

Harmony in Education: Unraveling the Impact of Gender, Marital Status, and Teaching Experience on High School Teacher Effectiveness

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ABSTRACT

This research explores the effectiveness of high school teachers, focusing on variations related to gender, marital status, and teaching experience. Using a normative survey method, 450 teachers (305 males, 145 females) were sampled from government and private high schools in the Kulgam district of Jammu and Kashmir. The Teacher's Effectiveness Scale (TES), developed and validated by the researcher in 2018, measured teacher effectiveness. Analysis of the data, conducted using SPSS, .The findings indicated an average effectiveness rating for high school teachers. Notably, a significant difference in effectiveness was observed between male and female teachers, while no such distinctions were found based on marital status or teaching experience. These findings have implications for educational policies and interventions to enhance teacher effectiveness.

KEYWORDS: -Teacher's effectiveness, high school teachers, Normative survey method, teaching experience, Kulgam.

INTRODUCTION

Education stands as a profound gift and blessing to humanity, serving as the driving force behind the progress and success of human culture and civilization. The brilliance, brightness, and beauty of mankind owe their existence to education, which has acted as a beacon dispelling the intellectual darkness that would have otherwise engulfed the world. In the words of Rosenberg (1992), "Illiteracy is an economic and human tragedy," contributing to diminished productivity, increased crime, and societal ills.

Education, being the fundamental human right, serves as the cornerstone for freedom, democracy, and sustainable human development. It expands people's choices and capacities, determining the level of individual and collective triumph, well-being, and security. A life devoid of education is portrayed as impossibility for achieving happiness and success. In every facet of life, is it development, employment, household management, citizenship, or societal living, the demand for quality education is unparalleled in the present era. The assertion that no amount of wealth can equate to the value of education holds true. Quality and needs-based education, crucial for societal progress, hinge upon effective teachers. Teachers, recognized as

the agents of change, play a pivotal role in initiating, evaluating, and perpetuating change. Described as directors of learning, friends, or counselors to pupils, teachers are essential in shaping the destiny of nations, as affirmed by the Indian Education Commission of 1964-66 (Kothari Commission).

Acknowledging the diversity among students in terms of upbringing, language, abilities, interests, aspirations, and temperament, effective teaching requires considering various factors such as classroom conditions, class size, pupil age, and school atmosphere. The effectiveness of teachers holds paramount importance, influencing students' academic achievement significantly. As Rockoff (2004) emphasizes, an ineffective teacher impedes learning and diminishes students' motivation, whether through disinterest in the subject, hostile behavior, failure to maintain discipline, or unfair treatment of pupils. Change, being the law of nature, reflects in the evolution of the education process to meet contemporary societal demands. Consequently, present-day teachers assume multifaceted roles, requiring competence, professionalism, and adaptability. Effective communication, design and use of learning resources, facilitation of learning, and active participation in community life are now essential attributes of a teacher.

The concept of teacher effectiveness revolves around the impact a teacher's performance has on students. It signifies the proficiency in teaching and the teacher's ability to instigate desirable changes in student behavior. Teacher effectiveness is rooted in the Latin word "effectivus," meaning creative or effective. Teachers are successful to the extent that their actions contribute to the development of basic skills, understanding, work behavior, attitudes, value judgments, and personal adjustment in students (Ryan, 1960).

Flanders and Simon (1969) define teacher effectiveness as an area of research concerned with the relationships between teacher characteristics, teaching acts, and their effects on educational outcomes. The Commonwealth Conference (1974) emphasizes that competent teachers possess knowledge of child development, understanding of their pupils' culture and interests, and skills to teach, advise, and guide. Their approach should be positive, transmitting national aims, ideas, and moral values. Pritam Singh (1998) identifies seven attributes of effective teachers, emphasizing the importance of teaching over tutoring, combating malpractices in examinations, commanding respect, and observing professional ethics. Anderson (1991) adds that effective teachers consistently achieve goals related to student education, highlighting the critical role teacher's play in the quality of education and national progress.

The excellence, proficiency, and character of teachers are pivotal factors influencing the quality of education. Effective teachers exhibit qualities such as continuous growth for excellence, readiness for guidance, high-value standards, purposefulness, intellectual prowess, warmth toward students, appreciation of efforts, encouragement, a hunger for vividness and

completeness in ideas, sensitivity, responsiveness, conscience, patience, and persistent curiosity (Sheela Mangla, 2001).

