

A Study of Teaching Effectiveness of Secondary School Teachers in Relation to their Demographic Characteristics

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Abstract:-The present paper deals with teaching effectiveness of secondary school teachers and their relation with demographic characteristics i.e. gender, social background, category, marital status, teaching subjects, age, qualification and school teaching experience of secondary school teachers. The objectives of the research were to study demographic characteristics of secondary school teachers and their relation with different dimensions i.e. Knowledge, Organization, Leading, Professionalism, Clarity and Presentation, and Enthusiasm of teaching effectiveness. The data was collected from 100 secondary school teachers at Ghaziabad district in U.P through Survey cum Explorative descriptive research method. The Self constructed –Teaching effectiveness questionnaire was used to collect the data with some statistical techniques i.e. mean, standard deviation, t-test, and correlation were used for statistical analysis of the Data. Result shows that the demographic characteristics (social background, marital status, school teaching experience, teaching subjects and qualification) of secondary school teachers were influenced on different dimensions of their teaching effectiveness of secondary school teachers.

Key terms: -Teaching Effectiveness, Secondary School Teachers, Demographic Characteristics, Dimensions.

I. INTRODUCTION

The role of the teacher in any society is unique, significant and very vital. Teachers are the most important factor in educating the future generation. A Nation is made great by its teachers. The quality of teachers to a large extent depends upon the quality of teaching. At the root of teacher lies the learning, unless a teacher is not willing to learn. It is best expressed by **Rabindra Nath Tagore** in these words, "A teacher can never truly teach unless he is still learning himself. A Lamp can never light another lamp. Unless it continuous to burn its own flame".

A school may have excellent material resources, equipments, building, library and other facilities along with a curricular appropriately adopted to suit the community need but if teacher are not effective and efficient and they are misfit, unsatisfied and indifferent to their responsibilities the whole programme is likely to be ineffective and wasted. **Education Commission (1964-66)*** had observed that "of all the different factors which influence the quality of education and its contribution to the national development and the effectiveness of teachers and their character are undoubtedly the most significant". The teachers have to suit themselves to the

noble profession and mission cherished by the country. To do so, teachers have to be efficient and effective. **Barr (1952)¹** explains the teacher effectiveness as a relationship between teacher, pupils and the other persons concerned with the educational undertaking". So teacher effectiveness is an important and pertinent issue. (www.shodhganga.inflibnet.ac.in/bitstream/10603/.../8/08_%20chapter%201.pdf)

Medley (1982)⁹ asserts, "teacher effectiveness must be defined, and can only be assessed, in terms of behaviors' and learning of students, not behavior of teachers". Discussions, deliberations and explorations concerning teacher effectiveness demand immense importance in the field of education. At the same time the problem of identification of effective teacher is therefore of prime importance for translating desirable educational goals into reality. The present survey research has been attempted to study the teaching effectiveness of the secondary school teachers in Ghaziabad district of U.P. and the effect of their demographic characteristics on their teaching effectiveness. Here the researcher identified six dimensions (Knowledge, Organization, Leading, Professionalism, Clarity and Presentation, and Enthusiasm) of teaching Effectiveness of Teachers for the purpose of the study. The demographic Characteristics of secondary school teachers included the Gender, Social Background, Category, Marital Status, Teaching Subjects, Age, Qualification, and School Teaching Experiences of teachers.

II. OBJECTIVES OF THE STUDY

Keeping in view of the formulation of the problem for the present study, the following objectives were framed.

1. To study demographic characteristics of Secondary school teachers.
2. To study demographic characteristics-wise perception of Secondary school teachers with references to their teaching effectiveness.

III. HYPOTHESIS OF THE STUDY

1. There is no significant difference between demographic characteristics of Secondary School Teachers with reference to their teaching effectiveness.

