

STUDY OF EMPLOYABILITY SKILLS WITH RESPECT TO GENDER, LOCATION AND TEACHING EXPERIENCE AMONG SECONDARY SCHOOL TEACHERS OF PUNJAB

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Abstract

The present paper aimed to explore to the employability skills among secondary school teachers with respect to gender, location and teaching experience. A sample of 960 secondary school teachers were selected through stratified random sampling technique. For the sake of data collection, Teacher Employability Assessment Scale (TEAS - Mukhopadhyay, Pal, Parhar&Aggarwal;2015) was used. In order to find out the significant differences in Employability skills three-way analysis of variance (2×2×3) factorial design involving two types of gender i.e. male and female; two types of locale i.e. rural and urban and three groups of teaching experience namely less than 10 years, 11-20 years and 21years and above, was applied. It was found that female secondary school teachers exhibited significantly better Employability skills than male secondary school teachers. It was also found that teachers teaching in urban secondary school exhibited significantly higher Employability Skills than their counterparts' teachers teaching in rural secondary school. Further it was revealed that young teacher possessed higher employability skills than the older or the experienced teachers. In the present study no significant interaction effect of gender and location on the Employability Skills among secondary school teachers were found. Likewise no significant interaction effect of gender and teaching experience on the Employability skills among secondary school teachers was found. Similarly teachers teaching in rural and urban secondary school with different teaching experiences groups possessed more or less similar Employability Skills ; no significant interaction effect of location and teaching had been found in the Employability skills among secondary school teachers. No difference was found in the Employability skills of secondary school teachers due to interaction effect of gender, location and teaching experience

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 endeavour. 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 (Coggshell, 1999). Effective teachers have higher quality teaching skills and better classroom management, resulting in excellent achievement rates for their students. Teacher effectiveness was found to be associated with student achievement in several other studies (Akiri& Ugborugbo, 2009; Heck, 2009; Sanders & Rivers, 1996; Goodman, 1959). Goodman (1959) provided evidence linking classroom atmosphere to performance. Dearing (1997) linked employability with skills for life and suggested that higher education be based on core competences that are the 'key to graduates' success whatever they want to do in their later life. The competencies include communication skills, numeracy, IT, personal growth planning, problem solving and team work. The ability to employ is the ability to gain and retain fulfillment of work and suggests that the employability should also be taken into account in terms of knowledge and attitudes. (Hillage& Pollard, 1998). Employment requires being able to obtain and continue to do work in basic terms. The opportunity to travel autonomously within the labor market to realize opportunities through sustainable jobs is more extensive employability (Coopers & Lybrand; 1998).

Aspiring Minds (2011) reported that over 81% of Indian graduates do not qualify for jobs, and 47% of engineering graduates are also not employable. Talent Shortage Survey (2005) revealed that 75% of Indian

graduate is unemployable. It was found large discontent among employers 64% of employers employing fresh engineering diplomats is only somewhat happy or worse with the output of new contracting firms. Blom and Saeki (2011) indicated that capability deficit remains one of the key drivers of India's economic development. Growing unemployment among the youth has narrowed the opportunity for academic achievement. People use their personal motivation and beliefs as legitimate reasons. This would benefit a specific group more than other groups. Individual merit, if at all, will be within these categories of quota to be filled. These considerations lessen the scope of considering merits as the only criterion for promotion of academic excellence or individual competence.

Review of related literature

Review of related literature is an essential part of research it implies a survey of accumulated knowledge of the past and helps the investigator in avoiding wastage and duplication. This study is done in the light of the earlier done work on gender, location and teaching experience.

