



# STUDY OF EMPLOYABILITY SKILLS AND ITS DIMENSIONS IN RELATION TO AGE OF TEACHERS

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## Abstract-

The study was designed to examine the various dimensions of Employability Skills of school teachers with age group less than 35 years (388), teachers with age group between 36-50 years (516) and teachers with age group 51 & above years (56). The descriptive survey method was used in the present study. The sample consisted of 960 secondary school teachers teaching in various schools of Punjab. Teacher Employability Assessment Scale (TEAS - Mukhopadhyay, Pal, Parhar&Aggarwal; 2015) was used. For the analysis of data Mean, S.D. and ANOVA were calculated. The finding of the study revealed that teachers within age group between 36-50 years and the teachers with age group less than 35 years exhibited higher Employability Skills than teachers with age 51 years & above on total scores of Employability Skills. In the present study teachers with different age group age groups (less than 35 years, age group 36-50 years and age group 51 & above years) were found to be similar on two dimensions of Employability Skills namely 'Learning' and 'ICT', while different on nine dimensions viz. 'Communication', 'Problem solving', 'Critical and Creative Thinking', 'Team Work', 'Self-Management', 'Interpersonal', 'Planning and Organising', 'Emotional Resonance', and 'Initiative and Enterprise' of Employability Skills

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**Key Words-** Employability Skill, Communication and ICT

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**Introduction-**Teachers are the most important factor influencing student achievement (Cochran-Smith, 2002; Kaplan & Owings, 2002). Teacher quality is determined by competencies and skills, rather than education level. Teaching quality is a significant predictor of children's cognitive progress (Sammons et al. 2008). Teacher is the most crucial factor in any educational endeavor. Preparing teachers can do a great job in their duties at schools. The concept of teacher quality is a

multidimensional one. Teacher effectiveness should be considered one of the important dimensions of teacher quality (Cogshell, 1999). The teacher's position in education has been emphasized by all committees and commissions on education. The teacher plays an important role for the advancement of education, whether he is active or inactive, according to the Commonwealth report (1974). Teacher is a crucial factor of educational practice holding a wide variety of duties. The



provision of a quality education system is also critical for teachers. It is known however that schooling is complete and can never reach its target without its facilitator, the teacher. The reason is that the teachers play the main role in schools (Rao & Kumar, 2004).

#### **Review of related literature**

Powneytet. al. (2000) described and contrasted the life skills students had to learn and also checked life skills literature on the subject. More than 200 high school students were polled in the age range of 16-21 years. Young people who see communication skills as necessary to get jobs were exposed. Furthermore, communication skills along with other personal attributes such as enthusiasm, determination and persistence had been found to render an individual employable. It had also been found that communication and organizational skills had been best established by informal learning, and the possession of these skills had increased the degree of trust. Panday (2003) explored the attitude of the teacher towards computer in relation to sex, age and experience. Teachers over 40 years of age and more than 20 years of service were found to have a more favorable view about computer skills, yet to use fewer computer in classroom teaching. Morley (2007) demonstrated that educational experience and method can lead to the growth of employability skills and socio-economic rights in the creation and incorporation of qualifications and competencies. Asuquo and Agboola (2014) reported that young adults (20-45 years) were better in their acquisition of employability skills than older adults of above 45 years. Mukhupadhayaet. al. (2015) revealed significant differences were identified between urban and rural teachers; rural teachers had improved skills in employability; significant differences between men and women teachers were also found; women were found to have

