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## **Role of Gender in Teacher Effectiveness of Secondary School Teachers**

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### **ABSTRACT:**

*The aim of this study was to study the Teacher Effectiveness of Secondary School Teachers in relation to Gender. The sample of this study consisted of 713 Teachers randomly selected from 70 Secondary Schools of Lucknow. The data were collected by using the tool 'Teacher Effectiveness Scale' by P. Kumar & D. N. Mutha (1999). Data were analyzed using statistical techniques such as Mean, S.D. and t-test. An attempt was made to find out the effectiveness of male and female teachers in the different dimensions of Teacher Effectiveness. The study revealed that in all the dimensions of teacher effectiveness, female teachers scored higher mean value than their male counterparts and the difference is statistically significant. In the overall Teacher Effectiveness also significant difference has been found among male and female teachers and in favour of female teachers.*

**KEY WORDS:** *Teacher Effectiveness, Secondary School, Teachers, Gender.*

### **INTRODUCTION:**

Education is that conducive process which helps in the all-round development of the personality of a child in such a way that he becomes a responsible, dynamic, resourceful and enterprising citizen of strong good moral character who uses all his capacities to develop his own self, his society and his nation to the highest extent by contributing his best to the nation. Quality of education and quality of learning depends on the quality of teaching which in turn depends on the quality of teachers and the quality of teachers is dependent on their qualification, capabilities and personality characteristics in a great measure. The characteristics of an effective teacher have been summed up by Krishnan and Nightingale (1994 p. 8) which are as follows: He should have an all- round personality and have a sense of humour, he should be confident and at ease when teaching, he has good relations with students and manages the class well, he plans the lessons well, explains points clearly, he pays attention to revision and examination reforms, he tries to make lessons interesting, he conveys high expectations for work of the pupils, he stimulates and motivates pupils to think independently, he should be creative, constructive, innovative and helpful in criticism of pupils, he should be resourceful in providing the varied experiences to the students, and he should be flexible, alert and democratic in nature. It is rightly said that the more efficiencies the teacher has, the more efficient the teacher is and the more effective is his teaching.

### OBJECTIVES:

1. To find out the difference in the different areas/sub-areas of Teacher Effectiveness of Secondary School Teachers with regard to Gender.
2. To study the Overall Teacher Effectiveness of Secondary School Teachers in relation to Gender.

### HYPOTHESES:

1. There is no significant difference in the different areas/sub-areas of Teacher Effectiveness of Secondary School Teachers with regard to Gender.
2. There is no significant difference in the Overall Teacher Effectiveness of Secondary School Teachers in relation to Gender.

### METHOD:

Statistical techniques such as Mean, Standard Deviation and 't' – test were employed to find out the significance of difference between the mean score of male and female secondary school teachers in the different dimensions of Teacher Effectiveness. The sample of this study consisted of 713 teachers from the selected 70 Secondary Schools of Lucknow. Teacher Effectiveness Scale by P. Kumar & D. N. Mutha (1999) was administered to collect the data.

### ANALYSIS

#### Discussion and Result:

Objective 1: To find out the difference in the different areas/sub-areas of Teacher Effectiveness of Secondary School Teachers with regard to Gender.

Hypothesis 1: There is no significant difference in the different areas/sub-areas of Teacher Effectiveness of Secondary School Teachers with regard to Gender.

**Table 1.1: Mean, SD, SEM and t-value of Teacher Effectiveness' area 'Academic' among Male and Female Teachers of Secondary Schools of Lucknow.**

Areas	Sub-Areas	Gender	No.	Mean	SD	SE <sub>M</sub>	t	df	P value
Academic	Information sources	Male	262	17.10	1.80	0.11	2.180	711	0.030*
		Female	451	17.38	1.58	0.07			

\* Significance level .05 = 1.96

**Academic (Information Source):** The observation of the above table indicates the Mean, SD, and Standard error of mean of male and female teachers of secondary schools of Lucknow which are 17.10; 1.80; 0.11 & 17.38; 1.58; 0.07 and the calculated t - value 2.180 is greater than the table value (1.96) at .05 significance level. So, it can be said that there is statistically significant difference in the 'Academic' dimension of Teacher Effectiveness among male and female teachers with female teachers scoring high mean value.

