FREQUENCY ANALYSIS OF DEMOGRAPHIC PROFILE FOR EFFECTIVENESS OF TEACHERS IN RELATION TO HUMAN VALUE

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ABSTRACT

"Data Analysis," provides a comprehensive examination of the survey responses gathered from 350 participants regarding various aspects of teaching practices and educational methodologies. This paper delves into the statistical analysis and interpretation of data concerning teachers' perceptions on classroom management, instructional techniques, assessment practices, and ethical conduct. Through quantitative measures and qualitative insights, this chapter aims to uncover patterns, trends, and insights that shed light on the effectiveness and challenges within the teaching profession.

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Keywords: Data Analysis, Statistical Analysis, Quantitative Measures, Survey, Teachers' Perceptions.

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Introduction

The gender distribution in the sample of 350 individuals shows a predominance of males, with 261 participants (74.6%) identified as male and 89 participants (25.4%) identified as female. This significant gender imbalance indicates that nearly three-quarters of the sample are male, which may affect the representativeness and generalizability of the study's findings. Understanding this skewed distribution is important for contextualizing the results and recognizing potential biases that could influence the overall analysis and conclusions.

Frequency Analysis of Demographic Profile

Gender					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	Male	261	74.6	74.6	74.6
	Female	89	25.4	25.4	100.0
	Total	350	100.0	100.0	

Gender
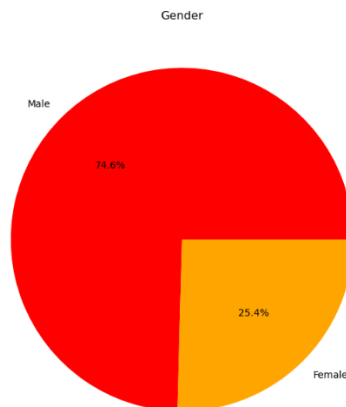
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Age				
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	20-29	80	22.9	22.9	22.9
	30-39	73	20.9	20.9	43.7
	40-49	62	17.7	17.7	61.4
	50-59	66	18.9	18.9	80.3
	60 and above	69	19.7	19.7	100.0
	Total	350	100.0	100.0	

The age distribution of the sample of 350 individuals is fairly balanced across the different age groups. The largest group is aged 20-29, comprising 80 participants (22.9%), followed by the 30-39 age group with 73 participants (20.9%). The 50-59 age group includes 66 participants (18.9%), and those aged 60 and above account for 69 participants (19.7%). The smallest group is aged 40-49, with 62 participants (17.7%). This distribution indicates a relatively even spread across various age ranges, ensuring that the sample captures a broad spectrum of ages, which is beneficial for analyzing trends and patterns that may vary with age.
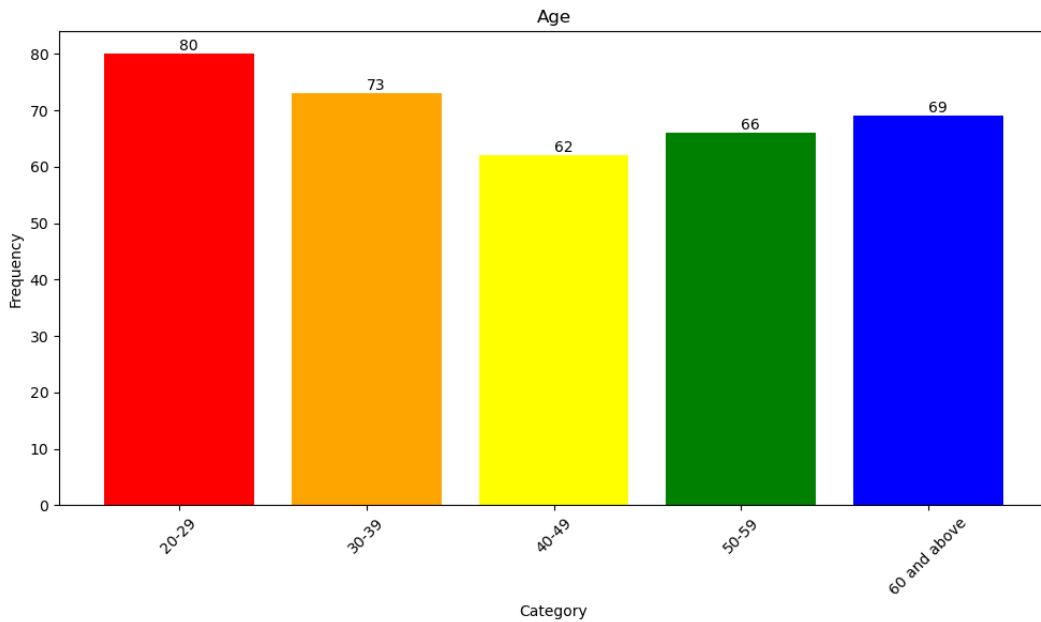

