SUMMARY
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BACKGROUND OF THE PROBLEM

Teacher's effectiveness plays a pivotal role in the teaching-learning process. It being the hub of the whole programme, needs, close observation and critical analysis, as the enrichment in effectiveness may have a direct bearing on the learning outcome of the pupils. A natural question strikes the mind of the researcher regarding the various components adding to the effectiveness. For, unless the sources to effectiveness are substantially improved, the goal to make teacher worth his job, will remain a wishful hope.

It is generally agreed that the 'goodness' of an educational programme to a large extent is dependent on the quality of teachers available to implement it. A school may have excellent material resources equipment, building, library and other facilities along with a curricula appropriately adopted to suit the community need, but if the teachers are misfit or indifferent to their responsibilities, the whole programme is likely to be ineffective and wasted. The problem of identification of effective teachers are, therefore, of prime importance for realising desirable educational goals. An effective teacher may be understood as one who helps development of basic skills, understanding, proper work habits, desirable attitudes, value judgment and adequate personal adjustment of the students (Ryan, 1969).

Education is a tripolar process. At the one end, stands the educator, on the second, the educand and on the third, the content, what transpires between the teacher and taught is education. It basically, affects modification in the natural endowment of the child, who is the learner. Modification as a net result for outcome of education requires to factors.
(1) One who brings out the modification;
(2) The other in whom this modification is brought out.

while engaged in the process of educating, the educator or teacher, not only transmits some curricular contents, but transfers his own personality.

This transference is either automatic or deliberate. Generally the transference of personality is unintentional and unplanned, but there is little denying the fact that it does take place. Thus a educative process the communication between the two the teacher and the learner both farming two apicos of the triangle. There is certainly some content value transpiring between these two. The out come of this academic exercise is the modification or change for the better in the learner.

The teacher is obliged to transplant the best in him on the pupil in order to make him a better human being, who can suitably fit himself to socio-cultural milieu of the country. One who does it more usefully and forcefully can claim to be an effective teacher and who fails to do so is of little consideration as such. Thus a teacher to claim effectiveness in his calling, must pass on the contents to the target group to see that the modus operandi passing the learning matter gets into the learner and shows its result in an obvious manner. It causes change in the overt and convert behaviour of the learner, for learning is nothing but a change in the behaviour of the pupil suitting the social and cultural expectations and norms of the society of
which he is a member. The better and more manifest this change in the students, the more effective is the teacher.

1.2 STATEMENT OF THE PROBLEM

The related researches done so for in the above field have been logging behind in studying the teacher effectiveness of primary school teachers in relation to sex, locality and management. The investigator had, therefore, taken up teacher effectiveness as dependent variable and sex, locality & management as independent variable. The combined and interactive effects of sex, locality and management upon teacher effectiveness was studied.

The problem being stated below.

1.3 TITLE OF PRESENT PROBLEM

The proposed research was carried out under the formed title-

"TEACHER EFFECTIVENESS OF PRIMARY SCHOOL TEACHERS IN RELATION TO SEX, LOCALITY AND MANAGEMENT"
OBJECTIVES OF THE STUDY

1a. To find out the main effects of sex, locality and management upon teacher effectiveness of teachers belonging to general category between the age group of (20-40) years.

1b. To find out the combined effects of management and locality, management and sex, sex and locality upon effectiveness of teachers belonging to general category between the age group of (20-40) years.

1c. To find out the interactive effects of management, locality and sex upon teacher effectiveness of teachers belonging to general category between the age group of (20-40) years.

2a. To find out the main effects of sex, locality and management upon teacher effectiveness of teachers belonging to general category between the age group of (41-58) years.

2b. To find out the combined effects of management and locality, management and sex, sex and locality upon effectiveness of teachers belonging to general category between the age group of (41-58) years.
2c. To find out the interactive effects of management, locality and sex upon teacher effectiveness of teachers belonging to general category between the age group of (41-58) years.

3a. To find out the main effects of sex, locality and management upon teacher effectiveness of teachers belonging to OBC between the age group of (20-40) years.

3b. To find out the combined effects of management and locality, management and sex, sex and locality upon effectiveness of teachers belonging to OBC between the age group of (20-40) years.

3c. To find out the interactive effects of management, locality and sex upon teacher effectiveness of teachers belonging to OBC between the age group of 20-40 years.

4a. To find out the main effects of sex locality and management upon teacher effectiveness of teachers belonging to OBC between the age group of (41-58) years.

