

Vol 2 Issue 8 Feb 2015

ISSN No: 2321-5488

*International Multidisciplinary
Research Journal*

Research Directions

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ISSN No.2321-5488

Research Direction Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double-blind peer reviewed referred by members of the editorial board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

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IMPACT OF WOMEN TEACHER ON STUDENTS LEARNING: A SOCIOLOGICAL EVALUATION

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Abstract:- This article has mainly examined the women teachers: a sociological evaluation. Stress can be regarded as any internal or external factors, which makes adaptation to environment difficult. To be involved in the dialogue about education systems around the world today is to understand and articulate the key role played by teachers. Through teachers can flow the ideology, values, and culture of a nation, state, and its people. Misinformation and constricted learning behaviours that students internalize can also be filtered through teachers' lack of knowledge, misjudgements, or biases. Our changing goals for learning, coupled with shifts in curriculum emphasis and a deeper understanding of teacher learning and student thinking, have led to new findings about the impact of teacher professional development and how best to sharpen teachers' skills and knowledge. What matters most is what teachers learn. Professional development should improve teachers' knowledge of the subject matter that they are teaching and it should enhance their understanding of student thinking in that subject matter. Aligning substantive training with the curriculum and teachers' actual work experiences also is vital.

Keywords:Attitude, personal values, 'effective' teaching, Achievement Classroom,Learner-Content Interaction, learner's self-interaction.

INTRODUCTION

The Most of the studies in this field still attempt to find the impact of stress on students and to find the ways to improve the academic performance of students mentally and physically. In recent years, stress has become an important topic for researchers due to stressful daily lives in recent years. Experience stress is normal for students, because they study in high competitive world and they must adjust their academy life in this situation. The harsh long lasting stress can both declined the academic effectiveness of students, and increase the potential use of drugs and narcotic along with the negative behaviours .There are many definitions of stress. It can be defined as "a state of mental or emotional strain or suspense" and also as "a number of normal reactions of the body (mental,emotional, and physiological) designed for self-preservation. This differential distribution in educational system makes teaching as a gender specific occupation. Moreover, teachers being products of society, may be expected and to appear behave differently by virtue of their gender. As gender role conditioning starts from very beginning, the society prominently defines duties and rights associated with each sex. Trained in institutions in which are embedded gender role biases, teachers may unconsciously model cultural expectations in both their personal and educational practices (Doherty & Biedly, 1985).

Our is gendered society. We all know that men fare better than women on most socio-economic indicators, although the degree of disparity may vary. This gender bias is particularly pronounced in academe from ages. The most glaring evidence of gender bias in India is the low enrollment rate (23.31%) in tertiary education. If we analyze more in terms of intake of female teachers in Higher Secondary classes, it is 33.1% in comparison to male, which is 66.9% (Source: Selected Educational Statistics, 1998-99; Ministry of Human Resource Development). In tertiary education, female teaching staff contributes to only 19% (UNESCO Yearbook, 1999). This further cumulates with the differences in placement of teachers with respect to their sexes. Regarding the importance of gender in conditioning a person's personality and attitude, researchers conducted studies considering the effect of gender on

Student Evaluation of Teachers, many factors have impact on students' ratings such as teacher's gender, gender role, teaching style, personality and gender stereotypes Or are the other factors, such as gender bias, the motive for such practices on evaluation Do prejudices against a particular gender affect the rating Detecting gender bias, though, is not easy. It is often released in the form of subtle ties, occurring only in interaction with other variables. Additionally, when taking into account the gender of not only teacher but also the student, a more complex situation arises.

OBJECTIVES OF THE STUDY:

1. To know the women's teacher teaching.
- 2 To identify the impact of women teacher on students learning.

METHODOLOGY:

The research is mainly aimed at understand the impact of women teacher on students learning: a sociological evaluation. A two-step methodology was followed for this article, comprising literature review, and analysis of secondary data. Each of these steps of the methodology for this study is described in detail Below In order to achieve the research aim and objectives, the article mainly based on secondary data are drawn classified from the Publications of books, monthly journals, article, magazines, and internet.

