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A Comparative Study of Teaching Effectiveness of Regular and Contractual Tertiary Teachers

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ABSTRACT

Present study has been carried out on 300 regular and 200 contractual tertiary teachers. The main purpose of the study was to explore the impact of nature of appointment on teaching effectiveness of tertiary teachers in relation to their gender, level of teaching and nature of courses. The findings of the study showed that the nature of appointment did not influence the teaching effectiveness of tertiary teachers. Gender did not produce any significant effect on the teaching effectiveness of regular and contractual tertiary teachers. Further, Regular teachers of undergraduate level were found to be more effective in their teaching than contractual teachers of same level of teaching. Contractual teachers of non-professional courses were found to be less effective in their teaching as compared to regular teachers.

Key words: Teaching Effectiveness, Nature of Appointment

1) INTRODUCTION

There are certain indicators of the profile of good teachers. The first and of foremost importance is her/his effectiveness in teaching. Teacher effectiveness is the degree of a success of a teacher in performing his instructional and other duties specified in his contract and demanded by the nature of his position (Good, 1959). Several researches clarify this fact that teaching effectiveness of a teacher has a positive impact on student's academic performance (Ding 2006, Adediwura 2007, Adur Olatundun 2007, Akiri & Ugborudgbo 2009). Thus teaching effectiveness is the major factor that determines the quality of education. Further, many research evidences are there which shows that teaching effectiveness may be influenced by different conditions of jobs of regular and contractual teachers (Parson 1980, Foster & Foster 1998, Allison Jones 2002, Akroyd & Caison 2005) but the findings of previous researches are inconclusive about the direction or nature of the impact of employment status on teaching effectiveness. Hence, for the improvement of quality of higher education and academic standards, it becomes important to find out whether nature of appointment of tertiary teachers affects their teaching effectiveness.

2) REVIEW OF RELATED LITERATURE

Following researches indicate that teaching effectiveness is the indicator of performance of a teacher which refers to what the teacher does while teaching a class. Some studies that have explored into the concept of teaching effectiveness and the importance of teaching effectiveness for students' achievement have been mentioned below.

Balachandran (1981) found intelligence, attitude towards teaching and teacher's previous education at achievement are positively related to teaching effectiveness. Bhagoliwal (1982) found effective teachers were high in their intellectual capacity, intellectual functioning and creative potential. Mehrotra, R. (2002) found in her study of teaching effectiveness of college teachers of Rohilkhand region that functional effectiveness, (the extent to which a teacher is able to achieve the objectives of education) of college teachers was below average. The reason of below average functional effectiveness of college teachers was attributed by the researcher to the unfavorable environment of their colleges. Adediwura & Tayo (2007) found in their study that the influence of teachers teaching effectiveness on the learning outcomes of students as measured by student's academic performance was significant and positive.

3) OBJECTIVES

- To study the impact of nature of appointment of tertiary teachers on their teaching effectiveness.
- To compare the teaching effectiveness of male and female tertiary teachers working on regular and contractual basis.
- To compare the teaching effectiveness of regular and contractual tertiary teachers in relation to their level of teaching.
- To compare the teaching effectiveness of regular and contractual tertiary teachers in relation to their nature of courses.

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4) HYPOTHESES

- There is no significant impact of nature of appointment of tertiary teachers on their teaching effectiveness.
- There is no significant difference in the teaching effectiveness of male and female tertiary teachers working on regular and contractual basis.
- There is no significant difference in the teaching effectiveness of regular and contractual tertiary teachers in relation to their level of teaching.
- There is no significant difference in the teaching effectiveness of regular and contractual tertiary teachers in relation to their nature of courses.

5) RESEARCH METHODOLOGY

The present study was conducted through survey method in which various tools and questionnaires were given to the sample teachers of the study.

Population: For the purpose of the present study, target population was comprised of all the tertiary teachers working on regular and contractual basis in various undergraduate and post graduate colleges (Government, govt. aided and private) affiliated to ‘MJP Rohilkhand University, Bareilly’.

Sample: For the present study was selected through two stage random sampling technique. At the first stage, forty (40) colleges were selected randomly giving proper representation to various types of colleges (Government, govt. aided including university campus and private colleges) situated in various districts of Rohilkhand region. All these colleges are affiliated to MJP Rohilkhand University, Bareilly. At the second stage, out of these forty selected colleges three hundred (300) regular teachers and two hundred (200) contractual teachers were selected randomly giving proper representation to sex and nature of courses (Professional/Non-professional). It is noteworthy here that a sample of 500 students was also selected randomly for the purpose of measurement of teaching effectiveness of sample teachers. This sample of 500 students was selected randomly from those students who were being taught by the sample teachers of this study (any one student of each sample teacher). These sample students were asked to rate the effectiveness of their teachers on “Teachers’ Functional Effectiveness Scale” (a tool which is used to measure teaching effectiveness of tertiary teachers in the present investigation).