4b. To find out the combined effects of management and sex, sex and locality upon effectiveness of teachers belonging to OBC between the age group of (41-58) years.
4c. To find out the interactive effects of management, locality and sex upon teacher effectiveness of teachers belonging to OBC between the age group of (41-58) years.

5a. To find out the main effects of sex, locality and management upon teacher effectiveness of teachers belonging to general male and OBC female category between the age group of (20-40) years.

5b. Management and sex, sex and locality upon effectiveness of teachers belonging to general male and OBC female category between the age group of (20-40) years.

5c. Management, locality and sex upon teacher effectiveness of teachers belonging to general male and OBC female category between the age group of (20-40) years.

6a. To find out the main effects of sex, locality and management, upon teacher effectiveness of teachers belonging to general male and OBC female category between the age group of (41-58) years.

6b. To find out the combined effects of management and sex, sex and locality upon effectiveness of teachers belonging to general
male and OBC female category between the age group of (41-58) years.

6c. To find out the interactive effects of management, locality and sex upon teacher effectiveness of teachers belonging to general male and OBC female category between the age group of (41-58) years.

7a. To find out the main effects of sex, locality and management upon teacher effectiveness of teachers belonging to general female and OBC male category between age the group of (20-40) years.

7b. To find out the combined effects of management and locality, management and sex, sex and locality upon effectiveness of teachers belonging to general female and OBC male category between the age group of (20-40) years.

7c. To find out the interactive effects of management, locality and sex, upon teacher effectiveness of teachers belonging to general female and OBC male category between the age group of (20-40) years.

8a. To find out the main effects of sex locality and management upon teacher effectiveness of teachers belonging to general
female and OBC male category between the age group of (41-58) years.

8b. To find out the combined effects of management and locality, management and sex, sex and locality upon effectiveness of teachers belonging to general female and OBC male category between the age group of (41-58) years.

8c. To find out the interactive effects of management, locality and sex, upon teacher effectiveness of teachers belonging to general female and OBC male category between age group of (41-58) years.

HYPOTHESIS

1a. There is no significant difference between the mean scores of teacher effectiveness of primary and montessory school teachers, rural and urban teachers, male and female teachers belonging to general category between age group of (20-40) years.

1b. There is no significant difference between the mean scores of teacher effectiveness of management and locality, management and sex, sex and locality upon effectiveness of teachers
belonging to general category between age group of (20-40) years.

1c. There is no significant second order interaction effects of management, locality and sex on teacher effectiveness scores belonging to the general category between age group of (20-40) years.

2a. There is no significant difference between the mean scores of teacher effectiveness of primary and montessory school teachers, rural and urban teachers, male and female teachers belonging to general category between age group 41-58 years.

2b. There is no significant difference between the mean scores of teacher effectiveness of management and locality, management and sex, sex and locality, upon effectiveness of teachers belonging to general category between age group of 41-58 years.

2c. There is no significant second order interaction effects of management, locality and sex on teacher effectiveness scores belonging to the general category between age group of 41-58 years.
3a. There is no significant difference between the mean scores of teacher effectiveness of primary and montessory school teachers, rural and urban teachers, male and female teachers belonging to the OBC category between age group of 20-40 years.

3b. There is no significant difference between the mean scores of teacher effectiveness of management and locality, sex and locality upon effectiveness of teachers belonging to OBC category between age group of 20-40 years.

3c. There is no significant second order interaction effects of management, locality and sex on teacher effectiveness scores belonging to OBC category between age group of 20-40 years.

4a. There is no significant difference between the mean scores of teacher effectiveness of primary and montessory school teachers, rural and urban teachers, male and female teachers belonging to the OBC category between age group of 41-58 years.

4b. There is no significant difference between the mean scores of teacher effectiveness management locality, management and
sex, sex and locality upon effectiveness of teachers belonging to OBC category between age group of 41-58 years.

4c. There is no significant second order interaction effects of management, locality and sex on teacher effectiveness scores belonging to the OBC category between age group of 41-58 years.

5a. There is no significant difference between the mean scores of teacher effectiveness of primary and montessori school teachers, rural and urban teachers, male and female teachers belonging to general male and OBC female category between age group of 20-40 years.

5b. There is no significant difference between the mean scores of teacher effectiveness of management and locality, management and sex, sex and locality upon effectiveness of teachers belonging to general male & OBC female category between age group of 20-40 years.

