



## A Study on Teacher Effectiveness Between Male and Female Teachers at Secondary School in Urban and Rural Areas of Uttarakhand

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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 in urban and rural areas 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 urban and rural area of Uttarakhand,

**KEYWORDS**

Teacher Effectiveness, Effective teaching, School Teachers, Teacher Performance, Effective Classroom Instruction

**INTRODUCTION**

Teachers play a major role in the educational development of the society. The main role of a teacher is to create an environment which motivates the students to learn more and more. To meet the existing competitive world, the students should not only be focused on subjective knowledge, but also be intellectual and skilled. This can be achieved only through the effectiveness of teacher. Teacher effectiveness in all aspects is very essential to meet the growing demands of society. It is very essential for teachers to be prospective; therefore teachers should be versatile in their interpersonal relations as persons with good interpersonal relationship have a positive attitude which leads to effectiveness. Classroom management techniques, proficiency in their content and use Audio-Visual aids make the learning environment more interesting. The teachers should have professional development to create satisfactory factors influencing the quality of education.

**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 urban and rural teachers at higher secondary school.

**HYPOTHESIS**

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

**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 urban and rural areas 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**

Higher Secondary School Teachers						
Urban School Teachers			Rural School Teachers			Total
Male	Female	Total	Male	Female	Total	
215	100	315	165	60	225	540

Out of 540 respondents 380 are male and 160 are female from both urban and rural area where as 315 respondents (215 male and 100 female) are from urban and 225 respondents (165 male and 60 female) are from rural area.

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 of higher secondary schools.**

Male teachers N = 380		Female teachers N = 160		M <sub>1</sub> -M <sub>2</sub>	Σd	t-value
M <sub>1</sub>	σ <sub>1</sub>	M <sub>2</sub>	σ <sub>2</sub>			
310.81	23.00	308.7	22.77	2.11	1.36	1.55

df = 538 \* P < 0.01 level of significance

\*\* P < 0.05 level of significance

The table shows that the male teachers of higher secondary schools obtained higher mean scores than the female teachers of higher secondary schools. The difference between the effectiveness of male and female teachers not found up to significant level in terms of t-value. It indicates that the male as well as female teachers are equally effective in their teaching institutions. The null hypothesis is accepted.

Therefore it can be inferred that there is no significant difference between the effectiveness of male and female teachers working in higher secondary schools.

**Table 3:Comparison between Effectiveness of Male and Female Teachers of Higher Secondary Schools in Urban Areas**

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

Male teachers N = 215		Female teachers N = 100		M <sub>1</sub> -M <sub>2</sub>	Σd	t-value
M <sub>1</sub>	σ <sub>1</sub>	M <sub>2</sub>	σ <sub>2</sub>			
314.85	21.85	308.43	22.54	5.92	2.70	2.19**

df = 313 \* P < 0.01 level of significance

\*\* P < 0.05 level of significance

The table shows that the male teachers from higher secondary schools in urban area obtained higher mean score than the female teachers. Further, the difference between the effectiveness found significant at 0.05level. It indicates that male teachers working in secondary schools in urban locality are more effective in their schools than the female teachers in terms of effectiveness. The null hypothesis is accepted.

Therefore it can be inferred that there is no significant difference between the effectiveness of male and female teachers working in higher secondary school in urban area.

**Table 4: Comparison between Effectiveness of Male and Female Teachers of Higher Secondary Schools in Rural Areas**

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

Male teachers N = 165		Female teachers N = 60		M <sub>1</sub> -M <sub>2</sub>	Σd	t-value
M <sub>1</sub>	σ <sub>1</sub>	M <sub>2</sub>	σ <sub>2</sub>			
305.56	23.23	308.31	23.23	- 2.75	3.50	-0.78

df = 223 \* P < 0.01 level of significance

\*\* P < significant at 0.05 level of significance

The table shows that the male teachers obtained less mean scores than the female teachers. The difference between the t-values could not found up to significant level, but it found in negative manner.

It might be due to the personal as well as professional liking of teachers and their working environment.

Therefore it can be inferred that there is no significant difference of male and female teachers working in higher secondary schools in rural area, to be accepted.

**Table 5: Comparison of Effectiveness of Male Teachers of Higher Secondary Schools in Urban and Rural Areas**

**Ho: There is no significant difference between the effectiveness of male teachers of higher secondary schools in urban and rural areas.**

Male teachers (Urban) N = 215		Male teachers (Rural) N = 165		M <sub>1</sub> -M <sub>2</sub>	Σd	t-value
M <sub>1</sub>	σ <sub>1</sub>	M <sub>2</sub>	σ <sub>2</sub>			
314.85	21.85	305.56	23.23	9.29	2.34	3.97*

df =378 \* P < 0.01 level of significance

\*\* P < significant at 0.05 level of significance

The table shows that the male teachers from higher secondary schools in urban locality obtained higher mean score than the male teachers from rural secondary schools. Further, the difference between the effectiveness found significant at 0.01 level. It indicates that male teachers working in secondary schools in urban locality are more effective in their schools in term of effectiveness. The null hypothesis is accepted.

Therefore it can be inferred that there is no significant difference between the effectiveness of male and female teachers working in higher secondary schools in urban and rural area.

**Table 6: Comparison of Effectiveness of Female teachers of Higher Secondary Schools in Urban and Rural Areas**

**Ho: There is no significant difference between the effectiveness of Female teachers of higher secondary schools in urban and rural areas.**

Female teachers (urban) N = 100		Female teachers (Rural) N = 60		M <sub>1</sub> -M <sub>2</sub>	Σd	t-value
M <sub>1</sub>	σ <sub>1</sub>	M <sub>2</sub>	σ <sub>2</sub>			
308.43	22.54	308.31	23.23	0.12	3.75	0.032

df =378 \* P < 0.01 level of significance

\*\* P < significant at 0.5 level of significance

The above table shows that the female teachers from higher secondary schools in urban and rural locality obtained equal mean score. Further, the difference between the effectiveness not found significant. It indicates that female teachers working in secondary schools in urban and rural locality are equally effective in their schools in term of effectiveness. The null hypothesis is accepted.

Therefore it can be inferred that there is no significant difference between the effectiveness of male and female teachers working in higher secondary schools in urban and rural area.

SUGGESTIONS

Teachers should use different methods of teaching like learning by doing, open discussion, presentations and seminars.

Use of audio-visual aids can increased teachers effectiveness.

Workshops must be organized regularly to aim at effectiveness.

CONCLUSION

The competitive and digital world 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 teachers there is no significance. The study also reveals that there is no significant difference between male and female teachers working in urban and rural areas at higher secondary level.

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