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. Narayanan (2007) mentions that teachers of English at engineering institutions should cease becoming teachers of grammar and structure and help develop communication skills. Robinson et al. (2007) revealed that the employer gave preference to problem-solving capabilities. It was also suggested improvements to the program to incorporate topics and tasks that could develop the problem-solving abilities of learners. Further it was recommended that workshops be conducted for the faculty to learn new approaches and strategies for teaching learners and to make them eligible for jobs. It was also found no substantial disparity in the attitude of male and female teachers of computer education in rural and urban areas to the usage of computers in their classrooms. Bukaliy and Mubika (2010) revealed that of all teachers, 38.33% had no formal ICT credentials. Single subject credential holders had 38 percent of the overall sample; thus, the amount of diploma holder was increased. Although (7.5percent) had a certificate in computing, not a single one has a degree. The usage of spread sheets accounts for a way more than 52 percent of participation, whereas the other outlets (Internet and email) accounts for a little less. Ameen (2011) and Pradhan (2015) defined the need for critical capabilities, decision-making skills, technical skills and leadership skills to improve the employability of Library and Information Science practitioners. Singh (2012) explored the need for e-skills in the European workforce to be employable. The ICT's function in organizations, which are used and relevant in all sectors of the economy, has become prevalent. In the region, IT had identified a wide gap in e-skills. Selvadurai et al. (2012) observed that public sector workers were finding unique generic skills from graduates in the field of information and social interaction skills. It was also observed that there was a need for partners to take accountability such that graduates are trained with skills. Ibok (2013) found no difference in the teaching skills of both male and female teachers. Anand (2013) investigated soft skills competence for prospective teachers to improve the socio-academic environment in schools. A significant difference was found between mean scores on different dimensions of soft skills for prospective male and female teachers. Substantial gap in the communication abilities of male and female prospective teachers was found and on the leadership skills of male and female future teachers no significant difference was discovery. Uzoechi (2015) observed that male students were better off than their female peers in the development of employability skills in terms of leadership skills, preparation and organization, self-management, decision-making, computing skills and overall employability skills. However, women were well off in terms of collaboration, problem-solving, effort and enterprise. Patel (2015) assessed the teaching capacities to identify a comparative difference between teachers of arts and science. In the teaching skills of teachers from both streams there was no substantial gap was found. Mukhupadhya et 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 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. The efficacy of male and female teachers was significantly diverged by Bhat and Arumugam (2020) and the outcome was shown as being beneficial to female teachers. Significant difference was found between post graduate and graduate teachers and results were in favor of postgraduate teachers.

OBJECTIVES OF THE STUDY

1. To study the interaction effect of gender, location and experience on Employability Skills among secondary school teachers.

HYPOTHESES OF THE STUDY

Following were the hypothesis of the study-

1. There exists no significant difference in the Employability skills of male and female secondary school teachers
2. There exists no significant difference in the Employability skills of teachers teaching in rural and urban secondary school”.
3. There exists no significant difference in the Employability skills of three groups of teaching experiences
4. There exists no significant interaction effect of gender and locality on the scores of Employability skills among secondary school teachers”.
5. There exists no significant interaction effect of gender and teaching experience on the scores of Employability skills among secondary school teachers.
6. There exists no significant interaction effect of locality and teaching experience on the scores of Employability skills among secondary school teachers
7. There exists no significant interaction among gender, locality and experience on the scores of Employability skills of secondary school teachers.

RESEARCH DESIGN:

In the present study Descriptive Survey method was used and 2*2*3factorial 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 LeadershipSkills, 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 (ANOVA) ON THE SCORES OF EMPLOYABILITY SKILLSAMONG SECONDARY SCHOOL TEACHERS WITH RESPECT TO GENDER, LOCATION AND TEACHING EXPERIENCE

In order to find out the significant differences in Employability skills three-way analysis of variance (2×2×3) factorial design involving two types of gender i.e. male and female; two types of locale i.e. rural and urban and three groups of teaching experience namely less than 10 years, 11-20 years and 21years and above, was applied. The data related to Employability skills has been analysed using analysis of variance and comprehensive details are presented in the table 5.16.2 below:

TABLE: 1.1
SUMMARY OF 2x2x3 ANALYSIS OF VARIANCE (ANOVA) ON THE SCORES OF
EMPLOYABILITY SKILLS AMONG SECONDARY SCHOOL TEACHERS WITH RESPECT TO
GENDER, LOCATION AND
TEACHING EXPERIENCE