5c. There is no significant second order interaction effects of management, locality and sex on teacher effectiveness scores belonging to the general male and OBC female category between age group of 20-40 years.
6a. There is no significant difference between the mean scores of primary and Montessori school teachers, rural and urban teachers, male and female teachers belonging to general male and OBC female category between age group of 41-58 years.

6b. There is no significant difference between the mean scores of teacher effectiveness of management and locality, management and sex, sex and locality upon effectiveness of teachers belonging to general male and OBC female category between age group of 41-58 years.

6c. There is no significant second order interaction effects of management, locality and sex on teacher effectiveness scores belonging to the general male and OBCF female category between age group of 41-58 years.

7a. There is no significant difference between the mean scores of teacher effectiveness of primary and Montessori school teachers, rural and urban teachers, male and female teachers belonging to OBC male and general female category between age group of 20-40 years.

7b. There is no significant difference between the mean scores of teachers effectiveness of management and locality,
management and sex, sex and locality upon effectiveness of teachers belonging to OBC male and general female category between age group of 20-40 years.

7c. There is no significant second order interaction effects of management, locality and sex on teacher effectiveness scores belonging to the OBC male and general female category between age group of 20-40 years.

8a. There is no significant difference between the mean scores of teacher effectiveness of primary and montessory school teachers rural and urban teachers, male and female teachers belonging to OBC male and general female category between age group of 1-58 years.

8b. There is no significant difference between the mean scores of teacher effectiveness of management and locality, management and sex, sex and locality upon effectiveness of teachers belonging to OBC male and general female category between age group of 41-58 years.

8c. There is no significant second order interaction effects of management, locality and sex on teacher effectiveness scores belonging to the OBC male and general female category between age group of 41-58 years.
METHOD OF STUDY

The study belongs to the category of descriptive field research, and includes composite characteristics of casual comparative and correlational survey researches.

POPULATION

The population of the study consists of all the primary school teachers of eastern U.P.

SAMPLE AND SAMPLING TECHNIQUE

The sample for study, selected from the primary school teachers randomly from Sultanpur, Pratapgarh and Jaunpur districts of eastern U.P. 720 primary school teachers working in primary and montessory school of both sexes and both localities and all types of managements have been selected by stratified random sampling technique.

RESEARCH TOOL

The following research tool has been used for the research.

1. Teacher effectiveness scale by J.P. Kumar and D.N. Mutha.
STATISTICAL TECHNIQUE

2x2x2 Expost Facto factorial design has been used to see the main, combined and interactive effects and see the degree of freedom between independent and dependent variables.

VARIABLES UNDER THE STUDY

There are three independent and only one dependent variable. Independent variables are -

1 - Sex
2 - Locality
3 - Management

Dependent variable is only one "Teacher effectiveness".

RESULTS OF THE STUDY

B. HYPOTHESIS AND CONCLUSION

The investigator has reached the following conclusions from the hypothesis point of view.

1.a) There is significant difference between the mean score of the teacher effectiveness of primary (govt.) and Montessori.
(private) school teachers belonging to general category age group of 20-40 years.

1.b) There is no significant difference between the mean scores of teacher effectiveness of rural and urban teachers belonging to general category age group of 20-40 years.

1.c) There is no significant difference between the mean scores of teacher effectiveness of male & female teachers belonging to general category age group of 20-40 years.

2.a) There is significant difference between the mean scores of teacher effectiveness of the combined effects of management & locality belonging to general category between the age group of 20-40 years.

2.b) There is no significant difference between the mean scores of teacher effectiveness of the combined effects of management & sex belonging to general category between the age group of 20-40 years.

2.c) There is no significant difference between the mean scores of teacher effectiveness of the combined effects of locality and sex belonging to general category between the age group of 20-40 years.

3.) There is significant second order interaction effects of management, locality and & sex on teacher effectiveness scores belonging general category between the age group of 20-40 years.
4.a) There is significant difference between the mean scores of the teacher effectiveness of primary (govt.) and Montessori (private) school teachers belonging to general category between the age group of 41-58 years.

4.b) There is significant difference between the mean scores of teacher effectiveness of rural & urban teachers belonging to general category between the age group of 41-58 years.

4.c) There is no significant difference between the mean scores of teacher effectiveness of male & female teacher belonging to general category between the age group of 41-58 years.

5.a) There is significant difference between the mean scores of teacher effectiveness of the combined effects of management & locality belonging to general category between the age group of 41-58 years.

5.b) There is no significant difference between the mean scores of teacher effectiveness of the combined effects of management of management.

