



Role Of Gender, School Type And Teaching Experience Of Heads On Academic Performance Of Schools

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ABSTRACT

The topic selected for this purpose is “Role of Gender, School Type and Teaching Experience on Academic Performance of Schools Perceived by Secondary School Teachers” The objectives of the study is to find out the difference in the Academic Performance of secondary school teachers based on gender, School Type and teaching experience. The Academic Performance studied as dependent variable, gender, School Type and teaching experience considered as background variables. Descriptive Survey method was followed. Stratified Random Sampling technique was used for the selection of 100 secondary school teachers from 10 secondary schools situated in Bengaluru Urban District, Karnataka. Academic Performance Scale (APS): Academic Performance Scale was developed and standardized by researcher (2023) was used to identify the academic performance perceived by teachers. In order to achieve the objectives and hypotheses of the study various statistical analysis was performed such as mean, standard deviation, independent t-test. In all the cases 0.05 level was fixed to test the hypotheses. Gender plays a significant role in shaping teachers’ perceptions of academic performance. These findings align with previous research indicating that leadership styles and perceptions can vary based on the gender of school leaders. The study suggests that addressing this gender-related difference in academic performance perceptions is essential for creating a more equitable and supportive educational environment. The teaching experience is a significant factor in shaping teachers’ perceptions of academic performance. More experienced teachers tend to have more positive perceptions, which suggest a deeper understanding of the factors contributing to academic success. Teaching experience matters in how teachers perceive the academic performance of their schools.

Keywords: Academic Performance, School Teachers, gender, School Type, teaching experience.

1. INTRODUCTION

The academic performance of schools is a crucial aspect of the educational landscape, directly influencing students' learning outcomes and future prospects. It is a multifaceted phenomenon that depends on various factors, including the perspectives of the individuals within the educational system. This study explores the interplay of three critical factors - gender, School Type and teaching experience - in shaping the perceptions of secondary school teachers regarding the academic performance of their schools.

Gender dynamics in education play a significant role in shaping the perceptions of academic performance. Research has shown that gender can influence how teachers perceive student achievements and school success. In an Indian context, the study by Verma (2017) on "Gender Dynamics and Perceptions of School Teachers towards Leadership Effectiveness of their School Principals" highlighted that teachers' perceptions of leadership effectiveness were influenced by the gender of both the principal and the teachers themselves. Understanding how gender can impact academic performance perceptions among teachers is crucial for fostering gender equity in education.

The School Type, whether it is government-run, private aided or private unaided, can have implications for resource allocation, teaching practices and overall school culture. The study by Gupta (2022) on the "Leadership Effectiveness of Principals of Secondary Schools" found significant differences between different types of schools. School Type can shape the learning environment and influence how teachers perceive the academic performance of their institutions. In the Indian context, where diverse educational systems coexist, understanding how school type impacts academic performance perceptions is vital for policy development and improving educational quality.

Teaching experience is a critical factor in educators' professional growth and understanding of academic performance. Research has shown that experienced teachers tend to have a more nuanced understanding of the factors contributing to student success. The study by Gavit (2017) on the "Leadership Style of Teachers on the Basis of Experience at Secondary Schools of Thane District" in India indicated that the teaching experience of school teachers significantly influenced their leadership style. This suggests that experienced teachers may have unique perspectives on academic performance. Recognizing the value of teaching experience is essential for teacher development and the improvement of academic outcomes in the Indian educational landscape.

Where educational diversity and varying challenges exist across regions, these three factors - gender, School Type and teaching experience - take on heightened significance in shaping teachers' perceptions of academic performance. Understanding how these factors intersect and influence academic performance perceptions can inform policies, professional development programs and leadership strategies to enhance the overall quality of education in India.

This study seeks to explore these factors in the Indian context through a comprehensive analysis of teachers' perceptions, taking into account the interplay of gender, school type and teaching experience. By delving into these dynamics, the study aims to provide valuable information for educational leaders, policymakers and educators, ultimately contributing to the enhancement of academic performance and the overall quality of education in India.

