

A STUDY OF TEACHER EFFECTIVENESS AMONG SECONDARY SCHOOL TEACHERS



A

DISSERTATION

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CERTIFICATE

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“A STUDY OF TEACHER EFFECTIVENESS AMONG SECONDARY SCHOOL TEACHERS”

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Abbreviations Use

GOVT.	Government
PVT.	Private
S.D.	Standard Deviation
S.E _m .	Standard Error Mean
d.f.	Degree of Freedom

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ABSTRACT

Teachers play an important role in shaping and moulding the habits, manners and above all, the character of prospective teachers to become effective teachers. Globally, there is an overwhelming concern over the quality of education. Education being the social system of society plays a key role in reforming and reconstructing the society from time to time. It means prospective teachers must also have some sense of belief that they can make a difference to the lives of children they are teaching and that those children are learning. The study aims to investigate the teacher effectiveness among secondary school teachers. For this study random sampling technique was employed. The study was conducted on 160 secondary school teachers working in Jammu district of Jammu and Kashmir in the spring term 2018-20 school years. Descriptive Survey method employed for this study. For this study, '*Teacher Effectiveness Scale*' developed by P. Kumar was used for data collection. To analyses the data, the statistical technique *t*- test employed. The result of the study revealed: There is no significance difference between male and female teachers of secondary schools, secondary school teachers belonging to private and government schools significant difference on their level of teacher effectiveness, secondary school teachers belonging to rural and urban area significant difference on their level of teacher effectiveness, secondary school teachers belonging to teaching experience do not differ significantly on their level of teacher effectiveness, secondary school teachers belonging to marital status do not differ significantly on their level of teacher effectiveness.

CHAPTER-I

1.1 INTRODUCTION

The threshold of twenty first century wherein, the impact of industrialization, urbanization, globalization rapid technological changes, the erosion of old social structures and emergence of new structural changes within our societies are powerful forces that have affected people's expectation, their time horizons, their political awareness and their willingness to challenge the status quo. One of the greatest challenges is to give the society an effective teacher, which are equipped with new skills, rich technology, positive attitude, professional value, pedagogic leadership and dynamism. The end product of education is based on four factors namely, the teacher, the learner, the curriculum and the learning environment.

The development in the psychology has changed all old concepts of the teaching profession. The teaching was teacher centred in earlier days and now it has become learner centred. The teacher was the only source of the knowledge in earlier days and now pupils are getting information from many sources. The teacher in the profession of the teaching is to be well prepared and he is to justify his art of teaching in the classroom. The teaching is the scientific process. The teacher is not only appealing the brains but also hearts. He looks after physical, mental, Social and emotional growth and development of the younger ones. He is the person whose impression is easily found in the behaviours of the students. The teacher is moulding innumerable hearts into the dynamic personalities. The question is, how does he do all these? The simplest answer is that through his personality, his talent, his knowledge and skills. It is now clear that the teacher is a craftsman and it is his art that makes classroom teaching more in retesting and purposeful. The teaching art is considered to be an art having varied skills.

Dunkin, M.J. (1987) 7 has explained about this in his article published in The International Encyclopedia of Teaching and Teacher Education, "Teaching: Art or Science?", he has quoted Highest in the same who has argued that the teaching is an art because it involves human beings, their emotions and their values, which he regarded as 'quite outside the grasp of science' (1954) and even threatened by attempts to apply scientific aims and methods. He has also quoted Gallagher (1970) who had no doubt that teaching is an art. Gallagher also made valuable comments about what is meant by classifying something as an art. He saw two implications of calling something an art of only a few people possess the skills required to be called 'artists', and even the artists find it difficult to describe their artistry and pass it on only acting as models to imitate. To Gallagher, the improvement of teaching and education involved removing some of the mystery of teaching by the application of systematic study of it.

In Gage's later comment on the subject, he has agreed that teaching is an art, but saw it as "a useful, or practical, art rather than one dedicated to the creation of beauty and the evocation of aesthetic pleasure as ends in themselves" (Gage, 1978 p. 15). In relation to decisions made concerning materials, pacing, and especially in face-to-face interactions with students, Gage saw

much scope for intuition, expressiveness, improvisation and creativity, which are commonly accepted ingredients of artistry.

The ultimate goal of education is the harmonious and progressive development of the child. It can be achieved only when teachers have certain characteristics and qualities in them. A scholar may properly be devoted to his special subject, but the teacher must always think of subject matter in relation to its value in life and its use for children. The great teacher is concerned with what the pupil can do with subject matter and how knowledge affects the learner, and not primarily with the mastery of a subject for its own sake. The teacher begins with the innate capacities of the child, his experience in the home and in the outside world, his physical, moral and spiritual potentialities and work with him to develop a person who can meet the problems of life in an intellectual way.

Thus the teacher is potentially the integrator of personalities, the counselor and guide to learners, the developer of citizens and the servant of the state as guardian of the individual. All educational thinkers, policymakers, administrators and all educational committees and commissions--Indian as well as foreign hold that the effectiveness of instruction depends vitally upon the quality of the teacher, who is the pivot of an educational system. As far back as 1952, Secondary Education Commission observed that: the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community.