5.c) There is no significant difference between the mean scores of teacher effectiveness of the combined effects of locality & sex.
6.) There is a significant second order interaction effects of management, locality & sex on teacher effectiveness scores belonging to the general category between the age group of 41-58 years.

7.a) There is no significant difference between the mean scores of the teacher effectiveness of the primary (govt.) and montessori (private) schools teachers belonging to OBC between the age group of 20-40 years.

7.b) There is no significant difference between the mean scores of teacher effectiveness rural & urban teachers belonging to OBC between age group of 20-40 years.

7.c) There is no significant difference between the mean scores of teacher effectiveness of male & female teachers belonging to OBC between the age group of 20-40 years.

8.a) There is no significant difference between the mean scores of teacher effectiveness of the combined effects of management & locality belonging the age group of 20-40 years.
8.b) There is significant difference between the mean scores teacher effectiveness of the combined effects of management & sex belonging to OBC between age group of 20-40 years.

8.c) There is significant difference between mean scores of teacher effectiveness of the combined effects of locality & sex belonging to OBC between the age group of 20-40 years.

9.) There is significant second order interaction effects of management, locality & sex on teacher effectiveness scores belonging to OBC between the age group of 20-40 years.

10.a) There is significant difference between the mean scores of the teacher effectiveness of primary (govt.) and montessori (private) school teachers belonging to OBC of 41-58 years.

10.b) There is no significant difference between the mean scores of teacher effectiveness of rural & urban teachers belonging to OBC between the age group of 41-58 years.

10.c) There is no significant difference between the mean scores of teacher effectiveness of male & female teachers belonging to OBC the age group 41-58 years.
11.a) There is no significant difference between the mean scores of teacher effectiveness of the combined effects of management & locality belonging to OBC between the age group of 41.58 years.

11.b) There is significant difference between the mean scores of teacher of effectiveness of combined effects of management & sex belonging to OBC between the age group of 41.58 years.

11.c) There is no significant difference between the mean scores of teacher effectiveness of the combined effects of locality & sex belonging to OBC between the group of 41.58 years.

12.) There is a significant second order interaction effects of management locality and sex on teacher effectiveness scores belonging to OBC between the age group of 41.58 years.

13.a) There is no significant difference between the mean score of the teacher effectiveness of primary (govt.) and montessory (private) school teachers belonging to general male & OBC female category between the age group of 20-40 years.

13.b) There is significant difference between the mean scores of teacher effectiveness of rural & urban teachers belonging to male & OBC female category between the age group of 20-40 years.
13. c) There is no significant difference between the mean scores of teachers' effectiveness of male & female teachers belonging to general male & OBC female category between the age group of 20-40 years.

14. a) There is no significant difference between the mean scores of teacher effectiveness of the combined effects management & locality belonging to the general male & OBC female category between the age group of 20-40 years.

14. b) There is significant difference between the mean scores of teacher effectiveness of the combined of management & sex belonging to general male and OBC female category between the age group of 20-40 years.

14. c) There is significant difference between the mean scores of teacher effectiveness of the combined effects locality & sex belonging to general male & OBC female category between the age group of 20-40 years.

15. There is no significant second order interaction effects of management, locality & sex on teacher effectiveness scores belonging to general male & OBC female category between the age group of 20-40 years.

16. a) There is significant difference between the mean scores of the teacher effectiveness primary (govt.) and montessory (private) school teachers
belonging to the general male & OBC female between the age group of 20-40 years.

16.b) There is significant difference between the mean scores of the teacher effectiveness of urban and urban teachers belonging to general male and OBC female category between the age group of 41-58 years.

16.c) There is no significant difference between mean scores of teacher effectiveness of male & female teachers belonging to general male & OBC female category between the age group of 41-58 years.

17.a) There is significant difference between the mean scores of teacher effectiveness of the mean effects management & locality belonging to general male & OBC female category between the age group of 41.58 years.

17.b) There is significant difference between the mean scores of teacher effectiveness of the combined effects of management & sex belonging to general male & OBC female category between the age group of 41-58 years.

17.c) There is significant difference between the mean scores of teacher effectiveness of the combined effects of locality & sex belonging to general & OBC female category between the age group of 41-58 years.
18.) There is no significant second order interaction effects of management, locality & sex on teacher effectiveness scores belonging to the general male & OBC female category between the age group of 41-58 years.

