



Study the teacher effectiveness of secondary school teachers in relation to gender, type and locality

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Abstract

Teachers are the central point for any type of educational system. Teachers are the people who give the shape to the future of the students. An effective teacher is therefore, of prime importance for realizing desirable educational goals. Teacher effectiveness means perfection or optimum level efficiency and productivity on the part of the teacher. The main objectives of the topic are to find out the significant mean difference among male and female teachers working in government and private secondary schools located in rural and urban area. A sample size of 504 teachers of secondary schools were selected and taken up for the study. Teacher Effectiveness Scale developed by Pramod Kumar and D. N. Mutha was used for the study. It has been found that, there is no significant mean difference among male and female teachers working in government and private secondary schools located in rural and urban area. As a conclusion teacher effectiveness is essentials for the survival strength, efficiency and success of the institution.

Keywords: teacher effectiveness, male and female teachers, rural and urban, government and private secondary schools

Introduction

Education is a comprehensive and complex process aiming at bringing about not only change in knowledge and skill but also change in attitudes, behaviour, personality, values, of the students. In this process the teachers plays an important role. On the other hand a school may have excellent material resources –equipment, building, library and other facilities along with a curricula appropriately adopted to suit the community need, but if the teachers are misfit or indifferent to their responsibilities and performance, the whole program is likely to be ineffective and wasted. The problem of identification of effective teachers is therefore, of prime importance for realizing desirable educational goals. Teachers are the central point for any type of educational system. Teachers are the people who give the shape to the future of the students. They are the role models for students. They are expected to exercise a duty of care and belongingness, which a careful and responsibly superior parent would exercise in similar circumstances. Their behavior attitude and interpersonal relationship with students, principals, colleagues and other staff place a great impact on overall environment of the organization.

Significance of the study

Teacher Effectiveness is a set of experiences, traits, behaviors and dispositions that are typically evident in effective teacher. Teacher effectiveness means perfection or optimum level efficiency and productivity on the part of the teacher. Anand (1983) reports Teacher effectiveness is considered to be the finest trait of a person. As an attribute, it represents his personality in the best of his form. The teacher's impact on pupil's personality development is tremendous and so it is essential that our schools should have effective teachers who

are able to cope-up with the stress of their work and adjust with their environment and are able to give quality results in terms of student's achievement and learning outcomes. The students would be directly affected by the teacher's positive and healthy happiness and cheerfulness. Only with the presence of good and effective teachers, we will be able to achieve the goals of education and make our nation a true leader of the academic world. The role of a teacher is crucial and without a positively oriented teacher, education system would crumble. Hence the researcher is interested and makes sincere effort to verify and test the teacher effectiveness among male and female teacher working in government and private secondary schools located in rural and urban area.

Statement of the problem

The problem for the present study is stated as follows: "Study the Teacher Effectiveness of Secondary School Teachers in relation to Gender, Type and Locality".

Operational definition the terms Teacher Effectiveness:-

The term teacher effectiveness is broadly used to identify attributes of what constitutes a good teacher. Teacher effectiveness is a set of experiences, traits, behaviors and dispositions that are typically evident in effective teacher. Operationally teacher effectiveness is defined in terms of teachers who have attained the needed competence in their roles and functions, such as the preparation and planning for teaching, classroom management, and knowledge of subject matter, teacher characteristics and their interpersonal relations. So teacher effectiveness means perfection or optimum level efficiency and productivity on the part of the teacher.

Objectives of the study

1. To study the significant mean difference of teacher

effectiveness among teacher of government and private secondary schools.

2. To study the significant mean difference of teacher effectiveness among teacher of secondary schools located in urban and rural area.
3. To study the significant mean difference of teacher effectiveness among male and female teacher of secondary schools.

Hypotheses of the study

1. There is no significant mean difference of teacher effectiveness among teacher of government and private secondary schools.
2. There is no significant mean difference of teacher effectiveness among teacher of secondary schools located in urban and rural area.
3. There is no significant mean difference of teacher effectiveness among male and female teacher of secondary schools.

Sampling

All the government and private secondary school teachers of Bilaspur district of Chhattisgarh formed the population of the study. In order to collect the data for the present study 60 secondary schools from Bilaspur district of Chhattisgarh were selected through purposive sampling techniques. Out of these 60 secondary schools 31 are government and 29 are private situated in rural and urban area. Again 504 (Male-252 &

Female-252) Teachers have taken randomly as the subjects of the present investigation from the selected government and private secondary schools of Bilaspur district of Chhattisgarh. Purposive and Simple random sampling method has been used by the researcher for selecting the samples.

Tools used

The researcher has used the Teacher Effectiveness Scale developed by Pramod Kumar and D.N. Mutha for the present study.

Statistical techniques used

With the help of statistical software package (SPSS 16.0) all the analysis were performed, Mean, Standard Deviation, t- test were calculated and interpretations were made. The result so obtained are interpreted and discussed in the light of problem factors to make the result meaningful.

Findings

HO-1 There is no significant mean difference of teacher effectiveness among teacher of government and private secondary schools.

