

**TEACHER EFFECTIVENESS AT HIGH SCHOOL STAGE
WITH RESPECT TO QUALIFICATION EXPERIENCE, AND
TYPES OF SCHOOL**



A

DISSERTATION

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ABSTRACT

The quality of education to a large extent depends upon preparation of teachers. They need to be equipped with knowledge, skills and dispositions to exceptional learning. In the process of education, teacher plays a vital role. The teacher must be quite effective to accomplish the goals of education. The present study was conducted to assess the teacher effectiveness and high school stage in Jammu city with respect to their gender, qualification and experience and types of school, Random sampling technique was used for selecting the sample. Ten schools were selected randomly. The sample consisted of 200 teachers and the survey method was adopted. In the present study, four independent variables and one dependent variable were taken for the study (a) Independent variables – gender, qualification and experience and (b) Dependent variable – teacher effectiveness. The Standardized teaching effectiveness scale developed by Dr. Umme Kul sum (200) comprising of dimensions namely; (1) Preparation and planning 2) Classroom management (3) Knowledge of subject matter (4) Teacher characteristics and (5) Interpersonal relations was used. The statistical technique of percentage, mean, standard deviation, t, test and one anova were used in analyzing data. The finding revealed that most of the teacher come under average group, number of effective teachers were less. However, no significant differences were found between male and female teacher with respect to their gender. Male teachers were higher on scales namely: Preparation and planning for teaching, Classroom management, Knowledge of subject matter and Interpersonal relations whereas female teachers were higher on, one scale namely: Teacher characteristics. No differences emerged with respect to the qualification of teachers at high school stage as well as with respect to the experience of the teachers at high school stage.

CHAPTER 1

TEACHER EFFECTIVENESS AT HIGH SCHOOL STAGE WITH RESPECT TO QUALIFICATIONS, EXPERIENCE AND TYPE OF SCHOOL

1.1 INTRODUCTION

We are on the threshold of twenty first century where in, the impacts of Industrialization, Urbanization, globalization rapid technological change, the erosion of old social structure and emergence of new structure changes with our societies are substantial, such powerful forces have also affected people's expectation, their time horizons, their political awareness, their willingness to challenge the status quo.

A teacher is a person who helps the learner to the right way. The main five qualities of a teacher:

- Attractive Personality.
- Having immense knowledge about the subject.
- Helpful.
- Social.

Teachers are the builders of the nation's destiny and system of education can rise above the level of teachers. Teacher is a key person in shaping the personality of the learner. Teacher effectiveness is reflected in learning outcomes. This study of teacher effectiveness has become more important in the Present Competitive Scenario. Basically teacher effectiveness is relationship and Interaction between teacher pupils and School. It is affected by limiting and facilitating aspects of two immediate situations (Bars 1952). Effectiveness is a degree to which an agent produces effectiveness."

A person who helps others to acquire knowledge competences or values is called teacher. The row of the teacher may be taken on by anyone e.g. when showing a colleague how to perform a specific tasks. In some countries, teaching young people of school age may be carried out in an informal setting, such as within family rather than formal setting such as a school or college.

Virginia Common Wealth University Centre for Teaching Excellence (2008) Identified Characteristics of effective teacher based on classroom atmosphere, Interest in students and subject relaxed not arrogant or defensive careful listener empathic genuine enjoy teaching has a sense of Self-confidence approachable fair and Impartial and teaching

skill: answer questions or admit to not knowing holds students levels; well prepared; ask through provoking questions; use examples or metaphors, that relates to the material for the students.

Research studies in the field of teacher effectiveness in the State of Jammu and Kashmir reflects that there are hardly any publisher studies to throw light on variables of teacher effectiveness. Most of the Studies at doctoral and M. Phil. level are confined to the characteristic of effective teacher. In addition some studies are in the areas of teacher effectiveness, the Profiles of teacher educators, in-service capacity building of teachers and personality characteristic of teachers etc. There is a need that such study may be conducted with in depth analysis so that valid evidences are collected to substantiate the significant dimensions of teacher effectiveness and how they are related to sex qualification, experience and types of schools. Therefore, the present study is likely to be significant and will become a recursor for other empirical studies and policy planning.

1.1.2Teacher Effectiveness

In the educational process a good and effective teacher occupies a place of tremendous importance. The quality of teacher determines the quality education. The success of all efforts in education depends upon the educational qualification and professional competencies of the teacher. Teacher Effectiveness means ability to teach effectively in the classroom.

According to Dictionary of Education, “Teacher Effectiveness means the ability of a teacher to create a meeting and an interaction between the Physical, intellectual and Psychological interests of students and some given subjects ability of the teacher to relate to the learning activities to development process of the learner and to their current and immediate needs.”

Effective teachers are those who achieve the goals which they set for themselves or which they have set for them by others such as ministries of education, legislators and other Govt. Officials, School/College administrators effective teachers must possess the knowledge and skills needed to attain the goals, and must be able to use that knowledge and those skills appropriately, if these goals are to be achieved.

In Medley’s terms, the Possession of knowledge and skills in the classroom is classroom is referred to as ‘teacher performance; teacher competence and teacher performance with the accomplishment of teacher goals, is the teacher effectiveness; four major assumptions are implicit in this definition of teacher effectives.

Effective teachers tend to be aware of and actively pursue goals. These goals, in turn, guide their planning as well as their behavior and interactions with students in the

classroom. This assumption does not mean that effective teachers are always aware of goal; in fact, awareness is particularly likely to be lacking when goals have been establishment for teachers by others. The second assumption is that “the teaching is an intentional and reasoned act.” Teaching is intentional because we always teach for some purpose, primarily to facilitate learning. The third assumption of teacher effectiveness is that “The vast majority of teachers goals are, or should be concerned either directly or indirectly with their students learning. A fourth assumption underlying this definition of teacher effectiveness is that “ teacher effectiveness is every aspect of their profession.

1.1.3 Qualities of Effective Teacher

What qualities does an effective teacher have that an ineffective teacher does not have? The answer is takes a perfect blend of several qualities to create a truly effective teacher who can have a lasting impact on virtually every student. Alexander and Saylor (1951) is of the opinion that teacher should have a good personality. He has a rich wholesome personality like emotional stability and adjustment,. Friendliness, a sense of humor, fair mindedness, sympathetic and patience, alertness, forcefulness and energetic, pleasant voice and also respect for personality of others. He need to have sound and adequate conception of the function and purposes of education in a democratic way. He knows how to guide learning. An effective teacher loves to teach. Teachers who do not enjoy their job cannot possibly be effective day in and day out. An effective teacher demonstrates a caring attitude. He provides a favorable healthy emotional climate in the classroom. He is also an active growing member of the teaching program me. An effective teacher is an excellent communicator. Teacher should always make use of new technology in his teaching.

1.1.4 Qualification

The teacher qualification means an official record showing that a teacher has finished a training course or has the necessary skills. The teacher qualification gives teacher an authorization to teach in primary or high school. The authorization is required at the school level. A teaching qualification is one of a number of academic and professional degrees that enables a person to become a registered teacher. On the broader perspective qualification is the capacity, knowledge, our skills that matches or suits qualification.

1.2 STATEMENT OF THE PROBLEM:

TEACHER EFFECTIVENESS AT HIGH SCHOOL STAGE WITH RESPECT TO QUALIFICATIONS, EXPERIENCE AND TYPE OF SCHOOL

1.3 SIGNIFICANCE OF THE STUDY

The present study is significant because it deals with teacher's effectiveness and types of school. The teacher holds the most important place in the process of education. So, there exists a great need for the teacher to be effective. The quality of education depends upon the qualification and experience of the teachers. Teacher effectiveness at high school stage plays an important role in the life of the teachers. This is because effectiveness leads to motivation and achievement. The present study is likely to study teacher effectiveness at high school level in Jammu city. In this study there are two types of schools private and government. The qualified teachers know the odds and evens of the teaching profession and the experience teacher may promote the sense of healthy learning among the students with the help of the present study researcher may help the teachers to develop effectiveness characteristics during teaching learning intervention.

1.4 OPERATIONAL DEFINITIONS OF THE TERM

Teacher effectiveness – was operationally defined as the sum total of demonstrated repertoire of competencies related to (i) Instructional Strategies, (ii) Classroom management, (iii) Personal disposition, (iv) Evaluation and feedback, (v) Interpersonal relationship, (vi) Job involvement, (vii) Initiative and enthusiasm and (viii) Professional values respectively reflected in the teachers' behaviour in the everyday teaching learning situation.

School – By 'School is meant an institution run either by govt. or a private body to impart formal education upon high school level to the boys or girls or to both sexes in Jammu City.

Types of School refer to private and government school. The schools managed by private trust will be considered private school and schools run by public fund will be considered government school.

Qualification –refers to academic and professional qualification of the teachers teaching in the high schools of Jammu city.

Experience – refers to teaching experience ranging one year (a) less than one year (b) up to one to five year (c) five years and above.

1.5 OBJECTIVES OF THE STUDY

The objectives of the study are given as under

1. To Study teacher effectiveness at high school level in Jammu city
2. To compare the teacher effectiveness on the basis of sex.
3. To compare the teacher effectiveness on the basis of qualification
4. To compare the teacher effectiveness on the basis of experience
5. To compare the teacher effectiveness of teachers in type of schools

1.6 HYPOTHESES

There will be no significance difference between male and female teacher

There will be no significant difference between teaching effectiveness of high school teachers in relation to their qualification.

There will be no significant difference between teaching effectiveness in relation to their teaching experience.

There will be no significant difference between teaching effectiveness in relation to the type of school government and private.