This hypothesis is divided into following sub hypothesis-

- a) There is no significant difference between demographic characteristics of secondary school teachers with reference to their Knowledge dimension.
- b) There is no significant difference between demographic characteristics of secondary school teachers with reference to their Organization dimension.
- c) There is no significant difference between demographic characteristics of secondary school teachers with reference to their Leadership dimension.
- d) There is no significant difference between demographic characteristics of secondary school teachers with reference to their Professionalism dimension.
- e) There is no significant difference between demographic characteristics of secondary school teachers with reference to their Clarity and Presentation dimension.
- f) There is no significant difference between demographic characteristics of secondary school teachers with reference to their Enthusiasm dimension.

IV. DELIMITATIONS

The study is restricted only to secondary school teachers of Ghaziabad district only.

Review of Related literature

To Improve the quality of information about teaching effectiveness, **Bill and Melinda gates(2009)**² foundation launched the two-year measures of effective teaching (MET) project to rigorously develop and test multiple measures of teacher effectiveness. **Centra (1993)**³Characterizes effective teaching as good organization of subject matter and course, effective communication, knowledge of and enthusiasm for the subject matter and teaching positive attitude toward students, fairness in examinations and grading and flexibility to approach teaching. Objectives of the study of **Khan S.H, & Saeed Muhammad (June 2009)**⁸ were to find out the Effectiveness of Pre-service Teacher Education Programme (B.Ed) in Pakistan: The findings of the study reveal two major conclusions. First, the B.Ed pre-service teacher education programme at UE (university of education) is relatively better in the curriculum content, areas of lesson planning, lesson presentation, and assessment skills. Second, female graduates were relatively more satisfied with their male counterpart with regard to the relevance and effectiveness of B.Ed programme. The objectives of the study of **Rahman f, Jumani N.B, Akhter Yasmin (march2011)**¹⁴ were to assess the training skills of female teachers to examine the attitude of trained female teachers towards teaching and to determine effectiveness of

teaching in terms of student achievement. The findings of the study were that the Teachers had a positive attitude towards teacher training and its effectiveness in classroom situation including actual instruction/academic work, classroom management, evaluation procedures, assignments, and developing human relationships with students, principal, and society in general. It was concluded that teacher training was positively related to effective teaching. **Rudduck and flutter (2004)**¹⁶ concluded that student perceive good teachers as:-human, accessible, reliable and persistent, respectful of students and sensitive of their difficulties enthusiastic and positive, and professionally skilled. **Ralph (2003)**¹⁵ conducted a study on teaching effectiveness using how well students learn as the criterion. Ralph concluded that "exemplary teaching is identifiable and the quality of its constituent components can be assessed". (**Walls, 1999**)²¹ summarize the most prevalent recommendations from the teaching-effectiveness research literature. They are the strongest links between what teachers can do and the learning that students achieve. The four assessments of effective teaching are Clarity, Outcomes, Engagement, and Enthusiasm. **James H. Stronge (2002)**²⁰ describes that the qualities of Effective Teachers are role of Caring, listening, understanding and Knowing Students easily. A study conducted by **Jirovec et al. (1998)**⁷ on social work students, revealed that the instructor's skill in grading was identified as one of the dimensions of teaching effectiveness. Students were asked to complete an instrument designed to measure teaching ability. The aspects of teaching effectiveness according **Muijs D & Reynolds D(2005)**¹² include Having a positive attitude, the development of a pleasant social / psychological climate in the classroom, having high expectations of what pupils can achieve, lesson clarity, effective time management ,strong lesson structuring. **Laura Goe (2008)**⁵ summarized a broad class of teacher evaluation instruments used to assess teacher effectiveness encompassing (a) classroom observations, (b) principal evaluation, (c) instructional artifact, (d) portfolio, (e) teacher-self-report measure, (f) student survey, and (h) value-added model (p. 15). Four cognitive components of effectiveness according to **Clark**⁴ of a teacher are. Knowledge, Organization of instruction, Quality of presentation, Clarity of expression. **Rosenshine and Furst (1973)**¹⁷ describe the dimensions of teaching effectiveness are as Clarity, Variability, Enthusiasm, Task Oriented, Student Opportunity to learn criterion material. **According to Kwon (1994)**¹⁰ an effective teacher has the following characteristics, Responsibility, Competency, Knowledge ability, Professionalism, Honesty, Reliability, Intelligence, Trustworthiness, and Willingness to work hard. . In General teaching competence scales (GTCS) by **B.K. PASSI and M.S. LALITHA**¹³ there are 21 items related to 21 teaching skills which encompass the entire teaching-learning process in the classroom. They are related to five major aspect of classroom teaching,

namely- planning, presentation, closing, Evaluation and managerial. **Sherman (1987)**¹⁹ identify teachers characteristics, some of which are similar to those were mentioned by Centra: Enthusiasm, Clarity, Preparation and organization, Stimulation, Knowledge.

