

**PERSONAL FACTORS AS PREDICTORS OF TEACHERS' EFFECTIVENESS****Nayyar Jabeen, Ph.D.**

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Abstract

This study investigated the impact of gender, marital status and teaching experience on teaching effectiveness of school teachers. Data were collected on 600 school teachers of Aligarh district of Uttar Pradesh, India. A 2×2×3 factorial ANOVA revealed that marital status and years of teaching experience had a significant effect on teaching effectiveness of school teachers. Mean comparisons showed that teacher effectiveness of unmarried teachers was higher than their respective married counterparts. Post hoc comparisons revealed that teaching effectiveness increases with the increase in years of teaching experience and is much higher for teachers having high teaching experience. The significant interaction effect between marital status and teaching experience indicated that the teacher effectiveness scores of married and unmarried teachers were dependent on the levels of their years of teaching experience. However male and female teachers do not differ in terms of effective teaching.

Keywords: Personal factors, teaching, effectiveness.



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Introduction

Teaching is considered as one of the noblest profession of the world. It is the teachers who have to perform a wide range of multifarious functions for a productive quality oriented education. In this fast growing and rapidly pacing innovations driven world it is very important for a teacher to keep pace with the latest trends and methodologies for improving

their teaching effectiveness. The basic requirements for effective teaching considered by many researchers included a sound knowledge base of the subject matter content and better understanding of the philosophical, sociological and most importantly psychological foundations of educations. Along with these the personal factors are also equally important as they have a potential to affect the performance of any individual. Studies available in the field highlighted the importance of personal factors to be associated with teaching effectiveness. In this regard some studies have reported gender to be a significant predictor of teaching effectiveness, some reporting female teachers more effective (Biswas & De, 1995; Yadagiri, 2000; Agarwal, 2003; Vijaylakshmi & Mythill, 2004; Amandeep & Gurpreet, 2005; Arokiodoss, 2005) while some reporting males to be more effective than their female counterparts (Kulkarni, 2000). On the contrary, it was found by Jayaramana (2001), Kagathala (2002), Pradhan, Senapathy and Sahoo (2009), Islahi (2010), Khatoon (2010), Sodhi (2010), Rao (2011) that gender has no influence on teaching effectiveness. In considering the marital status, it was reported by Reddy (1990) that there is no significant influence of marital status on teaching effectiveness. However Agarwal (2003) and Islahi (2010) found unmarried teachers to be more effective. As against this, Vijayalakshmi & Mythill (2004) reported married teachers to be more effective than unmarried teachers. Another important variation in findings was observed for teaching experience; some reporting teachers below 10 years of service to be having higher teaching effectiveness than their counterparts (Yadagiri, 2000) while Talbott (2005) emphasized that teachers with 11-15 years of current teaching experience were rated significantly higher teachers than with 1-5 years of current teaching experience. Still others reported that teaching effectiveness increases up to a certain optimum level for a particular years of experience and then a sharp fall was noticed (Khatoon, 2010). As against these Sodhi (2011) found no differences across teaching experience groups with respect to teaching effectiveness. The variation of results and contrary findings obtained with different personal factors as mentioned above indicated that there is a need of more in depth studies to clarify the role of gender, marital status and teaching experience on teaching effectiveness of school teachers which inspired the investigator to study the effect of these personal factors also on teaching effectiveness of school teachers. The present study was aimed to answer the following research questions:

- 1) Does gender has a significant main effect on teaching effectiveness of school teachers?
- 2) Does marital status has a significant main effect on teaching effectiveness of school teachers?

- 3) Does teaching experience has a significant main effect on teaching effectiveness of school teachers?
- 4) Is there any interactional effect of these variables on teaching effectiveness of school teachers?

1. Method

2.1 Design

This study was based on a 2×2×3 factorial design with two levels of gender (male, female) × marital status (married, single) × teaching experience (low, average, and high).

2.2 Participants and Procedures

Participants were 600 secondary school teachers selected from Schools of Aligarh district of Uttar Pradesh state of India selected by random sampling technique. The data were collected by personal information blank and Teacher Effectiveness Scale (Kumar & Mutha, (revised), 1999) which were then subjected to 2×2×3 ANOVA for investigating the impact of these on teaching effectiveness of school teachers.

2. Results

The results obtained from 2×2×3 ANOVA are presented in Table 1, Table 2 and Table 3.

Table 1: Mean And Sds For The Personal Factors

| Variable | Levels | M | SD |
|-------------------------|-----------|--------|--------|
| Gender (A) | Female | 286.67 | 26.251 |
| | Male | 285.47 | 24.583 |
| Marital status (B) | Married | 280.89 | 24.607 |
| | Unmarried | 293.74 | 24.841 |
| Teaching experience (C) | Low | 283.63 | 25.170 |
| | Average | 283.79 | 24.234 |
| | High | 293.27 | 26.899 |

Table 2: Summary Of 2×2×3 Anova

| Variable | SS | Df | MS | F | P |
|--------------------------------|------------|-----|-----------|---------------|------|
| Gender (A) | .044 | 1 | .044 | .000 | .993 |
| Marital status (B) | 23483.088 | 1 | 23483.088 | 39.552 | .000 |
| Teaching experience (C) | 9856. 587 | 2 | 4928.293 | 8.301 | .000 |
| A×B | 12.647 | 1 | 12.647 | .021 | .884 |
| A×C | 802.555 | 2 | 401.278 | .676 | .509 |
| B×C | 4820.762 | 2 | 2410.318 | 4.060 | .018 |
| A×B×C | 1545.007 | 2 | 772.503 | 1.301 | .273 |
| Error | 349113.936 | 588 | 593.731 | | |

| | | |
|--------------|------------|-----|
| Total | 388817.065 | 599 |
|--------------|------------|-----|