1.7 METHODOLOGY

The survey method has been used to collect data.

Independent variable

- Gender – Dimensions of teacher effectiveness Instructional Strategies
- Qualification – Personal Disposition and Temperamental interpersonal relations.

Dependent variable

- Effectiveness of the teacher

POPULATION

The population comprised of the high school teachers of Jammu City.

SAMPLE

The Sample of the study will be 200 teachers teaching in high schools of Jammu City and Sample will be selected through Random Sampling Technique from the Private and Government School of Jammu City.

TOOLS

Teacher Effectiveness scale of Dr. Umme Kulsum has been used in the study. It is a Standardised tool development by Dr. Umme Kulsum with the reliability score of the tool is .75

STATISTICAL TECHNIQUES TO BE USED

- Mean
- *t*-test
- Anova

Procedure

The present study will be undertaken in five phases

Phase I

In the first phase the investigator will select the teachers of high schools and prepare preliminary draft of the tool for collecting the data for the study. The investigator will select the schools in Jammu City.

Phase II

In this phase sample details will be finalized and the schools will be selected for the collection of the data.

Phase III

The data for the study will be collected with the teacher effectiveness scale. Qualification, Experience and type of school will be scrutinized prior to collection of data from different high schools of Jammu City.

Phase IV

In this phase scoring and tabulation of data will be taken up for analysis purpose.

Phase V

In this phase processing and analysis will be done by using appropriate statistical techniques and SPSS. The research report will be developed for further submission to the college

DELIMITATION OF THE STUDY

1. The Present Study is limited to the high school teachers only.
2. To Study is limited to the Jammu City.
3. The Study is limited to only three variables of qualification experience and types of school.

CHAPTER 2

REVIEW OF RELATED LITERATURE

A review of literature is an essential aspect of every study. Review of related research is a vital prerequisite to actual planning and for the execution of any research work before embarking on making a fresh study. This chapter presents the findings of various research studies conducted in the field till date. Familiarity with the literature in the area helps the student to discover what is already known and what unknown. The survey of related literature helps in avoiding duplication and guides in carrying out the investigation successfully and makes the researcher familiar with the steps involved in research. It enables researchers to know the means of getting to the frontiers in the field of research. Unless one has learnt what others have done and what still remaining to be done one cannot develop a research in right that contributes to the exiting knowledge in the field. It further provides ideas, theories, explanations useful hypotheses, valuable suggestions in the field of in the field of investigation. The review of research is necessary to understand the methodologies used in the previous records. The detailed review of the studies is presented in the proceeding pages.

Researches in the area of teaching effectiveness are varied in content methodology and criteria of teaching success.

Agrawal (2003) compared the social intelligence and teacher effectiveness of the teachers in relation to their sex, age, educational qualification, marital status, category, teaching experience, discipline, administrative setup, locale and board of 48 education. The sample selected through accidental method comprised of 557 teachers of secondary schools of Banda district. Social Intelligence Scale and Teacher Effectiveness Scale were used for data collection. The data were analysed by measure of central tendency, variation, relationship and ANOVA. The findings of the study were: 1) female teachers were found efficient in comparison to male teachers in respect of academic, professional, emotional and moral dimensions of teacher effectiveness as well as in respect of global teacher effectiveness, 2) teachers upto 25 years of age were found high in academic, and emotional dimension of teacher effectiveness, 3) unmarried teachers were better in comparison married teachers in respect of academic, professional and emotional dimensions of teacher effectiveness as well as in respect of global teacher effectiveness, 4) secondary school teachers of different caste group did not differ in teacher effectiveness, 5) rural teachers were better in comparison to urban teachers in respect of academic, professional, social, moral and personality dimensions of teacher effectiveness as well as in respect of global teacher

effectiveness, 6) there existed no discipline wise difference in relation to teacher effectiveness of secondary school teachers, 7) post graduate teachers were high in academic, professional, emotional, moral and personality dimensions of teacher effectiveness as well as in respect of global teacher effectiveness, 8) the teachers having 5 and 6 – 10 years of teaching experience were high in academic and emotional dimension of teacher effectiveness, 9) junior class teachers were high in academic, professional, emotional and personality dimensions of teacher effectiveness. Senior secondary teachers were found highly social and moral, 10) the teachers in pay range upto 2000 rupees were high in academic, professional, emotional and personality dimensions of teacher effectiveness as well as in composite teacher effectiveness. The teachers in the pay range of 2001 – 4000 rupees were high in academic, professional, emotional and moral dimensions of teacher effectiveness as well as composite teacher effectiveness, 11) temporary teachers were better in comparison to permanent teachers in respect of academic, professional, emotional and personality dimensions of teacher effectiveness as well as in composite teacher effectiveness, 12) private school teachers were high in academic, professional, emotional and personality dimensions of teacher effectiveness as well as in composite teacher effectiveness. The missionary school teachers were high in academic, professional and moral dimensions of teacher effectiveness as well as composite teacher effectiveness, 13) the teachers of CBSE board were more effective in comparison to teachers of U.P. board, 14) social intelligence was found as not a good predictor of teacher effectiveness of teachers.

Chu and Emily (2003) conducted a study with the purpose to determine the relationship between teachers' personality traits and teaching effectiveness in reward and non reward kindergartens in Taiwan. The sample of this study included kindergarten teachers (n = 130) and their principals (n = 21) from 21 different schools in Taipei and Kaohsiung. The findings are that all Kindergarten teachers in this study whether in Reward or in Non reward were high in creativity, would be a good predictor for identifying effective teachers. The older teachers and those with more teaching experience tended to be calm, stable and decisive showing resilience. Resilience and achievement led to teaching effectiveness. The results indicated that teachers' personality traits play a significant role in teaching effectiveness and have implication for identifying education, students and teachers with the potential of being effective teachers.

Pillai (2004) studied the impact of Practicing Schools on Quality Teaching Practice of Teacher Trainees. The objectives of the study were: (1) to identify the facilities available in the practicing schools; (2) to see if there is any influence of guide teachers on the performance of teacher trainees; (3) to assess the quality of performance of the teacher trainees during the practice teaching session; and (4) to see whether there is any impact of facilities available in the practicing schools on the quality of performance of the teacher trainees. Findings were: (1) 37.5% of the selected practicing schools provided sufficient facilities for teacher trainees. The

facility was low or poor in nearly 50% of the schools, (2) all the guide teachers in the practicing schools were interested in guiding the teacher trainees, (3) the teaching practice of teacher trainees was satisfactory only in 31.3% of schools.

Ofoegbu (2004) addressed the issue of teacher motivation as an essential factor for classroom effectiveness and school improvement. 772 public primary and secondary school teachers were selected through stratified random sampling technique for data collection using a survey instrument designed by the investigator. Analyses of data revealed that the participating teachers almost unanimously agreed that teacher motivation was a vital factor for classroom effectiveness and school improvement.

Vijay Lakshmi and Mayhill (2004) studied the influence of personal variables (age, marital status, sex) and professional variables (experience, qualification, subject of teaching, designation, level of college type of college management) on the teacher effectiveness and work orientation of 220 teachers working in junior colleges, degree colleges, and professional colleges of Vizianagaram district of Andhra Pradesh. Results showed that there was significant difference between teachers up to 35 years and above 35 years of age, married and unmarried, teachers with different designation and working in junior and degree colleges with regard to their teaching effectiveness. Regarding their work orientation, significant difference existed between married and unmarried, male and female teachers, teachers of different cadres, between junior and degree college staff and government and private college teachers. Positive and moderate relationship was present between teacher effectiveness and their work orientation. Teachers of above 35 years age, married teachers, female teachers, assistant professors and degree college teacher are more effective than their counterparts.

Talbott (2005) surveyed 51 middle school volunteers in an urban, Midwestern school district to determine their personality and temperament type using Myers–Briggs Type Indicator (MBTI) self scorable Form M. Percentages and modes were determined for personality types and means and standard deviations were calculated to determine teaching effectiveness. Chi square test of independence were calculated to determine if there was statistically significant relationship between teacher personality types and years of experience and core versus noncore teaching. The one way analysis of variance (ANOVA) was used to determine if there was a statistically significant relationship between teachers' effectiveness scores and years of teaching experience (current and overall) as well as the relationship between teaching effectiveness and teachers' personality temperament types. There was a statistically significant relationship in the leadership skills category of teaching effectiveness and current years of teaching experience. Teachers with 11- 15 years of current teaching experience ($M = 3.72$, $S.D. = 0.28$) were rated significantly

higher teachers with 1- 5years of current teaching experience ($M = 2.30$, $S.D. = 0.88$). Although no other statistically significant relationship was found, the data provided information regarding the need for staff development to improve teacher effectiveness.

Ding (2006) studied the relationship between teacher effectiveness and student's achievement as measured by test scores. A strong belief among policy makers and public as well as private funding agencies is that test scores are directly related to the quality of teaching effectiveness. This relationship implies that there could be a direct causality among teacher preparation, teacher quality and student achievement. Fundamental research issues and concerns as well as an alternative conceptual framework for studying the relationship of achievement and teaching are highlighted.

Neck (2006) analyzed the Independent as well as the combined effects of teacher's personality (Introversion and Extroversion). Teachers attitude (favourable and unfavorable) and teaching effectiveness rating on the academic achievement of students in physical science. The sample consisted of 208 men physical science teachers in 101 secondary schools. They were rated by 624 students chosen randomly. It was found that introversion and a posture rating on teaching effectiveness have a strong influence in students achievement.

Jain (2007) Compared the teaching effectiveness of trained distance mode with respect to sex type of school and teaching experiences. The study revealed that the teaching effectiveness of teachers with respect to sex, type of school and teaching experience were found to be significant. It was found that less experience female teachers teaching in Private Schools exhibited better classroom teaching.

