



The Effect of Gender and Qualification of the Primary Teachers on their Readiness

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Abstract:

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 the 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

Nature is unique, mysterious and mystifying. Human beings are so much inclined towards unraveling and discovering the truth that barely spares little or no time in knowing the own potential, talent, skills, likes, dislikes, interests, abilities and aptitudes etc. Humans are believed to be the most superior creations of the almighty and the very same almighty has given hidden extraordinary and ingenious powers within the human along with the reins of those astonishing powers. Thus it depends upon the human to bring forth and realize that potential within. But by living in this technical and scientific era, humans just madly participating in the cut throat competition to prove superior to others. In proving themselves to others human just forget to get an insight into one's own self and prove one self. Due to excessive explosion of knowledge and competition, humans have dedicated themselves in many aspects of different fields.

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 gender of the primary teachers on their readiness.
2. To study the effect of experience 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 demographic variables as such the gender and qualification are the independent variables.

4. Definition of the key words

4.1 Readiness

Readiness means the instant intuitiveness of the quick response of the teacher towards the activity.

4.2 Gender

Gender is the range of characteristics distinguishing between male and female.

5. Hypothesis of the Study

Hypothesis of the study are as follows.

- Ho₁** There will be no significant difference between the mean readiness score of male and female primary teachers of Ahmedabad.
- Ho₂** There will be no significant difference between the mean readiness score of primary teachers of Ahmedabad with experience of less than 10 years experience and more than 10 years experience.

6. Origin of the Problem

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.

7. 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)	
Granted (30)	Non-Granted (30)	Granted (30)	Non-Granted (30)
Male (15)	Male (15)	Male (15)	Male (15)
Female (15)	Female (15)	Female (15)	Female (15)

The researcher for the purpose of collection of data divided the area of Ahmedabad into two parts.

1. Urban Area
2. Rural Area

Then the researcher selected 15 schools randomly from the urban area and 13 schools randomly from the rural area. In total 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 teachers from granted schools and 30 teachers from non-granted schools from urban and rural areas of Ahmedabad. The researcher selected 15 male primary teachers and 15 female primary teachers from granted and non-grated schools from the urban and rural areas of Ahmedabad.

8. Tool of the study

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

9. 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.

10. Statistical Techniques

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

11. 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 mean score of readiness of male and female primary teachers.

Table 2 Effect of Gender on readiness of primary teachers

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

From the table 2, 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 mean score of readiness of male and female primary school teachers.’ is not rejected at 0.05 level. Thus it may be concluded that both male and female possess equal readiness.

Ho₂ There will be no significant difference between the mean readiness score of primary teachers of Ahmedabad with experience of less than 10 years experience and more than 10 years experience.

Table 4 Effect of Type of School on Readiness of Primary Teachers

VARIABLE	MEAN	SD	M1-M2	SED	t-test	N
Less than 10 years	97.12	16.04				42
More than 10 years	93.60	20.14	3.52	3.66	1.04	78

From the table 4 it is concluded that t-value is 1.04 which is less than the t-table value at 0.05 level which is 1.98. It reflects that the mean scores of readiness of primary teachers of with 10years experience or above 10years experience do not differ significantly. So the null

hypothesis that ‘There will be no significant difference between mean score of readiness of primary teachers of 10years experience or above 10 years experience.’ is not rejected at 0.05 level. Thus it may be concluded that teachers of both the type of schools possess equal mental stress.

12. Findings of the Study

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

12.1 Effect of Gender on readiness of primary teachers

The researcher finds that null Hypothesis that “There is no significant difference between mean score of readiness of male and female primary teachers” is not rejected. Thus, the researcher has concluded that both male and female possess equal readiness.

12.2 Effect of experience on readiness primary teachers

The Researcher finds that the null Hypothesis that “There is no significant difference between mean score of readiness of primary teachers of 10 years experience or above 10 years experience.’ is not rejected. Thus, the Researcher has concluded that the teachers of 10years experience or above 10years experience possess equal readiness.

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