



TEACHER EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS WITH REFERENCE TO GENDER AND LOCALITY

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ABSTRACT

The paper deals with teacher effectiveness of secondary school teachers in relation to demographic characteristics gender and locality of secondary school teachers. The data was collected from 1200 secondary school teachers at Chittoor district in Andhra Pradesh through survey method. The self-constructed teacher effectiveness questionnaire was used to collect the data. Statistical techniques mean, standard deviation and t-test were used for analysis. Results show there is significant difference in teacher effectiveness of secondary school teachers with reference to gender and locality.

KEYWORDS : Teacher effectiveness, Gender and locality

INTRODUCTION:

Teaching is such a profession which lays the foundation for preparing the individuals for all other professions. Teacher is the catalyst for the education system in the society. Various factors influence teacher effectiveness which is evident from researches in the field. Among the factors 'gender' and 'locality' are found to have variable impact on teachers effectiveness. Secondary education (1952-53), Kothari Commission (1964-66), NPE (1968), NPE (1986), POA (1992) stress more on the need for enhancing teacher effectiveness.

However teacher effectiveness is an established field of study many scholars and researchers have tried to define the term 'teacher effectiveness' in numerous ways through their studies. But it is very difficult to give a precise definition of Teaching Effectiveness.

Hence Teacher effectiveness can be better understood like the degree to which teachers are successful in satisfying their pre-set goals

IMPORTANCE OF THE STUDY:

In a predominant patriarchal society and mixed locality of India, gender role and locality has a vibrant influence on every walk of life which is proved in many researches. Teacher effectiveness is such a characteristic which should be beyond gender difference and locality difference. Only then a uniform development of students possible and National development possible. Hence the researcher intended to assess the teacher effectiveness of secondary school teachers with reference to 'gender' and 'locality'. The result is expected to lead to policy decisions to bring in higher teacher effectiveness and students in flying colours.

Review of Literature:

Patel and Dass (1984) found that teachers from rural and urban areas are more or less equal with respect to teacher effectiveness.

Sundara Rao (2009) investigated teacher effectiveness by using a sample of 90 teaching staff. He found that gender had no significant influence on teacher effectiveness.

OBJECTIVES OF THE STUDY:

1. To study Teacher effectiveness of Secondary school teachers with reference to gender.
2. To study Teacher effectiveness of Secondary school teachers with reference to locality.

HYPOTHESES OF THE STUDY:

1. There would be no significant difference in the teacher effectiveness of secondary school teachers with reference to gender.
2. There would be no significant difference in the teacher effectiveness of secondary school teachers with reference to locality.

METHODOLOGY:

The sample for the study consisted of 1200 secondary school teachers in Chittoor district of Andhra Pradesh. The stratified random sampling was applied for collection of data.

The Teacher effectiveness of Secondary school teachers questionnaire was constructed and standardised by the researcher. For the purpose of scoring numerical values were assigned to each of the five categories namely Strongly Agree (S.A), Agree (A), Undecided (U), Disagree (D) and Strongly disagree (S.D) based on **Likert (1932) method**.

RESULTS AND DISCUSSION:

t-test is employed to test the hypotheses and the results were as furnished below.

Table – 1 : Teacher effectiveness and Gender

S. No.	Gender	N	Mean	SD	't' – Value
1.	Female	600	245.95	39.43	3.993**
2.	Male	600	255.05	39.52	

**Indicates significant at 0.01 level

The table value of 't' for 1 and 1198 df at 0.01 level is 2.58 and at 0.05 level is 1.96.

It is clear from Table – 1 that the computed values of 't' for teacher effectiveness (3.993) is greater than the critical value of 't' (2.58) for 1 and 1198 df at 0.01 level. Hence the Hypothesis – 1 is rejected for the variable 'Gender' at 0.01 level of significance. The means show a higher value for male than female. Hence teacher effectiveness is found to be more among male teachers. The findings contradict that of Sundara Rao (2009)

Table – 2: Teacher effectiveness and locality

S. No.	Locality	N	Mean	SD	't' – Value
1.	Rural	600	246.38	37.77	3.616**
2.	Urban	600	254.63	41.20	

**Indicates significant at 0.01 level

The table value of 't' for 1 and 1198 df at 0.01 level is 2.58 and at 0.05 level is 1.96.

It is clear from the Table – 2 that the computed values of 't' for teacher effectiveness (3.616) is greater than the critical value of 't' (2.58) for 1 and 1198 df at 0.01 level. Hence the Hypothesis – 2 is rejected for the variable 'locality' at 0.01 level of significance. The means show a higher value for urban school teachers than rural school teachers. Hence teacher effectiveness is found to be more among urban school teachers. The findings contradict that of Patel and Dass (1984)

CONCLUSION:

The research shows that gender and locality has an influence on teacher effectiveness. It also projects the need for eliminating the difference in teacher effectiveness with reference to gender and locality. Since teacher effectiveness is a universal quality which needs to be imbibed by each and every teacher. The cause of low teacher effectiveness of female and rural teachers may be multitasking of female and facilities in rural schools which requires attention. Teacher according to our belief is next to "God". God creates and a teacher makes a "Human". Hence the effective teacher is the need of the hour.

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