2. REVIEW OF RELATED LITERATURE

Based on various studies reviewed, it appears that there is some variability in the findings related to the leadership effectiveness and academic performance of secondary school principals and teachers' perceptions of their leadership.

Gupta (2022): Found no significant difference in leadership effectiveness between male and female principals but a significant difference between principals of C.B.S.E. and U.P. Board secondary schools, with C.B.S.E. principals showing more effective leadership.

Dullat and Trivedi (2019): Found that female principals had higher leadership effectiveness than male principals in Delhi.

Shah and Khan (2018): Found no significant difference in leadership effectiveness between male and female secondary school headmasters but a significant difference between senior and junior secondary school headmasters.

Verma (2017): Discovered that teachers' perception of leadership effectiveness of their higher secondary school principals was influenced by both the gender of the principal and the teachers they lead.

Gavit (2017): Explored the leadership style of school teachers in Thane district based on their teaching experience, finding a moderate leadership style for teachers with 5 to 10 years and more than 10 years of experience.

Ngoc Du (2013): Examined gender inequality and its relationship with respect and salaries for experienced employees.

From the summarized studies, it's clear that no studies were conducted on academic performance perceived by teachers influenced by various factors such as gender, type of management and teaching experience. The research gaps suggest the need for a more comprehensive and nuanced study that considers the interplay of gender, management type, teaching experience and their influence on academic performance as perceived by secondary school teachers. Such a study could provide valuable information into effective strategies for improving secondary school leadership and, in turn, enhancing academic outcomes.

3. NEED OF THE STUDY

This study holds significant importance for several reasons. First and foremost, it addresses an existing gap in the research landscape within the Indian education context. While numerous studies have explored academic performance factors, few have comprehensively examined the combined influence of gender, school type and teaching experience on teachers' perceptions of academic performance. This study provides a unique opportunity to understand how these interrelated factors shape teachers' perspectives, which, in turn, can impact the educational environment. Such information are vital for designing targeted policies and interventions aimed at enhancing academic performance in Indian secondary schools. Furthermore, this research has practical implications for educational leaders, policymakers and school administrators. By discerning the impact of gender, school type and teaching experience on academic performance perceptions, it enables these stakeholders to make informed decisions. For instance, it may lead to the development of gender-sensitive leadership and teaching strategies, equitable resource allocation and modified professional development programs. Additionally, understanding how teaching experience influences academic performance perceptions can inform mentorship and career development opportunities for teachers, ultimately contributing to improved student outcomes. Thus, the study's findings have the potential to guide concrete actions and innovations that can enhance the quality of education in India, making it particularly significant in the context of educational reform and improvement.

4. STATEMENT OF THE PROBLEM

The topic selected for this purpose is "**ROLE OF GENDER, SCHOOL TYPE AND TEACHING EXPERIENCE OF HEADS ON ACADEMIC PERFORMANCE OF SCHOOLS**"

5. OBJECTIVES OF THE STUDY

Following are the objectives of the current investigation:

1. To find out the difference in the Academic Performance of secondary school teachers based on gender

2. To find out the difference in the Academic Performance of secondary school teachers based on School Type
3. To find out the difference in the Academic Performance of secondary school teachers based on teaching experience

6. STATEMENT OF HYPOTHESES

The hypotheses stated for the present investigation is as under:

1. There is no significant difference in how male and female secondary school teachers perceive the academic performance of their schools.
2. There is no significant difference in how teachers perceive the academic performance of schools based on whether they work in private aided or private unaided schools.
3. There is no significant difference in the academic performance perceptions between teachers with below 13 years experience and 15-39 years of experience
4. There is no significant difference in the academic performance perceptions between teachers with 15 to 30 and 30 and above years of experience
5. There is no significant difference in academic performance perceptions between teachers with 15-30 years of experience and those with above 30 years of experience.

7. METHODOLOGY

7.1 Variables of the Study

Dependent Variable: Academic Performance

Background Variables: Gender, School Types and Teaching Experience.