Adeyemi (2008) studied teacher teaching experience and students learning outcomes in the secondary schools in the On do state. The sample comprised of all the 257 Secondary Schools of the State which comprised of 147 rural schools 110 urban school, 12 single sex schools and 245 minimum Schools. An inventory and semi structured interview schedule were the instrument used to collect information for the study. The data collected was analyzed using Chi square and t -test. The finding revealed that teachers teaching experience was significant with students learning outcomes.

Lbtesam Hallway (2008) - in his studies on "Factors Influencing perspective teachers' attitudes towards studies concluded that six factors contribute mainly to influence the attitude of teachers towards teaching profession. The first and most important factor consisted of seven items related to salaries and promotion. The second factor had six items about the relationship between teachers and society and parents. Enjoyment in teaching was the third factor affecting perspective teachers' attitudes. The last three factors were teaching load, curricula and students Stan Maria Magdalena (2009) conducted studies on "Professional Commitment in Teachers: Comparative Study". In the present study it was aimed at identifying the configuration of the

professional commitment dynamics in the primary and pre-school teaching staff, according to the “years of teaching experience” variable and subsequently, the “age” variable. The investigation was performed on a panel of 45 teachers in primary and preschool educational staff, working in both rural (20%) and urban (80%)residencies, with teaching experience of two to over 25 years. Questionnaire was given to the teachers comprising of 18 items based on J. Meyer and N.Allen (1999). It was found out that there is a significant difference between the frame components according to the teacher’s working experience analysed on the three groups of participants: teachers with work experience up to five years, teachers with work experience between ten and twenty years and teachers over 25 years of experience.

Islahi (2010) conducted a study on secondary level school teachers with the purpose of assessing the relationship between attitudes towards information technology, work motivation and teaching effectiveness in general and also in respect to different demographic factors in a sample of 482 teachers of which 237 were females and 245were males. Data were analysed by t – test, regression analysis and multiple correlation. The findings of the study were: 1) there was no significant difference in the teaching effectiveness of male and female teachers in secondary schools, 2)Trained teachers were more effective than untrained teachers, 3) location of school whether rural or urban had no influence on teaching effectiveness of secondary schoolteachers, 4) medium of instruction did not influence the teaching effectiveness of school teachers, 5) marital status had a significant influence on teaching effectiveness of secondary school teachers with higher teaching effectiveness in unmarried teachers in comparison to married teachers, 6) attitude towards information technology was positively and significantly related to teaching effectiveness of secondary schoolteachers. Teachers having negative attitude show the least teaching effectiveness while teachers having highly positive attitude exhibited highest teaching effectiveness, 7) a positive and significant relationship was found between teaching effectiveness and work motivation. Taking into account the two types of motivation i.e. intrinsic motivation and extrinsic motivation, it was found that very strong relationship existed between teaching effectiveness and intrinsic work motivation whereas extrinsic work motivation exhibited a very weak relationship with teaching effectiveness, 8) attitude towards information technology and work motivation, in combination exhibited a positive and significant effect on teaching effectiveness of secondary school teachers.

Kaur (2011) examined the impact of B.Ed. Programme in teacher effectiveness of Prospective teachers improved after doing B.Ed. as mean score for post test was higher than that of Pre-test indicating that the B.Ed. Programme had favourable effect on teacher effectiveness of Prospective teachers.

Goldhaberet al. (2011) have tried to examine the mobility of early-career teachers of varying quality, measured using value-added estimates of teacher performance with focus on the variation in these effects across the effectiveness distribution. They found that, on average, more effective teachers tend to stay in their initial schools and in the teaching profession. But there

also appears to be heterogeneity in mobility behaviour across the performance distribution and evidence that teacher mobility is affected by student demographics and achievement levels.

Goal and Duggal (2012) aimed to study teacher effectiveness in relation to locus of control and burnout and to find out the interrelation of teacher effectiveness, locus of control and burnout. To achieve the objectives of the study Teacher effectiveness scale by Dr. Parmod Kumar and D.N. Mutha, Rotter's locus of control scale, & Burnout inventory by Dr. Maslach were used to measure the teacher effectiveness, locus of control & burnout of senior secondary school teachers. A sample of 250 Teachers was selected on the basis of random sampling method. The t-value indicated a significant difference between teacher effectiveness of senior secondary school teachers according to gender and type of the institution, significant difference between locus of control of senior secondary school teachers according to gender and type of the institution. However no significant difference existed between burnout of senior secondary school teachers according to gender and type of the institution and a negative relation existed between teacher effectiveness and locus of control, teacher effectiveness and burnout & locus of control and burnout.

Imani, Shailer and Gourami (2012) surveyed 60 teachers to relate teacher effectiveness with enthusiastic and non enthusiastic personality traits. Personality factors were studied by administering Dimensional Personality Inventory (DPI) developed by Dr. Mahesh Bhargava. Teaching Effectiveness was studied by using Teacher Effectiveness Scale developed by Dr. Pramod Kumar and Dr. D. N. Mutha. Results showed that teachers with enthusiastic trait had more teacher effectiveness, whereas, teachers with non-enthusiastic trait had low teacher effectiveness. Teaching Effectiveness depends upon the individuality, methods of teaching, person's intelligence, skills, devotions, faith, attitudes, overall personality and its traits.

Qnyekuru and Lbeghunam (2013) analyzed teaching effectiveness of emohua A sample of 80 Secondary School teacher was involved in the study. The results of the study teaching experience and teacher qualification had a significant influence on teaching effectiveness of the Secondary School teacher while gender had no influence.

Kumar (2013) investigated the professional commitment in relation to thinking style and teachers effectiveness of teachers working in teachers training institutions of Haryana. For the purpose, a sample of 350 teachers, teaching in teacher's training institutions of four districts namely Panipat and Kurukshetra (Ambala Division), Rewari and Gurgaon (Gurgaon Division), Jind and Bhiwani (Hisar Division) and 64 Rohtak and Jhajjar (Rohtak Division) of Haryana was randomly selected. Professional Commitment Scale (PCS) by Kanchan Kohli, Job Value Questionnaire (JVQ) by Seema Sanghi, Teachers Effectiveness Scale (TES) by Dr. Pramod Kumar and Dr. D.N. Mutha and Thinking Style Questionnaire (TSQ) made by Investigator himself were used to collect the data. The major findings of the study were : It has been found that out of 100, 33 percent teachers of teacher training institutions are highly committed to their profession while 38 percent has been found to be moderately committed and small number of

them i.e. 29 percent are less committed. It has been found that out of 100, 46 percent teachers of self finance teacher training institutions were highly committed to their profession while 36 percent has been found to be moderately committed and small number of them i.e. 18 percent are less committed. It has been found that out of 100, 16 percent teachers of Govt. /Govt. aided teacher moderately committed and 41 percent of them were less training institution were highly committed to their profession while 43 percent has been found to be committed. There was significant positive correlation exists between the professional commitment and teacher

Praveena (2015) A study of teacher effectiveness in relation to emotional intelligence and personality type of secondary school science teachers. The sample comprised 610 science teachers of secondary schools. To collect the required data investigatory use Kukum teacher effectiveness scale by ummekusum, Teachers, Emotional intelligence scale developed by the investigator and Eysenk personally inventory by Hans Eysenk (Published by psychotropic) was used. Data was computed and analyzed by employing mean, standard deviation, t – test one way ANOVA, Pearson product moment correlation and regression analysis. Major findings of the study were as follows, majority of science showed medium level of teacher effectiveness and emotional intelligence effective of the teachers working in teacher training institutions.

Yadav (2015) investigated teaching effectiveness in relation to qualification of Primary School teachers of District Bulandshahr. The samples of the study were 300 teachers. The results of the study showed better results of the teacher effectiveness to the qualification required.

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During last two decades, numerous researchers have studied related characteristic of teacher effectiveness. In order to arrive at and identify the research gaps on the area of the proposed study, a systematic review of related literature was conducted on teacher effectiveness and its related characteristics.

CONCLUSION

Studies reviewed that teacher effectiveness as determinant factors in the whole process of teaching was found from studies that included many variables which were directly or indirectly responsible for teacher effectiveness, age experience, qualification gender and types of school were some variables that were significantly related to teacher effectiveness. In most of the studies it was found that female teachers did not report statistical difference in teacher efficiency. More so, no significant difference was reported in teacher efficiency for number of years of teaching experience. In most the studies teacher effectiveness of the teacher was reported to be average. In most of the studies significant difference were reported between male and female teachers. Some and studies reported that the teachers with master's degree possess more effectiveness than teacher with bachelor degrees. Reviews of research have eloved various methodologies in their studies.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION:-

Research methodology is the systematic, theoretical analysis of the methods applied to field of study. It comprises the theoretical analysis of the body of methods and principles associated with branch of knowledge broadly; research methodology can be defined as the process used to collect information and data for the purpose of making business decisions. The methodology may include research publication, tools used in research, Surveys and could include both present and historical information about the research. Research is considered to be the process of carrying on the scientific method of analysis. It involves a more systematic structure of investigation usually resulting in some sort of formal record of procedure and a report of results in conclusion (Best 1982).

The decision about the methods or method to be employed always depend upon the nature of the problem selected and the kind of data necessary for the solution whatever, the method is to be employed. It is essential that it should be desirable otherwise it will lose its significance and effectiveness. Thus, if the research methodology cannot be described clearly, chances are that the results of the study will be too insignificant. The present chapter throws light on the research study. Here research objectives and design of the study, namely sample for the study and selection of the research instrument are discussed. Methods for the collection of the data, tests to be used, were identified.

