



A Study of Teacher Effectiveness between Male and Female Teachers at Government and Private Secondary School

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ABSTRACT

The purpose of the present study is to assess the teacher effectiveness of higher secondary school teachers. Survey method of research has been used in the present study. Teacher Effectiveness Scale developed by Kumar, P. and Muth, D.N. (1974) was used for collecting the data. The investigator randomly selected 540 higher secondary school teachers of government and private schools of Uttarakhand. The data was analyzed using mean, standard deviation, and t- test. It was found that there is no significant difference of teacher effectiveness exists between male and female teachers of government and private secondary schools of Uttarakhand,

KEYWORDS : Teacher Effectiveness, Teacher Performance, Secondary Schools, Competitive World.

INTRODUCTION

The teacher effectiveness is made up of two different but very familiar words 'teacher' and 'effectiveness'. Teacher is a person who impart knowledge or skills to the students by which they understand and create new ideas. The term teacher effectiveness refers to individual teacher performance.

In the present competitive world, schools are expected to provide more information and insight to their students. To do this we need effective teachers who can make a difference. An effective teacher is one who quite consistently achieves his or her goals whether it is self-selected or given by schools which are related either directly or indirectly to student learning.

Teaching not only is concern to delivering lectures, but teachers are expected to motivate, inspire, understand, guide and mentoring the students for their overall development by keeping them engage in different activities. Teachers are expected to attract students towards content, concepts, attitudes, values, knowledge and skills under the set frame of pre-determined goals.

Effectiveness of a person in any profession directly affects his or her job performance thereby playing a decisive role in the overall organisational success. Secondary schools are known for the educational foundation of a person hence plays a crucial and important role in student's personal and professional life. Secondary Schools is considered as a connecting link to the college life of the student, therefore, there is an increasing concern to study varying degrees of effectiveness of secondary school teachers as secondary school stage plays a crucial role in the career of students. Among various factors affecting teachers' effectiveness, gender occupies an important position in case of school teachers.

Effectiveness of secondary school teachers may be determined by several factors that influence their job performance. An effective teachers need to have a unique set of skills, insight, intelligence, knowledge, management, competence, dynamism, and discipline, to meet the challenges of their classroom.

Effective teachers are expected to be masters of the subject they teach. Teacher effectiveness ensures the ability to clarify ideas, able to establish strong relationships with students. they are also expected to motivate for maximum participation of students to

explore their creativity and hidden talent.

OBJECTIVES OF THE STUDY

- To compare teacher effectiveness between male and female teachers at higher secondary school.
- To study the difference in teacher effectiveness between government and private higher secondary school.

HYPOTHESIS

- There is no significant difference between the effectiveness of male and female teachers working in government higher secondary schools.
- There is no significant difference between the effectiveness of male and female teachers working in private higher secondary schools.
- There is no significant difference between the effectiveness of male teachers working in government and private higher secondary schools.
- There is no significant difference between the effectiveness of male and female teachers working in government and private higher secondary schools.

RESEARCH METHODOLOGY

The present study is a descriptive type of research study. The study aims to compare teacher effectiveness between male and female teachers at secondary school. The structured questionnaire developed and administered across higher secondary school teachers from government and private schools of Uttarakhand. Sample size of the study was 540. Various statistical tools like mean, standard deviation and t-test have been used for the testing of hypotheses.

ANALYSIS AND DISCUSSION

Structure of Sample

Types of Secondary School	Urban Area		Rural Area		Total
	Male	Female	Male	Female	
Govt. Schools	175	75	150	50	450
Private Schools	20	15	15	60	60
English Medium Schools	20	10	0	0	30
Total	215	100	165	60	540

Out of 540 respondents 225 are male and 125 are female working in

government schools from both urban and rural area where as 55 respondents are male and 85 are female workings in private school from urban and rural areas of Uttarakhand.

Comparison between the Effectiveness of Male and Female Teachers

Table2: Comparison between Effectiveness of Male and Female Teachers of Higher Secondary Schools

Ho: There is no significant difference between the effectiveness of male and female teachers working in government higher secondary schools.

Male teachers N = 325		Female teachers N = 125		M ₁ -M ₂	Σd	t-value
M ₁	σ ₁	M ₂	σ ₂			
311.12	22.31	309.34	23.00	1.78	2.40	0.74

df = 448 * P < 0.01 level of significance
 ** P < significant at 0.05 level of significance

The above table exhibits the difference between the effectiveness of male and female teachers working in Government Higher Secondary Schools in term of t-value. The male teachers obtained much mean score than the female teachers. The difference between the t-value could not be found up to significant level either at 0.01 levels or 0.05 levels of significance. This suggests that the male and female teachers of Government Higher Secondary Schools are almost equally effective in their schools and job.