7.2 Sample Size and technique

Descriptive Survey method was followed. Stratified Random Sampling technique was used for the selection of 100 secondary school teachers from 10 secondary schools situated in Bengaluru Urban District, Karnataka.

7.3 Research Tool

Academic Performance Scale (APS): Academic Performance Scale was developed and standardized by researcher (2023) was used to identify the academic performance perceived by teachers. It consists of a total no. of 50 items Each item having alternative response that is Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. The total score of a respondent could range from 50 to 250 and the scale was reliable and valid through appropriate techniques.

7.4 Statistical Techniques Utilized:

In order to achieve the objectives and hypotheses of the study various statistical analysis was performed such as mean, standard deviation, independent t-test. In all the cases 0.05 level was fixed to test the hypotheses.

8. ANALYSIS AND INTERPRETATION OF DATA

The data was analyzed by computing 't' test and the results are presented in the following tables.

Table-1: Table showing independent 't' test results related to Academic Performance of secondary school teachers with respect to gender.

Variable	Groups	No.	M	S.D.	't' Value	Sig. level
Gender	Male	30	182.433	32.472	3.27	**
	Female	70	204.657	27.694		

(N=100 df=98, 0.01=2.63); **Significant at 0.01 level.

Table-1 accompanying Fig.1 provides valuable information into the relationship between gender and the perceived academic performance of secondary school teachers. In this study, data from 100 teachers, comprising 30 males and 70 females, were analyzed. The 't' test revealed a significant difference in academic performance perception between male and female teachers, with a 't' value of 3.27, which surpassed the critical value of 2.63 at the 0.01 significance level. It implies that female teachers perceived a higher level of academic performance compared to their male counterparts. This suggests that gender plays a significant role in shaping the way teachers perceive the academic performance of their schools. Understanding these gender-related differences in academic performance perceptions can be crucial for improving educational leadership and fostering an environment that promotes academic success.

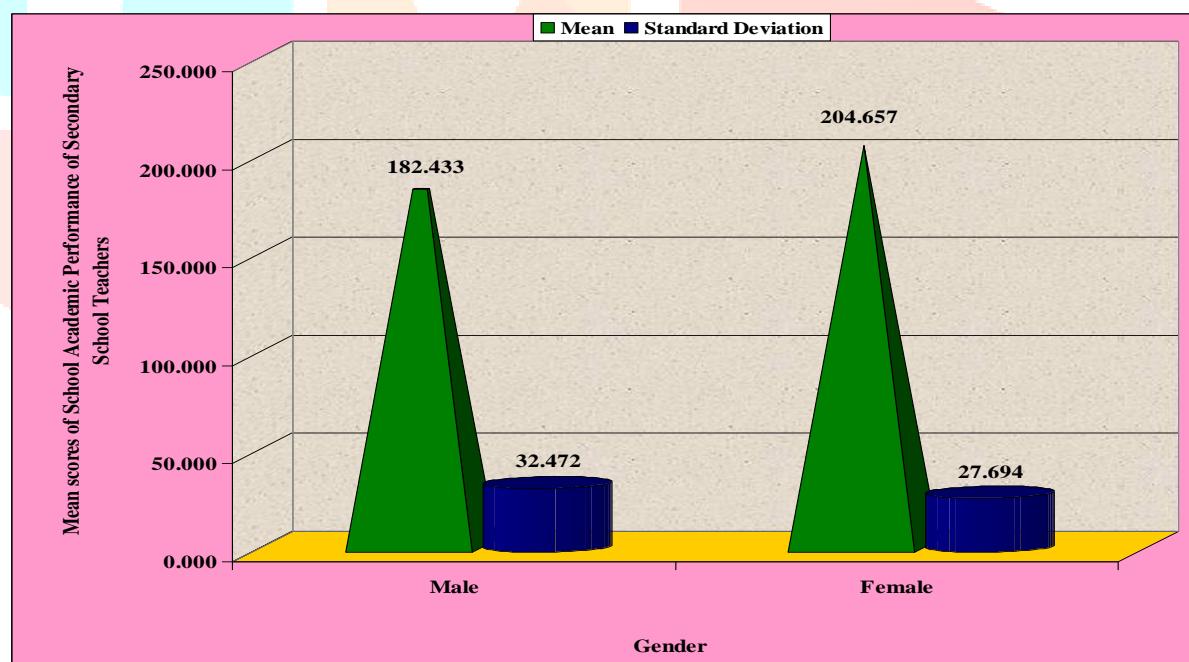


Fig-1: Graph showing comparison of academic performance between male and female teachers.

