



The Effect of Gender and Marital Status of the Primary Teachers on their Readiness

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Abstract:

A teacher's readiness has more impact on student learning than any other factor under the control of school systems, including class size, school size, and the quality of after-school programs. In the summer of 2009, nine school districts and one coalition of Charter Management Organizations proposed strategies to improve the recruitment, placement, evaluation, retention, and support of highly effective teachers. At the conclusion of these cooperative planning processes, four areas were identified as key to future success: shared leadership, vision, and commitment to action; culture of data-driven decision making; stakeholder engagement; and policies that support, or at a minimum, do not restrict improvement efforts. This brief explains why districts and sites considering an effective teaching agenda should assess their strengths and weaknesses in those areas and provides considerations and rubrics for use in making such an assessment. Readiness helps the working teachers at the primary fields. At present, they engage to do many activities in fixed time therefore they can't have proper time to check it and not able to solve it. Now a day readiness has played the vital role for the primary teachers. Hence the researcher has selected the problem as origin of a problem.

Keywords: Assessment, Primary Teacher, Readiness

1. Introduction

It is the readiness of a teacher which will help to come out from any negativity. A positive readiness is one of the most valuable gifts for a teacher. An "I can" attitude can lead a one to path of success and accomplishment. As an educator, teachers need to be sensitive to one's personal strengths and weaknesses. Teachers always have readiness but one may not get own solution for individual in the whole study of concept. Primary teachers also have real understanding of the readiness in some extent but when they try to know their own readiness, they surely find solutions and knowledge of it. Readiness helps the working teachers at the primary fields. At present, they engage to do many activities in fixed time therefore they can't have proper time to check it and not able to solve it. Nowadays the readiness has played the vital role for the primary teachers. Hence, the researcher has selected the problem as origin of a problem.

2. Objectives of the Study

Every research work is based on certain objectives because without objectives one cannot get idea to plan his research work. The objectives of the research project summarize what is to be achieved by the study.

1. To study the effect of Area of the primary teachers on their readiness.
2. To study the effect of Marital Status of the primary teachers on their readiness.

3. Variables of the Study

The investigator has classified the variable as the dependent and independent variable. In the present study dependent variable is readiness where as the marital status is the independent variables.

4. Hypothesis of the Study

Hypothesis of the study are as follows.

Ho₁ There will be no significant difference between the mean of readiness score of urban and rural area primary teachers of Ahmedabad.

Ho₂ There will be no significant difference between the mean of readiness score of married and unmarried primary teachers of Ahmedabad.

5. Sampling

It is more comprehensive and representative of the population. In it the primary sample units are inclusive groups and secondary units are subgroups within these ultimate units to be selected which belongs to one and only one group. Whenever stratification is done by the researcher, stages of a population are usually available within a group or population. The individuals are selected from different stages for constituting the multistage sampling.

Table 1 Sample of the study

Urban (60)		Rural (60)	
Married (30)	Unmarried (30)	Married (30)	Unmarried (30)
Male (15)	Male (15)	Male (15)	Male (15)
Female (15)	Female (15)	Female (15)	Female (15)

Then the researcher selected 15 schools randomly from the urban area and 13 schools randomly from the rural area. The researcher selected 28 schools from both the areas. The researcher selected 60 primary teachers from the urban area and 60 primary teachers from the rural area. The researcher selected 30 married teachers from urban area and 30 unmarried teachers from rural areas from Ahmedabad city.

6. Tool of the study

Researcher used “**Rating Scale**” to collect the information.

7. Data Collection

Scientific educational researches require the data by means of some, standardized research tools or self designed instrument. Data means observations or evidences. While collecting the data, proper atmosphere should be created. At this point of time the presence of the researcher is also equally important. The researcher should also know that the subjects to experiment are fully and properly aware about the tool and the matter related to data collection. And how the information is to be collected should also be decided by the researcher. The researcher on the fixed date and time went to different schools gave the rating scale and instructions to the sample (Primary Teachers).The teachers then responded as per the instruction and thus the data was collected from sample of the study with the help of the standardized rating scale tool.

8. Statistical Techniques

The statistical techniques like Mean, Standard Deviation and t-test were applied to analyze the raw data into a meaningful manner.

9. Interpretation of the Data

On the basis of interpretation on conclusions of entire research is obtained. Interpretation of data is done by taking the objectives of the research.

Ho₁ There will be no significant difference between the mean of readiness score of urban and rural area primary teachers of Ahmedabad.

Table 2 Effect of Area on readiness of primary teachers

VARIABLE	MEAN	SD	M1-M2	SED	t-test	N
Rural area	97.83	18.32				60
Urban area	91.83	18.96	6	3.40	1.76	60

As per table 2, it is concluded that t-value is 1.76 which is less than the t – table value at 0.05 level which is 1.96. It reflects that the mean scores of readiness of primary teachers of rural and urban area do not differ significantly. So, the null hypothesis that ‘There will be no significant difference between mean score of readiness of primary teachers of rural and urban area.’ is not rejected at 0.05 level. Thus, it may be concluded that teachers of both the area possess equal readiness.

Table 3 Effect of Marital status on readiness of primary teachers

VARIABLE	MEAN	SD	M1-M2	SED	t-test	N
Married	91.67	18.08	6.33	3.398	1.86	60
Unmarried	98.00	19.13				60

As per table 3, it is concluded that t-value is 1.86 which is more than the t – table value at 0.05 level which is 1.96. It reflects that the mean scores of readiness of male and female do not differ significantly. So, the null hypothesis that ‘There will be no significant difference between teachers’ score of readiness between married and unmarried primary school teachers’ is not rejected at 0.05 level. Thus, it is concluded that both married and unmarried teachers having equal readiness.

10. Findings of the Study

In the backdrop of analysis and interpretation of the results of the present investigation, the findings are as follows.

- The null hypothesis that ‘There will be no significant difference between mean score of readiness of primary teachers of rural and urban area.’ is not rejected at 0.05 level. Thus, it is concluded that teachers of both the area possess equal readiness.
- The null hypothesis that ‘There will be no significant difference between teachers’ score of readiness between married and unmarried primary school teachers’ is not rejected at 0.05 level. Thus, it is concluded that both married and unmarried teachers having equal readiness.

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