3.2 DESIGN OF STUDY:-

The design of the research is the actual blue print of the procedure for the completion of various researches for valid conclusion as well – conceived, adequately planned and executed design helps greatly in permitting to rely both on observations and tools used in research methodology. Selit; Johada, Deutsch and Cook (1916) state; “A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance of the research proposed, with economy in procedure.”

3.2.1 METHODOLOGY

It is essential that in order to investigate the problem in a scientific way, the right method should be used. In view of the objectives of present study survey method was used. In survey method, a detailed description of existing phenomenon was collected with the intent of employing data to justify current conditions and practices and to make intelligent plans for interpretation of data.

3.2.2 POPULATION

The population of the study comprised of all the teachers working in high school in Jammu city.

3.2.3 SAMPLE

A simple random sampling technique was employed for selection of the sample. The ten schools were selected randomly and from each school 20 teachers were selected randomly. Thus total sample comprised of 200 teachers. Out of which 67 were male teachers and 133 were female teachers. As far as their qualification is concerned, it was categorised in to three groups, graduate teachers, trained graduate teachers and post graduate teachers. The distribution of teachers was 97 graduate teachers, and 103 were trained post graduate teachers. Experience wise teachers were divided into two groups: less than 9 years of experience and above 10 years experience, teachers selected with 9 years of experience were 106 and 94 were above 10 years of experience which amount to total 200 teachers.

Table 3.1 List of school included in the sample.

S.No.	Name of school	No. of teacher
1.	Crescent Public School Janipur	20
2.	Dreamland Public School Janipur	20
3.	Govt .high school Bakshi nager	20
4.	Govt. High School Paloura	20
5.	Indira Public School Janipur	20
6.	Govt. High School, Old Janipur	20
7.	Project Model High School Janipur	20
8.	Govt. High School Sarwal	20
9.	Activity High School, Lakar Mandi	20
10.	Govt. High School, Janipur Colony	20
	Total	200

3.2.3 VARIABLE FOR THE STUDY

In present study there are four variables three independent variables and dependent variable.

(a) Independent Variable:-

- i. Gender: Male/Female
- ii. Qualification: Graduate/ trained graduate/ trained post graduate.
- iii. Experience less than 9 years and above 10 years.

(b) Dependent variable

.Teacher effectiveness.

3.3 TOOL EMPLOYED

Teacher effectiveness scale developed by Umme Kulsum (Bangalore, 2000) is used in this study. This tool has 60 items five dimensions namely, preparation and planning for teaching, classroom management, knowledge of subject matter, Teacher characteristics and interpersonal relations. This tool is used to assess teacher effectiveness of teachers teaching at high school stage. The Tool assesses the teacher effectiveness in term of his characteristics namely Personality, attitudes outcome of teaching learning process. The five areas Viz, preparation and planning for teaching, Classroom management, knowledge of subject matter, its delivery and presentation and teacher characteristics cover all the functions of a teacher. Dr. Umme Kulsum (2000) prepared a preliminary draft with sixty statements and statements were divided into five categories. The actual distributions of the items of the tool are given under:-

- i. Preparation and planning for teaching.
- ii. Classroom management.
- iii. Knowledge of subject matter.
- iv. Teacher characteristics.
- v. Inter personal relations.

The scale wise items are presented in table 3.2 below:-

Table 3.2 Distribution of items in the teacher effectiveness scale.

Name of the scale	Items Numbers	Nos
Preparation and planning for teaching	2, 6, 11, 23, 27, 33, 37, 44, 49, 54, 58	11
Classroom management	3, 7, 12, 16, 20, 24, 28, 38, 45, 51, 55, 56, 59	14
Knowledge of subject matter	1, 8, 14, 17, 29, 39, 46	7
Teacher characteristics	4, 9, 13, 18, 21, 25, 30, 31, 34, 35, 36, 40, 41, 47, 48, 52, 57	17
Inter personal relation	5, 10, 15, 19, 22, 26 32, 42, 43, 53, 60	11
Total		60

3.3.1 RELIBILITY OF THE SCALE

As reported in the manual by the author the spilt – half reliability co – efficient were found to be $XH = 0.68$ and the test – retest reliability co-efficient of correlation were found to be 0.63 with a time gap of 16 days, After applying the spearman – brown formula, the reliability co-efficient went upto 0.94. Hence the scale was highly reliable.

The scale being standardized scale, reliability scores of the scale presented table 3.3.

Table 3.3

Table showing coefficient of correlations and reliability index of teacher effectiveness scale.

S.No.	Reliability	Co-efficient of correlation	Reliability index
1.	Spilt – half reliability	0.68	Xtt = 0.82
2.	Test – retest reliability	0.63	Xtt = 0.798

3.4 ADMINISTRATION OF THE TOOL

Investigator visited the selected schools personally for the collection of the data first of all, the investigator approached the heads of the institutions and explained the purpose of the study to them. The investigator visited the randomly selected schools for the collection of the data. Then teachers were selected randomly by the investigator and rapport was developed with them. An attempt was made to explain purpose of the study to the teachers. The teachers were informed that their response will be kept confidential and therefore, they should be frank, honest, bold and sincere while answering the questions. After giving the necessary instruction, the investigator distributed the copies of the teacher effectiveness scale. Every attempt was made by the investigator to remove the doubts and difficulties of the sample teachers.

The teachers were directed to read statements one by one and tick mark the suitable response for the effectiveness item in the questionnaire. After filling up the response by the

teachers copies were collected back. In this way, the test was administrated in all the selected schools and thus data was collected.

3.4.1 PROCEDURE

The present study was under taken in five phases.

Phase I

- The investigator reviewed the related literature for the study.
- The investigator selected appropriate tools.
- The investigator selected the high schools in Jammu.

Phase – 2

In this stage, sample details were finalized and high schools were identified.

Phase – 3

The data for the study was collected with the help of standardized tool.

Phase – 4

In this phase, tabulation was carried out.

Phase – 5

In this phase, data processing and analysis using appropriate statistical techniques was carried out.

3.5 ANALYSIS OF THE DATA

Data collected through questionnaire were first tabulated and coded in an excel sheet and after that analyzed with the help SPss software. Descriptive statistics was used to derive mean and standard deviations. Graphical representation of the data was done. The investigator employed the following statistical technique in the study.

- Percentage
- Mean
- Standard deviation

- T. test
- After analyses, interpretations of the data were carried out the same is presented in the subsequent chapter of analysis and interpretation.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF THE DATA

4.1 INTRODUCTION

Analysis of data means categorizing, ordering, manipulating and summarizing the data to obtain answers to the research questions. The purpose of analysis is to reduce data into intelligible and interpretable form so that meaningful results can be arrived at. Analysis of the data can be done in the light of the objectives of the study.

The most important step in any research project is the analysis and interpretation of the data collected. After the data has been collected and tabulated, it must be processed and analyzed properly, so as to draw proper inference. Analysis of data means the study of the tabulated material in order to determine inherent facts of meanings. A systematic and scientific treatment of the tabulated data is essential for drawing valid conclusions. It involves breaking up of complex factors into simplex parts and putting them in new arrangement for the purpose of interpretation.

Collection of the data has no meaning unless it is tackled, properly, analyzed and interpreted by sophisticated techniques. Barr says, analysis is an important phase of the classification and summarization of data. So the interpretation is considered as one of the most important step in the total procedure of research.

The present chapter describes the results from the quantitative analysis of data obtained through the administration of the teacher effectiveness scale. Data was collected and tabulated manually. Data was further processed and analyzed using SPSS as per the research design.

4.2 RESULTS AND FINDINGS

The results data were analyzed using statistical techniques percentage, mean, standard deviation, 't' test. Findings based on the Research question posed and followed by data analysis are given below.

4.2.1 To study teacher effectiveness of teachers at high school level in Jammu city

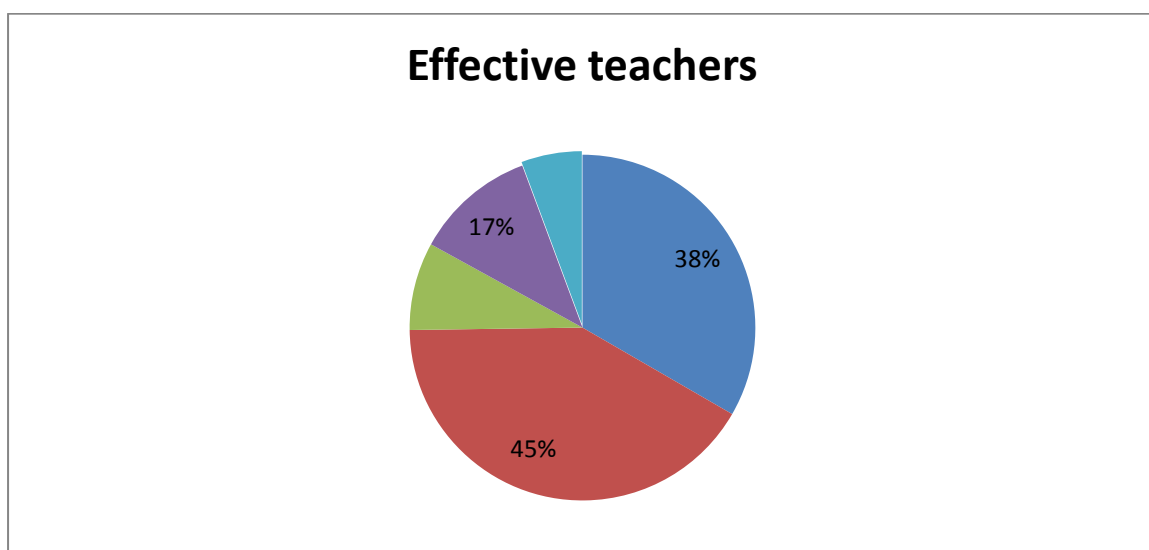
Responses of the teachers on the teacher effectiveness scale are given in table 4.1

TABLE 4.1

Table showing Low, Average, and High level of teacher effectiveness

Groups	N	%age
Effective teachers	76	38
Average teachers	90	45
Ineffective teachers	34	17
Total	200	

Table 4.1 reveals that out of 200 teachers 76 teachers have been effective, 90 have been average teachers and 34 have been ineffective teachers in teaching effectiveness in all areas of teaching effectiveness.