In conclusion, an effective teacher goes beyond imparting knowledge and skills; they provide feedback, assess understanding, and create a positive environment for the teaching and learning process. The effectiveness of a teacher is a culmination of knowledge, skills, and personal characteristics, with a strong correlation to the ability to organize learning materials and effectively communicate knowledge to students (Katz, 1993; Gupta & Jain, 2007). In essence, the effectiveness of teachers is foundational to the success of individuals and nations alike.

TEACHER EFFECTIVENESS

Education, regarded as a beacon illuminating the path to progress and societal well-being, hinges on the effectiveness of its torchbearers – teachers. The concept of teacher effectiveness is not merely an academic discourse; it is a decisive factor shaping the destiny of individuals and nations alike. In delving into the intricate tapestry of teacher effectiveness, this study seeks to unravel its profound implications on the quality of education, with a specific focus on high school teachers in the Kulgam district of Jammu and Kashmir.

The Significance of Effective Teachers:

Teachers often referred to as the architects of the future, play a pivotal role in sculpting the minds of the next generation. Their effectiveness extends beyond the transmission of knowledge; it encapsulates the ability to inspire, guide, and instigate transformative changes in students. Effective teachers are catalysts for intellectual and emotional growth, fostering an environment where learning transcends textbooks to become a holistic and empowering experience.

Multifaceted Nature of Teacher Effectiveness:

Understanding the multifaceted nature of teacher effectiveness is paramount. It encompasses not only pedagogical prowess but also qualities such as continuous growth, empathy, adaptability, and cultural sensitivity. Effective teaching involves a delicate balance between art and science, where educators navigate diverse classrooms, adapting their approaches to meet the unique needs of individual students.

Teacher Effectiveness Crisis:

As education undergoes continual evolution to meet the demands of a dynamic world, the concept of a "teacher effectiveness crisis" has emerged. This crisis underscores the stark reality that not all teachers, despite their dedication, are equally equipped to meet the diverse needs of students. Ineffectiveness in teaching can manifest in various forms – from disinterest in subjects

to challenges in maintaining discipline – hindering the learning process and potentially impeding students' academic success.

The Role in National Development:

The pivotal role of teachers in national development cannot be overstated. Beyond nurturing intellectual capabilities, effective teachers contribute significantly to the development of a skilled, knowledgeable workforce. They shape citizens who are not only academically proficient but also possess the critical thinking and problem-solving skills necessary for contributing to the economic, cultural, and social fabric of the nation.

Contextualizing Teacher Effectiveness in Jammu and Kashmir:

Understanding teacher effectiveness within the cultural and regional context of Jammu and Kashmir adds a layer of complexity and significance to this study. This region, with its unique cultural nuances and challenges, demands an examination of how effective teaching practices can be tailored to resonate with the local ethos and contribute meaningfully to the educational landscape.

In the following sections, we will delve into specific dimensions of teacher effectiveness, exploring its impact on gender, marital status, teaching experience, and proposing recommendations for policy enhancements. Through this study, we aim to not only analyze the current state of teacher effectiveness but also provide insights that can inform targeted interventions for the betterment of education in high schools in the Kulgam district of Jammu and Kashmir.

NEED AND IMPORTANCE OF THE STUDY

The imperative need for this study arises from the critical nature of the effective teacher crisis, transcending beyond a mere problem to becoming a formidable barrier hindering the economic, social, cultural, and moral development of the country. The impact of effective teachers extends far beyond the classroom, influencing the daily lives of children and shaping their lifelong educational and career aspirations. Conversely, an ineffective teacher fails to unlock the full potential of a child, contributing to the failure of numerous developmental programs in India.

The central role of teachers in the education system cannot be overstated, and the absence of effective teachers could lead to the collapse of the entire educational framework. This viewpoint is underscored by the Indian Education Commission's report (1964-66), emphasizing that among all factors influencing the quality of education and its contribution to national development, the quality, competence, and character of the teacher stand out as the most significant. As noted by Fredriksson (2004), teachers play a pivotal role in enhancing school effectiveness as they possess the actual power to make a substantial difference in students' development during the teaching

and learning process. Overlooking the assessment of teacher effectiveness hinders our ability to gauge the current state of education, predict future trends, and discern the impact of various interventions. Therefore, understanding teacher effectiveness is crucial for informed decision-making and strategic planning in the field of education.