The changing role of the teacher in formal education has been the subject of considerable discussion and debate over the last century or more. Research on teachers and teaching has been a major domain of educational research from the inception of this field. Changes in approaches to education and material changes in the organization of schooling have strongly impacted the ways teachers are expected to function. The overall scope and the central themes addressed in research on teachers have also changed over the decades. Even a cursory review will show how the focus has shifted from observing teacher behaviors, to theorizing on teacher knowledge, to understanding the teacher as a person. Behavior-centered research on teachers has mostly attended to seemingly 'objective' areas of teaching such as observing the different methods and techniques teachers used, prescribing different tasks and routines for teachers to accurately execute in everyday classrooms, and examining the implementation of reformed curricula. Knowledge-centered research and the more recent person-centered research on teachers have begun to attend to the relatively 'subjective' areas of teaching such as exploring teachers' notions of good teaching, imaging different roles teachers personify, inquiring into the moral and ethical challenges faced by teachers, illustrating the complex nature of teachers' relationships with the other participants in the teaching-learning context, and becoming aware of teachers' identities, personalities, feelings, and background culture.

Parker Palmer's approach to teacher self-renewal was based on his belief that good teachers had a "a capacity for connectedness" and that "they offer up soul, or selfhood, as the loom on which to weave a fabric of connectedness between themselves, their students, their subjects, and the world". To nurture this capacity for connectedness, Parker Palmer and the Fetzer Institute (a nonprofit foundation) created a program called The Courage to Teach. Participating teachers found that the program not only "renews their passion for teaching" but also helped them "feel that they live more mindful and balanced lives". Within a similar framework of self-renewal, John Miller (2000) made a case for the development of a soulful teacher based on contemplative practices. Contemplation that is achieved through different meditation practices is central to his program of Holistic Education and the Teacher as a Contemplative Practitioner. He believed that "teaching is best done when we work from our souls rather than from our egos" and that such "teaching then becomes a different act where learning and exploration can occur in an atmosphere of freedom, love, and respect". Abiding by a philosophy similar to Parker and Miller, Kenneth Kessler (2001) suggested exercises for teachers to help them achieve a capacity of connectedness and become soulful teachers.

Collectively, research on teachers and teacher education in general in the 90s and onwards shows a movement towards multiculturalism and towards recognizing teaching as an act embodied by the teacher as a whole person: a person who has both cognitive and affective dimensions, who can be understood in relation to other persons, who is contextually, culturally and historically situated, and who is constantly changing, growing and evolving. And it is within this enriched person centred paradigm that this study seeks to understand how ESL teachers in India have been handling student diversity especially multiculturalism. Though trends in language education draw substance from general educational research on teachers, relatively the aspect of 'culture' in language education is still an emerging field. Cultural awareness in language education needs to go far beyond issues of cultural assimilation by language learners to issues of learners' cultural identities and language teaching-learning for social justice.

The effectiveness of instruction in schools depends vitally upon the quality of the teacher and teacher effectiveness is the competence and ability of a teacher to teach effectively and effective teaching involves a set of teaching behaviours which are specially effective in bringing about desired changes in an effective manner and the class room learning demands the actions of a leader on the part of a teacher. A successful teacher becomes better and better because his actions are not based simply on intuition but on careful analysis, reflection and planning. A good working view point is that the successful teacher is not a perfect one, but one with aptitude for teaching and favourable attitude towards teaching who stays busy at the job of self-improvement. Thus to sum up as Mahasan (1995) has said: "Teaching is certainly one of the oldest professions. In modern formally situations especially with young ones the teacher builds up instruction, trains, moulds and guides for healthy growth and stable adult life. The teacher is the main dynamic force in the school; everything else is meaningless in school situations unless associated with the teachers". Teacher effectiveness involves three closely related steps which a beginning

teacher takes slowly and cautiously: First step is clarification of what a teacher will do for pupils what he/she wants to help them learn. The teacher needs to know the actual purposes of education as well as; the second step is that of selecting the materials and methods which promise to be of most helpful in accomplishing these purposes. The third step is that of evaluation, of accurately assessing the results of his/her teaching efforts. There are three categories of effect, in terms of object affected, that pertain to pupils, school operations and the school community.

Teaching has always been a complex exercise undergoing modification from time to time due to increased social responsibility. The role of the teacher is a complex one that has been shaped by both historical and contemporary circumstances. According to Richard (1988) nineteenth century society emphasized teachers' moral character and conduct, whereas the late twentieth century has emphasized teachers' accountability and their use of appropriate pedagogical practices. Teaching in the twenty first century will probably be characterized by a demand for quality education and more accountability. The new education policy of India (1986) also focuses its attention on an educational system which can produce citizens who are by and large physically, mentally and morally healthy; who are conscious of their duties and rights and are thus socially well adjusted, who are keen to learn on a lifelong basis and incessantly eager to improve their performance and who consequently are well grounded individuals competently contributing to the uplift of the quality of life everywhere. If this dream has to be accomplished the nature of the classroom transactions must change in accordance with the modern concepts of effective teaching.