METHOD

Survey cum explorative descriptive research method was used under the proposed study.

POPULATION

The population of the proposed study comprised of all secondary school teachers, in Ghaziabad District of U.P.

Sample and Sampling Technique

The sample consisted of 100 secondary school teachers. The sample was a representative sample because secondary school teachers were selected using stratified sampling technique.

VARIABLES

3 (age, gender, status, education, geographical location, length of service).

Tool

The questionnaire which was used in the study is self construct by the investigator. After studied many reviews and articles on different aspects of teaching effectiveness, the investigator described the Following dimensions of teaching effectiveness.

- (a) Knowledge^{3,4,10,19,20}
- (B) Organization^{3,4,11,12,19,21}
- (C) Leadership^{10,12,13,16,19}
- (D) Professionalism^{10,12,16,20}
- (E) Enthusiasm^{3,10,16,17,19,21}
- (F) Clarity and presentation^{4,8,12,13,17,19,21}

Statistical Techniques

Mean, standard deviation, t-test, were used for statistical analysis of the data.

Analysis and interpretation

1.1. Secondary school teachers' demographic characteristics in relation to their teaching effectiveness.

Depending upon the demographic background, the opinion expressed by the secondary school teachers' with reference to teaching effectiveness may vary from one teacher to another. Therefore it is necessary to understand the demographic characteristics which influence the secondary teachers' opinion and perception. For this purpose the following eight aspects related to demographic profile of teachers were selected and analyzed.

Dimensions of teaching effectiveness

Demographic characteristics of secondary school teachers in relation to their teaching effectiveness are also determined by analyzing their perception with reference to each of the six dimensions (Knowledge, Organization, Leading, Professionalism, Clarity and Presentation, and Enthusiasm) of the teaching Effectiveness of Teachers identified for the purpose of the study. There is no significance difference between demographic characteristics of secondary school teachers with references to their teaching effectiveness.

V. RESULTS & DISCUSSION

Scores mentioned in the table-2 indicate that the perception of secondary school teachers with reference to Knowledge Dimensions of teaching Effectiveness vary significantly with respect to their social background and school teaching experience but does not vary significantly with respect to their gender, category, marital status, age, qualification, teaching subjects. Hence on the basis of results obtained, it is inferred that social background, have influence on the perception of secondary school teachers with reference to their Knowledge. Urban Teachers have higher level of perception than rural Teachers with reference to their Knowledge. Secondary school teachers having School teaching experience of above 3 years have higher level of perception than secondary school teachers having up to 3 years School teaching experience with reference to their Knowledge.

Scores mentioned in the table .3 indicate that the perception of secondary school teachers with reference to Organization dimensions vary significantly with respect to their marital status and teaching subjects but does not vary significantly with respect to their gender, social background, category, age, qualification, school teaching experience. Hence on the basis of results obtained, it is inferred that marital status and teaching subjects have influence on the perception of secondary school teachers with reference to their Organization. Unmarried Teachers have higher level of perception than married Teachers with reference to their Organization. Arts & Commerce stream teachers have higher level of perception than science teachers with reference to their Organization.

Scores mentioned in the table-4 indicate that the perception of secondary school teachers with reference to Leading dimensions vary significantly with respect to their teaching subjects but does not vary significantly with respect to their gender, social background, category, marital status, age, qualification, school teaching experience. Hence on the basis of results obtained, it is inferred that teaching subjects has influence on the perception of secondary school teachers with reference to their Leading. Arts & Commerce stream teachers have higher level of perception than science stream teachers with reference to their Leading.