Gender	Location	Teachers with Teaching Experience Less than Years	Teachers with Teaching Experience 11-20 years	Teachers with Teaching Experience 21 & above
Male teachers	Teachers in rural school	N=112 M=359.35 SD=62.90	N=53 M=350.16 SD=53.11	N=50 M=317.55 SD=56.59
	Teachers in urban school	N=80 M=356.19 SD=62.50	N=51 M=358.35 SD=55.98	N=36 M=336.65 SD=35.20
Female teachers	Teachers in rural school	N=183 M=355.55 SD=52.25	N=57 M=370.50 SD=50.63	N=55 M=358.31 SD=50.91
	Teachers in urban school	N=201 M=372.72 SD=61.87	N=83 M=386.133 SD=55.36	N=39 M=350.03 SD=65.16
Teachers teaching rural areas	in Teachers in rural school	N=295 M=353.19 SD=51.07	N=100 M=361.70 SD=52.52	N=85 M=339.12 SD=52.76
Teachers teaching urban areas	in Teachers in urban school	N=281 M=368.01 SD=62.36	N=125 M=376.95 SD=55.90	N=75 M=353.60 SD=52.39

TABLE 1.1.2
SUMMARY OF ANALYSIS OF VARIANCE (2x2x3) FACTORIAL DESIGN

Source	Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	212657.282 ^a	11	19331.571	6.51	.000
Intercept	86576667.555	1	86576667.555	28687.88	.000
Gender	75382.771	1	75382.771	25.65**	.000
Location	16555.063	1	16555.063	5.55**	.020
Teaching Experience	61511.606	2	30705.803	10.18**	.000
Gender X location (AXB)	528.731	1	528.731	0.15	.706
Gender X Teaching Experience (AXC)	10556.016	2	5278.008	1.75	.175
location X Teaching Experience (BXC)	1510.869	2	705.535	0.23	.792
Gender X location X Teaching Experience	11123.526	2	5561.763	1.85	.159
Error	2860952.615	958	3017.883		
Total	127137050.000	960			
Corrected Total	3073599.896	959			

a. R Squared = .069 (Adjusted R Squared = .058)

**Significant at the 0.01 level of the confidence

*Significant at the 0.05 level of the confidence

MAIN EFFECTS

GENDER (A)

It may be observed from the table 1.1.2 that the F-ratio (25.65) for the difference in Employability skills between male and female secondary school teachers has been found to be significant at the 0.01 level of confidence. The results indicate that male and female secondary school teachers differ significantly on the total scores of Employability skills. The data provides sufficient evidence to reject the hypothesis (H_1), "There exists no significant difference in the Employability skills of male and female secondary school teachers". The review of the means from the Table 5.16.2 suggests that the mean scores of female secondary school teachers (366.65) are higher than the male secondary school teachers (357.15) on the Employability Skills. Meaning thereby, female secondary school teachers exhibited significantly better Employability skills than male secondary school teachers.

Green et al. (2008) identified one possible reason for the difference between female and male teachers' i.e. classroom management; female teachers perceive behaviour challenges to be more severe than do their male colleagues. The studies which coincide with the present study are (Anand, 2013; Idaka&Uzoечи, 2016; Hussain, Farooq&Mahmood, 2018). The studies which do not coincide are (Paulrajan, 2011; Attakorn et al., 2013, Uzoечи ,2015; Dash & Barman, 2016).

LOCATION (B)

It is clear from the Table 5.16.3 that F-ratio (5.55) for the difference in Employability Skills between teachers teaching in rural and urban areas has been found to be significant at 0.01 level of confidence. The result indicated that teachers teaching in rural and urban areas differ significantly on the scores of Employability skills. The data provides the sufficient evidence to reject the hypothesis (H_2), "There exists no significant difference in the Employability skills of teachers teaching in rural and urban secondary school". The examination of the corresponding group means from the Table 5.16.2 suggests that the mean scores of teachers teaching in urban secondary school teachers (M=359.59) is significantly higher than teachers teaching in rural secondary school (M=352.57) on the Employability Skills which means that teachers teaching in urban secondary school teachers possess higher Employability skills than teachers teaching in rural secondary school. Meaning thereby teachers teaching in urban secondary school exhibited significantly higher Employability Skills than their counterparts' teachers teaching in rural secondary school. The studies which coincide with the present findings are (Samantaroy, 1971; Wera ,1982; Lakshmi, 2005; Sodhi, 2010; Kothawade, 2015; Akuoma , 2012; Dash and Barman ; 2016).

