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TEACHER EFFECTIVENESS OF VIDYA SAHAYAK TEACHERS OF PRIMARY SCHOOLS



Chandresh H. Rathod

INTRODUCTION

Teaching is a series of events wherein teacher attempts to change the behavior of students along the intended direction. Research on teaching therefore by implication includes the study of relationship between variable at least one of which refers to a teacher characteristics on behavior of a teacher. The study proposes to find out teacher effectiveness of vidya sahayak teachers of primary schools who get fix salary per month as stipulated by Gujarat government.

For the purpose of universal elementary education, qualified persons are not available in adequate numbers to teach in elementary schools in different parts of the country. Even when qualified and trained teachers are

Abstract

Though the education system in any society is under the influence of the other social systems and within the educational system itself, the working and effectiveness of the teacher is governed by various factors within the system, there is no denying the fact that the teacher is the single most important component of the education structure. The investigator has decided to find out teacher effectiveness of fix salaried vidya sahayak teachers of primary schools of Gujarat state and for that he has decided following statement for his research work: "TEACHER EFFECTIVENESS OF VIDYA SAHAYAK TEACHERS OF PRIMARY SCHOOLS". Some basic objectives of the study are as follow: 1 To find out the difference between male and female primary school vidya sahayak teachers in respect of their teacher effectiveness. 2 To find out the difference between married and unmarried primary school vidya sahayak teachers in respect of their teacher effectiveness. 3 To find out the difference among General, SC and OBC caste primary school vidya sahayak teachers in respect of their teacher effectiveness. To study teacher effectiveness of vidya sahayak teachers of primary schools the investigator had taken total number of 135 Vidya Sahayak teachers from 85 primary schools of Ahmedabad and Surendranagar district as sample for the present study, belonging to different categories (gender, marital status and caste) by random sampling. Teacher Effectiveness Scale (TES) prepared by Dr. Pramod Kumar and D.N.Mutha (1973) was used for data collection from those teachers. The collected data was treated with Mean, SD, t-test, f-test statistical techniques like Mean, SD, t-test, F-test. The analysis of the study revealed the findings are: (1) Gender does not affect teacher effectiveness of vidya sahayak teachers of primary schools. (2) Marital status does not affect teacher effectiveness of vidya sahayak teachers of primary schools. (3) Caste of the vidya sahayak teachers of primary schools does affect their teacher effectiveness. Thus, it can be concluded that gender and marital status do not affect teacher effectiveness but the caste category affects teacher effectiveness of vidya sahayak teachers of primary schools.

Keywords : Teacher Effectiveness, Vidya Sahayak Teachers, Primary Schools

Short Profile

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available, the state government may not have the resources or compulsion to spend on an adequate supply of teachers for primary education. For all these reasons, several state/UT governments have resorted to employing unemployed educated youth as teacher at elementary level to assist the regular/fix salaried teachers. They are called by various title such as 'Para-teacher', 'Contract teachers', 'Shiksha Karmis', 'Vidya Upasaks', 'Vidya Sahayaks' etc. They are paid consolidated salaries which vary between one tenth and one fifth the salary of a regular elementary school teacher, across different regions of India. At this age when all fields of life are growing with

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revolutionary measures it has become rather necessary to give a study on vidya sahayak teachers' teacher effectiveness as they get fix salary for five years.

The education of world have from time to time tried to prove the hidden fact that conditions of education prevailing not suit to all or all the students may not have equal rationing power. Vidya sahayak teachers may not suit to other regular teachers and principal and school atmosphere. The consequences of which may cause pupils and teachers' effect on teaching efficiency.

The main concern of researcher in this area has been to find out teacher effectiveness of vidya sahayak teachers of primary schools who get fix salary per month as stipulated by Gujarat government.

OBJECTIVES OF THE STUDY

1. To find out the difference between male and female primary school vidya sahayak teachers in respect of their teacher effectiveness.
2. To find out the difference between married and unmarried primary school vidya sahayak teachers in respect of their teacher effectiveness.
3. To find out the difference among General, SC and OBC caste primary school vidya sahayak teachers in respect of their teacher effectiveness.

HYPOTHESES

1. There is no significant difference between male and female primary school vidya sahayak teachers in respect of their teacher effectiveness.
2. There is no significant difference between married and unmarried primary school vidya sahayak teachers in respect of their teacher effectiveness.
3. There is no significant difference among General, SC and OBC caste primary school vidya sahayak teachers in respect of their teacher effectiveness.

DELIMITATIONS

- The sample is limited to 135 vidya sahayak

teachers of primary schools (70 male & 75 female) of 77 government rural schools and 8 government schools only.

- The study is confined to the vidya sahayak teachers of primary schools of four talukas (i.e. Bavla, Bagodara, Dholka & Sanand) of Ahmedabad district & four talukas (Limbadi, Chotila, Chuda and Sayla) of Surendranagar district.

- Gender, marital status and caste category are considered important variables of this study.