Scores mentioned in the table-5 indicate that the perception of secondary school teachers with reference to their Professionalism dimensions vary significantly with respect to their social background and qualification but does not vary significantly with respect to their gender, category, marital status, teaching subjects, age and school teaching experience. Hence on the basis of results obtained, it is inferred that social background and qualification have influence on the perception of secondary school teachers with reference to their Professionalism dimensions. Urban Teachers have higher level of perception than rural Teachers with reference to their Professionalism. Post graduate Teachers have higher level of perception than graduate Teachers with reference

to their Professionalism. Scores mentioned in the table-6 indicate that the perception of secondary school teachers with reference to Clarity and Presentation dimensions vary significantly with respect to their teaching subjects but does not vary significantly with respect to their gender, social background, category, marital status, age, qualification and school teaching experience. Hence on the basis of results obtained, it is inferred that teaching subjects has influence on the perception of secondary school teachers with reference to their Clarity and Presentation dimensions. Arts & Commerce stream teachers have higher level of perception than science stream teachers with reference to their Clarity and Presentation.

Scores mentioned in the table-7 indicate that the perception of secondary school teachers with reference to Enthusiasm dimensions vary significantly with respect to their teaching subjects and school teaching experience but does not vary significantly with respect to their gender, social background, category, marital status, qualification and age. Hence on the basis of results obtained, it is inferred that teaching subjects and school teaching experience have influence on the perception of secondary school teachers with reference to their Enthusiasm dimensions. Arts & Commerce stream teachers have higher level of perception than science stream teachers with reference to their Enthusiasm dimensions. Secondary school teachers having School teaching experience of above 3 years have higher level of perception than secondary school teachers having upto 3 years School teaching experience with reference to their Enthusiasm.

VI. FINDINGS AND CONCLUSIONS

From the above findings, the following conclusions were drawn –

1. The social background and School teaching experiences were influenced on the teaching effectiveness of secondary school teachers with reference to their Knowledge. Urban teachers have higher level than rural teachers. Secondary school teachers having School teaching experience of above 3 years have higher level of perception than secondary school teachers having up to 3 years School teaching experience.
2. Marital status and teaching subjects were influenced on the teaching effectiveness of secondary school teachers with reference to their Organization. Unmarried teachers have higher level than married teachers. Arts & Commerce stream teachers have higher level of teaching effectiveness than science teachers with reference to their Organization.
3. Teaching subjects were influenced on the teaching effectiveness of secondary school teachers with reference to their Leading. Arts & Commerce stream

teachers have higher level than science stream teachers with reference to their Leading.

4. Social background and qualification were influenced on the teaching effectiveness of secondary school teachers with reference to their Professionalism dimensions. Urban teachers have higher level than rural teachers. Post graduate teachers have higher level than graduate teachers with reference to their Professionalism.
5. Teaching subjects were influenced on the teaching effectiveness of secondary school teachers with reference to their Clarity and Presentation dimensions. Arts & Commerce stream teachers have higher level than science stream teachers.
6. Teaching subjects and school teaching experience were influenced on the teaching effectiveness of secondary school teachers with reference to their Enthusiasm dimensions. Arts & Commerce stream teachers have higher level than science stream teachers. Teachers having School teaching experience of above 3 years have higher level than secondary school teachers having upto 3 years School teaching experience with reference to their Enthusiasm.

VII. EDUCATIONAL IMPLICATION

The present study highlighted that the demographic characteristics of secondary school teachers were influenced on different dimensions of their teaching effectiveness. The social background was influenced on the Knowledge and Professionalism dimensions of teaching effectiveness of secondary school teachers. School teaching experience was influenced on the Knowledge and Enthusiasm dimensions of teaching effectiveness of secondary school teachers. Marital status was influenced on the Organization dimension of teaching effectiveness of secondary school teachers. Teaching subjects were influenced on the Organization, Leading, Clarity and Presentation and Enthusiasm dimensions of teaching effectiveness of secondary school teachers. Social background and qualification were influenced on the Professionalism dimension of teaching effectiveness of secondary school teachers.