TEACHING EXPERIENCE (C)

An inspection of the table 1.1.2 revealed that the F-ratio (10.18) for the difference between in three sub groups of teaching experience namely teaching experience less than 10 years, teaching experience ranging from 11-20 years and teaching experience 21& above years, was found to be significant either at the 0.01 or 0.05 level of the confidence. The result indicated that three groups of teaching experiences namely teaching experience less than 10 years, teaching experience ranging from 11-20 years and teaching experience 21& above years differ significantly on the scores of Employability Skills. The data provides sufficient evidence to reject the hypothesis (H₃), “There exists no significant difference in the Employability skills of three groups of teaching experiences (teaching experience less than 10 years, teaching experience ranging from 11-20 years and teaching experience 21& above years) among secondary school teachers”. Meaning thereby three groups of secondary school teachers on the basis of their teaching experience differ significantly in their Employability skills.

In order to probe deeper, F-ratio was followed by t-test. The values of t-ratio for difference in mean scores of teaching experience group (less than 10 years, teaching experience group ranging from 11-20 and teaching experience group 21& above years have been computed and are presented below in the table 5.16.4.

TABLE 1.1.3
t- RATIOS FOR DIFFERENCE BETWEEN VARIOUS SUB GROUPS OF TEACHING EXPERIENCE ON THE SCORES OFS EMPLOYABILITY SKILL

Variables	Teaching Experience (less than 10 years)	Teaching Experience (11-20) years	Teaching Experience (21 years& above)
	N Mean SD	N Mean SD	N Mean SD
	576 360.5257.29	225 370.1555.79	160 351.22 52.57
Teaching Experience (less than 10 years), N Mean SD 576 360.52 57.29	-	2.18**	
Teaching Experience ranging from 11-20 years N Mean SD 225 370.15 55.79			5.19*
Teaching Experience 21& above years N Mean SD 160 351.22 52.57	3.82*		

*Significant at 0.05 level

**Significant at 0.01 level

From the table 1.1.3 It was found that teachers with teaching experience group ranging from 11-20 years exhibited better Employability Skills than the teachers with less than 10 years of teaching experience. It was further found that teachers with teaching experience group less than 10 years exhibited better Employability Skills than teachers with 21years & above teaching experience. It was also revealed that teachers with teaching experience group ranging from 11-20 exhibited better Employability skills than teachers with 21years & above experience.

It can be thus concluded that teachers with teaching experience group 11-20 year and teacher with teaching experience group up to 10 years exhibited better Employability Skills than teachers with 21years & above experience. In other words it can be concluded that young teachers possessed higher employability skills than the older or the experienced teachers.

The findings are in tune with Asuquo and Agboola (2015) who explored that young adults were better employed than older adults; and Idaka and Uzoechi (2016) revealed that students who were young in age were better in their acquisition of the skills.

TWO ORDER INTERACTION

Gender X Location (A X B)

It is obvious from the table 5.16.3 that the F-ratio (0.15) for the interaction between gender and location of secondary school teachers on the scores of Employability Skills has not been found to be

significant even at the 0.05 level of the confidence. This indicates that the two groups of secondary school teachers as a result of interaction of gender and location do not differ significantly in their total scores of Employability skills. The data does not provide sufficient evidence to reject the hypothesis (H_4) "There exists no significant interaction effect of gender and locality on the scores of Employability skills among secondary school teachers". Meaning thereby male and female secondary school teachers teaching in rural and urban areas are same on their Employability skills. Hence it can be inferred that there is no significant interaction effect of gender and location on the Employability Skills among secondary school teachers.

Gender X Teaching Experience (A X C)

It is clear from the F- ratio (1.75) for the interaction between gender and teaching experience of secondary school teachers on the scores of Employability skills has not been found to be significant even at the 0.05 level of the confidence This indicates that the two groups of secondary school teachers as a result of interaction of gender and teaching experience do not differ significantly in their total scores of Employability Skills. The data does not provide sufficient evidence to reject the hypothesis (H_5) "There exists no significant interaction effect of gender and teaching experience on the scores of Employability skills among secondary school teachers". Meaning thereby male and female secondary school teachers with different teaching experience groups are same on their Employability skills; so, it can be inferred that there is no significant interaction effect of gender and teaching experience on the Employability skills among secondary school teachers.

