



Study of Teacher Effectiveness Among Male and Female Teachers at Secondary Level in Punjab

KEYWORDS

Teacher Effectiveness, Secondary Level Teachers in Punjab.

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ABSTRACT This research was conducted to study teacher effectiveness among male and female teachers at secondary level in Punjab. Sample consisted 200 teachers belonging to Moga & Ludhiana district and taken through random sampling method. Teacher Effectiveness scale by Promod Kumar 1974 was used. Data was analyzed by employing mean, S.D., t-ratio. It was found that there is no significant difference of teacher effectiveness exists between urban and rural, government & private and male and female teachers of Punjab at secondary level.

INTRODUCTION

A teacher has a pivotal and crucial role in the society. Teacher is like lamp lighting other lamps. But a lamp cannot put light into other lamps if it does not burn and shed light. The irony of fate, however, is that teaching is deemed to be the most unattractive profession and the teacher longer occupies an honorable position in the society. Teaching can regain its earlier noble status in case the quality of teacher education in our country is improved. It is probably for this reason that the **Education commission (1964-66)** recommended the introduction of "A sound programme of professional education of teacher. Teachers should be prepared to meet the challenge of local, national & global demands because the quality of education depends to a great extent on the quality of teachers. An effective teacher may be understood as one who helps in development of skills, understanding, proper habits, desirable attitude, value judgment and adequate personal adjustment of the student. In educational process, a good and effective teacher occupies a place of tremendous importance. In the present day system of high sophistication and specialization; there is an unprecedented demand for effective teacher to lead the multitudes of school children on the path of enrichment and progress. Teacher at present has made the work of the teacher more challenging and difficult.

JUSTIFICATION OF THE STUDY

The ultimate aim of any school education is the total personality development of the child. The total personality development includes development of effective, cognitive & psycho motor aspects. For the innate & induced characteristics are to be developed through some process which we call education. The success of any process of education depends mostly on the efficiency of the teacher. The efficiency in teaching is the product of many factors associated with teacher characteristics, the style & method of his teaching, his mental set towards teaching, the external forces acting on him & the co-ordination he draws from student & his colleagues.

Cognitive factors like intelligence, memory & creativity which contribute to teacher effectiveness were studied so much thoroughly that a lot of theory has already been developed with specific direction & universal acceptance. But factors like teacher stress, coping strategies & personality factors were not given much attention, more so towards the center relationship between teacher effectiveness &

teacher commitment, teacher effectiveness & personality factors & teacher effectiveness & coping strategies.

Hence in the present study an attempt is made to study the teacher effectiveness from this dimension.

OBJECTIVES

- 1) To determine the significant difference in teacher effectiveness between male and female teachers at secondary level.
- 2) To determine the significant difference in teacher effectiveness between urban and rural teachers at secondary level.
- 3) To determine the significant difference in teacher effectiveness between government and private teachers at secondary level.

HYPOTHESES

- (1) There exists no significant difference in teacher effectiveness between male and female teachers of secondary level.
- (2) There exists no significant difference in teacher effectiveness between urban resident and rural resident teachers of secondary level.
- (3) There exists no significant difference in teacher effectiveness between government and private teachers of secondary level.

METHOD OF THE STUDY

Descriptive survey method was used.

SAMPLE

200 Secondary School Teachers of Ludhiana, Moga district were taken as sample.

TOOL USED

Teacher Effectiveness scale by Promod Kumar 1974 was used.

STATISTICAL TECHNIQUES USED

Mean, Standard Deviation, S_{EM} , t-test.

DATA ANALYSIS

Hypothesis 1 There exists no significant difference in teacher effectiveness of male and female teachers at secondary level.