4.2.2 To compare the teacher effectiveness of teachers on the basis of sex

TABLE 4.2

Table showing Mean, Standard Deviation and t- values of Gender difference of teacher effectiveness among teacher on five dimension of teacher effectiveness

Name of the scale	Gender	N	M	S .D	t value	Significance
Preparation and planning for teaching	Male	67	249.15	30.012	.144	Ns
	Fe Male	133	246.31	56.723	.137	Ns
Class room management	Male	67	249.15	30.012	.144	Ns
	Fe Male	133	246.31	56.723	.137	Ns
Knowledge of Subject matter	Male	67	249.15	30.012	.144	Ns
	Fe Male	133	246.31	56.723	.137	Ns
Teacher Characteristics	Male	67	249.15	30.012	.144	Ns
	Fe Male	133	246.31	56.723	.137	Ns
Interpersonal Relations	Male	67	249.15	30.012	.144	Ns
	Fe Male	133	246.31			

Table 4.2 show that t- values have not been found to be significant at 0.05 level of significance for preparation and planning for teaching .144, classroom management .137, knowledge of subject matter .144, teachercharacteristics.137, interpersonal relation. 144.Thus it can be said that there are no significant difference in the teacher effectiveness of both male and female teachers

4.2.3 To find the mean difference of teacher effectiveness on the basis of Qualification of teacher effectiveness

TABLE 4.3

Name of the scale	Qualification	N	M	S.D	sem	't'	
Preparation and planning for teaching	Graduate	97	43.73	6.711	.681	1.588	Ns
	Post Graduate	103	45.27	6.986	.688	1.590	Ns
Class room management	Graduate	97	52.57	10.405	1.056	.744	Ns
	Post Graduate	103	53.63	9.819	.967	.743	Ns
Knowledge of Subject matter	Graduate	97	26.84	4.575	.465	1.633	Ns
	Post Graduate	103	27.92	4.828	.476	1.635	Ns
Teacher Characteristics	Graduate	97	67.13	12.467	1.266	.366	Ns
	Post Graduate	103	67.76	11.583	1.141	.366	Ns
Interpersonal Relations	Graduate	97	47.87	45.986	4.669	.747	Ns
	Post Graduate	103	44.45	6.450	.636	.726	Ns
Total Scales	Graduate	97	248.70	60.872	6.181	.031	Ns
	Post Graduate	103	248.49	35.490	6.181	.030	Ns

Table showing Mean, Standard Deviation and t- values for different level of qualification on five dimension of teacher's effectiveness

Table 4.3 reveals the fact that neither on scale *Preparation and Planning for teaching*, *Classroom Management*, *knowledge of Subject – matter*, *Teacher Characteristics* and *Interpersonal Relations* nor on total value, there are significant differences emerged with respect to the teacher's qualification. It shows that there is no significant difference

between qualification and teacher effectiveness. The reveals that qualification has a limited role to play in teacher effectiveness. To compare the teaching effectiveness in relation to their teaching experience

4.2.4 To compare the teaching effectiveness in relation to their experience

TABLE 4.4

Table showing Mean , Standard Deviation and t- values for different level of experience on five dimension of teachers effectiveness

Name of Scale	Exp.	N	Mean	S.D.	T	
Preparation and planning for teaching	Less than 9 years	106	80.34	4.50	1.426	Ns
	More than 9 years	94	81.21	3.99		
Classroom management	Less than 9 years	106	102.48	5.26	1.600	Ns
	More than 9years	94	103.59	4.49		
Knowledge of subject matter	Less than 9 years	106	51.70	2.92	0.186	Ns
	More than 9years	94	51.78	3.13		
Teacher characteristics	Less than 9 years	106	123.24	7.51	0.590	Ns
	More than 9 years	94	123.86	7.22		
Interpersonal Relations	Less than9 years	106	79.56	5021	1.283	Ns
	More than 9 years	94	80.46	4.66		
Total scales	Less than 9 years	106	437.34	22.30	1.191	Ns
	More than 9years	94	440.92	19.87		

Table 4.4 reveals the fact that neither on scales *Preparation and planning for teaching, Classroom Management, Knowledge of Subject-matter. Teacher Characteristics and Interpersonal Relations* nor on total aptitude value, emerged significant differences with respect to the teacher's experience. This further reveals that there is no significant difference between experience and teacher effectiveness, are more effective than female teacher on most of the scales. Hence our research question 2 is accepted.

4.2.5 To compare the teaching effectiveness of teacher in high schools located in Jammu city.

TABLE 4.5

Table showing Mean , Standard Deviation and t- values for government and private of teachers on five dimension of teachers effectiveness

Name of Scale	school.	N	Mean	S.D.	SEM	t	Significance
Preparation and planning for teaching	Govt	100	254.13	58.58	5.888	1.57	ns
	private	100	243.16	37.65	3.74	1.58	ns
Classroom management	Govt	100	254.13	58.58.	5.88	1.57	Ns
	Private	100	243.16	37.65	3.74	1.58	Ns
Knowledge of subject matter	Govt	100	254.13	58.58	5.88	1.57	Ns
	Private	100	243.16	37.65	3.74	1.58	Ns
Teacher characterstice	Govt	100	254.13	58.58	5.88	1.57	Ns
	Private	100	243.16	37.65	3.74	1.58	Ns
Interpersonal relations	Govt	100	254.13	58.58	5.88	1.57	Ns
	Private	100	243.16	37.65	3.74	1.58	ns

Table 4.5 reveals that all the t- values are not significant even at 0.05 level, with respect to dimensions of teacher effectiveness i.e. preparation and planning for teaching ,classroom management ,knowledge of subject matter ,Teacher characteristics ,Interpersonal relation .Thus ,the hypothesis fifth of the present study that there will be no significant difference between teaching effectiveness in relation to type of school [govt and private] stands accepts

CHAPTER 5

FINDINGS, CONCLUSION, IMPLICATION AND SUGGESTION FOR FURTHER RESEARCH

5.1 FINDINGS

The major findings of the present study are reported in the following subsections.

To study the level of teacher effectiveness on teachers working in high school in Jammu city

Out of 200 teachers 76 teachers were effective, 90 were average teachers and 34 were ineffective teachers the study reveals that most of the teachers came under the average and ineffective group. It further revealed that 38% of teachers were effective, 45 % teachers were found to be average teachers and 17 % teachers were ineffective teachers. When we club average teachers and ineffective teachers the percentage is about 66% which is an alarming figure.

5.1.2 Research objective 2:

2. To Compare Effectiveness use of teachers among Male and Female high school Teachers

The study revealed that no significant differences emerged between male and female teachers at 0.5 level in the scales namely *Preparation and planning for teaching, Classroom Management, Knowledge of Subject Matter and Interpersonal Relations*. No Significant difference emerged at 0.01 levels for the scale Teacher Characteristics. It was further observed that the mean score of male and female teachers were found to be 248.31 and 249.15 respectively. Hence it was clear from the mean score that there were significant differences between male and female teachers. It further revealed that male teachers were higher on the dimensions namely *Preparation and Planning for teaching: Classroom Management, Knowledge of Subject Matter and interpersonal Relations* whereas female teachers were higher on Teacher Characteristics dimension namely: possess supportive behaviour, fairly creative; good expression, and came to work place neatly dressed and smart.

5.1.3 Research objective 3

3 To compare the teacher effectiveness on the basis of qualification

The study revealed that there were no significant differences between qualification and teacher effectiveness neither on the scales *Preparation and Planning for teaching, Classroom Management, Knowledge of Subject-Matter, Teacher Characteristics and Interpersonal Relations* and nor on total value. The mean score of graduate teachers was 248.70 and for post graduate teachers was 248.49. this further revealed that there was no significant difference between qualification and teacher effectiveness. Which further reveals that qualification has no role in teacher effectiveness.

5.1.4 Research objective 4

4. To compare the teacher effectiveness on the basis of teaching experience

The study revealed that no significant differences emerged at 0.05 level neither on scale of *Preparation and Planning for teaching, Classroom Management, Knowledge of subject-matter, Teacher Characteristics Interpersonal Relations* and nor on total value with respect to teacher experience. The total means score of teachers less than 9 was 437.34 and the mean score of above 10 years of experience was 440.92. This further revealed that there was no significant difference between experience and teacher effectiveness at high school level. It further revealed that even experience in years and teacher effectiveness revealed no relation.