Table-2: Table showing independent 't' test results related to Academic Performance of secondary school teachers with respect to School Type.

Variable	Groups	No.	M	S.D.	't' Value	Sig. level
School Type	Pvt. Aided	36	204.305	35.725	1.44	NS
	Pvt. Unaided	64	194.437	27.301		

(N=100 df=98, 0.05=1.98); NS Not Significant.

Table-2 corresponding Fig.2 focus on the influence of the school type (private aided and private unaided) on the perceived academic performance of secondary school teachers. The dataset includes 100 teachers, with 36 from private aided schools and 64 from private unaided schools. The 't' test results revealed that there is no significant difference in academic performance perceptions between teachers from these two types of schools, as indicated by a 't' value of 1.44, which is lower than the critical value of 1.98 at the 0.05 significance level. This means that teachers in both private aided and private unaided schools perceive similar levels of academic performance. This finding is important for educational administrators and policymakers as it suggests that the school type (private aided or unaided) does not appear to have a significant impact on teachers' perceptions of academic performance.

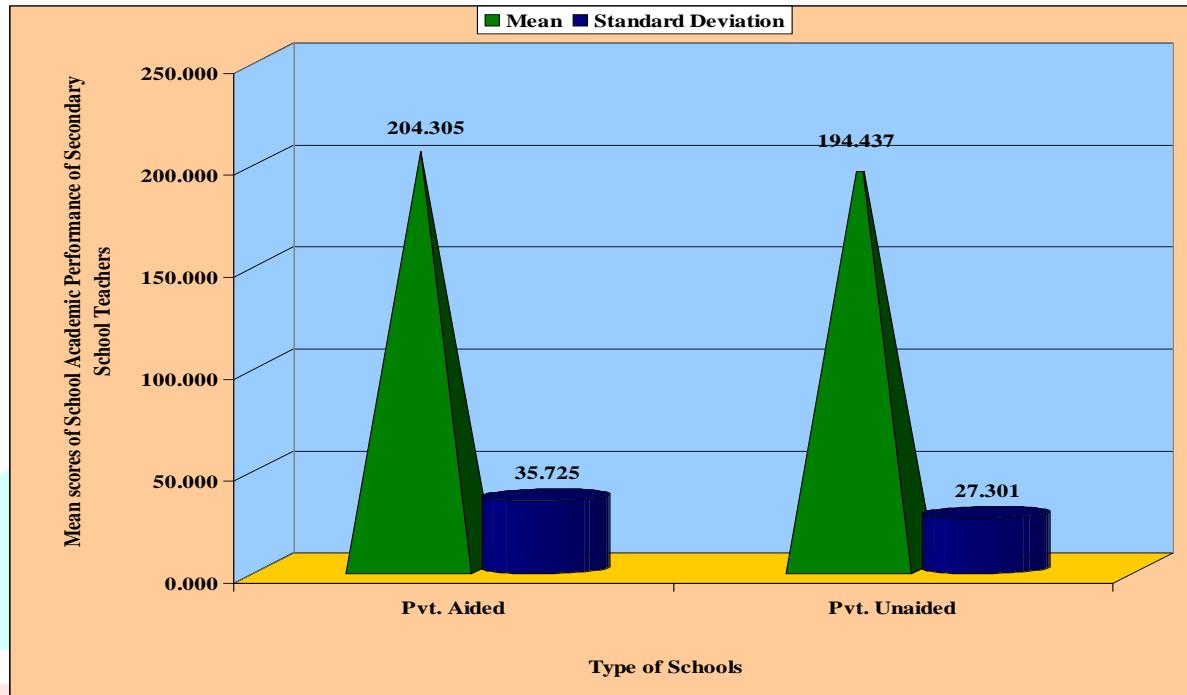


Fig-2: Graph showing comparison of academic performance between secondary school teachers perceived by private aided and private unaided schools.