Campbell and Wahl (1998) reported that teachers were the leaders and shapers of the classroom and should be vested in making education work. As reported by Sodhi and Suri (2000) the whole system of education depends upon the quality, the competence and the devotion of the teachers. The ability to adjust his or her style to meet the student needs is important when determining high quality outcomes. Goldenberg (2001) stated that effective teachers build strong relationships with the parents of their students. They communicate regularly with parents, treat them with respect and make them feel welcome, in their classrooms. It is, now, being increasingly realized that teacher is a factor, which promotes quality in education, also observed by the Indian Education Commission (1964-66) of all the different factors which influence the quality of education and its contribution to national development the quality competence and character of teachers are undoubtedly the most significant. National Policy of Education (1986) also recommended incentives for good teachers. As Singh (2006) stated that teachers are considered the most important asset for any institution. Effective teacher as described by Cotton (1995) is that who has clear standards for classroom behavior, clear and focused instruction, and use effective questioning techniques, provided feedback, and used a variety of assessment strategies. Hedge (2009) stated that teachers are the social doctors. In the words of I Padron et al. (2002) key criterion for culturally relevant teaching is nurturing and supporting competence in both home and school cultures.

1.2 TEACHER EFFECTIVENESS

The secondary educational commission (1952-1953) has rightly stated: we are however convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training, and the place that he occupies in the school as well as in the community.

Effective teachers are not thinking about what to do; they are responding in a predictable manner to the student behavior. In establishing a productive learning environment, effective teachers are recapturing instructional time that is often lost in administrative activities, discipline and transitions. Kulsum (2006) stated that teacher effectiveness includes characteristics of a teacher, his personality, attitudes etc., and process like teacher-pupil interaction and production variables like outcomes of teacher-learning process, namely pupil achievement whereas Anderson (1991) stated that an effective teacher is one who achieves the goals set by him or have set for him by others. An effective teacher must possess the knowledge and skills needed to attain the goals and must be able to use that knowledge and those skills appropriately if the goals are to be achieved. Reiman et al. (1998) revealed that teachers at the highest levels of professional expertise and psychological development were reflective; capable of understanding the assumptions; beliefs, values behind choices; capable of balancing the students intellectual achievements and interpersonal learning in the classroom; used a collaborative approach with students to control the classroom and encouraged creativity and flexibility to create interactive classrooms .Walsh et al. (2007) viewed that a teacher is having high verbal ability is more effective. Teachers' level of literacy as measured by vocabulary and other standardized tests affect student achievement more than any other measurable teacher attribute.

An effective teacher is one who not only imparts the entire educational curricular allotted to him to the best of his caliber in the most efficient manner, but also ensure the best academic performance, high degree of moral, good interpersonal relationship with all the staff, active-involvement in the decision making process (whenever is needed), and an optimal development of all round personality in students and has his task quite challenging. He is repertory of skills, knowledge, attitudes, values and abilities which help him effectively to perform his tasks. These are the essential attributes for effective teachers.

Teacher effectiveness plays an important role in teaching learning process. An effective teacher helps the students to create their image of their own by understanding the problem of the students and helping them by making any subject interesting, by controlling the and being fair with the students whole dealing with them. Effectiveness extent that the acts in the way that are favorable to the development of the basic skills, understanding, work habits desirable attitude, valuable judgment and adequate personally adjustment of the pupils.

Anderson (1991) stated that “an Effective Teacher is one who quite consistently achieved goals which directly or indirectly focused on learning of their students “.

Dukin (1997) considered that “teacher effectiveness is matter of the degree to which a teacher achieves to desire effects upon students. He defines teacher competence as the extent to which the teacher possesses the requesting knowledge and skills and teacher performance as he way teacher behaves in the process of teaching”.

Remmers (1952) define effectiveness by remarking. “Effectiveness is the degree to which an urgent produces effect”. The effectiveness of instruction in a school depends upon the quality of the teacher who is the pivot of educational system. Teacher effectiveness concerns only those outcomes that reflect the efficiency of the teacher and the objective of the education. It is therefore, quite accurate to say that the school effectiveness depends directly on the effectiveness of its teachers.

The term “teacher effectiveness” is mainly used to the results a teacher gets or to the amount of progress the pupils make towards some specified goal of education. The implication of this is that teacher effectiveness must be defined, and can only be expressed in terms of behaviour of pupils and not behaviours of teachers, for this reason, because the amount that pupil learn is also strongly affected by factors, not under the teacher’s control. Teacher competence prefers to the set of knowledge, abilities and beliefs a teacher possesses and brings to the teaching situation. Barr (1952) explains the teacher effectiveness as a relationship between teacher, pupils and the other persons concerned with the educational undertaking.

Medley’s (1952) definition revolves around the possession of knowledge and skill that fall under the rubric of teacher competence. In contrast, the use of knowledge and skills in the classroom is referred to as teacher performance. Thus, those who investigate and attempt to understand teacher effectiveness must be able to link teacher competence and teacher goals (that is, teacher effectiveness).

The Four Aces of Effective Teaching are Outcomes, Clarity, Engagement and Enthusiasm. The first Ace of Effective Teaching concerns the utilization of an outcome-based instructional orientation. Outcomes enable students to focus their attention on clear learning goals. These outcomes inform students of where they are going and how they will get there. Outcomes also provide the teacher with a framework for designing and delivering the course content. Furthermore, outcomes enable teachers to assess student learning as a measure of their own instructional effectiveness. More effective teachers use designated outcomes as a basis for the establishment of curricular alignment. Curricular alignment is the degree to which the employed instructional methods and assessment techniques enable the student to acquire and/or demonstrate the desired learning.