5.1.5 To compare the teaching effectiveness of teacher in high schools located in Jammu city.

Table 5.1 reveals that all the t- values are not significant even at 0.05 level, with respect to dimensions of teacher effectiveness i.e. preparation and planning for teaching ,classroom management ,knowledge of subject matter ,Teacher characteristics ,Interpersonal relation. Thus, the hypothesis fifth of the present study that there will be no significant difference between teaching effectiveness in relation to type of school [govt and private] stands accepts

5.1 To suggest measures for improving teacher effectiveness at high school stage

1. Teachers at the high school stage should be reoriented in preparation and planning of teaching. Use of a variety of models of teaching and learning.
2. Workshops/seminars/conferences should be organized where teachers can learn the skills of effective classroom management and other responsible factors for effectiveness.
3. Teacher should also undergo SWOT analysis and find out where they stand what strength, weakness, opportunity and threats they perceive on the jobs and address the same to enhance their effectiveness.
4. Professional values such as preservice, integrity, maturity, commitment, involvement, professionalism and accountability should be developed among teachers so that they become effective teachers in their institution.
5. Teachers at the high school stage need to be groomed in the areas of personality development, presentation skills and interpersonal relations. They should develop a collaborative working style with parents community. Interpersonal relations with, parents, teachers, management and profession. Recruitment of teachers at high school level should be made after proper screening. For this, job analysis of the teaching profession needs to be made and teachers fulfilling and requirements, having liking for the jobs should only be recruited.
6. Pre-service training, in-service training and subject refresher courses should be provided to working teachers at regular intervals for enhancing their effectiveness.
7. Specialized training to develop imitative enthusiasm, involvement and accountability among teachers need to be pursued for effective functional roles.
8. Effective, cheerful, hones and committed senior teachers from the system need to be involved in training programmes as examples for induction programmes of newly recruitment teachers.
9. Effectiveness school teachers with sound knowledge competency should be involved in demonstration lectures in subject themes in teacher training colleges.

5.2 CONCLUSION

The study revealed that most of the teachers fall under average group. Out of sample 200 teachers 90 were average teachers, 76 were effective teachers and were 34 ineffective

teachers. The study further revealed that average teachers were more in number and the effective teachers were less in number. The number of Effective groups of teachers need to be increased which will mean that the training input to be enhanced and given to all teachers at various levels. In case of no gender significant differences emerged between male and female teachers. Male teachers were more prominent on these scales at 0.05 level namely (1) Preparation and planning for teachers: Planned lesson in advance, adjustment of teaching time, systematically preparations of lessons, keeping in view the individual differences (2) *classroom management*: Motivating students for learning, objective in evaluating students, test periodically to evaluate teaching, maintenance of discipline in the classroom, help students in their reference work (3) *knowledge of subject-matter*: Up to date knowledge of subject-matter, discussing subject-matter with case and confidence, human development and learning. (5) *Interpersonal relations*; cooperate in the work of school, friendly with my colleagues, no discrimination of students for personal reasons, great deal of interest in parent teacher association, reasonably obedient to principal/headmaster and female teachers where prominent on the scale namely (4) teacher characteristics: possess supportive behaviour, fairly creative, good expression, neatly dressed and smart, have love for my students. It revealed that male teachers were higher on four scales and female teacher were higher on only one scale. Female teachers need to be trained and involved in all these dimensions of teacher refresher trainings. No significant differences emerged between qualification and teacher effectiveness and experience and teacher effectiveness. It indicates that training was felt need for both male and female teachers at the school level.

5.3 EDUCATIONAL IMPLICATIONS OF THE STUDY

The single most important quality that every teacher should possess is a love and passion for teaching profession. A teacher should enjoy his chosen profession. Unfortunately, there are teachers who do not love what they do. This single factor comes in the way of teacher's effectiveness. Teachers who do not enjoy their job cannot possibly be effective day in and day out. There are too many discouraging factors associated with teaching that is difficult enough on a teacher who absolutely loves what they do, much less on one who doesn't have the drive, passion, or enthusiasm for it. Teacher effectiveness plays an important role for making the future of the students. If a teacher effectively it reflects through students performance. How a student performs depends upon the fact that which type of role a teacher

performs in his classroom. The results of the present study yield significant implications for teachers. The implications are presented as under:

1. The study shows that most of the teacher falls under average and ineffective group. It represents that number of effective teachers were less. For making teacher effective certain steps need to be taken. The teachers to be made effective need initial training. Number of effective teachers need to be increased for effective learning environment the study also reveals existence of less number of effective teachers available in the learning environment. So the Training programmes for the teachers at the high school level need to be over scheduled, reshaped and made relevant to the needs of the teachers at high school level. The training programmes should emphasize technique, interpersonal relations, professional values and enthusiasm and initiative respectively.
2. The results of the study revealed that there were significant differences between male and female teachers, Male teachers were higher on the scale namely *Preparation and Planning for teaching, Classroom Management, Knowledge of Subject Matter and Interpersonal Relations* whereas female teachers were higher on the scale teacher characteristics only. This indicates that female teachers need to be provided in service courses in reorientation in the classroom management and evaluation techniques, feedback, job-involvement and professional values. They need to be trained and involved in all these dimensions of teacher effectiveness. The modern methods of teaching, discipline, class room control, interaction between teacher and taught, cheerfulness, stability, Temperament, able to face odd situations boldly, criticism, Participate in curricular and co-curricular activities and show regular attitude towards profession need to be strengthen in female teachers.
3. There were no significant differences found between qualification and teacher effectiveness neither on the scales namely *Preparation and Planning for teaching Classroom Management, Knowledge of Subject Matter, Teacher Characteristics and Interpersonal Relations* on total value among male and female teachers. If further revealed that teachers were mostly similar qualification and background as the government has enforced entry-level qualification. Subject qualification, content

mastery and specialized in service training need to be provided to teachers on regular intervals for making them effective on the jobs.

4. There were no significant differences found between experience and teacher effectiveness, on the scales namely *Preparation and Planning for teaching, Classroom Management, Knowledge of Subject Matter, Teacher Characteristics and Interpersonal Relations*. This indicates that training for teacher effectiveness was a felt need for both male and female teachers. In order to multiply the numbers of effective teachers, some awards and incentives need to be put in place so that teachers get motivated lot for better achievement and effectiveness at school.

5.4SUGGESTIONS FOR FURTHER RESEARCH

Research is never ending process. Researcher which usually is limited in the fields of education cannot solve all the problems. Hence more and more research is required to be undertaken at various levels of education. Present investigation also could not cover up all the dimensions of the problem. So further research can be undertaken on the following lines:-

1. Sample of 200 teachers from five different schools from Jammu was taken the present study. A similar study can be conducted on large sample of teachers.
2. It would be interesting to undertake a comparative study of teacher effectiveness at different stage of education namely primary, secondary, higher secondary, college and university.
3. Some studies can be initiated to investigate the relative contribution of different dimensions of teacher effectiveness in different subjects at the different stages of education.

SUMMARY

Teacher effectiveness in high school stage with respect to qualification and experience and types of school

Supervisor

Dr B. L Raina

Investigator

Kanchan Sharma

INTRODUCTION

We are on the threshold of twenty first century where in, the impacts of Industrialization, Urbanization, globalization rapid technological change, the erosion of old social structure and emergence of new structure changes with our societies are substantial, such powerful forces have also affected people's expectation, their time horizons, their political awareness, their willingness to challenge the status quo.

A teacher is a person who helps the learner to the right way. The main five qualities of a teacher:

- Attractive Personality.
- Having immense knowledge about the subject.
- Helpful.
- Social.

Teachers are the builders of the nation's destiny and system of education can rise above the level of teachers. Teacher is a key person in shaping the personality of the learner. Teacher effectiveness is reflected in learning outcomes. This study of teacher effectiveness has become more important in the Present Competitive Scenario. Basically teacher effectiveness is relationship and Interaction between teacher pupils and School. It is affected by limiting and facilitating aspects of two immediate situations (Bars 1952). Effectiveness is a degree to which an agent produces effectiveness."

A person who helps others to acquire knowledge competences or values is called teacher. The row of the teacher may be taken on by anyone e.g. when showing a colleague how to perform a

specific tasks. In some countries, teaching young people of school age may be carried out in an informal setting, such as within family rather than formal setting such as a school or college.

Virginia Commonwealth University Centre for Teaching Excellence (2008) Identified Characteristics of effective teacher based on classroom atmosphere, Interest in students and subject relaxed not arrogant or defensive careful listener empathic genuine enjoy teaching has a sense of Self-confidence approachable fair and Impartial and teaching skill: answer questions or admit to not knowing holds students levels; well prepared; ask through provoking questions; use examples or metaphors, that relates to the material for the students.

Research studies in the field of teacher effectiveness in the State Jammu and Kashmir reflects that there are hardly any publisher studies to throw light on variables of teacher effectiveness. Most of the Studies at doctoral and M. Phil. level are confined to the characteristic of effective teacher. In addition some studies are in the areas of teacher effectiveness, the Profiles of teacher educators, in-service capacity building of teachers and personality characteristic of teachers etc. There is a need that such study may be conducted with in depth analysis so that valid evidence are collected to substantiate the significant dimensions of teacher effectiveness and how they are related to sex qualification, experience and types of schools. Therefore, the present study is likely to be significant and will become a recursor for other empirical studies and policy planning.

in an informal setting, such as within family rather than formal setting such as a school or college.

Virginia Commonwealth University Centre for Teaching Excellence (2008) Identified Characteristics of effective teacher based on classroom atmosphere, Interest in students and subject relaxed not arrogant or defensive careful listener empathic genuine enjoy teaching has a sense of Self-confidence approachable fair and Impartial and teaching skill: answer questions or admit to not knowing holds students levels; well prepared; ask through provoking questions; use examples or metaphors, that relates to the material for the students.