Location X Teaching Experience (B X C)

Table 5.16.4 revealed that the F-ratio (0.23) for the interaction between location and teaching experience of secondary school teachers on the scores of Employability skills has not been found to be significant even at the 0.05 level of the confidence This indicates that the two groups of secondary school teachers as a result of interaction of location and teaching experience do not differ significantly in their total scores of Employability skills. The data does not provide sufficient evidence to reject the hypothesis (H_6) "There exists no significant interaction effect of locality and teaching experience on the scores of Employability skills among secondary school teachers". Meaning thereby teachers teaching in rural and urban secondary school with different teaching experiences groups possessed more or less similar Employability Skills so; no significant interaction effect of location and teaching has been found on the Employability skills among secondary school teachers. The results do not match with the study done by Pachaiyappan (2015) who revealed significant difference in teacher effectiveness with respect to locality and teaching experience.

THREE ORDER INTERACTION

Gender X Location X Teaching Experience (A X B X C)

It is obvious from the table 5.16.3 that the F-ratio (1.85) for the interaction between gender, location and experience of secondary school teachers on the scores of Employability skills has not been found to be significant even at the 0.05 level of the confidence. This indicates that the three groups of secondary school teachers as a result of interaction of gender, location and teaching experience do not differ significantly on their total scores of Employability skills. The data does not provide sufficient evidence to reject the hypothesis (H_7), "There exists no significant interaction among gender, locality and experience on the scores of Employability skills of secondary school teachers". Hence, it can be concluded that no difference was found in the mean scores of the Employability skills of secondary school teachers due to interaction effect of gender, location and range of teaching experience. Meaning thereby male and female secondary school teachers, teaching in rural and urban areas with different ranges of teaching experience namely teachers with teaching experience less than 10 years, ranging from 11- 20 years and 21 years & above are same on their Employability skills.

DISCUSSION ON RESULTS

The results from the present study revealed that gender, location and experience insignificantly influence on Employability Skills of secondary school teachers. It was found that there is significant difference between male and female secondary school teachers on Employability skills. The results suggest that female secondary school teachers exhibit more employability skills as compare to their counterparts. The results coincide with the studies of Anand (2013) who explored significant difference between different dimensions of soft skills of prospective male and female teachers. A substantial gap in the communication abilities of prospective teachers on the basis of gender was also found. Further, no substantial variation in leadership skills between male and female prospective teachers was revealed. Idaka and Uzoechi (2016) found significant difference in the level of employability skills acquisition (in terms of communication skills, team-work, problem-solving, initiative and enterprise skills, planning and organization, self-

management, decision-making, computer skills and overall employability skills) and results were in favour of males for communication skills, planning and organization, self-management, decision-making, computer skills and overall employability skills. On other hand, the direction of significance favoured females for team-work, problem-solving and initiative and enterprise, Hussain, Farooq&Mahmood (2018) found that performance of female teachers was better than male teachers in the subjects of English, Urdu, Science while in teaching Mathematics, male teachers performed better (Tannen, 1992; Singer, 1996;Lacey, Saleh and Gorman, 1998;Ahiatrogah ,2017; Isa &Khairani, 2018) explored significant difference between male and female teachers and result were in favour of females.

Ahmad et. al. (2015) found that female teachers have higher self efficacy than male teachers. Selfefficacy constitutes skills related to planning, self management, motivation, self evaluation, psychological and emotional balance, and social persuasion, etc. (Mahanta, 2012; OECD, 2009) highlights that female teachers are more likely to adopt student oriented practices and involve in team by cooperating with other colleagues; But the study by Islahi and Nasreen (2013) fails to find any significant effect of gender on teacher effectiveness

Tannen (1992) explored fundamental differences between men's and women's ways of communicating, where a man's world focuses on competition, status, and independence, a woman's world focuses on intimacy, consensus, and interdependence; Singer (1996) indicated gender as a significant predictor of teachers' attitudes and behaviour in teaching; Lacey, Saleh and Gorman (1998) found difference in the teaching styles of male and female teachers as male teachers were found to be more dominant and exacting in their teaching style, while female teachers tended to be more informal and open toward students. The National Survey of Student Engagement (2005) revealed that women faculty members emphasize higher order thinking skills, active and collaborative learning, and diversity experiences more than men; Anand (2013) found that female teachers are effective communication skills rather than male counterparts.