Tool: To measure teaching effectiveness of tertiary teachers in this present study, Teachers’ Functional Effectiveness Questionnaire developed by Mrs. Rashmi Mehrotra has been used. This questionnaire was developed by the constructor specifically to measure the functional effectiveness of college teachers through the perception of students, that’s why in this present study the teaching effectiveness of tertiary teachers has been measured through the perception of those students who were being taught by them. This questionnaire is in the form of Likert type five point rating scale. The scale consists of 40 items which basically measure the effectiveness of a teacher in terms of knowledge of the subject, responsibility and commitment towards teaching profession and feeling of students’ welfare etc. All items in this questionnaire are unidirectional and positive.

6) RESULTS AND DISCUSSIONS

The findings of the present study have been presented as under:

Table – 1: Differences in the mean teaching effectiveness scores of regular and contractual tertiary teachers

Teachers	N	M	SD	t
Regular	300	154.34	12.67	1.83
Contractual	200	152.26	12.14	

The study of mean scores presented in table-1 makes it apparent that mean teaching effectiveness score of regular teachers (M = 154.34) is higher than that of (M = 152.26) contractual teachers. But, the obtained 't' value (1.83) is not significant. This infers that tertiary teachers working on regular and contractual basis do not differ significantly on their teaching effectiveness.

Similar finding also emerged from the studies of Cruise & Klimmes (1980), Willet (1980) and Vittello (1985) in which no significant differences were found between the teaching effectiveness of part time and full time faculty of teachers. However, the present finding of this study contradicts with the study conducted by Allison Jones & B. Hirt (2002) in which she found that full time and part time faculty of teachers were having significant differences in their teaching effectiveness and full time teachers were found more effective in their teaching in comparison to that of part time teachers. Probably, it is due to the difference in the population of the two studies.

Table – 2: Two way ANOVA of teaching effectiveness scores of teachers belonging to 2 x 2 groups based on nature of appointment and sex

Sources of Variation	Sum of Squares	df	Mean Square	F
Between groups	885.40	3	295.13	1.90
Within groups	76991.52	496	155.22	

The results of ANOVA presented in table-2 reveal that 'F' value (1.90) for interaction effect of sex and nature of appointment on teaching effectiveness of tertiary teachers is not significant at any level of confidence. This infers that male and female tertiary teachers working on regular and contractual basis do not differ significantly on their teaching effectiveness.

Thus, it can be said that interaction between sex and nature of appointment does not produce any significant impact on the teaching effectiveness of tertiary teachers.

The data presented in the table - 3 exhibits that there exists a significant interaction effect of level of teaching and nature of appointment on the teaching effectiveness of tertiary teachers as 't' values for RUG Vs RPG (2.37, P = 0.05), RUG Vs CUG (3.46, p = 0.01) and CUG Vs CPG (2.14, p = 0.05) are found to be significant.

It is worthy to note that in comparison to nature of appointment, the effect of level of teaching seems to be greater on teaching effectiveness because on controlling nature of appointment, it has been found that 't' values for RUG Vs RPG (2.37) and CUG Vs CPG (2.14) groups were significant. The study of mean scores shows that in case of regular teachers, teacher teaching at undergraduate level were more effective in their teaching (M = 156.58) than their counterparts, teaching at post-graduate level (M = 153.01).

Table – 3: Significance of mean differences between teaching effectiveness scores of various groups of teachers based on nature of appointment (Reg./cont.) & level of teaching (UG/PG)

Groups	N	M	SD	Groups of Comparison	t
RUG	112	156.58	13.56	RUG Vs RPG	2.37*
RPG	188	153.01	11.94	RUG Vs CUG	3.46**
CUG	120	150.76	11.99	RUG Vs CPG	1.09
CPG	80	154.50	12.09	RPG Vs CUG	1.60
				RPG Vs CPG	0.92
				CUG Vs CPG	2.14*

*significant at 0.05 level

**significant at 0.01 level

RUG : Regular Undergraduate

RPG : Regular Post-graduate

CUG : Contractual Undergraduate

CPG : Contractual Post-graduate

While, in case of contractual teachers, those teaching at PG level (M = 154.50) were found to be more effective in their teaching than (M = 150.76) of their counterparts teaching at UG level.

