compare the Sense of Humour of male and female secondary school teachers.
4. To compare the Classroom Climate of male and female secondary school teachers.

### Hypotheses of the study

The hypotheses of the study based on objectives are as follows:-

1. There is no significant difference in Teaching Competence of male and female secondary school teachers.
2. There is no significant difference in Self Esteem of male and female secondary school teachers.
3. There is no significant difference in Sense of Humour of male and female secondary school teachers.
4. There is no significant difference in Classroom Climate of male and female secondary school teachers.

### Design of the study

The present design of research is descriptive in nature and quantitative data has been collected. Survey method has been used as a research method for quantitative data collection for the present study.

### Sample

Haryana state is divided into six administration zones. The list of districts was taken from all the zones. The multi-stage and stratified random sampling technique was used to select the sample from the population. Haryana state has been divided in to 22 districts with 6 zones. Out of each zone, one district was selected. Likewise all the six districts i.e. Sonapat, Karnal, Kurukshetra, Faridabad, Gurugram and Jind, were included in the sample of the study. A sample of 900 secondary school teachers have been selected, 150 from each district mentioned above. The total sample has been divided equally on the basis of gender (Male and Female).

### Tools used

The investigator used following tools for the present study:

1. General Teaching Competence Scale by Passi and Lalitha
2. Teacher's sense of humour scale by U. Malik and S.kapoor
3. Self Esteem Scale by Santosh Dhar and Upender Dhar
4. Classroom Climate Scale by P Srinivasan and K. Suresh

### Statistical Treatment

Keeping in view the objectives and hypothesis of the present study descriptive statistics was used for describing the data and its nature such as mean and standard deviation. For comparison of different groups a separate method is used i.e. 't' test. Data has been analysed by using SPSS.

### Result and Discussion

Mean, SD and t test were computed to trace the significance of male and female secondary school teachers towards their teaching competence, self esteem, sense of humour and classroom climate:-

#### Objective 1: To compare the teaching competence of male and female secondary school teachers.

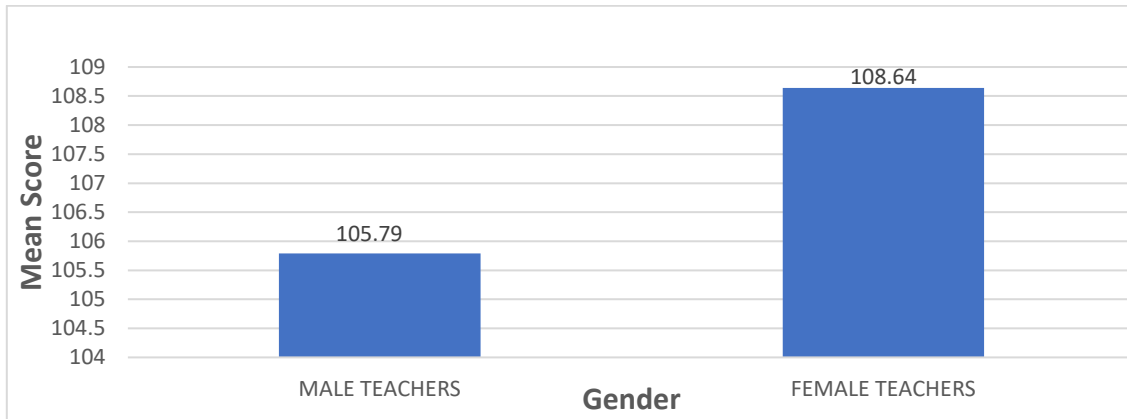
**Table 1: Mean, S.D and 't' value of teaching competence of male and female secondary school teachers**