Table-3: Table showing independent 't' test results related to Academic Performance of secondary school teachers with respect to teaching experience.

Variable	Groups	No.	M	S.D.	't' Value	Sig. level
Teaching Experience	Below 15 years	68	193.338	29.171	0.79	NS
	15-30 years	25	198.200	25.228		
	15-30 years	25	198.200	25.228	3.34	**
	Above 30 years	7	242.428	32.366		
	Below 15 years	68	193.338	29.171	3.86	**
	Above 30 years	7	242.428	32.366		

Table-3 accompanying Fig.3 delves into the impact of teaching experience on the perceived academic performance of secondary school teachers. The dataset is categorized into three groups based on teaching experience: below 15 years, 15-30 years and above 30 years. The 't' tests performed compare these groups to understand if there are significant differences in academic performance perceptions.

First, teachers with above 30 years of experience perceive significantly higher academic performance than those with less experience (below 15 years). The 't' value of 3.86, exceeding the critical value, indicates the statistical significance of this difference. This result suggests that more experienced teachers tend to have more positive perceptions of their school's academic performance. Second, there is a significant difference in academic performance perceptions between teachers with below 15 years of experience and those with 15-30 years of experience. The 't' value of 3.34 confirms the statistical significance of this distinction. In this case, teachers with moderate experience (15-30 years) perceive a higher level of academic performance compared to their less experienced counterparts. Lastly, there is no significant difference in academic performance perceptions between teachers with 15-30 years of experience and those with above 30 years of experience. This result indicates that once teachers accumulate around 15-30 years of experience, there is no significant change in their perceptions of academic performance.

These findings underscore the significance of teaching experience as a factor influencing how teachers perceive academic performance. More experienced teachers tend to have more positive perceptions, which suggests that they may have a deeper understanding of the factors contributing to academic success. Educational leaders and policymakers should take into account the role of teaching experience when developing strategies to improve academic performance and should consider providing opportunities for mentorship and professional development to less experienced educators.