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greater employability skills than male teachers; Significant differences between teachers from various age groups; younger teachers were found to be more employable; Private school teachers exhibited higher employability skills than government secondary school teachers. Idaka and Uzoечи (2016) conducted a research on the acquisition of gender, age and employability skills among university students and noticed a substantial gap in the degree of employability skills acquisition (in terms of communication skills, teamwork, problem-solving, initiative and enterprise skills, planning and organization, self-management, decision-making, computer skills and overall employability skills). Important disparities had been established between male and female in the degree of employability skills acquisition (in terms of leadership skills, coordination, problem-solving, initiative and company skills, strategy and organization, self-management, decision-making, computing skills and overall employability skills) and findings support male communication skills, planning and organ skills. On the other side, the path of priority supported women for collaboration, problem-solving and effort and business. A major impact of age on university students through the development of employability skills in the sub-component of coordination and preparation and organization was investigated. It was also observed that students aged between 21 and 23 years were better off in their acquisition of teamwork skills than those aged 18 to 20 years and 24 years and beyond. However, there was little gap between the ages 18-20 years and 24 years and beyond. It was also observed that older students (24 and above) were higher than 21-23 years of age to learn organizing and management skills, whereas 21-23 years of age were better than younger students (18-20 years).

#### **OBJECTIVES OF THE STUDY**

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1. There exists no significant difference among secondary school teachers with different age groups (age group less than 35 years, age group between 36-50 and age group 51 & above years) on the scores of Employability skills.
2. There exists no significant difference among secondary school teachers with different age groups age (age group less than 35 years, age group between 36-50 and age group 51 & above years) on various dimensions of Employability skills .

**HYPOTHESIS OF THE STUDY**

1. There exists no significant difference among secondary school teachers with different age -above years) on the scores of Employability skills.
2. There exists no significant difference among secondary school teachers with different age groups age (age group less than 35 years, age group between 36-50 and age group 51 & above years) on various dimensions of Employability skills

**RESEARCH DESIGN-** In the present study Descriptive Survey method was used and one way factorial design was used

**Tool Used** -Teacher Employability Assessment Scale (TEAS- Mukhopadhyay, Pal, Parhar&Aggarwal; 2015.) The present study attempts to assess the employability skills of the teachers on the basis of 11 employability skills viz Learning, Communication, Problem Solving, Critical and Creative Thinking, Team Work, Self-management, Interpersonal skills (Human Relations), ICT Skills, Initiative & Enterprise Planning and Organizing Including Leadership Skills, Emotional Resonance or Empathy.

**Techniques of Data Analysis:** The present investigators have used Mean, S.D., F-ratio, ANOVA were calculated for analyzing the data.

**ANALYSIS OF VARIANCE ON THE SCORES OF EMPLOYABILITY SKILLS AND ITS DIMENSIONS IN RELATION TO AGE OF TEACHERS.**

The means and S.Ds of Employability Skills and its dimensions among secondary school teachers with different age group namely age groups less than 35 years, age group 36-50 years and age group 51 & above years, have been calculated and are presented in the table 1.1 below

**TABLE 1.1**  
**MEAN SCORES OF SECONDARY SCHOOL TEACHERS WITH DIFFERENT AGE GROUP (AGE GROUPS LESS THAN 35 YEARS, AGE GROUP 36-50 YEARS AND AGE GROUP 51 & ABOVE YEARS) ON THE TOTAL AS WELL AS ON VARIOUS DIMENSIONS OF EMPLOYABILITY SKILLS**

Dimensions of Employability Skills	Age group less than 35 N= 388		Agegroup 36-50 N=516		Agegroup 51 & above N= 56	
	MEAN	SD	MEAN	SD	MEAN	SD
Learning	32.16	7.59	33.03	7.80	32.27	9.15
Communication	32.30	9.39	35.67	7.55	28.79	9.82
Problem Solving	30.70	8.26	33.80	7.71	28.59	7.62
Critical and Creative Thinking	32.38	9.12	35.10	7.76	29.73	8.89
Team Work	32.95	7.59	33.89	6.92	30.56	7.71
Self-Management	32.08	7.89	32.61	7.38	28.85	9.29
Interpersonal	31.90	7.66	33.70	7.17	30.35	7.57



