

# **Influence of Gender, Locality and Teacher Morale on Teaching Effectiveness of Secondary School Teachers**

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## **Abstract**

*The main objectives of present study were to find out the influence of gender, location and teachers' morale on teaching effectiveness of secondary school teachers of Rajauri district. Objectives of the present study were also to find out two and three-way interaction effect between/among gender, locality and teachers' morale on teaching effectiveness. For present study 600 (393 Government and 207 private) teachers were selected as a sample from 65 Government and 32 Private secondary schools Rajauri district of Jammu and Kashmir. To collect data, Teacher Effectiveness Scale by P. Kumar and D.N Mutha and Teachers' Morale Scale by S. Jamal and A. Raheem were used. To analyse the data, three-way analysis of variance was used. Findings of this study indicate that there are no significant influences of gender and locality on teaching effectiveness. While, significant influence of teachers' morale was found on teaching effectiveness in favour of secondary school teachers with high morale. Investigators suggested for improvement of teachers' morale and thereby teaching effectiveness*

**Key Words:** *Teaching effectiveness, gender, locality and teachers' morale*

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## **I. Introduction**

Education is one of the most important factor that plays significant role in the development of spiritual, ethical, cultural, social, intellectual, emotional and physical abilities of an individual and thereby development of family, society and nation. Parents and guardians are spending much more money for their children's/ wards' education because they know that education can safe guard future social and economic security of their families. Education is important for national development, because national development or progress depends on advancement in science and technology that depends on quality of education. Thus, education is the base of any progressive nation and quality education is the smart key to open windows of advancement of any nation.

Schools are formal centres for providing education and teachers are the heart of educational system. Quality of education mostly depends on quality of teachers. Since advancement of society and nation depend on quality of education and quality of education depends on quality of teachers, thus teachers are builders of our society and nation. According to Hopkins and Stern (1996), there are three sources of teacher quality-the individual teacher, the teacher's school and the external policy environment. The first source is related to teachers' quality. The main characteristics of quality teachers are mastery in subject and pedagogical knowledge, knowledge of learner, love of learner, ability of collaboration with other teachers and commitment. Good teachers' association management with management or administration, parents and community are also characteristics of quality teachers. These qualities are associated with teaching effectiveness of the teachers.

Teaching effectiveness is a product of teacher interaction or activities with learner to attain cognitive, affective and psychomotor objectives of learner effectively. It is an output of teachers' efforts to transmit knowledge using various teaching methods, models, strategies, tactics, techniques, maxims, audio-visual aids and scientific instruments in easy and effective way to motivate, create positive attitude towards subject and achieve objectives of learning. Therefore, to improve quality of education, development of the level of teaching effectiveness of teachers is urgent need of our nation.

To develop teaching effectiveness of teachers, it is essential to study factors affecting teaching effectiveness regularly. There are several factors associated with teaching effectiveness of the teacher. In present study, the investigators decided to study teaching effectiveness in relation to gender, locality and teachers' morale of secondary school teachers.

## **II. Review of Related Studies**

Studies conducted on teaching effectiveness in relation to gender, locality and morale are given below:

### **Studies of Teaching Effectiveness in Relation to Gender and Locality**

Sharma (2006) studied teaching effectiveness of secondary school teachers in relation to their gender and found that significant difference exists between male and female teachers in their teaching effectiveness. Teaching effectiveness of female teachers was found better than male teachers. Minvelli (2012) investigated professional effectiveness of school teachers in relation to gender and locality on a sample of Government, Aided, Corporation and Private Schools in Chennai and Kancheepuram educational districts. This study revealed that significant difference was not found between men and women secondary school teachers on professional effectiveness. Finding of this study also indicates that significant difference does not exist between urban and semi-urban secondary school teachers on professional effectiveness. Kumar (2013) investigated teaching effectiveness in relation to gender and locality of prospective mathematics teachers. Significant difference was found between men and women prospective mathematics teachers on their teaching effectiveness. Women prospective mathematics teachers' teaching effectiveness was found better than men prospective mathematics teachers. Significant difference was not found between rural and urban prospective mathematics teachers on their teaching effectiveness. Soanes (2013) studied teachers' effectiveness of trainees in the colleges of teacher education in East Khasi Hills District on a sample of 100 teacher trainees and found that significant difference was not found between male and female trainees on teacher effectiveness. Onyekuru and Ibegbunam's (2013) investigation of teaching effectiveness on 80 secondary school teachers in Emohua local government area of Rivers State, Nigeria revealed that significant difference does not exist between male and female teacher on their teaching effectiveness. Kapoor (2014) studied teaching effectiveness of school teachers in relation to gender and locality on a sample of 300 secondary school teachers of Haryana State i.e. Ambala and Yamunanagar. In this study significant difference was found between male and female secondary school teachers on teaching effectiveness. Female teachers were found to have high teaching effectiveness than that of male teachers. It was also found that significant difference not exists between rural and urban secondary school teachers on teaching effectiveness. Bhat (2017) studied teaching effectiveness of prospective teachers in relation to gender on a sample of 200 Pupil teachers and found that there is no significant effect of gender on teaching effectiveness of the pupil-teachers. Devamma's (2018) study of teaching effectiveness of secondary school teachers in relation to their gender on a sample of 200 teachers of Tumkur Educational District indicates that there is no significant difference between male and female teachers on their teaching effectiveness. Study conducted by Kumar (2018) on teaching effectiveness in relation to gender and locality on a sample 400 elementary school teachers indicates that significant difference exists between male and female elementary school teachers in their teaching effectiveness. Male elementary teachers were found to have better teaching effectiveness than female elementary teachers. Significant difference was found between rural and urban elementary school teachers in their teaching effectiveness. Urban elementary teachers were found to have better teaching effectiveness than rural elementary teachers.

### **Studies of Teaching Effectiveness in Relation to Teachers' Morale**

Sehang et al. (2017) studied relationship between morale and the teacher performance at Adventist Junior High School of North Sulawesi Province. Finding of this study indicates that a positive and significant relationship exists between morale and teacher performance. Devamma (2018) studied teaching effectiveness of secondary school teachers in relation to their morale on a sample 200 teachers of Tumkur Educational District. Significant and positive relationship was found between teaching effectiveness and morale of teachers. Significant differences were found between teachers with low and high, and moderate and high morale on their teaching effectiveness. Teaching effectiveness of teachers with high morale was found better than teachers with moderate and low morale.

## **III. Objectives**

Following objectives were set for present study:

1. To find out influence of gender on teaching effectiveness of secondary school teachers of Rajauri district of Jammu and Kashmir.
2. To find out influence of locality on teaching effectiveness of secondary school teachers of Rajauri district of Jammu and Kashmir.
3. To find out influence of teachers' morale on teaching effectiveness of secondary school teachers of Rajauri district of Jammu and Kashmir.
4. To find out two-way interaction between gender and location, gender and teachers' morale, and locality and teachers' morale on teaching effectiveness of secondary school teachers of Rajauri district of Jammu and Kashmir.

5. To find out three-way interaction among gender, location and teachers' morale on teaching effectiveness of secondary school teachers of Rajauri district of Jammu and Kashmir.

#### IV. Hypotheses

Objective wise hypotheses were framed in following way:

1. There is no significant influence of gender on teaching effectiveness of secondary school teachers of Rajauri district of Jammu and Kashmir.
2. There is no significant influence of locality on teaching effectiveness of secondary school teachers of Rajauri district of Jammu and Kashmir.
3. There is no significant influence of teachers' morale on teaching effectiveness of secondary school teachers of Rajauri district of Jammu and Kashmir.
4. There is no significant two-way interaction between gender and location, gender and teachers' morale, and locality and teachers' morale on teaching effectiveness of secondary school teachers of Rajauri district of Jammu and Kashmir.
5. There is no significant three-way interaction among gender, location and teachers' morale on teaching effectiveness of secondary school teachers of Rajauri district of Jammu and Kashmir.

#### V. Methodology

For the present study non-experimental research method namely *descriptive survey method* was used. As a sample 600 (393 Government and 207 private) teachers were selected from 65 Government and 32 Private secondary schools in Rajauri district of Jammu and Kashmir. To collect data Teacher Effectiveness Scale by P. Kumar and D.N Mutha and Teachers' Morale Scale by S. Jamal and A. Raheem were used. To analyse data three-way analysis of variance was used.

#### VI. Results and Discussion

To find out main and interaction effect of gender, locality and teachers' morale on teaching effectiveness of secondary school teachers of Rajauri district, three-way analysis of variance was used through SPSS software. Findings of the three-way analysis of variance are given in Table-1.