In light of these considerations, the investigator deems it fitting to undertake a study on teacher effectiveness, specifically examining its relation to gender, marital status, and teaching experience. This research aims to provide a focused exploration of the factors influencing teacher effectiveness so that targeted actions can be initiated based on the findings. By delving into these aspects, the study seeks to contribute valuable insights that can inform policies and practices, thereby addressing the challenges posed by the effective teacher crisis and fostering positive developments in the education system.

STATEMENT OF THE PROBLEM

The problem selected for the present study is “Harmony in Education: Unraveling the Impact of Gender, Marital Status, and Teaching Experience on High School Teachers’ Effectiveness”

OBJECTIVES:

- 1) Assess the level of teacher’s effectiveness among high school teachers.
- 2) Investigate the significance of gender in relation to teacher’s effectiveness.
- 3) Explore the influence of marital status on teacher’s effectiveness.
- 4) Examine the impact of teaching experience on teacher’s effectiveness.

HYPOTHESES:

- 1) The level of teacher’s effectiveness among high school teachers is low.
- 2) There is no significant difference in teacher’s effectiveness based on gender.
- 3) Marital status does not significantly affect teacher’s effectiveness.
- 4) Teaching experience does not significantly influence teacher’s effectiveness.

VARIABLES:

- **Independent Variable:** Gender, Marital Status, Teaching Experience.
- **Dependent Variable:** Teacher’s Effectiveness.

METHOD: The investigator has adopted normative survey method in the present study by keeping in consideration the nature of the problem to be examined.

SAMPLE

The present study has been conducted on a representative sample of 450 high school teachers. The sample has been selected from 44 high schools located in kulgam district of Jammu and

Kashmir state. Stratified random sampling technique has been employed for the selection of the sample with randomness and representativeness.

TOOL USED

Teacher's Effectiveness Scale (TES) –Constructed and standardized by the Investigator (2018).

PROCEDURE OF DATA COLLECTION

The data was collected with the prior permission of the selected schools and their concerned heads and teachers. The administration of the tool viz. Teacher's Effectiveness Scale (TES) –Constructed and standardized by the Investigator (2018)) was given to them after proper instruction in order to get the accurate and reliable data.

Statistical Analysis and Interpretation of the Data

Hypothesis- 1

Teacher's Effectiveness of high school teachers is low.

Table-1.

Mean and Standard Deviation Scores of Teacher's Effectiveness of High School Teachers

S. No.	Variable	Number	Mean	Standard Deviation
1	Teacher's Effectiveness	450	222.60	14.55

From table 1 it is observed the calculated mean and standard deviation for the teacher's effectiveness scores were found to be 222.60 and 14.55 respectively. One can get a maximum score of 270 on teacher's effectiveness scale. The mean score lies between the average value range (185-244), so the framed hypothesis (1) is rejected and it is concluded that the teacher's effectiveness of high school teachers is average.

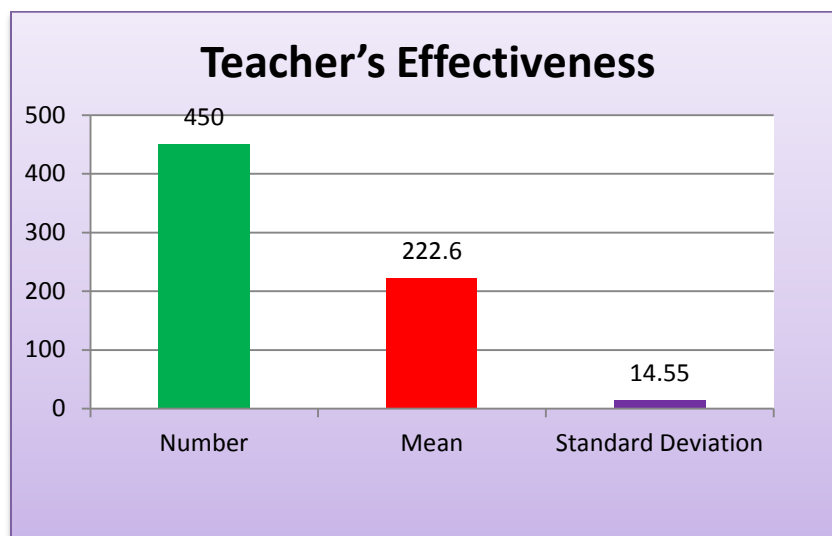


Chart 1: Depicts Mean of Teacher's Effectiveness of high school teachers

Hypothesis -2

There is no significant difference in gender and the teacher's effectiveness of high school teachers.