ICT	31.53	8.26	31.62	8.08	29.27	8.50
Planning and Organizing	33.17	7.58	33.06	7.81	30.23	8.18
Emotional Resonance	32.12	7.35	33.55	6.59	29.65	7.50
Initiative & Enter prise	33.28	8.65	33.67	7.51	30.55	7.80
TOTAL	355.51	55.89	366.59	55.75	328.51	56.58

In order to find out variance, sum of squares, degree of freedom, mean sum of squares and F-value have been calculated and are presented in the table 1.1.2:

**TABLE 1.1.2**  
**SUMMARY OF ONE WAY ANOVA OF SECONDARY SCHOOL TEACHERS WITH DIFFERENT AGE GROUP (AGE GROUPS LESS THAN 35 YEARS, AGE GROUP 36-50 YEARS AND AGE GROUP 51 & ABOVE YEARS) ON THE TOTAL AS WELL AS ON VARIOUS DIMENSIONS OF EMPLOYABILITY SKILLS**

Dimensions of Employability Skills	Source of variation	Sum of Squares	Df	Mean Square	F
Learning	Between Groups	175.66	2	87.33	1.53
	Within Groups	58263.06	957	60.88	
	Total	58537.72	959		
Communication	Between Groups	2599.57	2	1259.75	17.60**
	Within Groups	67963.99	957	71.02	
	Total	70563.56	959		
Problem Solving	Between Groups	2993.29	2	1596.65	23.78**
	Within Groups	60225.91	957	62.93	
	Total	63219.20	959		
Critical and Creative Thinking	Between Groups	1356.38	2	673.19	9.55**
	Within Groups	67556.72	957	70.59	
	Total	68903.10	959		
Team Work	Between Groups	315.55	2	157.77	3.03*
	Within Groups	59782.19	957	52.02	
	Total	50097.73	959		
Self-Management	Between Groups	725.86	2	362.53	6.09**
	Within Groups	56987.09	957	59.55	
	Total	57711.95	959		
Interpersonal	Between	1075.38	2	537.19	9.81**

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	Groups				
	Within Groups	52500.57	957	55.76	
	Total	53575.85	959		
ICT	Between Groups	283.10	2	151.55	2.12
	Within Groups	63985.75	957	66.86	
	Total	65268.85	959		
Planning and Organizing	Between Groups	538.85	2	219.52	3.66*
	Within Groups	57336.77	957	59.91	
	Total	57775.62	959		
Emotional Resonance	Between Groups	957.15	2	578.58	9.95**
	Within Groups	56096.39	957	58.17	
	Total	57053.55	959		
Initiative and Enterprise	Between Groups	596.57	2	258.29	3.87*
	Within Groups	61365.51	957	65.12	
	Total	61861.98	959		
TOTAL	Between Groups	89388.61	2	55695.30	15.33**
	Within Groups	2985211.29	957	3118.30	
	Total	3073599.90	959		

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**\*Significant at the 0.05 level of confidence**

**\*\*Significant at the 0.01 level of confidence**

**a) Analysis of Variance on the scores of Employability Skills in relation to age of teachers.**

It may be observed from the table 1.1.2 that the f- ratio (15.33) for difference between mean scores for the Employability Skills among secondary school teachers with different age groups namely age groups less than 35 years, age group between 36-50 years and age group 51 & above years, were found to be significant either at the 0.01 or 0.05 level of confidence. The results indicated that teachers with different age group (group less than 35, group 36-50 and age-group 51 & above years) among

secondary school differ significantly on the total scores of scores of Employability Skills. The data provides sufficient evidence to reject the hypothesis, (H<sub>1</sub>) "There exists no significant difference among secondary school teachers with different age groups (group less than 35, group 36-50 and group 51 & above) on the scores of Employability skills".