Variable	Male Teachers	Female Teachers	't' Value
	N = 450	N= 450	

Teaching Competence	Mean	SD	Mean	SD	-2.77**
	105.79	17.61	108.64	12.93	

\*\*Significant at 0.01 level

**Fig. 1: Bar Diagram**



**Fig. 1: Bar Diagram showing Mean score of teaching competence of male and female secondary school teachers**

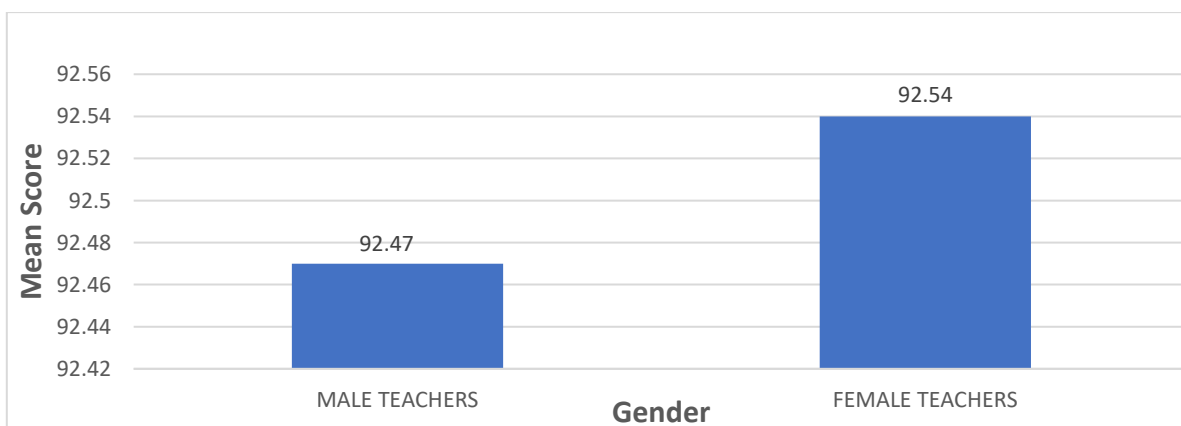
From table 1, it is revealed that the mean score of teaching competence of female teachers is 108.64 which is significantly higher than that of male secondary school teachers whose mean score is 105.79. It may therefore be concluded that female secondary school teachers have higher teaching competence than male secondary school teachers. The SD value reveals that female(SD=12.93) teachers performed more homogeneously as compared to their male(SD=17.61) counterpart.

**Objective 2: To compare the Self Esteem of male and female secondary school teachers.**

**Table 2: Mean, S.D and ‘t’ value of Self Esteem of male and female secondary school teachers**

Variable	Male Teachers N= 450		Female Teachers N= 450		‘t’ Value
	Mean	SD	Mean	SD	
Self Esteem	92.47	7.51	92.54	8.46	-0.139**

\*\*Not Significant at 0.01 level



**Fig. 2: Bar Diagram showing Mean score of self esteem of male and female secondary school teachers**

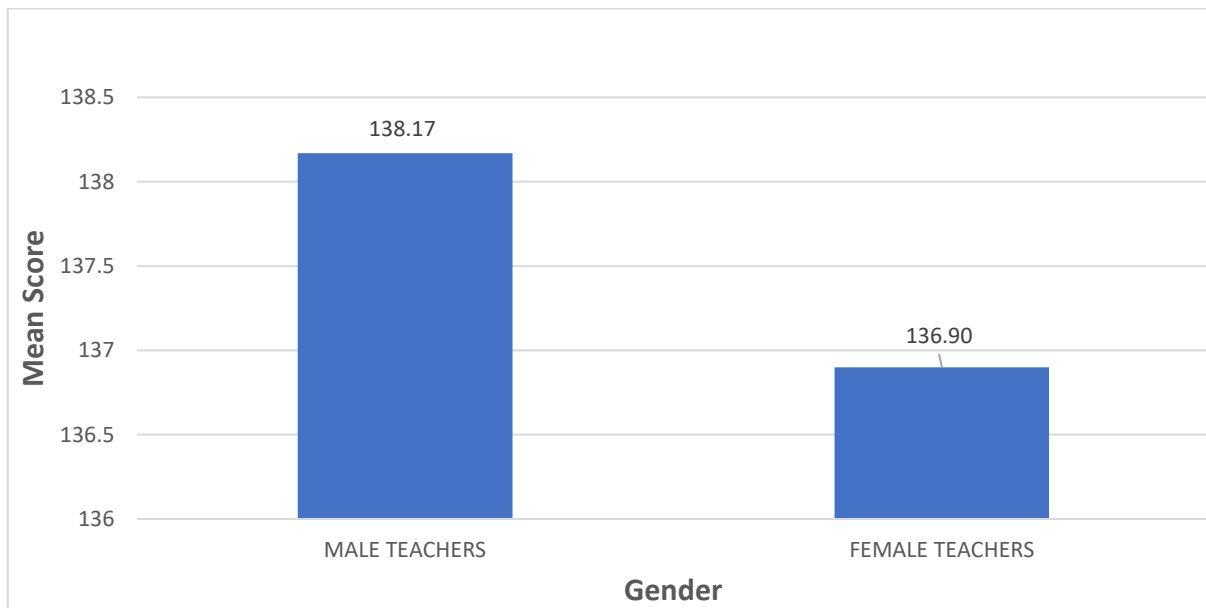
From table 2, it is revealed that the mean score of self esteem of female teachers is 92.54 which is significantly higher than that of male secondary school teachers whose mean score is 92.47. It may therefore be concluded that female secondary school teachers have higher self esteem than male secondary school teachers. The SD value reveals that male teachers(SD=7.51) performed more homogeneously as compared to their female teachers(SD=8.46) counterpart.