Research studies in the field of teacher effectiveness in the State Jammu and Kashmir reflects that there are hardly any publisher studies to throw light on variables of teacher effectiveness. Most of the Studies at doctoral and M. Phil. level are confined to the characteristic of effective

teacher. In addition some studies are in the areas of teacher effectiveness, the Profiles of teacher educators, in-service capacity building of teachers and personality characteristic of teachers etc. There is a need that such study may be conducted with in depth analysis so that valid evidence are collected to substantiate the significant dimensions of teacher effectiveness and how they are related to sex qualification, experience and types of schools. Therefore, the present study is likely to be significant and will become a recursor for other empirical studies and policy planning.

SIGNIFICANCE OF THE STUDY

The present study is significant because it deals with teacher's effectiveness and types of school. The teacher holds the most important place in the process of education. So, there exists a great need for the teacher to be effective. The quality of education depends upon the qualification and experience of the teachers. Teacher effectiveness at high school stage plays an important role in the life of the teachers. This is because effectiveness leads to motivation and achievement. The present study is likely to study teacher effectiveness at high school level in Jammu city. In this study there are two types of schools private and government. The qualified teachers know the odds and evens of the teaching profession and the experience teacher may promote the sense of healthy learning among the students with the help of the present study researcher may help the teachers to develop effectiveness characteristics during teaching learning intervention.

OBJECTIVES OF THE STUDY

The objectives of the study are given as under

- 1 To Study the level of teacher effectiveness working at high school in Jammu city
- 2 To compare the teacher effectiveness of teacher on the basis of sex .
- 3 To compare the teacher effectiveness on the basis o f qualification
- 4 To compare the teacher effectiveness on the basis of experience
- 5 To compare the teacher effectiveness of teacher teaching in high school located in Jammu city

HYPOTHESES

There will be no significance difference between male and female teacher

There will be no significant difference between teaching effectiveness of high school teachers in relation to their qualification.

There will be no significant difference between teaching effectiveness in relation to their teaching experience.

There will be no significant difference between teaching effectiveness in relation to the type of school Govt. and private.

3.2.2 Population

The population of the study comprised of all the teachers working in high school in Jammu city.

3.2.3 Sample

A simple random sampling technique was employed for selection of the sample. The ten schools were selected randomly and from each school 20 teachers were selected randomly. Thus total sample comprised of 200 teachers. Out of which 79 were male teachers and 121 were female teachers. As far as their qualification is concerned, it was categorised in to three groups, graduate teachers, trained graduate teachers and post graduate teachers. The distribution of teachers was 49 graduate teachers, 80 were trained graduate teachers and 71 were trained post graduate teachers. Experience wise teachers were divided into two groups: less than 9 years of experience and above 10 years experience, teachers selected with 9 years of experience were 106 and 94 were above 10 years of experience which amount to total 200 teachers.

3.3 Tool Employed

Teacher effectiveness scale developed by Umme Kulsum (Bangalore, 2000) is used in this study. This tool has 60 items five dimensions namely, preparation and planning for teaching, classroom

management, knowledge of subject matter. Teacher characteristics and interpersonal relations. This tool is used to assess teacher effectiveness of teachers teaching at high school stage. The Tool assesses the teacher effectiveness in term of his characteristics namely Personality, attitudes outcome of teaching learning process. The five areas Viz, preparation and planning for teaching, Classroom management, knowledge of subject matter, its delivery and presentation and teacher characteristics cover all the functions of a teacher. Dr. Umme Kulsum (2000) prepared a preliminary draft with sixty statements and statements were divided into five categories. The actual distributions of the items of the tool are given under:-

- i. Preparation and planning for teaching.
- ii. Classroom management.
- iii. Knowledge of subject matter.
- iv. Teacher characteristics.
- v. Inter personal relations.

The scale wise items are presented in table 3.2 below:-

5.1 FINDINGS

The major findings of the present study are reported in the following subsections.

5.1.1 Research objective 1:

1 To study the level of teacher effectiveness on teachers working in high school in Jammu City

Out of 200 teachers 76 teachers were effective, 90 were average teachers and 34 were ineffective teachers the study reveals that most of the teachers came under the average and ineffective group. It further revealed that 38% of teachers were effective, 45 % teachers were found to be average teachers and 17 % teachers were ineffective

5.1.2 Research objective 2:

2. To Compare Effectiveness use of teachers among Male and Female high school Teachers

The study revealed that no significant differences emerged between male and female teachers at 0.5 level in the scales namely *Preparation and planning for teaching, Classroom Management, Knowledge of Subject Matter and Interpersonal Relations*. No Significant difference emerged at 0.01 levels for the scale Teacher Characteristics. It was further observed that the mean score of male and female teachers were found to be 248.31 and 249.15 respectively. Hence it was clear from the mean score that there were significant differences between male and female teachers. It further revealed that male teachers were higher on the dimensions namely *Preparation and Planning for teaching: Classroom Management, Knowledge of Subject Matter and interpersonal Relations* whereas female teachers were higher on Teacher Characteristics dimension namely: possess supportive behaviour, fairly creative; good expression, and came to work place neatly dressed and smart.

5.1.3 Research objective 3

3. 3 To find the mean difference of teacher effectiveness on the basis of qualification of teacher effectiveness

The study revealed that there were no significant differences between qualification and teacher effectiveness neither on the scales *Preparation and Planning for teaching, Classroom Management, Knowledge of Subject-Matter, Teacher Characteristics and Interpersonal Relations* and nor on total value. The mean score of graduate teachers was 248.70 and for post graduate teachers was 248.49. this further revealed that there was no significant difference between qualification and teacher effectiveness. Which further reveals that qualification has no role in teacher effectiveness.

5.1.4 Research objective 4

4. 4. To compare the teacher effectiveness on the basis of teaching experience

The study revealed that no significant differences emerged at 0.05 level neither on scale of *Preparation and Planning for teaching, Classroom Management, Knowledge of subject-matter, Teacher Characteristics Interpersonal Relations* and nor on total value with respect to teacher experience. The total means score of teachers less than 9 was 437.34 and the mean score of above 10 years of experience was 440.92. This further revealed that there was no significant difference between experience and teacher effectiveness at high school level. It further revealed that even experience in years and teacher effectiveness revealed no relation.

5.3 EDUCATIONAL IMPLICATIONS OF THE STUDY

The single most important quality that every teacher should possess is a love and passion for teaching profession. A teacher should enjoy his chosen profession. Unfortunately, there are teachers who do not love what they do. This single factor comes in the way of teacher's effectiveness. Teachers who do not enjoy their job cannot possibly be effective day in and day out. There are too many discouraging factors associated with teaching that is difficult enough on a teacher who absolutely loves what they do, much less on one who doesn't have the drive, passion, or enthusiasm for it. Teacher effectiveness plays an important role for making the future of the students. If a teacher teaches effectively it reflects through students performance. How a student performs depends upon the fact that which type of role a teacher performs in his classroom. The results of the present study yield significant implications for teachers. The implications are presented as under:

1. The study shows that most of the teacher falls under average and ineffective group. It represents that number of effective teachers were less. For making teacher effective certain steps need to be taken. The teachers to be made effective need initial training. Number of effective teachers need to be increased for effective learning environment the study also reveals existence of less number of effective teachers available in the learning environment. So the Training programmes for the teachers at the high school level need to be over scheduled, reshaped and made relevant to the needs of the teachers at high school level. The training programmes should

emphasize technique, interpersonal relations, professional values and enthusiasm and initiative respectively.

2. The results of the study revealed that there were significant differences between male and female teachers, Male teachers were higher on the scale namely *Preparation and Planning for teaching, Classroom Management. Knowledge of Subject Matter and Interpersonal Relations* whereas female teachers were higher on the scale teacher characteristics only. This indicates that female teachers need to be provided in service courses in reorientation in the classroom management and evaluation techniques, feedback, job-involvement and professional values. They need to be trained and involved in all these dimensions of teacher effectiveness. The modern methods of teaching, discipline, class room control, interaction between teacher and taught, cheerfulness, stability, Temperament, able to face odd situations boldly, criticism, Participate in curricular and co-curricular activities and show regular attitude towards profession need to be strengthen in female teachers.

3. There were no significant differences found between qualification and teacher effectiveness neither on the scales namely *Preparation and Planning for teaching Classroom Management, Knowledge of Subject Matter, Teacher Characteristics and Interpersonal Relations* on total value among male and female teachers. If further revealed that teachers were mostly similar qualification and background as the government has enforced entry-level qualification. Subject qualification, content mastery and specialized in service training need to be provided to teachers on regular intervals for making them effective on the jobs.

4. There were no significant differences found between experience and teacher effectiveness, on the scales namely *Preparation and Planning for teaching, Classroom Management, Knowledge of Subject Matter, Teacher Characteristics and Interpersonal Relations*. This indicates that training for teacher effectiveness was a felt need for both male and female teachers. In order to multiply the numbers of effective teachers, some awards and incentives need to be put in place so that teachers get motivated lot for better achievement and effectiveness at school.

DELIMITATIONS OF THE STUDY

The present study will be delimited to 200 high school teacher only

The present study will be delimited to Jammu city only

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Appendix-A

Consumable Booklet

Of

K T E S

Dr. (Mrs.) Umme Kulsum (Bangalore)

(English Version)

Please fill in the following Information:-

Name.....

Age..... **Sex**.....

Qualifications..... **Designation**.....

Experience.....

INSTRUCTIONS

If we perceive the best and the worst effective teachers and the other categories of them in terms of the rungs of the picture of the ladder given here, we can say that the best effective teachers could be placed on the 10th (highest) rung of the ladder. If one travels from the bottom to the top of the picture of the ladder given here, one would be having teachers with higher level of effectiveness. If one travels from the top to the bottom of the picture of the ladder, one would be having teachers with lower & lower levels of effectiveness.

