

A Study of Teacher Effectiveness in Relation to their Gender, Type of School and Marital Status

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ABSTRACT

This study aims to find out the teacher effectiveness in relation to their gender, type of school and marital status. Descriptive survey method was used to conduct the study. For the study purpose 100 teachers of government and private secondary schools were selected randomly from Guntur city. Teacher Effectiveness Scale prepared by P.Kumar and D.N.Mutha was used as a tool for the study. The study revealed that no significant difference was found between the secondary school teachers in their effectiveness in relation to the variables like gender, type of school and marital status.

1. Introduction

Teaching is always a dynamic activity. It unfolds a world of knowledge, information, experience and education. Creative and critical appreciation to everyone devoted to teacher education. It indicates how far pupils respond to learning in the best possible manner. Teacher educators are, as such, the avenues of effective teaching and the strategies adopted for that purpose needs orientation and reorientation with changing needs and priorities in teacher education. As laid down in the report of International Commission on Education (1996) in any event, no reform can succeed without the co-operation and active participation of teachers. The social, cultural and material status of educators should be considered as a matter of priority. Also observes by the Indian Education Commission (1964) of all the different factors which influence the quality of education and its contribution to national development the quality competence and character of teachers are undoubtedly the most significant.

As is mentioned in National Policy on Education (1986) that the status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The government and the community should endeavor to create conditions that will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, and to devise appropriate methods of communication and activities relevant to the needs, capabilities and concerns of the community. Glass (2011) opined that effective teachers have high expectations for all students and help them to learn and to bring positive academic, attitudinal and social outcomes for the betterment of society. Parihar (2011) viewed that effective teacher is one who consistently achieve his goals that are related either directly or indirectly to student learning.

Clarifying the way teacher effectiveness is defined is important for two main reasons. First, what is measured is a reflection of what is valued, and as a corollary, what is measured is valued. Definitions nominate and shape what needs to be measured. If, for example, policy conversations revolve around scores from standardized tests, the significant outcomes can be narrowed to those that can be measured with standardized test scores. On the other hand, when policy conversations concern the interactions between teachers and

students, the focus shifts to classrooms and documenting effective interactions among teachers and their students. In addition, different definitions lead to different policy solutions. When the conversation focuses on teacher quality, the discussion likely turns to improving teachers' scores on measures of knowledge or on signals of that knowledge, such as certification. When classroom processes are discussed, particular practices or approaches to teaching become the focus. It can be argued that narrowing the definition of teacher effectiveness to reflect only student growth on standardized achievement measures takes this assumption too far. It is important to note that measures of teacher effectiveness can be calculated without regard to what takes place in classrooms and schools, if teacher effectiveness is narrowly defined as a given teacher's impact on the learning of his or her students as measured by standardized tests. With this narrow definition, other important ways that teachers contribute to successful students, communities, and schools are overlooked. Similarly, other influences on student outcomes, including other teachers, peers, school resources, community support, leadership, and school climate or culture, cannot be "parceled out" of the resulting score. In the narrowest definition of teacher effectiveness, in which effectiveness is determined solely by student achievement gains, a teacher can be deemed effective compared to other teachers because his or her students performed better on the state test than the students' prior achievement would have predicted, without consideration of any other factors. In that case, it would be impossible to say whether the growth in achievement as reflected by test scores was the result of class time spent narrowly on test-taking skills and test preparation activities or whether achievement growth was the result of inspired, competent teaching of a broad, rich curriculum that engaged students, motivated their learning, and prepared them for continued success.

2. Review of literature

Having reviewed the researches undertaken in the field of teacher effectiveness, it was observed that all the researches connected with effectiveness have been conducted in relation to the variables such as teacher efficiency, attitude, job satisfaction, school organizational climate, adjustment, SES, etc. Suydam (1983), Richardson and Arundell (1989), Young

(2000) studied components of effective classroom instruction whereas Miller, Kahler, and Rheault (1989), Foster and Finley, (1995), Luft and Thompson(1995) explored elements of effective instruction. Those teachers have also been found to be effective, who are not dominated by a narcissistic self and a neurotic need for power and authority (Hamachek, 1969; Mohan, 1995) whereas Richardson and Arundell (1989) Young (1990), Askew, Rhodes, Brown, William, Johnson (1997) analyzed characteristics of effective school teachers and Demon (1986), Prakasham (1986), Ganeswara (1995), Evans and Judith (2002) investigated effect of strong relationship of teacher and student on teacher effectiveness. It was also observed that teachers have the greatest potential to influence children's education. The major research findings were that student achievement was related to teacher competence in teaching and effective teachers have more students in their classes on task and engaged in learning throughout the day

Visualizing the importance of effectiveness of teachers and finding the need to study teacher effectiveness of school teachers in relation to their gender, type of school and marital status.

3. Objectives

1. To find out the teacher effectiveness in relation to their gender (male/female)
2. To find out the teacher effectiveness in relation to type of their school (government/private)
3. To find out the teacher effectiveness in relation to their marital status (married/unmarried)

4. Hypothesis

In order to realize the objectives of the study, the following hypotheses were formulated for testing-

1. There is no significant difference between male and female secondary school teachers in relation to their effectiveness
2. There is no significant difference between government and private secondary school teachers in relation to their effectiveness.
3. There is no significant difference between married and unmarried secondary school teachers in relation to their effectiveness.

5. Delimitations:

1. The present study based on the data collected from Secondary schools of Guntur city only
2. In this present study only those teachers were considered, who were presently working in both the Private and Government Secondary schools only

6. Method

Descriptive survey method was used to conduct the study. A sample of 100 teachers (50 male and 50 female) of government and private secondary schools were selected

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randomly from Guntur city. Teacher Effectiveness Scale prepared by P.Kumar and D.N.Mutha was used as research tool for the study. The scores pertaining to the study analyzed by using statistical techniques like mean, S.D. and t-test.

7. Results and discussion

Table-1
Mean, Standard Deviation and t-value of teacher effectiveness of Male and female teachers.

Teachers	N	Mean	S.D.	t-value	Level of significant
male	50	306.49	26.74	0.54	Not significant
female	50	308.23	25.65		

Not significant

The obtained result brings out the fact that no significant difference is found between male and female secondary school teachers of Guntur city on teacher effectiveness. Hence, the null hypothesis (1) is accepted.

Table-2
Mean, Standard Deviation and t-value of teacher effectiveness of Private and Government teachers.

Teachers	N	Mean	S.D.	t-value	Level of significant
Government	55	314.23	25.55	1.24	Not significant
Private	45	310.5	26.38		

Not significant

The obtained result brings out the fact that no significant difference is found between government and private secondary school teachers of Guntur city on teacher effectiveness. Hence, the null hypothesis (2) is accepted.

Table-3
Mean, Standard Deviation and t-value of teacher effectiveness of Married and Unmarried teachers.

Teachers	N	Mean	S.D.	t-value	Level of significant
Married	64	311.80	25.28	0.28	Not significant
Unmarried	36	312.58	28.04		

Not significant

The obtained result brings out the fact that no significant difference is found between married and unmarried secondary school teachers of Guntur city on teacher effectiveness. Hence, the null hypothesis (3) is accepted.

8. Conclusion

The study concluded that no significant difference was found between the secondary school teachers in their effectiveness in relation to the variable like gender, type of school and marital status.

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