Teaching Experience				
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	0-5 years	87	24.9	24.9	24.9
	6-10 years	73	20.9	20.9	45.7
	11-15 years	62	17.7	17.7	63.4
	16-20 years	68	19.4	19.4	82.9
	21 years and above	60	17.1	17.1	100.0
	Total	350	100.0	100.0	

The distribution of teaching experience among the 350 individuals in the sample shows a varied range of experience levels. The largest group consists of teachers with 0-5 years of experience, accounting for 87 participants (24.9%). This is followed by those with 6-10 years of experience, comprising 73 participants (20.9%). Teachers with 16-20 years of experience make up 68 participants (19.4%), while those with 11-15 years of experience include 62 participants (17.7%). The smallest group is teachers with 21 years or more of experience, consisting of 60 participants (17.1%). This distribution indicates a diverse range of teaching experience within the sample, which is useful for understanding how teaching experience might influence other variables being studied.

Teaching Experience
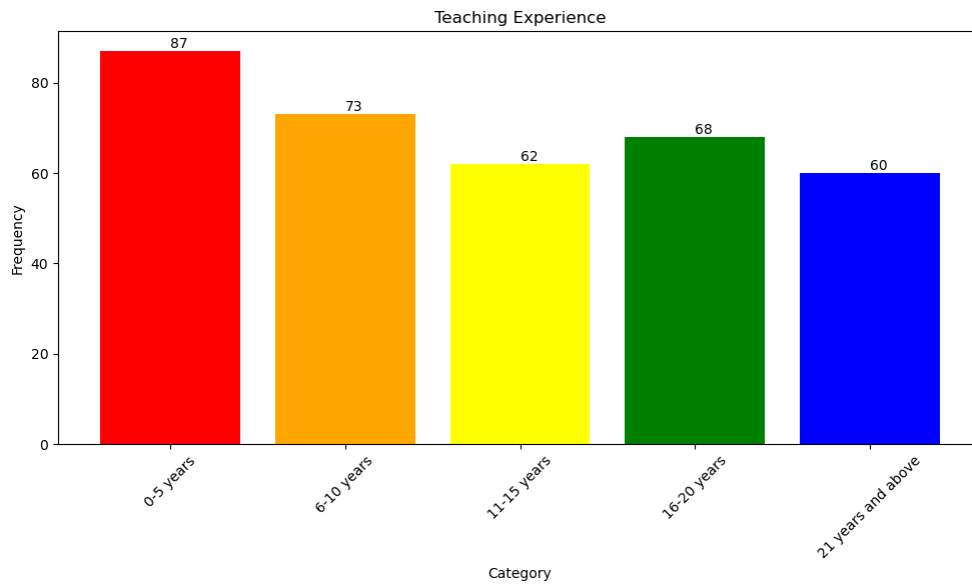
| Educational Qualification				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor's Degree	131	37.4	37.4	37.4
	Master's Degree	106	30.3	30.3	67.7
	Doctorate (PhD)	113	32.3	32.3	100.0
	Total	350	100.0	100.0	

The educational qualifications of the 350 individuals in the sample reveal a balanced distribution among different levels of higher education. The largest group holds a Bachelor's Degree, accounting for 131 participants (37.4%). This is followed by 113 participants (32.3%) who have obtained a Doctorate (PhD). Participants with a Master's Degree constitute 106 individuals (30.3%). This distribution shows a substantial representation of all three educational qualifications, with a relatively even split between those with Master's and Doctorate degrees. This variety in educational backgrounds is valuable for analyzing how different levels of academic achievement might impact other aspects being studied.