19.a) There is significant difference between the mean scores of the teacher effectiveness of primary and montessory school teachers belonging to general female & OBC male category between the age group of 20-40 years.

19.b) There is no significant difference between the mean scores of teacher effectiveness of rural and urban teacher belonging to general female and OBC male category between the age group of 20-40 years.

19.c) There is no significant difference between the mean scores of teacher effectiveness of male and female teachers belonging to general female and OBC male category between the age group of 20-40 years.

20.a) There is no significant difference between the mean scores of teacher effectiveness of combined effects of management and locality belonging to general female & OBC male category between the age group of 20-40 years.

20.b) There is no significant difference between the mean scores of teacher effectiveness of combined effects of management and sex, to general female & OBC male category between the age group of 20-40 years.
20.c) There is no significant difference between the mean scores of teacher effectiveness of the combined effects of locality and sex belonging to general female ad OBC male category between the age group of 20-40 years.

21.) There is significant second order interaction effects of management, locality & sex on teacher effectiveness scores belonging to the general female & OBC male between the age group of 20-40 years.

22.a) There is significant difference between the mean scores of the teacher effectiveness of primary & montessory school teachers belonging to the general female & OBC male category between the age group of 41-58 years.

22.b) There is no significant difference between the mean scores of teacher effectiveness of rural & urban teachers belonging to general female & OBC male category between the age group of 41-58 years.

22.c) There is no significant difference between the mean scores of teacher effectiveness of male & female teachers belonging to general female & OBC male category between the age group of 41-58 years.

23.a) There is no significant difference between the mean scores of teacher effectiveness of combined effects of management and locality.
belonging to general female& OBC male category between the age group of 41-58 years.

23.b) There is significant different between the mean scores of teacher effectiveness of the combined effects of management and sex belonging to general female and OBC male category between the age group of 41-58 years.

23.c) There is no significant difference between the mean scores of teacher effectiveness of the combined effects of locality and sex belonging to general female OBC male category between the age group of 41-58 years.

24.) There is no significant second order interaction effects of management, locality and sex on teacher effectiveness scores belonging to the general female& OBC male category between the age group of 41-58 years.

Educational implications are -

1. All the montessory school teachers should be treated as primary school teachers providing the casual status.

2. Pay scale of montessory school teachers should be same as the pay scale of primary school teachers.
3. Service conditions of Montessori school teachers should be same as the service conditions of primary school teachers.

4. The salary of Montessori school teachers should be paid by the government through the nationalized banks.

5. Seminars, refresher courses, work shops, summer courses, and in-service teacher training programs during the short and long vacations should be arranged for the Montessori school teachers.

6. Montessori school teachers must get the facilities of GPF, pension, LIC and medical services etc.

7. The appointments of Montessori school teachers should be made by the government through the proper channel.

Teachers effectiveness can be improved if they are asked to carry out the responsibilities they are capable of ego: teachers who were sports man or athletes in their student life be encouraged to organize games and sports. In the same way those teachers who are interested in literature or in other co-curricular activities be requested to plan, arrange and conduct social & cultural activities in the institution. Best potentiality of the teachers could be utilized if they are assigned work according to their interest etc.
These facilities would definitely help the montessory school teachers to improve the effectiveness of teaching.

5.3 SUGGESTIONS FOR FURTHER RESEARCH

This study can not claim to have comprehensiveness. Its conclusion may not be universally valid. The investigator, therefore suggests following or research. The studies in areas may be carried out on the larger sample.

1. Effectiveness of the teachers can be studied in relation to their academic achievement, creativity and job satisfaction.

2. The process study can be studied at graduate level teachers same variables.

3. Effectiveness of the teachers can be studied in relation to their values and cognitive process.

4. Effectiveness of teachers can be studied in relation to their socio-economic status and achievement motivation.

5. Situational variables like, facilities provided by the institutions, manageable size of the class, freedom for organizing instructional materials and co-curricular activities in situations, encouragement and incentive given by the authorities and colleagues in the
application of new teaching techniques and methods etc be considered as influencing factors on teacher effectiveness.

6. Effectiveness of teachers can be studied in relation to their personality traits.

7. The study of genetic factors responsible for effectiveness of teachers at any level.


9. Neuroticism, intelligence and cognitive process can be compared for male and female teachers in relation to their effectiveness in teaching subjects.

10. Stress conditions and copying behaviour of secondary school teachers also needs to be explored.

All these studies can be undertaken at M.Ed. level and Ph. D. level as a comprehensive research project.