

A Study on Teaching Performance of Secondary School Teachers in Relation to their Gender and Type of School

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Abstract:

The purpose of this paper is to examine the significant difference between teaching performance of male, female and private, aided secondary school teachers. The Present study comprises sample of 50 teachers from secondary schools of Chikkamagalur district was randomly selected. Teaching Performance Scale - (TPS) constructed by researcher was used. The findings of the study are there is significant difference in teaching performance between male, female and private, aided secondary school teachers.

Key words: Teaching Performance, Secondary School Teachers, Gender and Type of School.

INTRODUCTION

Today's drastic change in education system requires changing in the performance of teachers. Now days, quality of teaching is depending upon the performance of teachers. Teaching performance plays a vital role in determining the quality of education. Present secondary schools teachers seem to be complex in their teaching. Due to the changing trends in the field of education. Thus, the problem before us is to control the quality of teaching through adopting different strategies.

Teachers who have positive performance possess the knowledge and skills needed to attain the goals, and must be able to use that knowledge and those skills appropriately according to the context.

In Medley's terms, "the possession of knowledge and skills falls under the heading of 'teacher competence' and the use of knowledge and skills in the classroom is referred to as 'teacher performance', Teacher competence and teacher performance with the accomplishment of teacher goals, is the 'teacher effectiveness'".

A secondary teacher may be particularly adept at a suitable strategy to teach complex concepts. Teacher should motivate the learners for effective learning. Teachers' performance affects on the larger extent upon the learners.

Finally, we can say that an effective teacher whose teaching performance is better can bring tremendous change in the behavior of the learners. Teaching performance directly influencing on learners.

OBJECTIVES

The main objectives of the present study are as follow-

1. To study the difference between teaching performance of secondary school male and female teachers.
2. To study the difference between teaching performance of secondary school teachers belonging to private and aided.

HYPOTHESES

The null hypotheses of the present study are as follow-

1. There is no significant difference between teaching performance of secondary school male and female teachers.
2. There is no significant difference between teaching performance of Secondary school teachers belonging to private and aided.

METHOD OF STUDY

The present study is adopted *descriptive survey method*. The research was seemed suitable for survey.

THE SAMPLE

In the present study 50 secondary school teachers from Chikkamagalur district of Karnataka formed the sample of the study.

TOOLS

Researcher constructed the tool called Teaching Performance Scale (TPS), which has been used in the present study.

STATISTICAL TECHNIQUES USED

In view to analyze the hypotheses of the study the 't' test was used.

RESULTS

Null Hypothesis -1:

There is no significant difference between teaching performance of secondary school male and female teachers.

Table-1

Showing the Number, Mean, Standard deviation, 't' value and level of significance in teaching performance of secondary school male and female teachers.

Variables		N	Mean	S.D.	't' value	Level of significance
Gender	Female	26	220.31	16.71	4.182	**
	Male	24	199.96	17.62		

* significant at 0.05 level (Table value 1.97)

** significant at 0.01 level (Table value 2.62)

The data in the above table shows that obtained 't' value of 4.182 is greater than table value of 1.97 at 0.05 level and 2.62 at 0.01 level. Hence the 't' value is significant. Therefore we reject the above stated null hypothesis and it is concluded that there is a significance difference between teaching performance of secondary school male and female teachers.

Since, the mean value of teaching performance of female teachers were found to be greater (Mean=220.31) than from male teachers (mean=199.96) respectively, it is concluded that female secondary school teachers are better in teaching performance when compared to male teachers.

Null Hypothesis -2:

There is no significance difference between teaching performance of secondary school teachers belonging to aided and private schools.

Table-2

Showing the Number, Mean, Standard deviation, 't' value and level of significance in the teaching performance scores of Secondary school teachers belonging to aided and private schools.

Variables		N	Mean	S.D.	't' value	Level of significance
Type of School	Aided	27	205.37	16.78	2.019	*
	Private	23	216.61	21.73		

* significant at 0.05 level (Table value 1.97)

The data in the above table shows that obtained 't' value of 2.019 is greater than table value of 1.97 at 0.05 level. Hence the 't' value is significant. Therefore we reject the above stated null hypothesis and it is concluded that there is a significance difference between teaching performance of secondary school teachers belonging to aided and private schools.

Since, the mean value of teaching performance of private secondary school teachers were found to be greater (Mean=216.61) than from aided secondary school teachers

(mean=205.37) respectively, it is concluded that private secondary school teachers are better in teaching performance when compared to aided secondary school teachers.

MAJOR FINDINGS OF THE STUDY

After the analysis of the data and interpretation of the results with regard to the hypotheses of the study, the investigator reached at the following findings:

- Female secondary school teachers are better in teaching performance when compared to male teachers.
- Private secondary school teachers are better in teaching performance when compared to aided secondary school teachers.

EDUCATIONAL IMPLICATIONS

The findings of the present study are examined and the following implications are traced out:-

Teaching performance has relevance with the gender of an individual. Therefore all the male teachers should be provided enrichment to improve the performance of teaching

Teaching performance has link with the type of school. Teachers belongs to aided school must be emphasized to involve capacity building programmes.

CONCLUSION

The overall study makes it clear that the teaching performance of secondary school teacher is very important. A teacher with a high performance makes significant influence on the students. The good teaching performance of secondary school teacher plays a remarkable impact on learners mind. Thus a teacher should acquire high teaching performance.

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