Educational Qualification
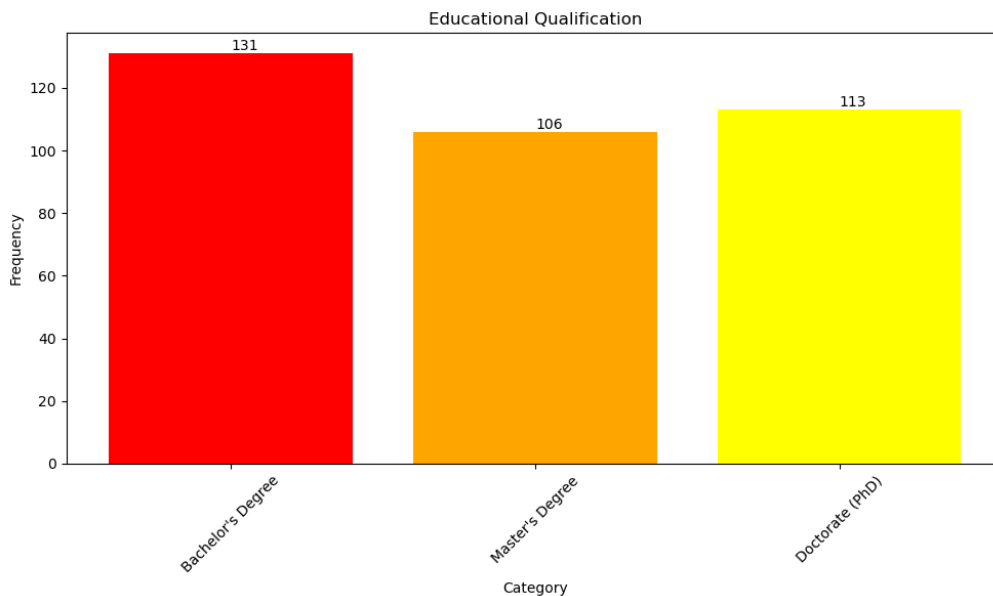
| Subject(s) Taught					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	Mathematics	81	23.1	23.1	23.1
	Science	58	16.6	16.6	39.7
	English	69	19.7	19.7	59.4
	Social Studies	61	17.4	17.4	76.9
	Others	81	23.1	23.1	100.0
	Total	350	100.0	100.0	

The distribution of subjects taught by the 350 individuals in the sample is fairly diverse. Mathematics and the category of "Others" are the most common subjects, each taught by 81 participants (23.1%). English is taught by 69 participants (19.7%), followed by Social Studies with 61 participants (17.4%), and Science with 58 participants (16.6%). This indicates a broad representation of different subjects, ensuring that the sample captures a wide range of teaching disciplines. The relatively even distribution across these subjects is beneficial for analyzing how subject matter might influence various outcomes being studied.

Subject(s) Taught
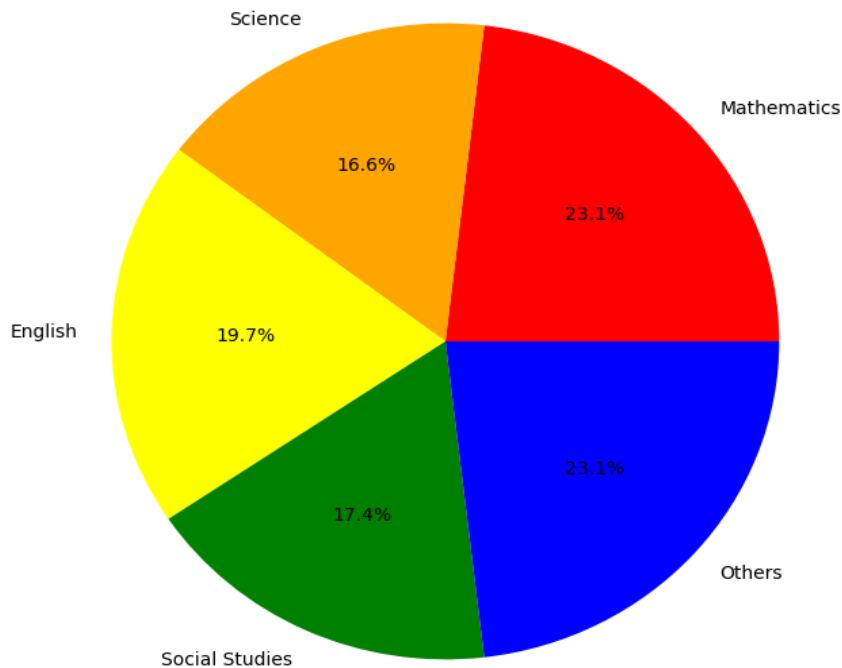
Type of School					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	Government	163	46.6	46.6	46.6
	Privat	187	53.4	53.4	100.0
	Total	350	100.0	100.0	