What is 'effective' teaching: There is a huge amount of research literature concerned with what constitutes 'effective teaching'. This research has sought to identify from the students' perspective what aspects of a lecturer's teaching makes the most difference to what students learn. For a summary of research evidence on students' judgements of teaching see Marsh, 1987 (see 'References'). Notably there are some aspects of a lecturer's teaching that students say they like, but they do not actually make much difference to what they learn. However, some features of their teaching make quite a difference to how much students learn, to how hard they study, to their grades and to their desire to continue to study the same subject in subsequent courses. Teachers should concentrate on those features that actually have an impact on learning. What the research data provides is correlations between student ratings of various aspects of teaching and measures of student performance or other learning outcomes such as how hard they study. So 'large positive impact' means that if the student experiences that aspect of teaching then they are much more likely to learn better. From a review of the related literature, witnesses and evidence on the effectiveness of blended learning when used in the educational process were laid out, as well as how blended learning can improve the learning outcomes. But such evidence were from other countries and from different learning environments.

New Strategies for Teacher Learning: Acquiring this sophisticated knowledge and developing a practice that is different from what teachers themselves experienced as students requires learning opportunities for teachers that are more powerful than simply reading and talking about new pedagogical ideas. (Ball and Cohen, in press.) Teachers learn best by studying, doing, and reflecting; by collaborating with other teachers; by looking closely at students and their work; and by sharing what they see. This kind of learning cannot occur in college classrooms divorced from practice or in school classrooms divorced from knowledge about how to interpret practice. Better settings for such learning are appearing. More than 300 schools of education in the United States have created programs that extend beyond the traditional four-year bachelor's degree program. Some are one- or two-year graduate programs for recent graduates or mid-career recruits. Others are five-year models for prospective teachers who enter teacher education as undergraduates. In either case, the fifth year allows students to focus exclusively on the task of preparing to teach, with year-long, school-based internships linked to coursework on learning and teaching.

Teaching Teachers: Good teachers form the foundation of good schools, and improving teachers' skills and knowledge is one of the most important investments of time and money that local, state, and national leaders make in education. Yet with the wide variety of professional development options available, which methods have the most impact on student learning Professional Development To Improve Student Achievement: Research on professional development is scattered throughout subject areas, with its focus ranging from classroom processes and structures to teachers' personal traits. We have limited our review to learning opportunities for teachers that are explicitly aimed at increasing student achievement.

Focus on teaching skills: Research on the links between teacher learning and student achievement is divided into two waves. The first wave, beginning in the 1960s, focused primarily on "generic" teaching skills, such as allocating class time, providing clear classroom demonstrations, assessing student comprehension during lectures, maintaining attention, and grouping students. These studies showed small to moderate positive effects on students' basic skills, such as phonetic decoding and arithmetic operations; in a few cases, reasoning skills also improved. For example, in an experimental study of fourth-grade mathematics in urban schools serving primarily low-income families, student achievement was greater when teachers emphasized active whole-class instruction giving

information, questioning students, and providing feedback and more frequent reviews, among other measures. Student achievement also was enhanced when teachers learned to follow the presentation of new material with “guided practice” asking questions and supervising exercises.

Focus on subject matter and student learning: In the 1990s, a second wave of research delved deeper into student learning, focusing on students’ reasoning and problem solving potentials rather than only on basic skills. It suggested that professional development can influence teachers’ classroom practices significantly and lead to improved student achievement when it focuses on (1) how students learn particular subject matter; (2) instructional practices that are specifically related to the subject matter and how students understand it; and (3) strengthening teachers’ knowledge of specific subject-matter content. Close alignment of professional development with actual classroom conditions also is key. In one study, Thomas Carpenter and colleagues randomly placed first-grade teachers either in a month long workshop that familiarized them with research on how students understand addition and subtraction word problems or in professional development that focused on mathematical problem-solving strategies but not on how students learn.

Teacher and Student Attitudes toward Classroom Participation: Classroom participation is an important aspect to develop in the classroom. It allows for students to engage in social interactions and engage with other students and the teacher. The interactions in the observed classrooms were mainly teacher-facilitated, in which the teacher controls the discussion and activities. These observations presented the opportunity to monitor and record the number of times a teacher calls on a particular gender. Students are also a major aspect of classroom participation. Therefore, this study also looks at the attitudes students surveyed about participating in class. One piece of data collected for student and teacher participation is the number of times the male and female teachers called on either a male or female student.

Learner–Instructor Interaction: Interaction happens between the student and the instructor when the instructor communicates with the student or with a group of students. For the instructor mostly plays the role of the expert and simplifier through offering information and feedback, or introducing instructions for the students. This type of interaction is considered necessary by many instructors, and desired by students (Moore, 1989). Many experimental studies indicate that students view this type of interaction as the most important in distance and online learning (Monson, 2002). In online learning, this type of interaction became more direct and instant due to the rapid development of technical communication and information. As a result, students who study in online programmes feel that they had got more interaction, which they would not have got in an environment of traditional learning. But for Jonassen et al. (1995), the two-way asynchronous communication offers not only better contact between the student and the instructor, but more importantly enables students to build social construction of knowledge among them.

