

# A Study of the Teaching Effectiveness in Relation to the Marital Status

## Abstract

If the teacher is unable to do her work effectively than the whole schooling would collapse, because it is the teacher who provides inspiration, direction and meaning to all the activities of the school. Teachers are rightly called the architect of a nation's destiny. The success or failure of education depends on the teachers. Teacher is a highly significant feature in the learning environment. The role of the teacher involves more than simply standing in front of a classroom and lecturing, it aims to assist students with making connections and therefore better learning through an educational process.

**Keywords:** Teaching Effectiveness, Educational Process and Teaching Skills.

## Introduction

Teachers know that students are the future of any nation. So the future development of any nation is in the hands of teachers. A good teacher helps us to become good human being in the society and good citizen of the country,

The real gift for teachers is when students become good human being and successful in their career. Teachers are probably the most important agents in the educational process because they directly organize students learning experiences. Good teachers can make their student's educational experiences successful, including under adverse conditions. Good teachers can help their students acquire fundamental learning even with poor curriculum and limited teaching materials.

A great teacher has effective discipline skills and can promote positive behaviours. A great teacher has good classroom management skills and can ensure good student behaviour, effective study and work habit. Teaching effectiveness is necessary because effective teaching has long lasting impact on the lives of their students. To be successful a teacher must have:

1. The attention of students in all discussions.
2. Clear and specific objectives of each lesson.
3. Effective discipline skills and can promote positive behavior.
4. Incredible knowledge of their subject.
5. Open communication with parents and keep them improved of what is going on in the classroom as far as curriculum, discipline and other issues.
6. High expectations of their students and encourages everyone to always work at their best level.
7. Passionate about teaching and working with children.
8. Develops a strong support with students and superior listening skills.

## Objective of the Study

1. To find out the teaching effectiveness of female primary school teachers in relation to their marital status.

## Hypothesis

1. There is no significant difference between teaching effectiveness of female primary school teachers in relation to their marital status.

## Review of Literature

Elizabeth Block, et. al.(2012) studied "The importance of Teachers effectiveness." The study revealed that the current challenge for implementation of best practices will be closely aligned with the roles of school leaders in promoting professional development by teachers and other stakeholders.

Hadiya Habib, et.al.(2017) studied "A study of teacher effectiveness and its importance". The study revealed that teacher effectiveness is directly related to student achievement. Moreover, the



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qualities of effective teacher have impact on student's performance. Effective teacher strive to motivate and engage all their students in learning rather than simply accepting that some students can't be engaged and destined to do poorly.

**Methodology**

Descriptive method of research was adopted.

**Sample of the Study**

Cluster random sampling technique was adopted. 120 female teachers were selected for research belonging to government and private schools of district Bulandshahr.

**Structure of the sample:**

**Table 1**

S.No.	Marital status	No. of Teachers	Total teachers
1.	Married	60	120
2.	Unmarried	60	

**Tool Used and Description**

**Teaching effectiveness scale (adapted by investigator)**

Teacher effectiveness scale (original)

Author -Kumar and Mutha

Publisher -NPC Agra (U.P.)

Language -Hindi

**Description**

Originally the test of teacher effectiveness scale was prepared by Pramod Kumar and D.N. Mutha (1974), but in the present the scale has been adapted by the investigator to suit the requirement of the study. The original scale of Mutha measures teacher effectiveness in relation to various dimensions like information source, motivator, disciplinarian, advisor and guide, relationship with pupils, fellow teachers, principal and parents, teaching skill, co-curricular activities, professional knowledge, general appearance and habits in relation to classroom, classroom management, personality characteristics and teaching. Since teaching is one of the dimension

of the test. But the present study aims to measure teaching effectiveness exclusively. Therefore, keeping in mind the needs of the present study the researcher adapted the scale and calculated reliability and validity of the scale.

**Reliability**

The present scale includes 50 items measuring all the aspects which determine teaching effectiveness. The reliability of test was calculated by split half method and was found 0.81 for whole of the scale.