The second Ace of Effective Teaching involves the clarity of instruction. More effective teachers typically provide students with highly explicit directions and explanations concerning the course organization and content. When delivering instruction, nothing should be left to chance. If students are not meeting your expectations, your methods of delivery may lack the

required degree of clarity. When a teacher tells, shows, and makes the message available from alternate perspectives to alternate senses, then she is engaged in effective instructional practice. Additionally, the course should be structured in a way that affords students the opportunity to make connections between the new material that is being presented and the concepts that they have already learned. This instructional strategy is referred to as curricular scaffolding. When a teacher helps students connect new information with what they already know, the teacher is assisting these students in an accurate organization of information.

The third Ace of Effective Teaching is engagement. This principle suggests that students learn by doing. The formal lecture represents an archaic model defined by instructor as deliverer and student as receiver. This model exemplifies one-way communication and perpetuates an incomplete model of education. Accordingly, teachers must create a dynamic, educational environment that affords students an opportunity to practice every concept that they are learning. More effective teachers utilize instructional strategies that engage students repeatedly throughout the entire lesson. This engagement should begin early in the lesson and continue throughout the lesson introduction, body, and closure. As a general rule, a teacher should limit a lecture to no more than thirty minutes before employing a learning activity that actively engages all students. Furthermore, these engagement activities are intended to facilitate the development of the knowledge, skills, and attitudes that will enable the student to accomplish the previously identified lesson outcomes. This type of curricular alignment is a critical component of an effective, student-centered learning environment.

The fourth Ace of Effective Teaching is enthusiasm. As straightforward as it may seem, "if you hate to teach it, your students will hate to learn it." Conversely, if you love to teach it, your students may very well love to learn it. Enthusiasm is contagious. More effective teachers display a high level of enthusiasm that reflects their professional competence and confidence. These characteristics are derived from the individual teacher's subject matter knowledge and instructional experience. Teachers can begin to establish a positive learning environment by showing their passion for the subject matter, using student names, reinforcing student participation during class, and being active in moving among the students. The most critical component for fostering classroom enthusiasm, however, is student success. Accordingly, it is the teacher's responsibility to establish a classroom environment that allows for a high degree of student achievement. Ultimately, high levels of student achievement serve as a powerful motivator for both student and teacher.

"Effective Teaching" study conducted for Department of Education and skills by the consultancy firm. Hay McBer (DIEE 2000). Based on the interviews of teachers three main elements relating to effectiveness of the teacher were found. These elements are: (i) professional characteristics including teacher leadership qualities, their ability to relate to others, their analytic and conceptual thinking skills, and their professionalism and their and expecting setting abilities. (ii) classroom climate measured through interviews with pupils that included pupils perceptions of the clarity of each lesson, an orderly climate, clear behaviour standards, a perception of teacher

fairness, the opportunity for pupils to participate feeling emotionally supported in class, the perception that classroom is a safe, comfortable, interesting and exciting place well organized and attractive physical environment; and (iii) Teaching skills such as time on task, high expectations, effective planning, varied teaching, classroom and behavioural management and effective use of assessment and homework. These three main factors within teacher that significantly influence pupil's progress. Each factor provides distinctive and complementary ways to the contribution the teacher makes. This is explained as Fig. 1:

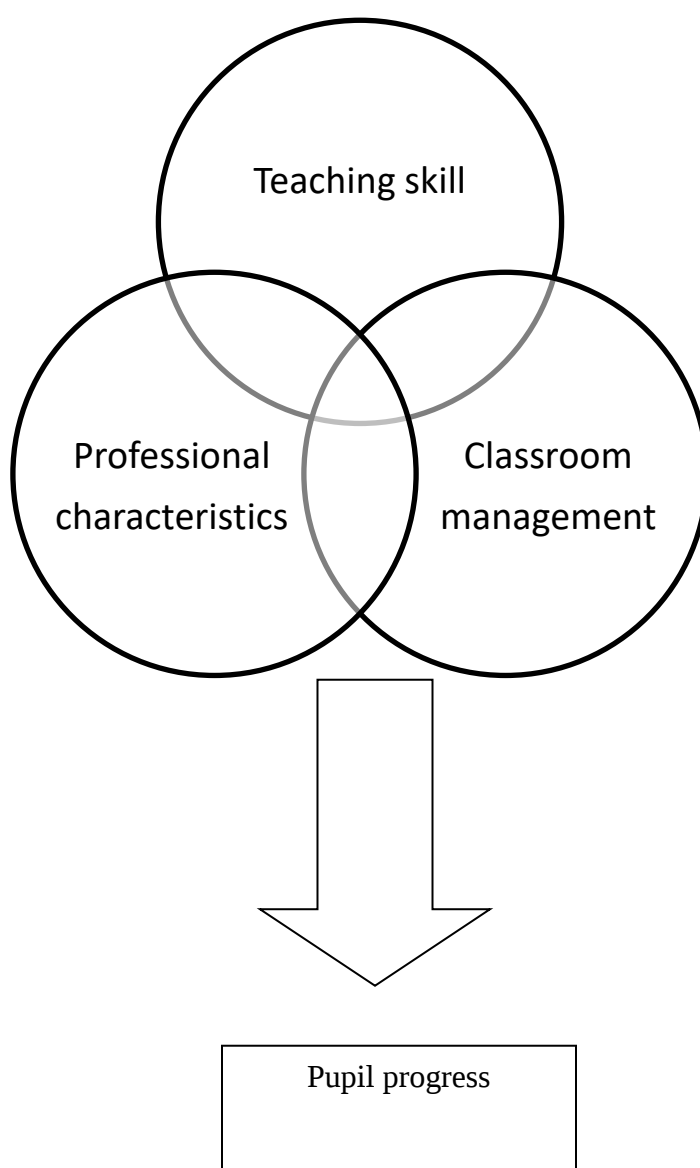


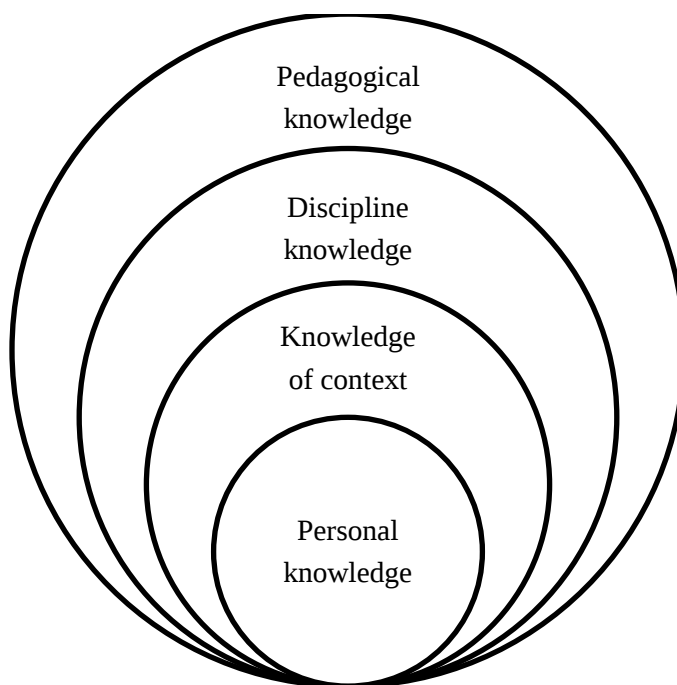
Figure 1: McBER's (2000) Model of Teacher Effectiveness

The three factors are different in nature. Two of them are professional characteristics and teaching skills, factors which are related to what a teacher brings to the job. Professional

characteristics are ongoing patterns of behaviour that combine to drive the things we typically do. Teaching skills are the micro behaviours that an effective teacher constantly exhibit when teaching in a class. Classroom climate is an output measure. It allows teachers to understand how the pupils in their class feel about the learning climate created by them, which influences their motivation to learn.

Clark and Walsh's (2002) model of an effective teacher emphasis not only the domains of effective teaching which receive most of the attention in teacher education and evaluation, namely content knowledge, pedagogical knowledge and more recently, pedagogical content knowledge but also takes into an account the teacher's personal knowledge and knowledge of content. It suggests that it is not just this knowledge that teachers have in these domains but the way this knowledge overlaps and interacts both, within the teacher and with the teacher's physical, social, intellectual and emotional environment.

Figure 2: Clark and Walsh's (2002) Model of Effective Teacher



Discipline Knowledge: Discipline knowledge encompasses an understanding of the salient concepts, relating concepts, ideas and skills of the subject. Content knowledge or discipline knowledge is first pre-requisite of ability to effectively teach a particular discipline.

Pedagogical Knowledge: The art and science of teaching is pedagogy. It includes the knowledge about classroom management, organization of classroom activities, methods for motivation of students, personal knowledge about particular student and his family and social interactional skills.

Knowledge of Context: Context includes the knowledge of classroom, school, culture, community, educational system and students.

Personal Knowledge: Components of personal knowledge are moral code of behaviour such as honesty, integrity, teacher's personal philosophy and self-belief.

Teacher effectiveness is the competence and ability of a teacher to teach effectively. Teacher effectiveness is a matter of central importance to all educational institutions as it affects the process of learning and classroom management. Numerous theorists and researchers identified a variety of individual factors essential for facilitating students' achievement in terms of cognitive, affective and psychomotor 'learning or in promoting effective learning'. Teacher effectiveness involves a set of teaching behaviours which are specially effective in bringing about desired changes in students' learning. Effectiveness of the teacher depends on the ability of the teacher to get along with the pupils in inter-personal relationship. There is another assumption that the effective teacher is one who is, to some degree, satisfied with teaching as a profession i.e. his attitude towards profession.