To probe further, the t-values for three sub groups namely age groups less than 35 years, age group 36-50 years and age group 51 & above years on the scores of Employability Skills was calculated and



obtained results are presented in the table 1.1.3 below:

**TABLE 1.1.3**

**SUMMARY OF ‘t’-VALUES FOR THREE SUB GROUP NAMEDLY AGE GROUPS LESS THAN 35 YEARS, AGE GROUP 36-50 YEARS AND AGE GROUP 51 & ABOVE YEARS ON THE SCORES OF EMPLOYABILITY SKILLS**

Age group Less than 35 years	Age Group 36-50 years	t-value	Age group Less than 35 Years	Age group 51 & above years	t-value	Age Group 36-50 years	Age group 51 & above years	t-value
M=355.51 SD=55.89 N=388	M=366.60 SD=55.75 N= 516	3.22**	M=355.51 SD=55.89 N=388	M=328.52 SD=56.58 N=56	3.25**	M=366.60 SD=55.75 N= 516	M=328.52 SD=56.58 N=56	5.85**

**\*\*significant at the 0.01 level of confidence**

From Table 1.1.3

- It may be inferred that teachers with age group 36-50 years are better than the teachers with age group less than 35 years on scores of Employability Skills.
- It may be inferred that teachers with age less than 35 years are better than the teachers with age group 51& above years on scores of Employability Skills.
- It may be inferred that teachers with age group between 36-50 years are better than the teachers with age group 51 & above years on the Employability Skills.
- Thus it may be concluded that teachers with age group between 36-50 years and teachers with age less than 35 years and are better than the teachers with age group 51 & above years on the scores of Employability Skills.

**b) Analysis of variance on various dimensions of Employability Skills in relation to age of teachers.**

It may be observed from the table 1.1..2 that the F- ratios for the difference between mean scores for the Employability Skills among secondary school teachers with different age namely groups less than 35 years, age group between 36-50 years and group 51 & above years were found to be

significant either at the 0.01 or 0.05 level of confidence. This indicates that the teachers with different age namely age groups less than 35 years, age group between 36-50 years and age group 51 & above years differ significantly on ‘Communication’ (17.60), ‘Problem solving’ (23.78), ‘Critical and Creative Thinking’ (9.55), ‘Team Work’ (3.03), ‘Self-Management’ (6.09), ‘Interpersonal’ (9.81), ‘Planning and Organising’ (3.66), ‘Emotional Resonance’ (9.95), ‘Initiative and Enterprise’ (3.87) dimensions of Employability Skills.

While F- ratios for the remaining two dimensions of Employability Skills namely ‘Learning’ (1.53) and ‘ICT’ (2.12), were not found to be significant even at the 0.05 level of confidence. This suggests that the teachers with different age namely group less than 35 years, group between 36-50 years and group 51 & above years do not differ significantly on ‘Learning’ and ‘ICT’ dimensions of Employability Skills.

Meaning thereby, teachers with different age group namely age less than 35 years, age group between 36-50 years and age group 51 & above years exhibited more or less similar Employability Skills on ‘Learning’ and ‘ICT’ dimensions.

Thus the null Hypothesis, (H<sub>2</sub>) “There exists no significant difference



among secondary school teachers with different age groups (age less than 35 years, age group between 36-50 years and age group 51 & above years) on various dimensions of Employability skills” was rejected in case of nine dimensions namely ‘Communication’, ‘Problem solving’, ‘Critical and Creative Thinking’, ‘Team Work’, ‘Self-Management’, ‘Interpersonal’, ‘Planning and Organising’, ‘Emotional Resonance’ and

‘Initiative and Enterprise’ of Employability Skills, and not rejected on two dimensions namely ‘Learning’ and ‘ICT’.