Significance of the Difference in Means of Teacher Ef-

Effectiveness at Secondary Level of Male and Female Teachers

Group	N	M	SD	SE _m	t-ratio	Level of significance
Male	100	260.15	29.96	3.00	1.97	Not significant
Female	100	268.49	29.83	2.98		

Table 4.1 revealed that the mean scores of teacher effectiveness of male and female teachers at secondary level as 260.15 and 268.49 respectively. The t-ratio is 1.97 with $d_f = 198$ which not significant at .05 level between confidence. This revealed that no significant difference exists in mean scores of teacher effectiveness of male and female teachers at secondary level. Therefore the hypothesis 1 stating that there exists no significant difference in teacher effectiveness between male and female teachers at secondary level stands accepted.

Hypothesis 2 There exists no significant difference in teacher effectiveness of urban and rural teachers at secondary level.

Table 4.2 Significance of the Difference between Means of Teacher Effectiveness at Secondary Level of Urban and Rural Teachers

Group	N	M	SD	SE _m	t-ratio	Level of significance
Urban	100	263.99	31.53	3.15	0.15	Not significant
Rural	100	264.65	28.78	2.88		

Table 4.2 revealed that the mean scores of teacher effectiveness of urban and rural teachers at secondary level as 263.99 and 264.65 respectively. The t-ratio is 0.15 with $d_f = 198$ which not significant at .05 level of confidence. This revealed that no significant difference exists in mean scores of teacher effectiveness between urban and rural teachers at secondary level. Therefore the hypothesis 2 stating that there exists no significant difference in teacher effectiveness between urban and rural teachers at secondary level stands accepted.

Hypothesis 3 There exists no significant difference in teacher effectiveness between government and private teachers at secondary level.

Table 4.3 Significance of the Difference between Means of Teacher Effectiveness at Secondary Level of Government and Private Teachers

Group	N	M	SD	SE _m	t-ratio	Level of significance
Government	100	264.66	35.58	3.56	0.16	Not significant
Private	100	263.98	23.60	2.36		

Table 4.3 revealed that the mean scores of teacher effectiveness of government and private teachers at secondary level as 264.66 and 263.98 respectively. The t-ratio is 0.16 with $d_f = 198$ which not significant at .05 level of confidence. This revealed that no significant difference exists in mean scores of teacher effectiveness of government and private teachers at secondary level.

Therefore the hypothesis 3 stating that there exists no significant difference in teacher effectiveness between government and private teachers at secondary level stands accepted.

CONCLUSION

- There is no significant difference exists between mean scores of teacher effectiveness between male and female teachers at secondary level.
- There is no significant difference exists between mean scores of teacher effectiveness between urban and rural teachers at secondary level.
- There is no significant difference exists between mean scores of teacher effectiveness between government and private teachers at secondary level

SUGGESTIONS

- The study can be replicated on large sample.
- The study can be conducted on CBSE school teachers.
- More variables in relation to teacher commitment can be studied like teacher efficacy and job satisfaction.
- More variables in relation to teacher effectiveness can be studied like Environmental awareness, organize climate.
- The study can be extended to more states

EDUCATIONAL IMPLICATIONS

1. Teacher effectiveness and teacher effectiveness can be increased with the use of Audio-visual Aids.
2. Different method of teaching like seminar, Discussion lecture cum demonstration, use of ICT, learning by doing, excursions etc. must be used beyond translation method.
3. In service teacher training programmes must be provided to Government School teachers. These programmes must be compulsory to all.
4. Proper supervision of teaching of all teachers must be done by the higher authorities regularly.
5. Regular seminars and workshops must be organized in the Government schools.
6. Government must provide the proper facilities of physical infrastructure in the Government schools.
7. Facilities of refresher courses must be provide to Government School teachers.
8. Parents teachers meeting must be in a week or in a month.
9. Principals of Government schools must send the report card of every students of their homes.
10. These result will also give immense help to Government and Private school teachers, Guidance worker, parents and school and college counselor to develop suitable method of teaching and congenial environment for maintaining good level of teacher effectiveness.
11. These result will give the immense help in the effectiveness of teaching learning process.

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