
Teacher Effectiveness in Relation to Marital Status

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ABSTRACT:

The aim of this study was to study the Teacher Effectiveness of Secondary School Teachers in relation to Marital Status. The sample of this study consisted of 713 Teachers randomly selected from 70 Secondary Schools of Lucknow. The data were collected by using the tool 'Teacher Effectiveness Scale' by P. Kumar & D. N. Mutha (1999). Data were analyzed using statistical techniques such as Mean, S.D. and t-test. An attempt was made to find out the effectiveness of married and unmarried teachers in the different dimensions of Teacher Effectiveness. The study revealed that in all the dimensions of teacher effectiveness, married teachers scored higher mean value than unmarried teachers and the difference in most of the dimensions is statistically significant. In the overall Teacher Effectiveness also significant difference has been found among married and unmarried teachers and in favour of married teachers.

KEY WORDS: *Teacher Effectiveness, Secondary School, Teachers, Marital Status.*

INTRODUCTION:

There is no denying the fact that for the success of an educational programme, the effectiveness of teachers is important. As suggested by Ornstein (1991), effective teachers must have a body of knowledge essential for teaching, and know how to apply it. By integrating these two conceptions, effective teachers may be assumed those who possess the relevant competence (including necessary professional knowledge, skills, and attitudes) and use the competence appropriately to achieve their set goals. Keeping in mind this concept, understanding of teacher effectiveness should be based on the linkages between teacher competence, teacher performance, and the setting of goals or expected educational outcomes. Generally, those teachers are regarded as good teachers who accept the students as they are—knowing their individual differences, understand them and their needs and appreciate and motivate them. This helps the students to have a sense of belongingness and they develop faith in their teachers. Tolerance, humility, unbiased attitude, knowledge, approachability, positive attitude, faith in God, perseverance, and pleasing personality on the part of teachers make them closer to students and elevate them to a higher level in the sight of parents, students and community people. Such teachers are leaders in true sense.

OBJECTIVES:

1. To study the difference in the different areas/sub-areas of Teacher Effectiveness of Secondary School Teachers with regard to Marital status.
2. To study the Overall Teacher Effectiveness of Secondary School Teachers in relation to Marital Status.

HYPOTHESES:

1. There is no significant difference in the different areas/sub-areas of Teacher Effectiveness of Secondary School Teachers with regard to Marital status.
2. There is no significant difference in the Overall Teacher Effectiveness of Secondary School Teachers in relation to Marital status.

METHOD:

Statistical techniques such as Mean, Standard Deviation and ‘t’ – test were employed to find out the significance of difference between the mean score of married and unmarried secondary school teachers in the different dimensions of Teacher Effectiveness. The sample of this study consisted of 713 teachers from the selected 70 Secondary Schools of Lucknow. Teacher Effectiveness Scale by P. Kumar & D. N. Mutha (1999) was administered to collect the data.

ANALYSIS

Discussion and Result:

Objective 1: To study the difference in the different areas/sub-areas of Teacher Effectiveness of Secondary School Teachers with regard to Marital status.

Hypothesis 1: There is no significant difference in the different areas/sub-areas of Teacher Effectiveness of Secondary School Teachers with regard to Marital status.

Table 1.1: Teacher Effectiveness’ area ‘Academic’ in relation to married and unmarried teachers.

Areas	Sub-Areas	Marital Status	No.	Mean	SD	SE _M	t	df	Sig. (2-tailed)
Academic	Information sources	Married	546	17.36	1.65	0.07	2.593	711	0.010*
		Unmarried	167	16.98	1.70	0.13			

Academic (Information Sources): Observation of the above table 3.1 indicates that in the first area of Teacher Effectiveness, that is ‘Academic’ the married teachers scored higher mean value (17.36) than the unmarried teachers (16.98) and the difference is significant at .05

significance level as the calculated ‘t’ value 2.593 is more than the standard value (1.96) at .05 significance level.

Table 1.2: Mean, SD, SEM and t-value of Teacher Effectiveness’ area ‘Professional’ among Married and Unmarried Teachers of Secondary Schools of Lucknow

Areas	Sub-Areas	Marital Status	No.	Mean	SD	SE _M	t	df	Sig. (2-tailed)
Professional	Motivator	Married	546	17.39	1.71	0.07	2.138	711	0.033*
		Unmarried	167	17.07	1.50	0.12			
	Teaching skills	Married	546	29.44	2.97	0.13	1.948	711	0.052
		Unmarried	167	28.92	3.14	0.24			
	Co-curricular activities	Married	546	12.96	1.66	0.07	0.742	711	0.458
		Unmarried	167	12.86	1.55	0.12			
	Professional knowledge	Married	546	25.02	2.64	0.11	2.643	711	0.008*
		Unmarried	167	24.40	2.75	0.21			
	Class-room management	Married	546	16.59	2.06	0.09	3.456	711	0.001*
		Unmarried	167	15.97	1.97	0.15			
Overall	Married	546	101.40	9.28	0.40	2.679	711	0.008*	
	Unmarried	167	99.22	9.06	0.70				

Professional (Motivator, Teaching Skills, Co-curricular activities, Professional Knowledge, Classroom Management): In the different sub areas of ‘Professional Dimension’ for example teacher as ‘Motivator’ (‘t’ value 2.138), ‘Professional knowledge’ (‘t’ value 2.643), ‘Class-room Management’ (‘t’ value 3.456) and ‘Overall Professional Area’ (‘t’ value 2.679) there is significant difference found between married and unmarried teachers as the calculated ‘t’ value in these sub areas and in overall professional area is greater than the table value (1.96) at .05 significance level. It is also seen that in all the sub areas of ‘Professional Dimension’ Married teachers scored higher mean value.