VIII. SUGGESTIONS FOR FURTHER RESEARCH

1. The study could be extended to other parts of country and different grades of educational institutions i.e. the primary, senior secondary or even at the college level.
2. It is desirable for exploring the relationship of teacher effectiveness with institutions variable to compare different school systems such as government and private, Navodya and Central, and

Public and Private, on the phenomenon studied in this investigation.

3. Studies could be designed to find out and identify the barriers and remedies of teaching effectiveness.
4. The teacher effectiveness is usually based on the self perceptions of teachers. Learning outcomes could be a useful measure of teacher effectiveness, and hence a study could be conducted to find out the relationship between teacher effectiveness and student achievement.

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S.No	Demographic characteristic	Groups	No
1	Gender	Male	50
		Female	50
2	Social Background	Urban	57
		Rural	43
3	Category	General	69
		Reserve	31
4	Marital Status	Married	73
		Unmarried	27
5	Teaching Subjects	Arts & Commerce	55
		Science	45
6	Age	Upto 25 years	46
		Above 25 years	63
7	Qualification	Graduate	53
		Post Graduate	47
8	School Teaching Experience	Upto 3 years	48
		Above 3 years	52

Table-1: Demographic profile of secondary school teachers'

S.No	Demographic characteristics	Groups	No	Mean	SD	df	t-value
1	Gender	Male	50	16.36	4.80	98	0.18
		Female	50	16.13	4.74		
2	Social Background	Urban	57	18.34	3.75	98	2.00*
		Rural	43	20.32	3.11		
3	Category	General	69	16.15	4.77	98	0.19
		Reserve	31	16.43	4.73		
4	Marital Status	Married	73	16.12	4.84	98	0.42
		Unmarried	27	16.88	4.09		
5	Teaching Subjects	Arts & Commerce	55	16.82	4.66	98	1.36
		Science	45	15.10	4.73		
6	Age	Upto 25 years	46	16.68	4.30	98	0.82
		Above 25 years	63	15.62	5.25		
7	Qualification	Graduate	53	16.45	4.69	98	0.37
		Post Graduate	47	16.00	4.81		
8	School Teaching Experience	Upto 3 years	48	17.38	4.09	98	2.09*
		Above 3 years	52	14.89	5.10		

Table-2 Demographic characteristics-wise perception of secondary school teachers on Knowledge dimensions

*Significant at 0.05 Level

**Significant at 0.01 Level

S.No	Demographic characteristics	Groups	No	Mean	SD	Df	t-value
1	Gender	Male	50	14.55	4.07	98	0.43
		Female	50	15.08	4.87		
2	Social Background	Urban	57	14.82	4.57	98	0.18
		Rural	43	15.07	4.68		
3	Category	General	69	15.04	4.49	98	0.48
		Reserve	31	14.36	4.94		
4	Marital Status	Married	73	14.38	4.46	98	2.23*
		Unmarried	27	18.13	4.12		
5	Teaching Subjects	Arts & Commerce	55	15.74	4.74	98	2.03*
		Science	45	13.29	3.82		
6	Age	Upto 25 years	46	15.59	4.30	98	1.29
		Above 25 years	63	13.96	4.81		
7	Qualification	Graduate	53	14.86	4.10	98	0.03
		Post Graduate	47	14.90	5.02		

8	School Experience	Teaching	Upto 3 years	48	14.86	4.61	98	0.06
			Above 3 years	52	14.94	4.58		

Table-3 Demographic characteristics-wise perception of secondary school teachers on Organization dimensions

*Significant at 0.05 Level

**Significant at 0.01 Level

S.No	Demographic characteristics	Groups	No	Mean	SD	df	t-value
1	Gender	Male	50	17.18	4.70	98	0.73
		Female	50	16.32	4.17		
2	Social Background	Urban	57	16.82	4.27	98	0.57
		Rural	43	16.07	4.70		
3	Category	General	69	16.61	4.42	98	0.07
		Reserve	31	16.71	4.27		
4	Marital Status	Married	73	16.33	4.41	98	1.40
		Unmarried	27	18.63	3.54		
5	Teaching Subjects	Arts & Commerce	55	17.51	4.04	98	2.20*
		Science	45	15.00	4.52		
6	Age	Upto 25 years	46	17.47	4.32	98	1.60
		Above 25 years	63	15.54	4.23		
7	Qualification	Graduate	53	16.31	3.68	98	0.64
		Post Graduate	47	16.94	3.93		
8	School Teaching Experience	Upto 3 years	48	16.41	4.70	98	0.66
		Above 3 years	52	17.25	3.24		