Table 1: Group Statistics

Govt and Private	N	Mean	Std.Deviation	Std. Error Mean
tTeaEff Govt	251	49.8326	9.57310	.60425
Private	253	50.1661	10.42260	.65526

Table 2: Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
TTeaEff Equal variances assumed	.247	.619	-.374	502	.709	-.33351	.89164	-2.08532	1.41830
Equal variances not assumed			-.374	499.050	.708	-.33351	.89134	-2.08475	1.41773

Interpretation

The above table 1 shows that the mean and standard deviation of teacher effectiveness of government secondary school teachers (N=251) are 49.8326 and 9.57310. Similarly the mean and standard deviation of teacher effectiveness of private secondary school teachers (N=253) are 50.1661 and 10.42260. From the above table-2, it has been found that the obtained value of “t”=.374 which is less than the table value with df 502 at.05 level i.e. 1.96 and at.01 level i.e. 2.59. Thus the HO-1 “There is no significant mean difference of teacher effectiveness among teacher of government and private secondary schools” is accepted.

Justification

The finding of the study shows that there is no significant mean difference in teacher effectiveness of government and private secondary schools. In the present competitive world it

is important for teacher to be effective in order to be retaining by the respective schools. The motivation among teachers in both types of the schools would be high. This would enable teachers in both types schools to be effective. That’s why we could not find any difference among the scores between the teachers of the two schools.

HO-2 There is no significant mean difference of teacher effectiveness among teacher of secondary schools located in urban and rural area.

Table 3: Group Statistics

Where the school is located	N	Mean	Std. Deviation	Std. Error Mean
TteaEff Urban	232	50.6969	10.12235	.66456
Rural	272	49.4056	9.87421	.59871

Table 4: Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
TTeaEff Equal variances assumed	.441	.507	1.446	502	.149	1.29127	.89272	-.46266	3.04520
Equal variances not assumed			1.444	485.519	.149	1.29127	.89448	-.46627	3.04881

Interpretation

The above table 3 shows that the mean and standard deviation of teacher effectiveness of urban secondary school teachers (N=232) are 50.6969 and 10.122. Similarly the mean and standard deviation of teacher effectiveness of rural secondary school teachers (N=272) are 49.4056 and 9.87421. From the above table- 4, it has been found that the obtained value of “t”= 1.446 which is less than the table value with df 502 at.05 level i.e. 1.96 and at.01 level i.e. 2.59. Thus the HO-2 “There is no significant mean difference of teacher effectiveness among teacher of secondary schools located in urban and rural area” is **accepted**.

Justification

The finding of the study shows that there is no significant mean difference in teacher effectiveness among teacher of secondary schools located in urban and rural area. The motivation among teachers in both types of the schools

located in urban and rural area would be high. In the present circumstances it is observed that teachers of rural and urban all are using modern techniques, computer education, smart classes etc. This would enable teachers in both types’ schools to be effective. We can conclude that locality (place) of schools does not effects teacher effectiveness. That’s why we could not find any difference among the scores between the teacher of secondary schools located in urban and rural area. HO-3 There is no significant mean difference of teacher effectiveness among male and female teacher of secondary schools.

Table 5: Group Statistics

Gender of the Responded	N	Mean	Std. Deviation	Std. Error Mean
Ttea Eff Male	252	49.7721	10.35619	.65238
Female	252	50.2279	9.64590	.60763

Table 6: Independent Samples Test

	Levene' s Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
T Tea E ffm Equal variances assumed	.981	.322	-.511	502	.609	-.45582	.89153	-2.20740	1.29576
Equal variances not assumed			-.511	499.487	.609	-.45582	.89153	-2.20742	1.29578

Interpretation

The above table 5 shows that the mean and standard deviation of teacher effectiveness of male teachers (N=252) of secondary schools are 49.7721 and 10.35619. Similarly the mean and standard deviation of teacher effectiveness of female teachers (N=252) of secondary schools are 50.2279 and 9.64590. From the above table-6 it has been found that the obtained value of “t”=.511 which is less than the table value with df 502 at.05 level i.e. 1.96 and at.01 level i.e. 2.59. Thus the HO-3 “There is no significant mean difference of teacher effectiveness among male and female teacher of secondary schools” is accepted.

Justification

The finding of the study shows that there is no significant mean difference in teacher effectiveness of male and female teacher of secondary schools. That means that the male and female teachers of any sector (government or private), and any place (rural or urban) does not matter the teacher effectiveness. The possible reason for this could be Increase in awareness levels and availability of advance pedagogical tools. We can conclude that gender does not effects teacher

effectiveness. That’s why we could not find any difference among the scores between the male and female teacher of secondary schools.

Conclusion

The finding of the study shows that there is no significant mean difference of teacher effectiveness among male and female teacher working in government or private secondary schools located in rural or urban area. It means locality, types of school and sex cannot influence the teacher effectiveness. The motivation among teachers in both types of the schools located in urban and rural area would be high. In the present circumstances it is observed that teachers of rural and urban all are using modern techniques, computer education, smart classes etc. This would enable teachers in both types’ schools to be effective. Anyway teacher effectiveness is essentials for the survival strength, efficiency and success of the institution. The fundamental responsibility of teachers is to maintain the institution in a state of healthy necessary to carry on its work. It is generally agreed that the goodness of an educational programme to a large extent is dependent on quality of teachers available to implement it. A school may have

excellent material resources but if the teacher effectiveness is poor, the whole programme is likely to be ineffective and wasted. The syllabus, text books and various teaching aids lose their significance and utility if the teaching personnel do not perform their duties effectively and satisfactorily. Thus teacher effectiveness is a significant building force in an organization. It is an essential requirement of success in any school.

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