Table 1.3: Mean, SD, SEM and t-value of Teacher Effectiveness’ area ‘Social’ among Married and Unmarried Teachers of Secondary Schools of Lucknow

Areas	Sub-Areas	Marital Status	No.	Mean	SD	SE _M	t	df	Sig. (2-tailed)
Social	Relationship with pupils, fellow teachers, principals and parents	Married	546	48.00	4.31	0.18	2.535	711	0.011*
		Unmarried	167	47.05	4.04	0.31			

Social (Relationship with Pupils, Fellow Teachers, Principals and Parents): With regard to ‘Social’ area of teacher effectiveness the above table indicates the Mean, SD and Standard error of mean of Married and Unmarried teachers as 48.00; 4.31; 0.18 and 47.05; 4.04; 0.31 and the calculated ‘t’ value 2.535 is greater than the table value (1.96) at .05 significance level.

In the Social dimension also married teachers scored higher mean value than unmarried teachers.

Table 1.4: Mean, SD, SEM and t-value of Teacher Effectiveness’ area ‘Emotional’ among Married and Unmarried Teachers of Secondary Schools of Lucknow

Areas	Sub-Areas	Marital Status	No.	Mean	SD	SE _M	t	df	Sig. (2-tailed)
Emotional	Adviser and Guide	Married	546	34.44	3.20	0.14	2.475	711	0.014*
		Unmarried	167	33.74	3.23	0.25			

Emotional (Adviser and Guide): A perusal of the above table indicates that the mean value scored by married teachers is higher (34.44) than the unmarried teachers (33.74) and the calculated ‘t’ value (2.475) of Married and Unmarried teachers in the ‘Emotional’ area of teacher effectiveness is greater than the table value (1.96) at .05 significance level.

Table 1.5: Mean, SD, SEM and t-value of Teacher Effectiveness’ area ‘Moral’ among Married and Unmarried Teachers of Secondary Schools of Lucknow

Areas	Sub-Areas	Marital Status	No.	Mean	SD	SE _M	t	df	Sig. (2-tailed)
Moral	Disciplinarian	Married	546	43.96	4.02	0.17	1.939	711	0.053
		Unmarried	167	43.29	3.62	0.28			

Moral (Disciplinarian): In the ‘Moral Dimension’ the mean value scored by Married teachers 43.96 is higher than the mean value scored by Unmarried teachers which is 43.29 but this difference is not a significant one as the calculated ‘t’ value 1.939 is less than the table value (1.96) at .05 significance level.

Table 1.6: Mean, SD, SEM and t-value of Teacher Effectiveness’ area ‘Personality’ among Married and Unmarried Teachers of Secondary Schools of Lucknow

Areas	Sub-Areas	Marital Status	No.	Mean	SD	SE _M	t	df	Sig. (2-tailed)
Personality	Personality characteristics	Married	546	50.76	4.69	0.20	1.909	711	0.057
		Unmarried	167	49.98	4.57	0.35			

Personality (Personality Characteristics): In the ‘Personality Dimension’ also though the mean value scored by Married teachers (50.76) is higher than the mean value scored by

Unmarried teachers which is (49.98) but here also the difference is not a significant one as the calculated 't' value 1.909 is less than the table value (1.96) at .05 significance level.

Objective 2: To study the Overall Teacher Effectiveness of Secondary School Teachers in relation to Marital Status.

Hypothesis 2: There is no significant difference in the Overall Teacher Effectiveness of Secondary School Teachers in relation to Marital status.

Table 4: Mean, SD, SEM and t-value of Overall Teacher Effectiveness among Married and Unmarried Teachers of Secondary Schools of Lucknow

Areas	Sub-Areas	Marital Status	No.	Mean	SD	SE _M	t	df	Sig. (2-tailed)
Overall	Teacher Effectiveness	Married	546	295.93	24.88	1.06	2.603	711	0.009*
		Unmarried	167	290.25	24.05	1.86			

* Significance level .05 = 1.96

Overall, Teacher Effectiveness: The above table indicates that the difference between Married and Unmarried teachers with regard to overall teacher effectiveness is significant as the calculated 't' value 2.603 is greater than the table value (1.96) at .05 significance level. So, it can be concluded that there is statistically significant difference in the 'overall teacher effectiveness' of married and unmarried teachers with married teachers scoring higher.

CONCLUSION:

The result reveals that mean value scored by married teachers in all the areas of Teacher Effectiveness – Academic, Professional, Social, Emotional, Moral, Personality and also in Overall Teacher Effectiveness is greater than unmarried teachers. The calculated 't' value in dimensions like Academic, Professional, Social, Emotional and in overall teacher effectiveness is also greater than the table value. Hence the result stands in favour of married teachers. One of the possible reasons could be that since married teachers take care of their own children, they are more understanding and sensitive towards the need of children hence more effective.

This result is supported by the research study of Vijaylakshmi and Mythill (2004) who studied the influence of personal variables (Age, Marital Status, Sex) and professional variables (Experience, qualification, subject of teaching, designation, level of college, type of college management) on the teacher effectiveness and work orientation of teachers in junior, degree and professional colleges. The findings of this study revealed that married teachers are more effective than their counterparts.

On the contrary Islahi (2010) reported marital status had a significant influence on teaching effectiveness of secondary school teachers with higher teaching effectiveness in unmarried teachers in comparison to married teachers.

While Bhat and Raju (2019), Sivasakthi Rajammal and Muthumanickam (2012) observed that teachers do not differ in teacher effectiveness in respect of marital status.

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