**Table-1**  
**Summary of the three-way analysis of variance for main and interaction effect of gender, locality and teachers' morale on teaching effectiveness of secondary school teachers of Rajauri district of Jammu and Kashmir**

Source of Variation	Sum of Squares	DF	Mean Square	F	Sig. of F
Main Effects	7157.072	3	2385.691	10.534	.000
Gender (G)	132.075	1	132.075	.583	.445
Locality (L)	3.789	1	3.789	.017	.897
Teachers' Morale (TM)	6721.378	1	6721.378	29.677	.000
2-Way Interactions	571.212	3	190.404	.841	.472
G X L	130.061	1	130.061	.574	.449
GX TM	8.147	1	8.147	.036	.850
L X TM	373.791	1	373.791	1.650	.199
3-Way Interactions	1.499	1	1.499	.007	.935
G X L X TM	1.499	1	1.499	.007	.935
Explained	7802.912	7	1114.702	4.922	.000
Residual	134079.073	592	226.485		
Total	141881.985	599	236.865		

#### Main Effect of Gender, Locality and Teachers Morale on Teaching Effectiveness

For main effect of gender F value is 0.583 and probability of this F value is 0.445 which is much greater than 0.05. This means that significant difference does not exist between male and female teachers on teaching effectiveness. This study is supporting findings of some previous studies by Minvelli (2012), Onyekuru and Ibegbunam (2013), Soanes (2013), Bhat (2017) and Devamma (2018). Thus, null hypothesis that "There is no significant influence of gender on teaching effectiveness of secondary school teachers of Rajauri district of Jammu and Kashmir" is not rejected at 0.05 level of significance.

F value for difference between rural and urban secondary school teachers on teaching effectiveness is 0.017 with probability 0.897 which is much greater than 0.05. This result indicates that significant difference does not exist between rural and urban teacher in their teaching effectiveness. This study is supporting studies conducted by Minvelli (2012), Kumar (2013), and Kapoor (2014) findings. Hence, null hypothesis that "There is no significant influence of locality on teaching effectiveness of secondary school teachers of Rajauri district of Jammu and Kashmir", is not rejected at 0.05 level of significance

F value for significance difference between secondary school teachers with low and high morale on teaching effectiveness is 29.677 and probability is less than 0.000 which indicates high level of significance. This means that significant difference exists between secondary school teachers with low and high teachers' morale on teaching effectiveness. Mean of teachers with high morale was found higher on teaching effectiveness than teachers with low morale. Thus, null hypotheses that "There is no significant influence of teachers' morale on teaching effectiveness of secondary school teachers of Rajauri district of Jammu and Kashmir", is rejected.

### **Two-way Interaction Effect on Teaching Effectiveness**

F values for interaction between gender and locality, gender and teacher morale, and locality and teachers' morale are 0.574, 0.036 and 1.650 and probabilities of these F values are 0.449, 0.850 and 0.199, respectively. All probabilities are greater than 0.05. This means that all two-way interaction effects are not significant at 0.05 level. Previous researches by Sehang et al. (2017) and Devamma (2018) findings are also in line with finding of the present study. So, null hypothesis that "There is no significant two-way interaction between gender and location, gender and teachers' morale, and locality and teachers' morale on teaching effectiveness of secondary school teachers of Rajauri district of Jammu and Kashmir" is not rejected at 0.05 level.

### **Three-Way Interaction Effect on Teaching Effectiveness**

F value for interaction effect among gender, locality and teacher' morale on teaching effectiveness of secondary school teacher is 0.007 with 0.935 probability that is much greater than 0.05. This means that significant interaction effect among gender, locality and teachers' morale is not significant. Therefore, null hypothesis that "There is no significant three-way interaction among gender, location and teachers' morale on teaching effectiveness of secondary school teachers of Rajauri district of Jammu and Kashmir", is not rejected at 0.05 level.

### **Educational Implications**

The present study reveals that influence of teachers' morale of teaching effectiveness is significant in favour of teachers with higher morale. Hence, to improve teaching effectiveness development of teachers' morale is essential. To increase morale of the secondary school teachers of Rajauri district, the investigators suggest that the administrator or principals of the schools should help to enhance morale of teachers.

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