Ahiatrogah (2017) found a significant difference between the teaching skills acquired by male and female Distance Education students. Ahmed (2018) explored that female teachers exhibited more classroom management skills than men;Isa and Khairani (2018) also found female student teachers possess higher mean score for all skills with significant differences for Critical Thinking, ICT, Leadership, Moral and social skills.

The studies which do not coincide with the present study are Onabamiro, Onuka and Oyekanmi (2015)discovered no statistically important discrepancy between male and female teachers' views on how to teach soft skills; Singh (2016)discovered no substantial gap between male and female teachers' teaching skills; Esther and Emek (2017) revealed no statistically meaningful gap in the mean ICT usage scores of male and female model primary school teachers in terms of listening abilities, strategy and organisation, decision making, computing technology and overall expertise in the workplace. Uzoechi (2015) observed that male students acquired better than their female peers. In terms of coordination, problem solving, gender initiative and business, however, women had a better position. No substantial gap in the leadership skills of prospective teachers was found by Husaain et al., (2010); Paulrajan, (2011); Attakorn at al., (2013). Guardian (2013) did not identify any gaps in employability between male and female students.

In the present study significant difference was found between rural and urban secondary school teachers on Employability skills and the results are in favour of urban secondary school teacher. The findings in accordance with the present study are Samantaroy (1971) who found significant difference between rural and urban teachers and further reported urban origin teachers having more teaching attitude than that of their rural counterparts; Wera (1982) found that professional attitude of urban teachers were more favourable than that of rural teachers. Similarly Lakshmi (2005); Sodhi (2010) and Kothawade (2015) found that locality of school had a significant impact on teaching effectiveness of teachers; Akuoma (2012) found significant difference between rural and urban school teachers on usage of ICT in classroom further it was found that more teachers' in urban areas are computer literate. Dash and Barman (2016) concluded a significant difference between rural and urban school teachers regarding their teaching effectiveness and reported results in favour of female secondary school teachers.

It was found in the present study that three groups of secondary school teachers differ significantly in their Employability skills. The present study match with the findings of Pachaiyappan (2015) revealed significant difference in teacher effectiveness with respect to teaching experience among secondary and higher secondary teachers; Mukhopadhyay (2015) found that teachers below 35 years score better on TEAS than teachers between 35 to 56; teachers above 56 years fare worst in employability skills than the teachers in the other two age groups; Kumari and Chahal (2017) explored teachers having more than ten years of

experience as highly effective when compared to having less than 10 years of experience in secondary school.

In the present study result indicated that three groups of experiences differ significantly on the mean scores of professional commitment. Study has revealed certain effects on teacher efficiency of teacher factors, such as age and teaching experiences. Martin and Smith (1990) noticed that the communications, class organisation, and expertise of teachers were more efficient. Badariah and Ahamad (2010) explored science teachers who had more than six years' experience in teaching to be more familiar than teachers who had fewer years' education. Fatma and Tugay (2015) found that teachers were more efficient in teaching and are more capable of managing the classroom, with at least 10 years of teaching experience. Moreover, Alufohai and Ibhafidon (2015) had also found that the younger teachers between the ages of 21 and 35 years were more effective, as they produced higher student scores than the older ones teachers aged between 59 years and above.

The studies which do not coincide with the present work are Kohli (2005) no consistent significant relationship was found between professional commitment and length of teaching experience of teacher educators; Sivasakthi and Muthumanickam (2012) observed the effectiveness of the teacher is not important for younger teachers aged under 30 years, moderate and middle teachers aged between 30 and 50 years, as well as older ones age more than 50 years; this means that the effectiveness of their teacher is not substantially different for young, mature or elderly teachers. Chowdhury (2015) revealed no discernible gap in the efficacy of high school teachers based on their level of experience similarly Dash and Barman (2016) found no significant difference among the school teachers regarding their level of teaching effectiveness on the basis of their teaching experience at secondary level and overall. No difference was found in the mean scores of the Employability skills of secondary school teachers due to interaction effect of gender, area and experience. Meaning thereby male and female secondary school teachers, teaching in rural and urban areas with different ranges of teaching experience

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