To probe further the t-value for three sub groups namely age groups less than 35 years, age group 36-50 years and age group 51 & above years on nine dimensions was calculated and obtained results are presented in the table 1.1.4 below:

**TABLE 1.1.4**  
**SUMMARY OF ‘t’-VALUE FOR THE THREE SUB GROUPS NAMELY AGE GROUPS LESS THAN 35 YEARS, AGE GROUP 36-50 YEARS AND AGE GROUP 51 & ABOVE YEARS ON VARIOUS DIMENSIONS OF EMPLOYABILITY SKILLS**

Dimensions of Employability Skills	Age group less than 35years	Age group between 36-50years	t-value	Age group less than 35years	Age group 51 & above years	t-value	Age group 36-50years	Age group 51 & above years	t-value
Communication	M=32.30 SD=9.39 N=388	M=35.67 SD=7.55 N= 516	5.25**	M=32.30 SD=9.39 N=388	M=28.79 SD=9.82 N=56	2.60**	M=35.67 SD=7.55 N= 516	M=28.79 SD=9.82 N=56	5.53**
Problem Solving	M=30.70 SD=8.26 N=388	M=33.80 SD=7.71 N=516	5.79**	M=30.70 SD=8.26 N=388	M=28.59 SD=7.62 N=56	1.97*	M=33.80 SD=7.71 N=516	M=28.59 SD=7.62 N=56	5.97**
Critical and Creative Thinking	M=32.38 SD=9.12 N=388	M=35.10 SD=7.76 N=516	3.05**	M=32.38 SD=9.12 N=388	M=29.73 SD=8.89 N=56	2.05*	M=35.10 SD=7.76 N=516	M=29.73 SD=8.89 N=56	3.93**
Team Work	M=32.95 SD=7.59 N=388	M=32.89 SD=6.92 N=516	.09	M=32.95 SD=7.59 N=388	M=30.56 SD=7.71 N=56	2.30*	M=32.89 SD=6.92 N=516	M=30.56 SD=7.71 N=56	2.57*
Self management	M=32.08	M=32.61	1.03	M=32.08	M=28.85 SD=9.29	2.81**	M=32.61	M=28.85	3.55**



t	SD=7.89 N=388	SD=7.38 N=516		SD=7.89 N=388	N=56		SD=7.38 N=516	SD=9.29 N=56	
Interpersonal	M=31.90 SD=7.66 N=388	M=33.70 SD=7.17 N=516	3.60**	M=31.90 SD=7.66 N=388	M=30.35 SD=7.57 N=56	1.53	M=33.70 SD=7.17 N=516	M=30.35 SD=7.57 N=56	3.31**
Planning and organising	M=33.17 SD=7.58 N=388	M=33.06 SD=7.81 SD=516	.21	M=33.17 SD=7.58 N=388	M=30.23 SD=7.81 N=56	2.69**	M=33.06 SD=7.81 SD=516	M=30.23 SD=7.81 N=56	2.57*
Emotional resonance	M=32.12 SD=7.35 N=388	M=33.55 SD=6.59 N=516	2.89**	M=32.12 SD=7.35 N=388	M=29.65 SD=7.50 N=56	2.36*	M=33.55 SD=6.59 N=516	M=29.65 SD=7.50 N=56	5.11**
Initiative and Enterprise	M=33.28 SD=8.65 N=388	M=33.67 SD=7.51 N=516	.71	M=33.28 SD=8.65 N=388	M=30.55 SD=7.80 N=56	2.25*	M=33.67 SD=7.51 N=516	M=30.55 SD=7.80 N=56	.63

**\*\*Significant at 0.01 level of confidence**

**\* Significant at 0.05 level of confidence**

**(Critical value 1.96 at 0.05 and 2.58 at 0.01 level)**

**Communication Dimension of Employability Skill**

- It may be inferred that teachers with age group 36-50 years have better 'Communication' than the teachers with age group less than 35 years.
- It may be inferred that teachers with age group less than 35 years have better 'communication' than the teachers with age group 51 & above years.
- It may be inferred that teachers with age group between 36-50 years have better 'communication' than the teachers with age group 51 & above years.

Thus it may be concluded that the teachers with age group 36-50 years and teachers with age group less than 35 years

have better 'communication' than teachers with 51 & above years.