**Validity**

The content validity of the scale was estimated by consulting 15 experts of concerned area. The preliminary draft of the scale consisted 77 items, but 27 items were deleted during the process of securing the content validity of the scale. Now the revised version of scale include 50 items measuring teaching effectiveness exclusively.

**Scoring**

All the 50 items of the scale are positively worded. Items are given as score of 5, 4, 3, 2 and 1 for strongly agree, agree, undecided, disagree and strongly disagree respectively. The sum of these values gives the teaching effectiveness score. The total score varies from 50 to 250, showing least teaching effectiveness to highest teaching effectiveness.

**Statistical Technique Used**

t-test has been applied to find out significance of difference.

**Analysis and Interpretation of data**

**Objective**

To find out the teaching effectiveness of female primary school teachers in relation to their marital status.

**Hypothesis**

There is no significant difference between teaching effectiveness of female primary school teachers in relation to their marital status.

**Table 2**

**Teaching Effectiveness of female teachers working in government and private schools in relation to their marital status**

Marital Status	No. of Teachers	Mean	S.D.	T-Value (Critical Ratio*)	Significance
Married	60	231.9	15.3	2.8	Significant*
unmarried	60	224.2	14.5		

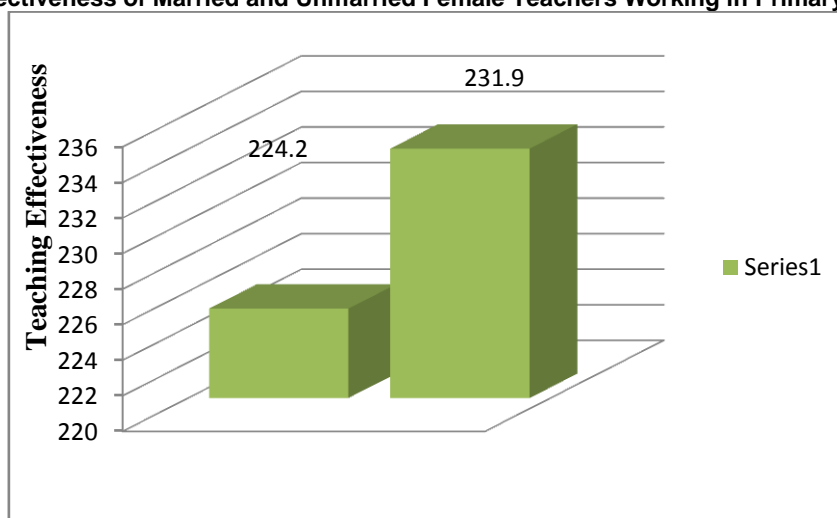
\*significant at .01 level

Above table shows that obtained t- value (C.R.) is 2.8, which is significant at .01 level of significant for df of 118. Minimum required significant C.R. value should be 2.62 for df of 118. Obtained C.R. value is greater than minimum required significant C.R. value, therefore, it can be concluded that married female teachers and unmarried female teachers working in primary level schools differ significantly on their teaching effectiveness. Thus, the hypothesis

"There is no significant difference between teaching effectiveness of female primary school teachers in relation to their marital status." is rejected.

Obtained C.R. value is significant at .01 level of significance, which show that if 100 samples are taken from the same population in 99 cases result could be similar to the present one.

**Figure 1**  
**Teaching Effectiveness of Married and Unmarried Female Teachers Working in Primary Level Schools**



The difference in teaching effectiveness of married and unmarried female teachers working in primary level schools can also be depicted through the figure1.

**Discussion**

Mean teaching effectiveness score of married female teachers is greater than mean teaching effectiveness score of their counterpart unmarried female teachers in primary level schools, meaning thereby the teaching effectiveness of married female teachers is more than unmarried female teachers in primary level schools. This result may be due to the fact that married teachers are more attentive to their students because more experience of life related to family and children.

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