Therefore the hypothesis "There is no significant difference between the effectiveness of male and female teachers working in Government Higher Secondary Schools", stands to be accept.

Table 3: Comparison between Effectiveness of Male and Female Teachers of Private Higher Secondary Schools.

Ho: There is no significant difference between the effectiveness of male and female teachers working in private higher secondary schools.

Govt. Higher secondary school N = 325		Private Higher secondary school N = 55		M1-M2	Σd	t-value
M ₁	σ ₁	M ₂	σ ₂			
311.12	22.31	308.00	25.30	3.12	3.62	1.16

df = 378 * P < 0.01 level of significance
 ** P < significant at 0.05 level of significance

The table shows, that the Government Higher Secondary School's male teacher obtained higher mean score than the private higher secondary school's male teachers. The difference between the t-value could not found up to significant level. It indicates that the Government schools and private schools male teachers are near about equally effective in their school and off-course in teaching work.

Therefore the hypothesis, "There is no significant difference between the effectiveness of male teachers working in Government higher secondary schools and private higher secondary schools", stands to be accepted.

Table 5: Comparison of Effectiveness of Female Teachers Working in Government and Private Higher Secondary Schools

Ho: There is no significant difference between the effectiveness of female teachers working in government and private higher secondary schools.

Govt. Higher secondary school N = 125		Private Higher secondary school N = 35		M ₁ -M ₂	Σd	t-value
M ₁	σ ₁	M ₂	σ ₂			
309.34	23.00	306.40	22.31	2.94	4.29	0.68

df = 158 * P < 0.01 level of significance
 ** P < significant at 0.5 level of significance

The above table shows mean values of female teachers working in Government and private higher secondary schools. Government higher secondary school's female teachers obtained higher mean scores than the private school's female teachers. Further, the t-value not found up to significant level. This shows that the female teachers from government higher secondary schools as well as private higher secondary schools are equally effective in terms of teacher effectiveness.

Therefore the hypotheses that, "There is no significant difference between the effectiveness of female teachers working in Government higher secondary schools and private higher secondary schools", is to be accepted.

FINDINGS

- The present study suggests that the male and female teachers of Government Higher Secondary Schools are almost equally effective in their schools and job. Therefore there is no significant difference between the effectiveness of male and female teachers working in Government Higher Secondary Schools.
- The study suggests that male as well as female teachers are equally effective in their teaching work in private schools. Therefore there is no significant difference between the effectiveness of male and female teachers working in private higher secondary schools.
- The indicates that the Government schools and private schools male teachers are near about equally effective in their school and off-course in teaching work. Therefore there is no significant difference between the effectiveness of male teachers working in Government higher secondary schools and private higher secondary schools.
- The study shows that the female teachers from government higher secondary schools as well as private higher secondary schools are equally effective in terms of teacher effectiveness. Therefore there is no significant difference between the effectiveness of female teachers working in Government higher secondary schools and private higher secondary schools

SUGGESTIONS

- There should be training programmes, workshops and seminars for teachers and administrators may focus on the discussion of ways to help them overcome rigid concepts of gender roles in their daily practice and acquire more flexible gender-role beliefs and behaviour.
- The programs may consist of different elements such as effective teaching and learning; evaluation on learning, leadership and skill development; e-learning skills; academic guidance; effective communication etc.
- There should be need-based programs throughout the year concerned with personal or professional issues of the teachers so that they may resolve these issues effectively..
- The present research also suggests that effective teachers cannot be judged by the location of school or medium of instruction like Hindi or English. The emphasis should be given to sharpen their skills other than the location of school or medium of instruction in order to make teaching more effective in secondary school teachers.

CONCLUSION AND IMPLICATIONS

The present competitive and digital era has increased the importance of effectiveness among teachers. The study reveals that

there is no significant difference between mean score of teacher effectiveness between male and female. The study also reveals that there is no significant difference between male and female teachers working in government and private higher secondary level.

It may be concluded that gender does not seem to influence the effectiveness of government and private secondary school teachers. Effective teachers may come from diverse backgrounds.

Results of the present investigation help in understanding of gender-related influences on teacher effectiveness in government and private schools of Uttarakhand. Teachers need to have basic teaching skills as a part of their effectiveness. For this, training of school teachers should be stressed pre service and on the job means time to time training to match with dynamic educational world. There should be continuous emphasis on development of different and effective modules for teaching skills. Time to time training and orientation programs may be organized by the school authorities to make teaching more effective

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