**Table 1.2: Mean, SD, SEM and t-value of Teacher Effectiveness' area 'Professional' among Male and Female Teachers of Secondary Schools of Lucknow.**

Areas	Sub-Areas	Gender	No.	Mean	SD	SE <sub>M</sub>	t	df	P value
Professional	Motivator	Male	262	17.07	1.77	0.11	2.947	711	0.003*
		Female	451	17.45	1.59	0.08			
	Teaching skills	Male	262	28.95	3.23	0.20	2.499	711	0.013*
		Female	451	29.53	2.87	0.14			
	Co-curricular activities	Male	262	12.56	1.82	0.11	4.727	711	0.000*
		Female	451	13.16	1.47	0.07			
	Professional knowledge	Male	262	24.50	2.84	0.18	2.845	711	0.005*
		Female	451	25.09	2.55	0.12			
	Class-room management	Male	262	16.23	2.18	0.13	2.130	711	0.034*
		Female	451	16.57	1.97	0.09			
	Overall	Male	262	99.32	10.12	0.63	3.473	711	0.001*
		Female	451	101.80	8.62	0.41			

\* Significance level .05 = 1.96

**Professional (Motivator, Teaching Skills, Co-curricular activities, Professional Knowledge, Class-room management):** Perusal of the above table Shows the effectiveness of male and female teachers in the Professional dimension/area and sub-areas of Professional dimension of teacher effectiveness. It has been found that female teachers scored higher mean value in all the sub- areas of Professional dimension and also in overall professional dimension. There is significant difference found in all the sub- areas i.e., Motivator (t-value 2.947), Teaching Skills (t-value 2.499), Co-curricular activities (t-value 4.727), Professional Knowledge (t-value 2.845), Class-room management (t-value 2.130) and overall professional dimension (t-value 3.473) as their 't'- value is more than the table value (1.96) at .05 significance level.

**Table 1.3: Mean, SD, SEM and t-value of Teacher Effectiveness' area 'Social' among Male and Female Teachers of Secondary Schools of Lucknow.**

Areas	Sub-Areas	Gender	No.	Mean	SD	SE <sub>M</sub>	t	df	P value
Social	Relationship with pupils, fellow teachers, principals and parents	Male	262	47.14	4.54	0.28	3.071	711	0.002*
		Female	451	48.15	4.05	0.19			

\* Significance level .05 = 1.96

**Social (Relationship with pupils, fellow teachers, principals and parents):** A look at the above table indicates the Mean, SD, and Standard error of mean of male and female teachers of secondary schools of Lucknow which are 47.14; 4.54; 0.28 & 48.15; 4.05; 0.19 and the calculated t - value 3.071 is greater than the table value (1.96) at .05 significance level. So, it can be said that there is statistically significant difference in the 'Social' dimension of Teacher Effectiveness among male and female teachers with female teachers scoring high mean value.

**Table 1.4: Mean, SD, SEM and t-value of Teacher Effectiveness' area 'Emotional' among Male and Female Teachers of Secondary Schools of Lucknow.**

Areas	Sub-Areas	Gender	No.	Mean	SD	SE <sub>M</sub>	t	df	P value
Emotional	Adviser and Guide	Male	262	33.73	3.42	0.21	3.449	711	0.001*
		Female	451	34.59	3.05	0.14			

\* Significance level .05 = 1.96

**Emotional (Adviser and Guide):** A careful glance at the above table indicates the Mean, SD, and Standard error of mean of male and female teachers of secondary schools of Lucknow which are 33.73; 3.42; 0.21 & 34.59; 3.05; 0.14 and the calculated t - value 3.449 is greater than the table value (1.96) at .05 significance level. So, it can be said that there is statistically significant difference in the 'Emotional' dimension of Teacher Effectiveness among male and female teachers with female teachers scoring high mean value.

