

A Study of Teacher Effectiveness In relation to Gender, Locale and Academic Stream

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Abstract

The teachers are the assets of any country. They are burdened with the greatest responsibility of 'Nation Building'. The motivation behind the present research is to evaluate the teacher effectiveness of secondary and senior secondary school teachers. Survey method of research has been utilized as a part of this research study. For collecting the data "Teacher Effectiveness Scale" developed and standardized by Dr. (Mrs. Umme Kulsum)" was used. For this research study a sample of 96 Secondary and senior secondary teachers were randomly selected from Patiala and Fatehgarh Sahib districts of Punjab by the researcher. The collected information was broken down utilizing Mean, Standard Deviation and 't' test. The research paper uncover that there is no difference in the teacher effectiveness of male school teachers and female school teachers. Significant difference in teacher effectiveness is found between teachers in relation to locale, class handled and academic streams.

Introduction

There are many spokes of the pivot of effective schools and teacher is to act very effectively as a spoke in accelerating the pace of effectiveness of the school. Only an effective teacher can cope up with the growing needs, challenges of the post modernism scenario. An effective teacher can cater the fast changing cultural, economical, sociological and economical developments. A successful teacher might be comprehended as one who helps in an improvement of essential aptitudes, understanding, appropriate propensities, attractive demeanors, esteem judgment and sufficient individual change of learners. Effective teachers additionally prompt to best scholastic execution and ideal all-round improvement of the learners.

Meaning of Teacher Effectiveness

In Medley's terms, the possession of knowledge and skills falls under the heading of 'teacher competence' and the use of knowledge and skills in the classroom is referred to as 'teacher performance'. Teacher competence and teacher performance with the accomplishment of teacher goals is the 'teacher effectiveness'. Finally, we can say that an effective teacher is one who quite consistently achieves goals – be they self-selected or imposed – that are related either directly or indirectly to student learning. So it is an amalgamation or juxtapose of teacher competence and teacher performance.

Review of Literature

Teacher plays a vital role in increasing the effectiveness of school. An effective teacher is one with a repertoire of diverse organizational strategies and teaching techniques. He must be grounded in clearly articulated goals and secure knowledge of subject matter and pupil knowledge. Lulla (1974) in a study on the effects of teachers' classroom behavior on pupils' achievement. The study revealed that the pupils who were taught by the teachers trained in using indirect behavior scored higher when compared to their counterparts studying under the teachers who were not provided any training. Pradhans and Mistry (1996) conducted a study on a teaching learning process in schools with consistently good or poor result. The findings were: (1) teachers of good result schools follow student centered methods of teaching and encourage students questions and participation but the teachers of poor result schools mainly followed teacher centered methods and discourage students and questions and participation during teaching (ii) There exists a healthy interaction among students

and teachers in good result schools, but in poor results schools the interaction among students, teachers and students teachers is not very healthy Gyanani and Aggarwal (1998) found that classroom climate, teacher leadership behavior do influence the academic achievement achievements of the students. Begum(2000)revealed in his research that classroom atmosphere, activities, teacher role, classroom interaction, appropriateness of the subject matter, and presentation of subject matter ensure quality output and effective school system. The above findings are similar to the findings of the present study that the teachers in more-effective schools are more effective than less-effective schools. Yadav (2005) found that size of teacher force, teacher professionalism, preservices and in-service teaching programmes, school climate, and service conditions are important factors of school effective.

Need and Significance of the Study

Teachers assume a transcendent part in the instructive casing work of the general public. Learners' upliftment in the instructive settings can be accomplished by the teacher. To meet the current focused world, the learners ought be scholastically energetic, as well as be talented and mentally illuminated. This can be accomplished just through the effective teachers. Teacher effectiveness in all perspectives is exceptionally fundamental to meet the developing requests of learning group. It is extremely basic that the forthcoming educators ought to be adaptable in their interpersonal relations, classroom administration strategies, capability in their substance and utilize Audio-Visual guides for making the learning environment more favorable. The teachers ought to have proficient improvement to make the nature of teaching effective. The teachers need to keep themselves side by side up dated with the information, presentation and dynamism so that the learners can achieve the desired goal.

Objectives of the Study

Following are the objectives of the study:

- To differentiate teacher effectiveness among male and female school teachers.
- To differentiate teacher effectiveness of rural and urban school teachers.
- To differentiate teacher effectiveness of secondary and senior secondary school teachers.
- To differentiate teacher effectiveness of school teachers with respect to arts and science streams.

Hypotheses Framed

Following hypotheses are framed keeping in view the objectives of the study:

- There is no significant difference in the teacher effectiveness of school teachers with respect to gender.
- There is no significant difference in the teacher effectiveness of school teachers with respect to locality.
- There is no significant difference in the teacher effectiveness of school teachers with respect to secondary and higher secondary level.
- There is no significant difference in the teacher effectiveness of school teachers with respect to arts and science streams.