To sum up we can say teacher effectiveness' involves three closely related steps which beginning teachers take slowly and cautiously. First step is to clarify what you will do for pupils what you want to help them. You need to know your actual purposes. The second step is that of selecting the material and method which promise to be of most help in accomplishing these purposes. The third step is that of evaluation, of accurately assessing the results of your effects. Overall effectiveness is an aspect of total personality of good teacher and the contributing factors are: emotional stability, a good disposition, democratic and co-operative attitudes, kindness, empathy, patience, humor and fairness. In addition, there is a need for professional competence, for ability to make effective use of sound personality patterns and professional insight in relating to children and in promoting their all-round growth. It is well documented by Woolfolk (2004) that "teacher knowledge, clarity and organization and warmth and enthusiasm" are the core elements in explaining "effective teachers". Also Mohanty (2010) explains teacher empowerment, teacher effectiveness in terms of teacher's role in class, school and community. The other supportive evidence in this teacher effectiveness and school output has been dealt within the concept of inclusive education (Verma, 2010), school culture (Hameed and Manjusha, 2010) and hence in the agenda of secondary teacher education programmes to equip teachers to face the challenges in the new millennium (Paliwal, 2010).

1.3 TEACHING EXPERIENCE

Teacher experience refers to the number of years that a teacher has worked as a classroom teacher. Many studies show a positive relationship between teacher experiences and student achievement (Wayne and Youngs 2003).

Teaching experience is positively associated with student achievement gains throughout a teacher's career. Gains in teacher effectiveness associated with experience are steepest in

teacher's initial years, but continue to be significant as teachers reach the second, and often third, decades of their careers. As teachers gain experience, their students not only learn more, as measured by standardized tests, they are also more likely to do better on other measures of success, such as school attendance.

Teachers' effectiveness increase at a greater rate when they teach in a supportive and collegial working environment, and when they accumulate experience in the same grade level, subject or district. More-experience teachers support greater student learning for their colleagues and their school, as well as for their own students.

In education, teacher experience is probably the key factor in personnel policies that affect current employees: it is a corner stone of traditional single-salary schedules; it drives teacher transfer policies that prioritize seniority; and it is commonly considered a major source of inequality across schools and therefore, a target for redistribution.

1.4 SCHOOL TEACHER

A school teacher is a person who provides education for pupils and students. The role of a teacher is often formal and ongoing, carried out at a school or other place of formal education. A school teacher who facilitates education for an individual may also be described as a personal tutor, or, largely historically, a governess.

School teachers provide instruction in literacy and numeracy, vocational training, the arts, religion, community roles, life skills. A school teacher's professional duties may extend beyond formal teaching. Outside of the classroom teachers may accompany students on field trips, supervise study halls, help with the organization of school functions, and serve as supervisors for extracurricular activities. In some education systems, teachers may be responsible for students' discipline.

1.5 NEED AND SIGNIFICANCE OF THE STUDY

The ideal behind this investigation is to evaluate teacher effectiveness of secondary school teachers in the classroom and knowing in which aspect they are lapsing down and it further provides the way for their improvement. It helps to know about the problems of secondary school teachers in managing the classrooms and provides the platform which facilitates them in effective management skills. Teacher effectiveness at secondary school 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 secondary school in Jammu city. In the present study there are two types of schools: private and government. The teachers know the odds and evens of the teaching profession and experience teachers may promote the sense of healthy learning among the students and classroom management with the help of the present study. Researcher may help the teachers to develop effectiveness characteristics during teaching learning intervention.

1.6 STATEMENT OF THE PROBLEM

A STUDY OF TEACHER EFFECTIVENESS AMONG SECONDARY SCHOOL TEACHERS

1.7 OPERATIONAL DEFINITIONS OF THE TERMS

Teacher Effectiveness:- Teacher effectiveness is a demonstrated repertoric involve with teaching plans and material, interpersonal skills and learner's reinforcement involvement reflection in teaching behavior, classroom procedure, evaluation and feedback, innovativeness respectively in the everyday *Teacher Effectiveness Scale* by P-Kumar(2009).

Secondary School Teachers: In this study secondary school teacher refers to person who teaches or direct group of students in secondary schools. In this study the teachers who teach class 9th and 10th in government and private school are secondary school teachers.

Gender: The criteria used for differentiating the sex of people.

1.8 OBJECTIVES OF THE STUDY

The objectives of the study are given as under:

1. To study the difference in teacher effectiveness among secondary school teachers in relation to gender.
2. To study the difference in teacher effectiveness among secondary school teachers in relation to private and government schools teachers.
3. To study the difference in teacher effectiveness among secondary school teachers in relation to Residential background.
4. To study the difference in teacher effectiveness among secondary school teachers in relation to teaching experience.
5. To study the difference in teacher effectiveness among secondary school teachers in relation to marital status.

1.9 HYPOTHESES OF THE STUDY

1. There has been no significant difference in teacher effectiveness in relation to gender.
2. There has been no significant difference in teacher effectiveness in relation to government and private schools teacher.
3. There has been no significant difference in teacher effectiveness in relation to Residential background.
4. There has been no significant difference in teacher effectiveness in relation to teaching experience.

5. There has been no significant difference in teacher effectiveness in relation to marital status.

1.10 DELIMITATIONS OF THE STUDY

1. The present study has been limited to 100 secondary school teachers only.
2. The present study has been confined to Jammu city.
3. The present study has been confined to only one tool namely *Teacher Effectiveness Scale* by P-Kumar (2009).

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

A review of related literature is an essential aspect of every study. Review of related researches is a vital prerequisite to actual planning and for the executive of any research work before embarking on making a fresh study. This chapter presents the findings of various research studies conducted 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.