**Problem Solving Dimension of Employability Skills**

- Teachers with age between 36-50 years are better on 'Problem Solving' than the teacher with age less than 35 years.
- Teachers with age less than 35 years are better on 'Problem Solving' than the teachers with age group 51 & above years.
- Teachers with age group between 36-51 years were better on 'Problem Solving' than the teachers with 51 & above years

Thus it may be concluded that teachers with age group between 36-50 years and teachers with age group less than 35 years are better on 'Problem Solving' than teachers with age 51 & above years.





### **Critical and Creative Thinking Dimension of Employability Skills**

- Teachers between 35-50 years of age have better 'Critical and Creative Thinking' than the teachers with age less than 35 years.
- Teachers with age less than 35 years age have better 'Critical and Creative Thinking' than the teachers with 51 & above years.
- Teachers between 36-51 years age have better 'Critical and Creative Thinking' than the teachers with age 51 years & above.

Thus it may be concluded that teachers with age group 36-50 years and teachers with age group less than 35 years are better on 'Critical and Creative Thinking' than teachers with age 51 & above years.

### **Team Work Dimension of Employability Skills**

- Teachers with age group less than 35 years performed better on 'Team Work' than the teachers with 51 & above years.
- Teachers with age 36-51 years performed better on 'Team Work' than the teachers with 51 & above years.

Thus it may be concluded that teachers with age group less than 35 years and teachers with age between 36-51 years performed better on 'Team Work' than the teachers with 51 & above years.

### **Self-Management Dimension of Employability Skills**

- Teachers with age less than 35 years were better on 'Self-Management' than teachers with 51 & above years.
- Teachers between 36-51 years age are better on 'Self-Management' than the teachers with age 51 & above years.

Thus it may be concluded that teachers with age between 36-50 years and teachers with age less than 35 years were better on 'Self-Management' than teachers with 51 & above years.

### **Interpersonal Dimension of Employability Skills**

Teachers with age between 36-50 years were better than the teachers with age less than 35 years on 'Interpersonal' dimension of Employability Skills.

- Teachers with age between 36-50 years were better than the teachers with age 51 & above years on 'Interpersonal' dimension of Employability skills.

Thus it may be concluded that teachers with age group between 36-50 and teachers with age group less than 35 years were better than teachers with age group 51 & above years on 'Interpersonal' dimension of Employability skills.

### **Planning and Organising Dimension of Employability Skills**

- Teachers with age less than 35 years age performed better than the teachers with 51 years & above on 'Planning and Organising' dimension of Employability skills.
- Teachers with the age up to 36-51 years were better on 'Planning and Organising' dimension than the teachers with 51& above age.

Thus it may be concluded that teachers with age group less than 35 years and teachers with age group 36-50 years were found to be better 'Planning and organising' than the teachers with 51& above years .

### **Emotional Resonance Dimension of Employability Skills**

- Teachers between 35-50 years of age exhibits higher 'Emotional Resonance' than the teachers with age less than 35 years
- Teachers with age less than 35 years have better 'Emotional Resonance' than the teachers with 51 & above.
- Teachers with age between 36-50 years have better 'Emotional Resonance' than the teachers with 51 years & above.

Thus it may be concluded that teachers with age group between 36-50



years and teachers with age group less than 35 years were found to have better 'Emotional Resonance' than the teachers with 51 & above years.

#### **Initiative and Enterprise Dimension of Employability Skills**

- Teachers between years up to 35 years age performed better than the teachers with age 51 years & above on 'Initiative and Enterprise' dimension of Employability Skills

So it may be concluded that the age group 36-50 years and age group less than 35 years were found to be better than the age group 51 & above years on all the dimensions of Employability Skills.