Table 3: Tukey Post Hoc Comparison Of Means Of Teacher Effectiveness Scores Of Teachers At Different Levels Of Teaching Experience

| Factors | N | Subset for $\alpha = .05$ | |
|---------|-----|---------------------------|--------|
| | | 1 | 2 |
| Low | 167 | 283.63 | |
| Average | 283 | 283.79 | |
| High | 150 | | 293.27 |

3.1 Main effects

Table 2 showed that gender had no effect on teaching effectiveness of school teachers on account of insignificant F ratio. Further the mean values as shown in Table 1 indicated that male and female teachers do not differ significantly on the measure of teacher effectiveness. However there is a significant main effect of marital status ($F(1, 599) = 39.552; p < .01$) on teacher effectiveness revealing unmarried teachers as more effective in comparison to married teachers. The teaching experience also exerted a significant main effect ($F(2, 599) = 8.301; p < .01$) on teaching effectiveness of school teachers. Tukey’s post hoc comparisons revealed that out of three possible paired comparisons in all, two results showed significant differences. The teachers having high teaching experience had better teaching effectiveness than low experienced teachers. Similarly Highly experienced teachers scored higher on teacher effectiveness scale as compared to the teachers having average experience. However the mean differences between teachers having low and average teaching experience were not significant. The overall results revealed that teaching effectiveness increases with the increase in years of their teaching experience.

3.2 Interaction effects

Table 2 showed that only one interaction effect is significant i.e. between marital status and teaching experience with a significant F ratio i.e. $F(2, 599) = 4.060; p < .01$. It means that the teacher effectiveness scores of married and unmarried teachers depend on the years of teaching experience of these teachers which is depicted graphically in Figure 1. However the other interactions i.e. between $A \times B$, $A \times C$ and $A \times B \times C$ are statistically insignificant.

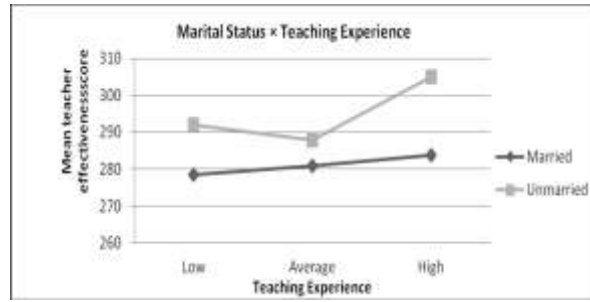


Figure 1: Interaction Between Marital Status And Teaching Experience.

3.3. Multiple Regression results

For assessing the prediction ability of these personal factors, Stepwise Multiple regression analysis was employed whose results are shown in Table 4.

Table 4: Stepwise Multiple Regression Summary

| Predictors | R | R ² | Δ R ² | β | T | F |
|----------------------------|------|----------------|------------------|------|---------|----------|
| Marital status | .248 | .062 | .062 | .244 | 6.203** | 39.202** |
| Teaching experience | .278 | .077 | .016 | .126 | 3.210** | 25.058** |

***p* < .01

Overall marital status and teaching experience significantly predicted ($F(2, 599) = 25.058; p < .01$) teaching effectiveness of school teachers and accounted for 7.7% in explaining teaching effectiveness of school teachers. Examination of β values indicated marital status as the most potential predictor ($\beta = .244; p < .01$) of teacher effectiveness followed by teaching experience with $\beta = .126$.

3. Discussion

Among different personal factors gender occupies an important position in case of school teachers. Recent years have produced many studies about the relationship between gender and teacher effectiveness exhibiting mixed results. However, the results from the study revealed that gender had no influence on teaching effectiveness of school teachers. there are several reports corroborating our finding that overall gender has no influence on the effectiveness of teachers (Jayaramana, 2001; Kagathala, 2002; Pradhan, Senapathy & Sahoo, 2009; Islahi, 2010; Khatoon, 2010; Sodhi, 2010; Rao, 2011) and thus this finding may be useful in clarifying that male and female teachers are equally effective in teaching profession and thus discards the prenotions for considering gender bias in teaching profession. The study also revealed marital status and teaching experience as the significant predictors of teacher effectiveness with positive relationship on account of significant and positive β values.

Significant main effect of marital status indicated that unmarried teachers were more effective than married teachers. This result is in consonance with the findings of Agrawal (2003) and Islahi (2010). The significant main effect of teaching experience revealed that teaching effectiveness of highly experienced teachers is much higher than those having low and average teaching experience. This could be explained on the basis that higher teaching experience leads to better professional adjustment and helps in imbibing the ticks and trades needed for effective teaching. This finding is in line with the findings of Yadagiri (2000) and Talbott (2005).

4. Conclusion

Based on the findings of the present study it was concluded that marital status and teaching experience are significant predictors of teaching effectiveness. It was also concluded that married teachers and highly experienced teachers are more effective than their respective counterparts. However gender had no effect on teaching effectiveness of school teachers.

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