Introduction
Teacher effectiveness is a crucial factor which determines the academic achievements of the pupil both qualitatively and quantitatively. Teacher effectiveness is the degree of success of a teacher in performing instructional and other duties specified in his contract and demanded by the nature of his position. The knowledge of the subject, variety of teaching methods, ability to relate the subject to other fields, encouragement of student participation, creativity, intellectual efficiency, task involvement etc. are the characteristics of an effective teacher. Characteristics of an effective teacher more specifically factors like emotional intelligence, teaching attitude and job involvement contribute towards teacher effectiveness. It refers to the performance of primary, high and higher secondary school teachers in instructional as well as other duties of a teacher, while results in the academic excellence of the students.

Dimensions
- Preparation and Planning for Teaching
- Classroom Management
- Knowledge of subject matter
- Teacher characteristics
- Interpersonal relations

Objectives
1. To find the teacher effectiveness among primary school teachers with respect to gender.
2. To find the teacher effectiveness among primary school teachers with respect to management.

Hypothesis
1. There exists no significant difference in teacher effectiveness among primary school teachers with respect to gender.
2. There exists no significant difference in teacher effectiveness among primary school teachers with respect to management.

Sample of the Study
The sample consisted of 336 teachers of primary schools of Medak district of Telangana State, India

Tool of the Study
Teacher Effectiveness Scale by Dr. Shallu Puri and Prof. S.C. Gakhar.

Analysis and Interpretation
Hypothesis 1: There exists no significant difference in teacher effectiveness among primary school teachers with respect to gender.

To verify the above Hypothesis, t test was performed. The results of t test are given in the following table:

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>175</td>
<td>196.0</td>
<td>27.4</td>
<td>17.818</td>
<td>0.00</td>
</tr>
<tr>
<td>Female</td>
<td>159</td>
<td>257.7</td>
<td>35.6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the above table, the mean score obtained for male primary teachers was 196.0 and that of female primary teachers was 257.7. The obtained t value 17.818 was found to be statistically highly significant at 0.00 level, which indicates that the teacher effectiveness was higher in female primary teachers than that of male primary teachers.

Hence the hypothesis 1, which states that ‘There exists no significant difference in teacher effectiveness among primary school teachers with respect to gender’, is rejected.

Hypothesis 2: There exists no significant difference in teacher effectiveness among primary school teachers with respect to management.

To verify the above Hypothesis, one way Anova was performed. The results of F test are given in the following table:

<table>
<thead>
<tr>
<th>Variables</th>
<th>Management type</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Effectiveness</td>
<td>Govt. School</td>
<td>159</td>
<td>195.4</td>
<td>26.46</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Private School</td>
<td>102</td>
<td>242.3</td>
<td>40.54</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Govt. Aided School</td>
<td>73</td>
<td>266.8</td>
<td>31.91</td>
<td>140.80</td>
<td>0.00</td>
</tr>
</tbody>
</table>

From the above table, the mean score obtained for government school primary teachers was 195.4, for private school primary teachers was 242.5 and that of government aided school primary teachers was 266.8. The obtained F value 140.80 was found to be statistically highly significant at 0.00 level. Therefore, it may be concluded that, the teacher effectiveness among government aided School primary teachers appear to be better than that of private school primary teachers which in turn was better than government school primary teachers, and it was statistically significant.

It is clear from the above table that F-Ratio for teacher effectiveness with respect to management came out to be 140.80 which was highly significant at 0.00 level of significance.

Hence the hypothesis 2, which states that ‘There exists no significant difference in teacher effectiveness among primary school teachers with respect to management’, is rejected.

Findings:
1. Female teachers were better than male teachers in teacher effectiveness among primary school teachers.
2. Government Aided Schools teachers were better than Private and Government Schools teachers in teacher effectiveness among primary school teachers.

Conclusion:
The result reveals that there is a significant difference in teacher effectiveness among primary school teachers with respect to gender and management.
REFERENCE