Every piece of ongoing research needs to be connected with the work already done, to attain an overall relevance and purpose. The review of literature thus becomes a link between the research proposed and the studies already conducted in the field. There are probably three stages in most of the reviews. First, find information; next appraise what have found for relevance and robustness. Finally, synthesize findings into a set of collective conclusions. According to Cooper (1988) a literature review uses as its database reports of primary or original scholarship and does not report new primary scholarship itself. The primary reports used in the literature may be verbal, but in the vast majority of cases reports are written documents. The types of scholarship may be empirical, theoretical, critical/analytic or methodological in nature. Second a literature review seeks to describe, summarize, evaluate, clarify and integrate the content of primary reports. According to Koul (2009) research can never be undertaken in isolation of the work that has already been done on the problems related to a study proposed by researchers.

The review of the related literature involves locating, reacting to and evaluating the researches, carried out earlier and also the causal observations and opinions that are related to any research. This encourages the researcher to have a thorough understanding and insight into the work already undertaken and key areas to be explored further. It is vital that in a spirit of adventure we should not neglect a particular fact because it is of past and should not accept a new one because of its newness. It is quite important to give reference to the old so that new one could be learnt. No research Endeavour is unique in descriptive research and variables, under investigation are studied in different combinations to understand the dynamics of cause and effect relationship underlying any phenomenon. Thus related studies provide a comparative data on the basis of which one can evaluate and interpret the significance of one's finding.

In the word of Brog, "Literature in any field forms the foundation upon which all the future works will be build". A review of related literature gives the scholar an understanding of previous work that has been done in his or her field of research and what still remains to be done.

It also provides an opportunity of gaining insight into the methods measures, subject and approaches employed by other research workers. A careful review of research, journals, books,

dissertations, thesis and other sources of information about the problems to be investigated is one of the important steps in the planning of any research study.

In the present study the investigator reviewed the researches done in the field of teacher effectiveness and classroom management among secondary school teachers.

2.2 RESEARCHES CONDUCTED ON TEACHER EFFECTIVENESS

Arokiadoss (2005) conducted a study on the teacher effectiveness of 275 college teachers from Madurai Kamraj University in Tamil Nadu. *Teacher effectiveness scale* and personal information schedule were used for the study. The study demonstrated that 18% teachers had high level of teacher effectiveness and 15% had low level of teacher effectiveness whereas 67% were at the average or moderate level of teacher effectiveness. Women teachers were effective in advising and guiding and possessed better skills of teaching and evaluation. Male teachers were effective motivators. Arts teachers had higher mastery in their subjects and involvement in college activities. Private college teachers showed more involvement in college activities. Autonomous College teachers were equipped with higher teaching skills and were more involved in college activities. Teachers with research degrees had mastery over their subjects, motivating skill and developed rapport with the students effectively.

Rai (2005) conducted a study on the factors of effective teaching from the student ratings of teacher characteristics and determine if there was any agreement between student evaluation of teaching and self – evaluation of teaching using the criteria. Tools used in the study were rating scale for student evaluation of *Teaching Effectiveness Scale* and *Attitude Scale* by Ahluwalia. Students and teachers had similar views regarding the criteria of effective teaching. Self- rating of teaching in respect of overall teaching effectiveness was significantly higher than student rating of the same. Significant correlation was found in the teaching effectiveness score of male and female teachers.

Bansibihari and Surwade (2006) conducted a study on teacher effectiveness of emotionally mature group with that of emotionally immature group. The sample consisted of 180 male and 175 female belonging to secondary schools for Navapur and Dhule cities of North Maharashtra. Emotional Maturity Scale by Bhargava and Singh and *Teachers Effectiveness Scale* by Kumar and Mutha used for data collection. Results of the study indicated that emotionally more mature teachers were more effective than their counterparts. There was no sex difference in emotionally mature group with respect to teacher effectiveness.

Carlo and Josefina (2007) conducted a study two models on the interaction of teacher variables using Structural Equations Modeling. In the first model, the effect of teacher's personality characteristics and teaching efficacy on teacher's performance and effective teaching was tested. In the second model, the effects of learner-centered practices on teacher's performance, effective teaching, and teaching efficacy were included. 296 teachers were assessed by their teaching performance using *Student Instructional Report (SIR)*, *Effective Teaching Inventory (ETI)* and *Learner-centered Practices Questionnaire*. It was found that the teachers practicing learner-centered approaches use their self-efficacy in order to be effective in teaching, but it was also found that being effective did not result in high teaching performance ratings.

Hiremath (2007) conducted a study to know the cognitive and non-cognitive correlations of secondary school teacher effectiveness. The purpose of the study is to explore the relationship between teacher effectiveness of secondary school teachers with their intelligence, attitude and personality. The researcher also aims to know teacher effectiveness dimensions and intelligence dimensions. The investigator used the sixteen *Personality Factor Questionnaire* of Cattell, *Standard Progressive Matrices* by Raven; Student's rating of *Teacher Effectiveness Scale* by Deshpande and Attitude towards Teaching Profession. The study found that the direct effect of intelligence and personality, teacher effectiveness of teachers of secondary schools were found to be significant. The study also revealed that personality of the teacher, intelligence, teacher effectiveness and teaching experience were found to be significant.