Further on controlling level of teaching it has been found that 't' value for RPG Vs CPG (0.92) was found insignificant which indicates that nature of appointment did not affect the teaching effectiveness of teachers teaching at PG level.

In case of RUG Vs CUG group, 't' value (3.46) was found significant and their mean scores make it clear that regular teachers teaching at undergraduate level (M = 156.58) were more effective teachers than contractual counterparts teaching at same (UG) level.

TABLE-4: Significance Of Mean Differences Between Teaching Effectiveness Scores Of Various Groups Of Teachers Based On Nature Of Appointment (Reg./Cont) And Nature Of Course (Professional/Non Professional)

Groups	N	M	SD	Groups of Comparison	t
RNPF	220	153.70	12.04	RNPF Vs RPF	1.45
RPF	80	156.11	14.18	RNPF Vs CNPF	2.12*
CNPF	80	150.61	8.21	RNPF Vs CPF	0.23
CPF	120	153.35	14.10	RPF Vs CNPF	3.00**
				RPF Vs CPF	1.35
				CNPF Vs CPF	1.57

*significant at 0.05 level

**significant at 0.01 level

RNPF : Regular Non Professional

RPF : Regular Professional

CNPF : Contractual Non-Professional

CPF : Contractual Professional

The Perusal of the data given in table - 4 makes it apparent that there is a significant interaction effect of nature of appointment and nature of course on teaching effectiveness of tertiary teachers as 't' values for RPF Vs CNPF (3.00) is found significant at 0.01 level of confidence. The study of their mean scores shows that regular professional teachers are more effective in their teaching (RPF, M = 156.11) than their contractual counterparts who teach non-professional courses (CNPF, M = 150.61).

Further on controlling nature of appointment, the effect of nature of course is found insignificant as 't' values for RNPF Vs RPF (1.45) and CNPF Vs CPF (1.57) are insignificant.

While the above finding shows that when nature of course has been controlled, the variation in nature of appointment produced its significant impact on teaching effectiveness of those tertiary teachers who teach, non-professional courses as 't' values for RNPF Vs CNPF (2.12) is found significant at 0.05 level of confidence. The study of their means scores clarifies that regular teachers of non-professional courses have shown more effectiveness (RNPF, M = 153.70) than their contractual counterparts of same course (CNPF, M = 150.61). The reason behind this may be that regular teachers are generally more skilled and highly qualified and moreover by doing various faculty development programme like refresher and orientation courses they can update their knowledge and secondly their regular employment status gives them facility to be more closer to their students than their contractual counterparts so perhaps these things have contributed to increase the teaching effectiveness of regular teachers more than that of contractual teachers.

7) CONCLUSIONS

- The nature of appointment did not influence the teaching effectiveness of tertiary teachers.
- Gender did not produce any significant effect on the teaching effectiveness of regular and contractual tertiary teachers.
- Regular teachers of undergraduate level are found to be more effective in their teaching than contractual teachers of same level of teaching.
- Contractual teachers of non-professional courses were found to be less effective in their teaching as compared to regular teachers.

8) EDUCATIONAL IMPLICATIONS

In the present scenario, the quality of higher education is the major consideration of all the nations. The growing use of contractual teachers in higher education, to mitigate the problem of shortage of teachers in higher education, has become an important issue today in all over the world. India is not an exception to this. In India, privatization of higher education is increasing day by day. Thus, the increasing use of contractual teachers in higher education has posed a question in every intellectual's mind that "whether the excessive use of contractual teachers is threatening the quality of higher education" ? Present study is a modest attempt which answers to this question, as there is a great dearth of research studies conducted in Indian context regarding a comparison between teaching effectiveness of regular and contractual teachers in higher education.

The findings of the present study implicate that there is no harm in appointing contractual teachers in higher education from quality of teaching point of view, as no significant differences are found between the teaching effectiveness of regular and contractual teachers. The finding implies that employment status or nature of appointment does not affect the quality of teaching of tertiary teachers. However, the findings of the present study, regarding teaching effectiveness also clarifies that when level of teaching and nature of course interacts with nature of appointment, it significantly affects the

teaching effectiveness, of tertiary teachers. At undergraduate level, regular teachers are found to be more effective than contractuals. Similarly, among non-professional teachers, regular teachers are again proved to be better in their teaching effectiveness than contractuals. The implication of such finding is that particularly, at undergraduate level and for teaching the non-professional courses, contractual teachers must be appointed carefully by the educational authorities. It must be ensured by them that they have sufficient qualifications and teaching experience. Besides this, some faculty development programmes should also be arranged compulsorily for contractual teachers, so that they may enhance their teaching effectiveness.

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