You have been a teacher at the Secondary School level for quite some time now. Hence, by now you might have attained some level (status) in respect of your effectiveness as a teacher. Also you might have been aspiring to attain some better level (status) in the next three years in terms of your being an effective teacher.

Please read the statement given in the next page and indicate the step number on which you think you are now in the picture of the ladder in respect of your effectiveness as a teacher and the step number you aspire to reach in the picture of the ladder in respect of your effectiveness in the next three years, keeping in view the maximum possible effectiveness (BEST) of teachers and the least possible effectiveness (WORST) of teachers, as a frame of reference for your rating. There are given five roles/functions that teachers are expected to perform

This is not an examination for you. There is no right or wrong answers in your responses. You should feel free in marking your responses. You may please start now.

10
9
8
7
6
5
4
3
2
1
0

Ph. No. (011) 5551689

PSYCHO - EDUCATIONAL TESTING CENTRE

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TEACHER EFFECTIVENESS RATING SCALE

Name of the School

Name of the Rater.....

Name of the Teacher being Rated

In general under which category of the following do you classify the teacher you are rating as effective teacher

Ineffective teacher

(Please tick the appropriate category)

DIRECTION: Below are given files roles/functions that teachers are expected to perform. Against each role/function five categories of responses and their numerical equivalents are given. You have been your teacher's supervisor for quite sometime now. Please rate each of your teachers on the five roles/functions defined in the rating scales. Teachers are to be rated for their effectiveness in respect of their role/function of a teacher.

Sl. No.	Role/function of teacher	Poor	Fair	Good	Very Good	Excellent
---------	--------------------------	------	------	------	-----------	-----------

A Preparation and Planning for teaching:

Ability of the teacher in preparing, planning and organizing for teaching in accordance with the course objectives by using different source materials. 1 2 3 4 5

B Classroom Management:

Ability of the teacher to successfully Communicate, motivate the students and Evaluate the teaching-learning process and also to maintain discipline in the classroom within the framework of a democratic organization. 1 2 3 4 5

C Knowledge of subject matter:

Ability of the teacher in acquiring, retaining, interpreting and making use of the content of subjects He/she is dealing within classroom situations. 1 2 3 4 5

D Teacher Characteristics:

It is the personality make-up and its behavioural Manifestations that have their own level of Acceptability or unacceptability in the teaching Profession 1 2 3 4 5

E Interpersonal Relations:

It is the ability of the teacher to adopt himself to maintain cordial relations with his/her colleagues Pupils, their parents and other persons in the community with whom he/she is to interact as an integral part of his/her profession 1 2 3 4 5

Sl. No.	STATEMENTS	Step number you are on Now	Step number aspiring to attain in the Next Three Years
1. C	I have control over the subject I am teaching.	[]	[]
2. A	I plan my lessons well in advance.	[]	[]
3. B	I do motivate my students for learning.	[]	[]
4. D	I possess supportive behaviour.	[]	[]
5. E	I cooperate in the work of my school.	[]	[]
6. A	I adjust my teaching time judiciously.	[]	[]
7. B	I make use of audio- visual aids to make my teaching more effective.	[]	[]
8. C	I do exchange my experiences of subject- matter with my colleagues to become more knowledgeable	[]	[]
9. D	I am fairly creative.	[]	[]
10. E	I am friendly with my colleagues.	[]	[]
11. A	I go to class on time and leave it to time.	[]	[]
12. B	I resort to remedial teaching whenever necessary	[]	[]
13. D	I have good expression.	[]	[]
14. C	My knowledge of subject- matter is up to date.	[]	[]
15. E	I invite my students for discussion outside class hours.	[]	[]
16. B	I value interaction of my students during teaching- learning sessions.	[]	[]

Sl. No.	STATEMENTS	Step number you are on Now	Step number aspiring to attain in the Next Three Years
17. C	I keep an acquiring new knowledge.	[]	[]
18. D	I am emotionally balanced.	[]	[]
19. E	I do not discriminate students for personal reasons	[]	[]
20. B	I am objective in evaluating my students.	[]	[]
21. D	I am reasonably active.	[]	[]
22. E	I take a great deal of interest in parent- teacher associations.	[]	[]
23. A	I make my teaching interesting by giving examples and situations that are familiar to students.	[]	[]
24. B	I try to stimulate the Intellectual curiosity of my students during my classes.	[]	[]
25. D	I go to school neatly dressed and smart.	[]	[]
26. E	I do contribute in the meetings of professionals and scholarly societies.	[]	[]
27. A	I am systematic in my preparation of lessons.	[]	[]
28. B	I conduct tests periodically to evaluate my teaching.	[]	[]
29. C	I have a substantial knowledge of human Development and learning.	[]	[]
30. D	I am punctual in attending my school work.	[]	[]
31. D	I do possess pleasing manners.	[]	[]

Sl. No.	STATEMENTS	Step number you are on Now	Step number aspiring to attain in the Next Three Years
32. E	I do help my students facing personal and educational problems.	[]	[]
33. A	I organize the subject matter I teach to be in agreement with the course objectives.	[]	[]
34. D	I have a fairly good memory.	[]	[]
35. D	My gestures in the classroom are pleasant and approvable.	[]	[]
36. D	I have a sense of duty and responsibility.	[]	[]
37. A	The tests I intend administering to my students will be reviewed and improved upon by me.	[]	[]
38. B	My teaching is characterized by clarity.	[]	[]
39. C	I discuss the content of the subject matter with ease and confidence.	[]	[]
40. D	I have pleasing and distinct voice.	[]	[]
41. D	I value my academic achievements.	[]	[]
42. E	I am sufficiently adapt in maintaining cordial human relations.	[]	[]
43. E	I am reasonably obedient to my headmaster.	[]	[]
44. A	I plan my lessons keeping in view the individual differences among students.	[]	[]
45. B	I guide my students in completing their assignments.	[]	[]
46. C	I have a great deal of interest in the subject I am teaching.	[]	[]

Sl. No.	STATEMENTS	Step number you are on Now	Step number aspiring to attain in the Next Three Years
47. D	I provide a laudable example of my personal and social living to my students.	[]	[]
48. D	I show understanding and sympathy in working with my students.	[]	[]
49. A	I am in the habit of summer the lessons, I teach, in the end.	[]	[]
50. B	I encourage students to be punctual in their assignments.	[]	[]
51. B	I am concerned with the maintenance of discipline in the classroom within the framework of democratic atmosphere.	[]	[]
53. E	I support the genuine causes of teaching community	[]	[]
54. A	Whenever necessary I do consult my colleagues in the planning of my lessons.	[]	[]
55. B	I help students in their reference work.	[]	[]
56. B	I ask more thought provoking questions than fact finding questions while teaching.	[]	[]
57. D	I have love for my students.	[]	[]
58. A	I plan my lessons based on the techniques tested and found suitable.	[]	[]
59. B	I do discuss students' performance in tests with them.	[]	[]
60. E	I consider my first duty to be devoted to get a good name to my school.	[]	[]

Appendix-B

Sample Principal Questionnaire

Instructions: Please answer each item. Information given by you will be used solely for the purpose of research and shall not be disclosed.

Information about yourself:

Name

Age

College

Phone no.

Address

Qualification

Information about your Home Science teaching staff:

T1.....

T2

T3.....

T4.....

T5.....

T6.....

S. No	Item	Five Point Scale	How do you rate your staff					
			T1	T2	T3	T4	T5	T6
1	Knowledge of study matter	Max. 5 4 3 2 1 Min.						
2	Attitude towards teaching	Highly Positive 5 4 3 2 1 Very Negative						
3	Punctuality	Highly Punctual 5 4 3 2 1 Not Impressive						
4	Sincerity	Very Clear 5 4 3 2 1 Not Clear						
5	Teaching ability	Impressive 5 4 3 2 1 Not Impressive						
6	Interpersonal Relation among Colleagues	Cordial 5 4 3 2 1 Not Cordial						
7	Relations with students	Cordial 5 4 3 2 1 Not Cordial						
8	Takes interest in Extra Curricular activities	Very Interested 5 4 3 2 1 Not at all interested						
9	Takes interest in Seminar/Workshop.	Always Eager 5 4 3 2 1 Never Interested						

10. In your opinion what method should be used by teachers to teach Home Science at Degree Level.

Appendix-C

Sample Pupil Questionnaire

Instructions: Please answer each item yourself and without any hesitation. Information given by you will be used solely for the purpose of research and shall not be disclosed.

Information about yourself:

Name
 Age
 College
 Address.....

Class
 Marks/Percentage
 Phone No.

Information about your teachers:

T1.....
 T4.....

T2
 T5.....

T3.....
 T6.....

S. No	Item	Five Point Scale	How do you rate your teachers					
			T1	T2	T3	T4	T5	T6
1	Knowledge	Max. 5 4 3 2 1 Min.						
2	Attitude/Sincerity	Highly 5 4 3 2 1 Very Positive Negative						
3	Teaching method	Impressive 5 4 3 2 1 Not Impressive						
4	Blackboard Presentation	Impressive 5 4 3 2 1 Not Impressive						
5	Explanation	Very 5 4 3 2 1 Not Clear Clear						
6	Interpersonal Relationship	Cordial 5 4 3 2 1 Not Cordial						
7	Way of asking questions	Impressive 5 4 3 2 1 Not Impressive						
8	Ability of answering the questions	Impressive 5 4 3 2 1 Not Impressive						
9	Way of presentation	Very 5 4 3 2 1 Very Good bad						
10	Extending help to students	Always 5 4 3 2 1 Never Eager Interested						

11. In your opinion what method should be used by teachers to teach Home Science at degree level.