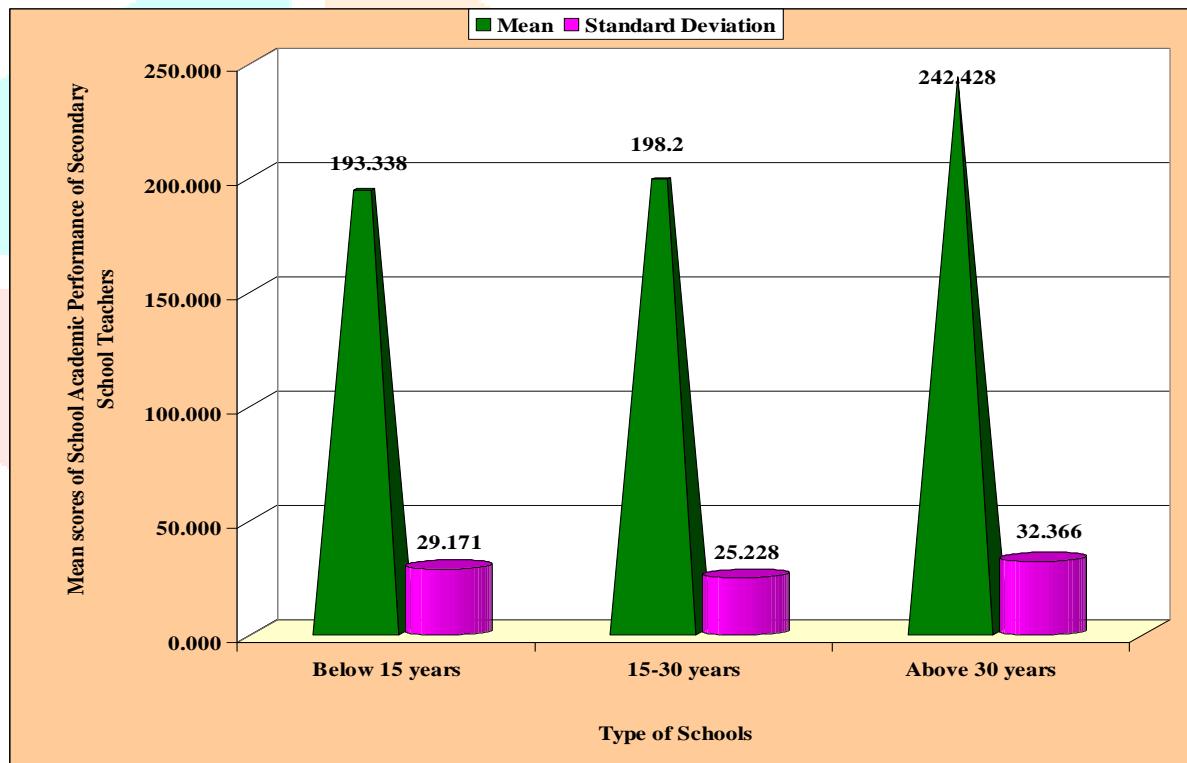


Fig-3: Graph showing comparison of academic performance between secondary school teachers perceived by varied teaching experiences.

9. FINDINGS OF THE STUDY

The following were the major findings of the study:

1. There was a significant difference in how male and female secondary school teachers perceive the academic performance of their schools. Female teachers, on average, perceive a higher level of academic performance compared to their male counterparts.
2. There was no significant difference in how teachers perceive the academic performance of schools based on whether they work in private aided or private unaided schools.
3. The findings related to teaching experience and its impact on the perceived academic performance of teachers. The findings indicate that:

4. Teachers with above 30 years of experience perceive significantly higher academic performance than those with less experience (below 15 years) and there is a significant difference in academic performance perceptions between teachers with below 15 years of experience and those with 15-30 years of experience.
5. There is no significant difference in academic performance perceptions between teachers with 15-30 years of experience and those with above 30 years of experience.

10. CONCLUSION

Gender plays a significant role in shaping teachers' perceptions of academic performance. These findings align with previous research indicating that leadership styles and perceptions can vary based on the gender of school leaders. The study suggests that addressing this gender-related difference in academic performance perceptions is essential for creating a more equitable and supportive educational environment. The school type (private aided or unaided) does not appear to have a significant impact on teachers' perceptions of academic performance. Teachers from both types of schools have similar perceptions of academic performance. The teaching experience is a significant factor in shaping teachers' perceptions of academic performance. More experienced teachers tend to have more positive perceptions, which suggests a deeper understanding of the factors contributing to academic success. Teaching experience matters in how teachers perceive the academic performance of their schools.

11. EDUCATIONAL IMPLICATIONS

There is a need for educational leaders to be aware of and address potential gender-related biases in how academic performance is perceived. It underscores the importance of promoting gender equity in educational leadership and decision-making processes to ensure fair and accurate assessments of academic performance. Furthermore, educational institutions may benefit from diversity and inclusion initiatives that encourage diverse perspectives in leadership roles to improve overall perceptions of academic performance.

Efforts to enhance academic performance should focus on factors other than school ownership type. It indicates that factors such as leadership effectiveness, teaching practices and resources may be more relevant in shaping perceptions of academic performance. School administrators can prioritize improving these aspects to foster a positive learning environment and promote academic success, regardless of school ownership type. Educational institutions should recognize the value of experienced teachers and provide opportunities for mentorship, professional development and leadership roles to less experienced educators. Acknowledging the role of teaching experience can lead to more effective strategies for improving academic performance, as experienced teachers may offer valuable information and contribute to a positive school culture that fosters academic success. This finding emphasizes the importance of retaining experienced teachers and investing in their ongoing professional growth.

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