Learner–Content Interaction: Moore (1989) defines the student’s interaction with the content as an intellectual interaction operation with the content, of which there are result-variations in the student’s understanding, trends, or the cognitive structure of his mind. Contemporary technology had introduced the content in numerous forms including printed matters, electronic pages, and numerous means on This interaction between the student and content is a characteristic trait of basic education. Formal education is an operation intended towards learning certain content in accordance with planning beforehand and assistance of instructors. It demands from the learner to build his knowledge through an operation of adapting information personally to accord with previous cognitive structures. The learner’s self-interaction: the learner’s self-interaction in terms of the learner’s speculation and contemplation of the content during the learning operation, as well as his new understanding. They also indicate that the learner’s self-interaction assures the importance of talking to oneself (soliloquy) during preoccupation with learning the educational content. So, the process of thinking and blending on the part of the learner is really an action of the student’s self-interaction operation. Many educators have pointed to the importance of speculation as a way to develop independent thinking, self-control, and self-organization

Women Teachers the Impact on Girls Education: One of the most compelling arguments for increasing the number of women teachers in schools relates to the positive impact that doing so has on girls’ education. There is evidence to show a correlation between the number of women teachers and girls’ enrollment, especially in sub-Saharan Africa. In countries where there are more or less equal numbers of male and female primary teachers, there is close to gender parity in student intake. In contrast, in countries where women constitute only 20% of teachers, there are far more boys than girls entering school.¹ However, as highlighted in recent research from Nepal, such large-scale trends mask more complex patterns at the local level. The relationship between women teachers and girls’ enrollment is more than a simple cause and effect, as there are many factors that prevent girls from attending school some of which also impact on the number of women teachers. Increasing the number of women teachers has to be accompanied by other strategies to promote girls’ education, such as ensuring that the timing of the school day

fits with girls' domestic workloads, and ensuring a high quality of education in a safe and secure environment.

Women Teachers The Impact on Male students: remember being completely aghast at this blatant show of patriarchal arrogance. I went all hot and cold in the same moment. I had this red mist in front of my eyes. but it was also the manner in which the young boy (he was not more than 16 or 17 at that point) with complete self assurance and self-righteousness, believed he could make this declarative statement. He was so smug in the 'rightness' of his viewpoint. My instinct was to crush him immediately with a cutting retort using my 'teacher authority'. Better sense prevailed and as I waited to calm down, there was a howl of protest from the young women in the class. There was an angry and acrimonious discussion around the issue. Many of the boys remained quiet; a few were in quiet agreement with the girls who were insistently pointing out reports of minor girls being raped and killed wanting to know if they too had been 'provocatively dressed' if they too were 'asking for it'. This boy was taken aback by the anger of the girls. I don't think he was expecting them to hit back at all. Probably expected them to feel shamed or something.

Positive impact from women teachers on student's achievement: The presence of women in schools can also impact positively on girls' retention in school and on their achievement. Studies have shown a positive impact from women teachers on girls' (and boys') achievement. A female role model can support and encourage girls to successfully complete their studies and maybe even continue studying to become teachers, themselves. She can also be there to listen to any problems and provide guidance when necessary. In schools where girls are in the minority, especially, the presence of one or more female teacher may also ensure protection for girls from unwanted attention from boys or male teachers, and even from sexual abuse and exploitation.

Perspectives and needs, and promoting more girl-friendly learning: At the school policy level, women teachers may act as advocates for girls, representing their perspectives and needs, and promoting more girl-friendly learning. For example, women teachers may be able to advocate for better toilet and washing facilities. These are of particular importance to adolescent girls who are menstruating, and whose active participation in school during their monthly periods may depend on access to clean toilets separate from those used by boys and a water supply. In terms of menstruation, puberty, sex and reproductive health education, women teachers have an important role to play in providing girls in school with accurate information about their own bodies and how to look after them.