Table-2.

Mean Difference of Teacher's Effectiveness and Different Dimensions Scores of High School Teachers with regard to Gender

Variable	Gender	Number	Mean	SD	't' Value	Level of Significance at 0.05 level
Teacher's Effectiveness	Male	305	223.01	15.59	3.01	Significant
	Female	145	220.24	14.88		

The above table-2 shows that the mean and standard deviation of teacher's effectiveness of male teachers (N=305) and female teachers (N=145) are 223.01, 15.59 and 220.24, 14.88. From the above table-2 it is found that computed 't' value for the mean effectiveness scores between male and female high school teachers [$t(450) = 3.01 > p$] is significant. Hence, the framed null hypothesis 2 is rejected and it is concluded that there is a significant difference in teacher's effectiveness of male and female high school teachers and male teacher are more effective than the female teachers.

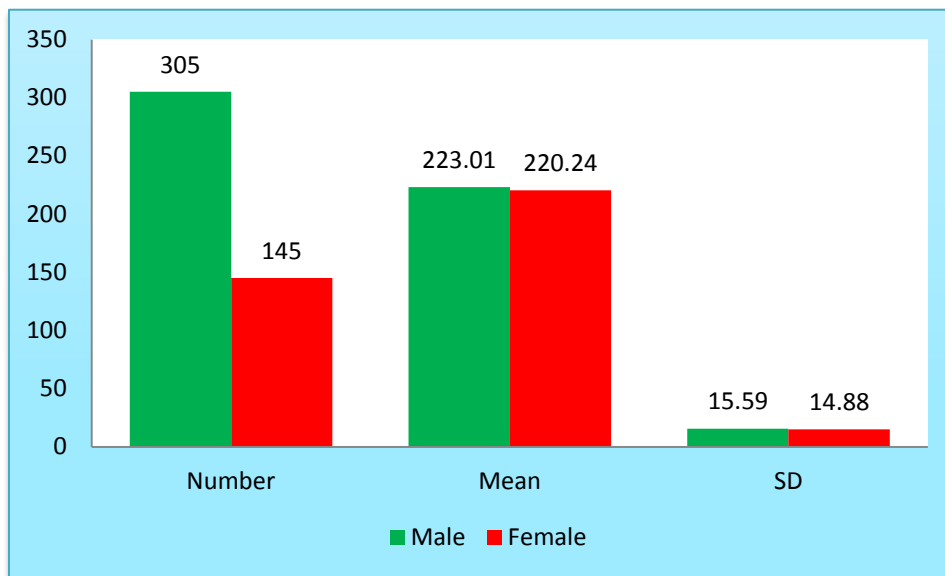


Chart 2: Mean Score Difference in the Teacher's effectiveness with regard to gender.

Hypothesis- 3

There is no significant difference in marital status and the teacher's effectiveness of high school teachers.

Table-3.

Mean Difference of Teacher's Effectiveness of High School Teachers with regard to Marital Status

Variable	Marital Status	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Teacher's Effectiveness	Married	262	222.46	14.15	0.99	Not Significant
	Unmarried	188	223.96	15.35		

The above table-3 shows that the mean and standard deviation of teacher's effectiveness of married teachers (N=262) and unmarried teachers (N=188) are 222.46, 14.15 and 223.96,15.35. From the above table-3 it is found that computed 't' value for the mean effectiveness scores between married and unmarried high school teachers [t (450) = 0.99 < p] is not significant. Hence, the framed null hypothesis 3 is accepted and it is concluded that there is no significant difference in marital status and the teacher's effectiveness of high school teachers. But the mean scores show that unmarried teachers are more effective in teaching than married ones.