Table-4 Demographic characteristics-wise perception of secondary school teachers on Leadership dimensions

*Significant at 0.05 Level

**Significant at 0.01 Level

S.No	Demographic characteristics	Groups	No	Mean	SD	df	t-value
1	Gender	Male	50	18.27	4.27	98	1.13
		Female	50	19.37	3.23		
2	Social Background	Urban	57	19.56	3.49	98	2.24*
		Rural	43	17.20	3.65		
3	Category	General	69	18.87	3.54	98	0.28
		Reserve	31	29.19	4.12		
4	Marital Status	Married	73	18.88	3.72	98	0.44
		Unmarried	27	19.50	3.34		
5	Teaching Subjects	Arts & Commerce	55	19.05	3.61	98	0.24
		Science	45	18.81	3.82		
6	Age	Upto 25 years	46	19.03	3.64	98	0.15
		Above 25 years	63	18.88	3.73		
7	Qualification	Graduate	53	17.86	2.99	98	2.36*
		Post Graduate	47	20.00	3.94		
8	School Teaching Experience	Upto 3 years	48	18.64	3.90	98	1.17
		Above 3 years	52	19.88	2.75		

Table-5 Demographic characteristics-wise perception of secondary school teachers on Professionalism dimensions

*Significant at 0.05 Level

**Significant at 0.01 Level

S.No	Demographic characteristics	Groups	No	Mean	SD	df	t-value
1	Gender	Male	50	17.55	4.04	98	0.44
		Female	50	17.08	3.91		
2	Social Background	Urban	57	17.33	3.99	98	0.28
		Rural	43	17.00	4.00		
3	Category	General	69	17.15	3.88	98	0.35
		Reserve	31	17.57	4.22		
4	Marital Status	Married	73	17.12	4.05	98	0.67
		Unmarried	27	18.13	3.09		

5	Teaching Subjects	Arts & Commerce	55	18.00	3.52	98	2.06*
		Science	45	15.86	4.35		
6	Age	Upto 25 years	46	17.68	3.81	98	0.90
		Above 25 years	63	16.69	4.09		
7	Qualification	Graduate	53	16.86	3.84	98	0.74
		Post Graduate	47	17.61	4.04		
8	School Teaching Experience	Upto 3 years	48	16.93	4.24	98	1.05
		Above 3 years	52	18.13	2.85		

Table-6 Demographic characteristics-wise perception of secondary school teachers on Clarity and Presentation dimension

*Significant at 0.05 Level

**Significant at 0.01 Level

S.No	Demographic characteristics	Groups	No	Mean	SD	Df	t-value
1	Gender	Male	50	16.18	4.91	98	0.26
		Female	50	16.50	4.33		
2	Social Background	Urban	57	16.93	4.39	98	1.66
		Rural	43	14.73	4.64		
3	Category	General	69	16.85	4.54	98	1.46
		Reserve	31	14.86	4.24		
4	Marital Status	Married	73	16.25	4.58	98	0.58
		Unmarried	27	17.25	4.27		
5	Teaching Subjects	Arts & Commerce	55	17.36	4.48	98	2.37*
		Science	45	14.57	4.09		
6	Age	Upto 25 years	46	16.97	4.46	98	1.07
		Above 25 years	63	15.62	4.56		
7	Qualification	Graduate	53	15.68	4.54	98	1.16
		Post Graduate	47	17.03	4.46		
8	School Teaching Experience	Upto 3 years	48	15.66	4.62	98	2.12*
		Above 3 years	52	18.38	3.63		

Table-7 Demographic characteristics-wise perception of secondary school teachers on Enthusiasm dimension

*Significant at 0.05 Level

**Significant at 0.01 Level