The importance of friendly student-teacher relationships for everyone: Experiments like these bolster our intuitions. Secure, supportive relationships are very important for little kids, and may have far-reaching consequences for the way they function. But if we confine our attention to young children, we're making a mistake. It might seem that preschoolers are particularly sensitive to the effects of a nurturing adult. After all, the kids in the German study got no boost from viewing the faces of their elementary school teachers. But why was that? Most of the kids had known their preschool teachers for years, not months (as was the case for the elementary school teachers). Perhaps kids need more time to feel personally connected. And there's another possibility. Student-teacher relationships, even friendly, supportive ones, tend to assume a less nurturing, less physical aspect as kids move from preschool to primary school. Might kids suffer for it? -

Student Learning Impacted by Gender of Teacher In Classroom: The number one thing that students notice about their teacher on the first day of school is the teacher's gender. To some, the gender gives a hint on how tough the teacher will be and what their personality is like. However, there is actually no proven difference that gender affects an individual's teaching style. According to a German tandem study performed in 2012, if male and female teachers have the same professional qualities, like the same degree, then there are no teaching style differences. The common belief that female teachers are more emotional and empathetic towards students was not supported by the results of the study. Even though gender does not determine a teacher's style, some students succeed more in the classroom when they are with a teacher of the same gender. In the well-known paper "The Why Chromosome," published by research economist Thomas Dee, it is stated that learning "from a teacher of the opposite gender has a detrimental effect on students' academic progress and their engagement in school." It can actually lower test scores by four percent if boys have female teachers and girls have male teachers. Having a teacher that is opposite the student's gender also dramatically decreases the amount of student participation and engagement in the class.

Impact of Teacher Nonverbal Behavior upon Student Learning: Four combinations of teacher verbal and nonverbal evaluative behavior were studied within a controlled micro lesson. Two male and two female teachers presented each of the four combinations--(a) verbally and nonverbally positive; (b) verbally positive and nonverbally negative; (c) verbally negative and nonverbally positive; or (d) verbally and nonverbally negative--to different, randomly selected samples of sixth-grade male and female subjects. Data analysis indicated that negative teacher nonverbal behavior led to significantly greater performance during the lesson. Teacher verbal behavior also influenced subject performance, interacting with the factor of individual teacher. On the measure of learning, females achieved significantly higher scores and teacher sex interacted with student sex.

Teachers' Impact on Student Achievement: Many people emphasize the importance of good teachers, and many local, state, and federal policies are designed to promote teacher quality. Research using student scores on standardized tests confirms the common perception that some teachers are more effective than others and also reveals that being taught by an effective teacher has important consequences for student achievement. Many factors contribute to a student's academic performance, including individual characteristics and family and neighborhood experiences. But research suggests that, among school-related factors, teachers matter most. When it comes to student performance on reading and math tests, a teacher is estimated to have two to three times the impact of any other school factor, including services, facilities, and even leadership.

Student Achievement Differences and Closing the Gender Gap: The gender gap and student achievement differences have and continue to be a prevalent issue pursued and investigated by numerous researchers. Many aspects can attribute to the existing gender student achievement gaps, several which will be explored more closely. Along with many other researchers, have noted, "although there are no genetic differences between the genders, girls' performance is usually superior to that of boys in terms of early reading attainment." A major aspect within many of the research articles dealing with gender differences and the gender gap, is trying to find ways to support males, as in support of the outstanding evidence that girls outperform boys. According to the Department of Education's Early Childhood Longitudinal Study, when males and females begin kindergarten both genders perform similarly until about third grade when females begin to surpass males in reading, creating the gap.

SUMMARY AND CONCLUSION:

This study offers and determines the impact of stress on male and female students. The response of the daily demands physically or mentally is called stress that is very important today. Stress is an unavoidable phenomenon in every aspects of students' life. The factors which are contributed to the stress are the management of time, intercommunication with teachers, high standards of parents, student-teacher ratio, distraction in unfavourable environment such as class, and expectations of teachers and. These various perceptions can be attributed to the male and female attitude. Further studies on teacher efficacy to different context in terms of culture as it is being applied more universally. The importance, construct, advantages and predictors of teacher efficacy also explained. Measuring teachers' sense of efficacy in both the countries revealed lack of statistically significant differences between the teachers in two groups. According to the literature and findings of this study it is necessary to take into consideration the efficacy beliefs in the teacher training environment or professional development courses to promote and fostering sense of teaching efficacy beliefs among teachers in two these countries. Teachers' perception about their professional responsibility should be considered deeply to increase our understanding of how teacher efficacy affects teaching especially in different context settings. Teachers need to be conscious of their decisions and how assumptions and bias expectations can hinder student learning.

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