#### **Discussion on findings**

The results are supported by the finding of Martin and Smith (1990) conducted a study in Turkey found that middle age teachers were more effective in communication, classroom organization, and competence. Alufohai and Ibhafidon (2015) conducted a study in Edo State, Nigeria using proportionate sampling technique on selected public senior secondary schools showed middle-aged teachers of between the ages of 36 to 48 years old were more effective to produce higher students' score than younger and older teachers. Their findings also found that the younger teachers of between the ages of 21 and 34 years old were more effective, produced higher student scores than the older ones of between the age of 49 years and above. In terms of experience factor, Kartini, Badariah, and Ahamad (2010) found science teachers who had teaching experience of more than six years were more knowledgeable compared to teachers who had less years of teaching experience. Fatma and Tugay (2015), teachers with a minimum of ten years of teaching experience are more effective in teaching and good in classroom management skills.

Mukhopadhyay (2015) who found that teachers below 35 years and teachers

between 36 to 50 years performed better than teachers above 51 years and above in employability skills than the teachers in the other two age groups. Similarly Alufohai and Ibhafidon (2015) carried out an analysis on selectable public secondary school in Edo, Nigeria, where mid-aged teachers between 36 and 58 years were more successful in producing higher scores than younger and older teachers utilising proportionate sample technology. Likewise Swargiary and Baglari (2018) found that most of the new teachers are moderately effective teachers and very few of the senior teachers are highly effective teacher. Studies which do not match with Chowdhury (2015) who explored that the efficiency of high-school teachers regarding their age was not significantly different. Similarly Aloka and Bojuwoye (2013) observed that younger teachers tend to take more dangerous actions, but while coping with discipline issues with the students they didn't closely examine the background since the elderly teachers lack expertise and immaturities. Putman (2012) demonstrated that the more years of teaching experience a teacher has, the higher level of their self-efficacies to engage students and manage the classrooms. However, Mahfoozul Haq and Mumtaz Akhtar (2013) and Maolosi (2013) in their separate studies found years of teaching experience can affect teacher effectiveness in engaging students and teaching strategies as they can become less motivated due to many years in the service and fatigue.

On the other hand Sivasakthi and Muthumanickam (2012) found that younger teachers of age 30 years old and below, mature or middle age teachers of between 30 to 40 years old and older teachers of above 40 years old do not differ significantly in their teacher effectiveness which indicates that age, regardless of young, mature or older teachers does not make



any difference to teacher effectiveness. Zafer and Aslihan (2012) discovered that teachers with more years of teaching experience showed significantly different attitudes toward classroom management like they seem to be more in control of their classrooms, good interactions with students and better in making decisions than teachers with less years of teaching experience. Dash and Barman (2016) who revealed no statistically significant difference among the School Teachers regarding their level of teaching effectiveness on the basis of their teaching experience at Secondary Level.

In addition no significant differences in their cross-sectional sample in Kenya from Nyagah and Gathumbi (2017), who showed that older teachers were more inclined to improve students' learning than medium and younger teachers. A research in Turkey by Martin and Smith (1990) revealed that middle age teachers are more involved in collaboration, organisation of the classroom and expertise. Moreover, Sivasakthi and Muthumanickam (2012) found that the teaching effectiveness of teachers who are younger teachers, aged 30 and under, mature or middle aged 30-50, and older teachers over 50 does not substantially vary, which means that the teacher's efficacy does not change regardless of their age, maturity, or older.

The probable reasons to be with less employability skills among older teachers may be many; like less interest in formal training, as the research shows that older people are less interested in formal trainings (Kanfer & Ackerman, 2005; Livingstone, 1999; Warr & Birdi, 1998; Warr, 2001); offered fewer opportunities to attend formal training (Grima, 2011; Van Vianen, Dalhoeven, & de Pater, 2011); weaker training performance when compared to their younger colleagues (Colquitt, LePine, & Noe, 2000; Kubeck,

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Delp, Haslett, & McDaniel, 1996); and decrease in informal learning with higher age (Gupta, Govindarajan, & Malhotra, 1999; Tikkanen, 2002; Van der Heijden et al., 2009).

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