**Table 1.5: Mean, SD, SEM and t-value of Teacher Effectiveness' area 'Moral' among Male and Female Teachers of Secondary Schools of Lucknow.**

Areas	Sub-Areas	Gender	No.	Mean	SD	SE <sub>M</sub>	t	df	P value
Moral	Disciplinarian	Male	262	43.13	4.13	0.26	3.490	711	0.001*
		Female	451	44.19	3.77	0.18			

\* Significance level .05 = 1.96

**Moral (Disciplinarian):** Observation of the above table indicates the Mean, SD, and Standard error of mean of male and female teachers of secondary schools of Lucknow which are 43.13; 4.13; 0.26 & 44.19; 3.77; 0.18 and the calculated t - value 3.490 is greater than the table value (1.96) at .05 significance level. So, it can be said that there is statistically significant difference in the 'Moral' dimension of Teacher Effectiveness among male and female teachers with female teachers scoring high mean value.

**Table 1.6: Mean, SD, SEM and t-value of Teacher Effectiveness' area 'Personality' among Male and Female Teachers of Secondary Schools of Lucknow.**

Areas	Sub-Areas	Gender	No.	Mean	SD	SE <sub>M</sub>	t	df	P value
Personality	Personality characteristics	Male	262	49.93	4.98	0.31	2.852	711	0.004*
		Female	451	50.96	4.45	0.21			

**Personality (Personality Characteristics):** Perusal of the above table indicates the Mean, SD, and Standard error of mean of male and female teachers of secondary schools of Lucknow which are 49.93; 4.98; 0.31 & 50.96; 4.45; 0.21 and the calculated t - value 2.852 is greater than the table value (1.96) at .05 significance level. So, it can be said that there is statistically significant difference in the 'Personality' dimension of Teacher Effectiveness among male and female teachers with female teachers scoring high mean value.

**Objective 2:** To study the Overall Teacher Effectiveness of Secondary School Teachers in relation to Gender.

**Hypothesis 2:** There is no significant difference in the Overall Teacher Effectiveness of Secondary School Teachers in relation to Gender.

**Table 2: Mean, SD, SEM and t-value of ‘Overall’ Teacher Effectiveness among Male and Female Teachers of Secondary Schools of Lucknow.**

Areas	Sub-Areas	Gender	No.	Mean	SD	SE <sub>M</sub>	t	df	P value
Overall	Teacher Effectiveness	Male	262	290.35	26.80	1.66	3.511	711	0.000*
		Female	451	297.06	23.22	1.09			

**Overall, Teacher Effectiveness:** The overall mean value of Teacher Effectiveness as scored by female teachers is 297.06 which is higher than the overall mean value scored by male teachers which is 290.35 with the calculated t- value 3.511 which is greater than the table value (1.96) at .05 significance level.

## CONCLUSION:

The result reveals that mean value scored by female teachers in all the areas of Teacher Effectiveness – Academic, Professional, Social, Emotional, Moral, Personality and also in Overall Teacher Effectiveness is greater than their male counterparts and the calculated ‘t’ value of all the dimensions of teacher effectiveness is also greater than the table value. Hence the result stands in favour of female teachers. The possible reason for this result could be that since females are more sensitive, have more patience, they understand children better hence they are more effective as teachers.

This finding is supported by the research study of Goel (2012), Amandeep and Gurpreet (2005), Vijaylakshmi and Mythill (2004), who through their research studies reported that female teachers were more effective in their teaching than male teachers.

On the contrary Kumar and Kumar (2012), Minor et al. (2002) reported that male teachers were more effective than female teachers. However, Attri and Singh (2020) and Joseph (2013) observed that male and female teachers possess similar Teacher Effectiveness. While Sadhukhan (2018), Mishra (2011) and Sodhi (2010) in their study did not find any significant difference between male and female teachers with regard to Teacher Effectiveness.

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