**Objective 3: To compare the Sense of Humour of male and female secondary school teachers.**

**Table 3: Mean, S.D and ‘t’ value of Sense of Humour of male and female secondary school teachers**

Variable	Male Teachers N= 450		Female Teachers N= 450		‘t’ Value
	Mean	SD	Mean	SD	
Sense of Humour	138.17	14.04	136.90	13.82	1.369**

\*\*Not Significant at 0.01 level



**Fig. 3: Bar Diagram showing Mean score of sense of humour of male and female secondary school teachers**

From table 3, it is revealed that the mean score of sense of humour of male teachers is 138.17 which is significantly higher than that of female secondary school teachers whose mean score is 136.90. It may therefore be concluded that male secondary school teachers have higher sense of humour than female secondary school teachers. The SD value reveals that female teachers(SD=13.82) performed more homogeneously as compared to their male teachers(SD=14.04) counterpart.

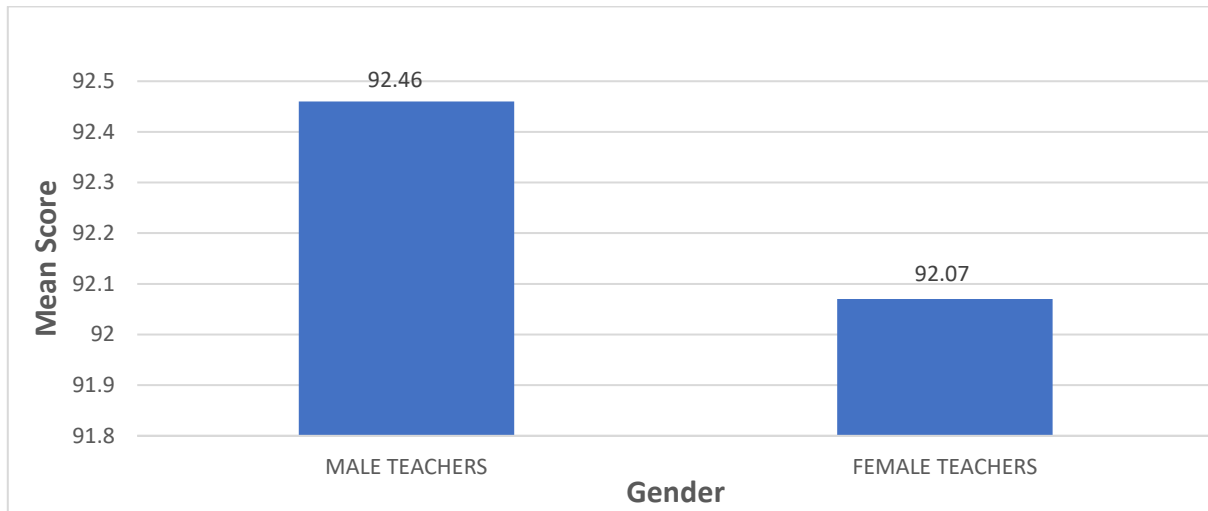
**Objective 4: To compare the Classroom Climate of male and female secondary school teachers.**

**Table 4 Mean, S.D and ‘t’ value of Classroom Climate of male and female secondary school teachers**

Variable	Male Teachers N= 450	Female Teachers N= 450	‘t’ Value
Classroom Climate			

Classroom Climate	Mean	SD	Mean	SD	0.467**
	92.46	10.67	92.07	14.52	

\*\*Not Significant at 0.01 level



**Fig. 4: Bar Diagram showing Mean score of classroom climate of male and female secondary school teachers**

From table 4, it is revealed that the mean score of classroom climate of male teachers is 92.46 which is significantly higher than that of female secondary school teachers whose mean score is 92.07. It may therefore be concluded that male secondary school teachers have higher classroom climate than female secondary school teachers. The SD value reveals that male teachers (SD=10.67) performed more homogeneously as compared to their female teachers (SD=14.52) counterpart.

**Conclusion**

From the above findings, the following conclusion have been drawn:-

1. As the t-value of teaching competence of male and female secondary school teachers is -0.277(Table 1), which is significant at 0.01 level of significance with df 898. It indicates that mean score of teaching competence of male and female secondary school teachers differ significantly. So there is significant difference between teaching competence of male and female secondary school teachers.
2. As the t-value of self esteem of male and female secondary school teachers is -0.139(Table 2), which is not significant at 0.01 level of significance with df 898. It indicates that mean score of self esteem of male and female secondary school teachers do not differ significantly. So there is no significant difference between Self Esteem of male and female secondary school teachers.
3. As the t-value of sense of humour of male and female secondary school teachers is 1.369(Table 3), which is not significant at 0.01 level of significance with df 898. It indicates that mean score of sense of humour of male and female secondary school teachers do not differ significantly. So there is no significant difference between Sense of Humour of male and female secondary school teachers.
4. As the t-value of classroom climate of male and female secondary school teachers is 0.467(Table 4), which is not significant at 0.01 level of significance with df 898. It indicates that mean score of classroom climate of male and female secondary school teachers do not differ significantly. So there is no significant difference between classroom climate of male and female secondary school teachers.

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