The sample of 350 individuals is almost evenly split between those who teach at government schools and those who teach at private schools. Specifically, 163 participants (46.6%) are from government schools, while 187 participants (53.4%) are from private schools. This distribution indicates a slight predominance of private school teachers in the sample. The relatively balanced representation of both types of schools is useful for comparative analysis, as it allows for examining potential differences and similarities in teaching practices, resources, and outcomes between government and private educational institutions.

Type of School

Government

46.6%

53.4%

Private
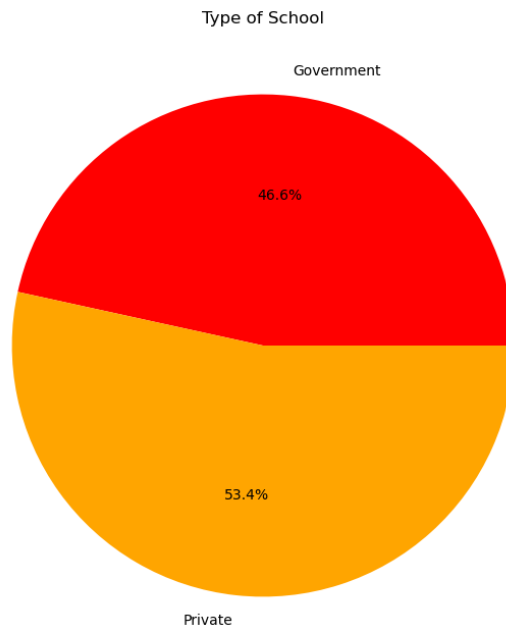
Medium of Instruction					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Gujarati Medium	113	32.3	32.3	32.3
	English Medium	237	67.7	67.7	100.0
	Total	350	100.0	100.0	

The medium of instruction among the 350 individuals in the sample shows a clear preference for English. Specifically, 237 participants (67.7%) teach in English Medium schools, while 113 participants (32.3%) teach in Gujarati Medium schools. This distribution highlights a significant predominance of English as the medium of instruction. Understanding this split is important for analyzing how the medium of instruction might affect teaching methods, student engagement, and educational outcomes. The data indicates that the majority of the sample operates in an English-medium educational environment.

Medium of Instruction

Gujarati Medium

32.3%

67.7%

English Medium
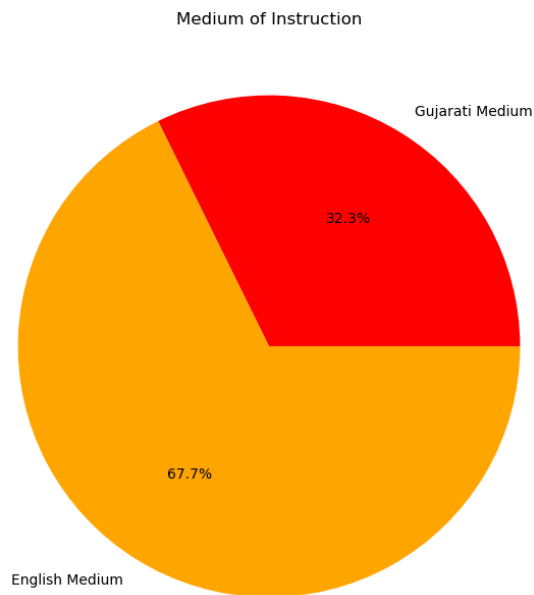
In summary, while Classroom Management and Professional Development emerge as strong predictors positively influencing Teaching Competency, the impact of Assessment and Evaluation, Empathy and Understanding, and Integrity and Ethical Behavior is less pronounced or statistically non-significant in this model. These findings highlight specific areas where educational interventions and professional development efforts can potentially enhance overall teaching effectiveness.

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