RESEARCH DESIGN

The present research study is designed for following important aspects:

Population and Sample

Population of the study was 317 vidya sahayak teachers of primary schools of Ahmedabad and Surendranagar districts.

The sample of the present study comprised of 135 vidya sahayak teachers of primary schools from 77 rural government schools and 08 urban area government primary schools of Ahmedabad and Surendranagar districts.

Variables

Following is the description of variables involved in the present study:

Independent Variable: Gender
Marital Status
Caste

Dependent Variable: Teacher Effectiveness

Controlled Variable: Vidya sahayak teachers of Ahmedabad and Surendranagar districts

Tool

The following tool was used to realize the objectives of the study:

Teacher Effectiveness Scale prepared by Dr. Pramodkumar and D.N. Mutha (1973) is a standardized tool.

*Description of the Teacher Effectiveness Scale (TES)

There are 69 items in the scale with five choices; (i) Strongly agree (ii) Agree (iii) Undecided (iv) Disagree (v) Strongly disagree. These items belong to the following behavior categories:

- A. Teacher as motivator, guide and advisor (4 questions)
- B. His general appearance, discipline and classroom management (13 questions)
- C. Relationship with teachers, pupils, parents and principals (15 questions)
- D. Teaching skills and co-curricular activities (18 questions)
- E. Professional and personality characteristics (19 questions). All items were positive.

Data Collection

Survey method was used to collect the data. The researcher visited personally to the rural government rural primary schools and urban Nagar palika primary schools and administered the tools. The researcher first established the rapport with the vidya sahayak teachers of each school. The researcher ensured the teacher that the information given by them will be kept confidential. Researcher gave appropriate instruction and procedures to fill up the scale. Appropriate time was provided to them to give responses. After the completion, forms were collected from the vidya sahayak teachers of primary schools.

Scoring

All the 69 items of the Teacher Effective Scale are positively worded. Items were given a score of 5, 4, 3, 2 and 1 for 'strongly agree', 'agree', 'undecided', 'disagree' and 'strongly disagree' respectively. The sum of these values give the teacher effectiveness scores for the subject. The total scores varies from 69 to 345, showing least teacher effectiveness to highest teacher effectiveness.

Statistical Techniques

Mean, S.D. , t- value and f- value were calculated for the testing of hypotheses.

DATA ANALYSIS

Ho1 The first hypothesis is stating that, there is no significant difference between male and female primary school vidya sahayak teachers in respect of their teacher effectiveness is tested and shown in table 1.

TABLE-1
Significance of 't' between Male And Female Primary School Vidya Sahayak Teachers in Respect of Their Teacher Effectiveness

Gender	N	Mean	SD	t	df	Sig. (2-Tailed)
Male	70	303.81	23.29	1.068	133	0.288
Female	65	308.09	23.23			

The value of 't' of teacher effectiveness between male and female primary school vidya sahayak teachers is not significant and hence our hypothesis is accepted. It means, gender of the vidya sahayak teachers does not affect their teacher effectiveness

Ho2 The second hypothesis is stating that, there is no significant difference between married and unmarried vidya sahayak teachers of primary schools in respect of their teacher effectiveness is tested and shown in table 2.

TABLE-2
Significance of 't' between married and unmarried vidya sahayak teachers of primary schools in respect of teacher effectiveness

Marital Status	N	Mean	SD	t	df	Sig. (2-Tailed)
Married	76	303.89	24.33	1.123	133	0.264
Unmarried	59	308.42	21.78			

The value of 't' of teacher effectiveness between married and unmarried vidya sahayak teachers is not significant and hence our hypothesis is accepted and we can say that Marital status does not affect teacher effectiveness of vidya sahayak teachers.

Ho3 The third hypothesis stating that, there is no significant difference among General, SC and OBC caste vidya sahayak teachers of primary schools in respect of teacher effectiveness is tested and shown in table- 3

4. Bhagoliwal, S. (1968) Teaching Effectiveness and Teacher's Personality, Smita Prakashan, Allahabad
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TABLE 3
 Significance of 'F' among General, SC and OBC vidya sahayak teachers of primary schools in respect of teacher effectiveness

Source	Sum of Square	Mean Square	df	F	Sig.
Between Group	5904.904	2952.452	2	5.845	0.004
Within Group	66671.956	505.091	132		
Total	72576.859		134		



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The value of 'F' of teacher effectiveness among General, SC and OBC vidya sahayak teachers of primary schools is significant and hence hypothesis is rejected. This indicates that there exists significant difference among General, SC and OBC vidya sahayak teachers of primary schools in respect of teacher effectiveness.

MAJOR FINDINGS OF THE STUDY

On the basis of analysis and interpretation of data the researcher came to the -conclusion that the major findings of the study were as follows:

- Gender does not affect teacher effectiveness of vidya sahayak teachers of primary schools.
- Marital status does not affect teacher effectiveness of vidya sahayak teachers of primary schools.
- Caste of the vidya sahayak teachers of primary schools does affect their teacher effectiveness.

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