Sample and Tools

The study was conducted through descriptive method of research. The descriptive method has undoubtedly, been the most popular and most widely used research method in education. Data for this research is drawn from randomly selected 96 Secondary and Senior Secondary school teachers randomly selected from Patiala and Fatehgarh Sahib districts of Punjab. The researcher has used ‘Teachers Effectiveness Scale’ developed and standardized by Dr. (Mrs.) Umme Kulsum (administered to school teachers only)

Method and Procedure

At first ‘The Teacher Effectiveness scale’ was administered on randomly selected 96 Secondary and Senior Secondary school teachers. Then the scoring was done.

Statistical Techniques Used

After getting the raw scores, it was tabulated. After getting mean and standard deviation, it was thought desirable to apply ‘t’ test to measure the level of difference and relationship.

Analysis and Interpretation

The data was subjected to necessary statistical computation as below:

Table 1 : Teacher Effectiveness of male and female school teachers

Gender	N	M	S.D.	‘t’ value	level of significance
Male	50	230.05	38.52	1.21	Not significant
Female	46	239.00	33.50		

N= 96, df=94

The Table 1 indicates the mean scores on teacher effectiveness of male and female secondary and senior secondary teachers were found to be 230.05 (S.D.= 38.52) and 239.00 (S.D.=33.50) respectively. The calculated ‘t’ value 1.21 turned out to be lesser than the table value at .01 level and .05 level. Therefore, it can be stated that it is not significant beyond both levels. So the hypothesis 1 that there is no significant difference in the teacher effectiveness of school teachers with respect to gender is retained.

Table 2 : Teacher Effectiveness of rural and urban school teachers

Locale	N	M	S.D.	‘ t ’ value	level of significance
Rural	46	217.23	31.30	4.56	Significant at 0.01 level
Urban	50	248.05	34.63		

N= 96, df=94

The table 2 indicates the mean scores on teacher effectiveness of rural and urban secondary and senior secondary school teachers were found to be 217.23 (S.D.= 31.30) and 248.05 (S.D.=34.63) respectively. The calculated ‘t’ value 4.56 turned out to be greater than the table value at .01 level and .05 level. Therefore, it can be stated that it is significant beyond both levels. So the hypothesis 2 that there is no significant difference in the teacher effectiveness of school teachers with respect to locality is rejected.

Table 3 : Teacher Effectiveness of secondary and higher secondary school teachers

Classes Handled	N	M	S.D.	‘t’ value	level of significance
Secondary	51	217.83	33.23	5.53	Significant at 0.01 level
Senior Secondary	45	254.05	31.05		

N= 96, df=94

The Table 3 indicates the mean scores on teacher effectiveness of class handled were found to be 217.83 (S.D.= 33.23) and 254.05 (S.D.=31.05) respectively. The calculated ‘t’ value 5.53 turned out to be greater than the table value at .01 level and .05 level. Therefore, it can be stated that it is significant beyond both levels. So the hypothesis 3 that there is no significant difference in the teacher effectiveness of school teachers with respect to secondary and higher secondary level is rejected.

Table 4 : Teacher Effectiveness of arts and science subjects teaching school teachers

Academic Stream	N	M	S.D.	‘t’ value	level of significance
Arts	41	215.67	31.01	5.15	Significant at 0.01 level
Science	55	251.22	35.06		

N= 96, df=94

The table 4 indicates the mean scores on teacher effectiveness of academic streams i.e. Arts and Science teachers were found to be 215.67 (S.D.= 31.01) and 251.22 (S.D.=35.06) respectively. The calculated ‘t’ value 5.15 turned out to be greater than the table value at .01 level and .05 level. Therefore, it can be stated that it is significant beyond both levels. So the hypothesis 4 that there is no significant difference in the teacher effectiveness of school teachers with respect to arts and science streams is rejected.

Major Findings of the Study

1. The male and female school teachers do not differ significantly in their teacher effectiveness.
2. The urban school teachers are more effective in their teaching than compared to rural teachers.
3. The higher secondary school teachers are more effective in

- their teaching than compared to secondary school teachers.
4. The science teachers are more effective in their teaching than compared to arts teachers.

Educational Implications

The effective teachers took the learning abilities of their students as their personal liability. They bridge the gap between the level of students and depth of difficulty of lesson. They with their abilities, capabilities and teaching skill simulate the personality of their wards and cope up the growing needs of the post modernism society. So we can say that the effective teachers should have mastery over the subject matter, ability enough to formulate objectives of the lesson taught, organizing ability to teach the material at hand and communication skills to transmit his/her knowledge. To improve the quality of teacher or teacher effectiveness the higher authorities of the schools say Principal, Policy makers, and Management may award the good teachers with honour or give these teachers incentives. These teachers then become the motivation to the forthcoming teachers too. Pre service, in service training, new methods of technology should be encouraged. In order to achieve maximum teacher effectiveness the teachers should be motivated by the school principals, in attending various in-service training, workshops, conferences and seminars etc.

Conclusion

Optimistic thinking is the way that leads to success in life. Peer group teaching should be encouraged and exchange programmes should be organized in the educational societies. If we want to increase the standards of education, to retain the enrolled students in the classroom, to make real education possible, we need to ponder over and find new strategies and methods. Teachers now a- days needs to be expertise, effective and innovative enough to achieve the ends of teaching learning process. India being a developing country, the teachers have the great responsibility of making the students competent enough to cope up the present scenario and join hands in making India a developed country.

References

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