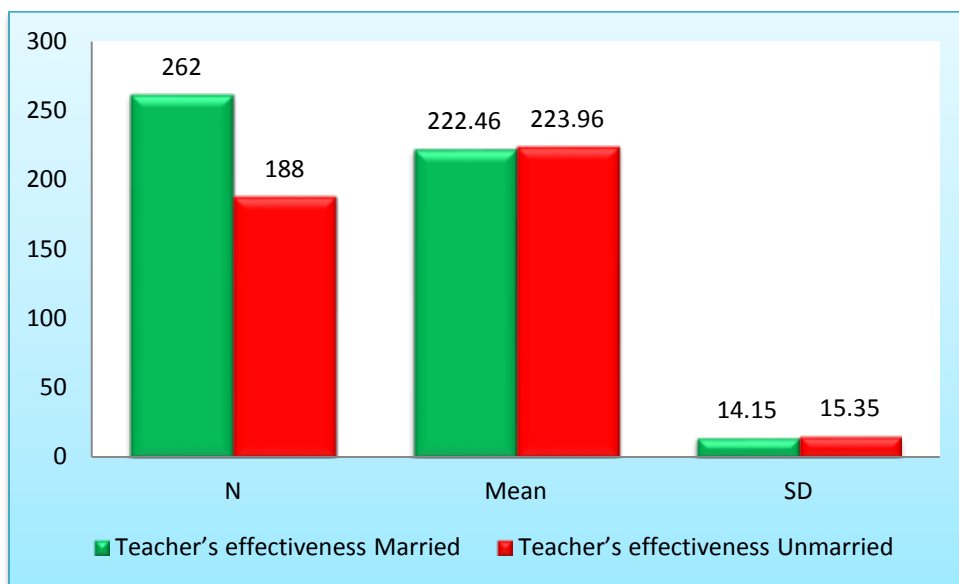


Chart 3: Mean Score Difference in the Teacher's effectiveness with regard to marital status.

Hypothesis 4

There is no significant difference in teaching experience and the teacher's effectiveness of high school teachers.

Table 4.

ANOVA results for Teacher's Effectiveness of High School Teachers with regard to teaching experience.

Variable	Source of Variation	Sum of Squares	df	Mean Square	'F' Value	Level of Significance at 0.05 Level
Teacher's Effectiveness	Between Groups	820.358	2	410.179	1.91	Not Significant
	Within Groups	95570.426	446	214.283		
	Total	96390.784	448			

A close look at the table 4 Indicates that the calculated 'F' ratio 1.91 of teaching experience is not significant at the 0.05 level. Hence, the framed null hypothesis 4 is accepted at 5% level of significance and it is concluded that the difference in teacher's effectiveness of high school teachers with regard to teaching experience is not significant.

FINDINGS:

- ✓ The level of teacher's effectiveness among high school teachers is determined to be average.

- ✓ Significant differences are identified in teacher's effectiveness based on gender, with male teachers exhibiting higher effectiveness.
- ✓ Marital status does not significantly influence teacher's effectiveness, although unmarried teachers tend to be more effective.
- ✓ Teaching experience does not significantly impact teacher's effectiveness.

RECOMMENDATIONS:

Drawing from the research findings, specific policy recommendations are essential for mitigating the challenges identified in teacher effectiveness. Policymakers should consider initiatives for teacher training, technology integration, and culturally sensitive pedagogy. Allocating resources to support continuous professional development programs can further enhance the overall quality of education.

FUTURE RESEARCH SUGGESTIONS:

To build upon this study, future research can explore additional dimensions of teacher effectiveness not covered in this investigation. Areas such as parental involvement, community engagement, or the impact of specific teaching methodologies could provide valuable insights. Identifying these research gaps ensures a comprehensive understanding of the multifaceted nature of teacher effectiveness in Jammu and Kashmir.

CONCLUSION:

The study underscores the importance of addressing the teacher's effectiveness crisis, recognizing its profound implications for the nation's economic, social, cultural, and moral development. The findings emphasize the need for strategic interventions to enhance teacher effectiveness, with a focus on gender-related disparities. The study contributes valuable insights for policymakers and educational authorities to initiate targeted actions for improving the quality of education in high schools. The role of effective teachers is highlighted as pivotal for the success and well-being of students and the nation at large.

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