Roul (2007) conducted a study on the teacher effectiveness and organizational climate of autonomous and non-autonomous college teachers. The sample consisted of three general autonomous colleges and three non-autonomous colleges of Orissa. As many as 7 departments and 7 teachers from each 46 department were selected, on random basis. Tools included *Teacher Effectiveness Scale* by Kumar and Mutha, *Organizational Climate Description Questionnaire (OCDQ)* by Sharma and *Teachers Rating scale*. There was a significant difference between autonomous college teachers and non-autonomous college teachers on teacher effectiveness. Autonomous college teachers were found more effective than non-autonomous college teachers. Male teachers of autonomous college were found more effective than the male teachers of non-autonomous colleges. Female teachers of autonomous colleges were more effective than the female teachers of non-autonomous colleges. Autonomous college teacher were found more effective organizational climate than the non-autonomous college teachers. Combined effect of type of college and organizational climate did not produce significant effect on teacher effectiveness.

Sridhar and Badiei (2007) conducted a study teacher efficacy and emotional intelligence of 100 primary school teachers of urban district in south Mysore. *Teacher Efficacy Scale (TES)* and *Emotional Intelligence Test* were used for data collection. Results indicated that the levels of teacher efficacy and emotional intelligence of primary school teachers were placed under moderate category; a high level of both teacher efficacy and emotional intelligence would be correlated with student achievements, job satisfaction, teachers' willingness to implement innovation, effective teaching. It was also concluded that younger teachers had the highest teaching efficacy and that teaching efficacy declined slightly with age.

Adegbile and Adeyemi (2008) conducted a study quality assurance through teachers' effectiveness. One hundred primary schools teachers of Usun State, Nigeria were included in the sample. An observational instrument tagged *Classroom Interaction Sheet (CIS)* was used for assessing teacher's effectiveness as an index of quality assurance. The results indicated that no significant relationship existed there between the male and female teacher in each category 47 of the observed behavioral indices. No significant difference based on the categories was observed.

Satwinderpal (2008) conducted a study on occupational stress in relation to teacher effectiveness among secondary school teachers. A representative sample of 1000 government secondary school teachers was randomly selected from the four districts, Ludhiana, Patiala, Muktsar and

Mansa of Punjab. With the help of *Teacher Effectiveness Scale* 213 teachers' fough to be highly effective and 203 less effective teachers were identified and 200 highly effective and 200 less effective teachers were taken for the study. To study the teacher effectiveness, the *Teacher Effectiveness Scale (TES)* by Kumar and Mutha was used. Results revealed that the values of correlation coefficients between teacher effectiveness and occupational stress were $-.871$, $-.468$ and $-.892$ for the highly effective, less effective and total group of teachers. All the values were negative and significant. The findings indicated that with the increases in the level of occupational stress the effectiveness of the teachers reduced.

Thomas Kane et.al (2008) conducted a study the effectiveness of hired teachers in the New York City Public Schools. On an average, the initial certification status of a teacher has small impacts on student test performance. Results also indicates that turnover among teachers by initial certification status, effect the student achievement of hiring teachers with predictably high turnover.

Bansibihari and Surwade (2006) conducted study on "sample of 180 male and 175 female belonging to secondary schools of Maharashtra to compare teacher effectiveness of emotionally mature group with that of emotionally immature group. Tools used for analysis were *Teacher effectiveness scale* by Kumar and Mutha and *Emotional Maturity Scale* by Bhargava & Singh. The findings were that emotionally more mature teachers were found to be more effective than their counterparts. Female teachers were found to be more mature/ stable than male teachers".

Akiri and Ugborugbo (2009) conducted a study on Teachers' Effectiveness and Students Academic Performance in Public Secondary Schools in Delta State, Nigeria. Stratified random sampling was used for the data collection. A sample of 979 teachers was drawn from the 361 public schools of Nigeria. Academic performance scores of 50 students per teacher were also used. For analysis of data correlation, t test and single factor analysis of variance was used. Findings revealed that students were not significantly different in their performance. However effective teachers produced better performing students than the ineffective teachers. But there was another factor like school environment which also influence the academic achievement of students so it concludes that teacher effectiveness is not only the single factor for the students achievement.

Ronald (2009) conducted a study on the teacher effectiveness of successive teachers and found that the effectiveness of successive teachers was related to student achievement in reading and mathematics. Secondly collective teacher effectiveness as an organizational property of schools was positively related with the achievement of students. Whereas the stability of the school's teaching staff and the quality of its academic organization and teaching processes were also positively related to achievement levels.

Dhillon and Navdeep (2010) conducted a study teacher effectiveness in relation to their value patterns. The sample comprised of 100 male and 100 female teachers. Two tests *Teacher Effectiveness Scale (TES)* and *Teacher's Value Inventory (TVI)* had been used. Results of the study indicated that no relationship exist between teacher effectiveness and value patterns of teachers. There was no significant difference in the level of teacher effectiveness of male and

female, government and private schools teachers. There was no significant difference in the value patterns of male and female teachers and government and private school teachers.

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 245 were males. Data was analyzed by t-test, regression analysis and multiple correlations. The finding of the study were: 1) No significant difference found to exist 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 the teaching effectiveness of secondary school teachers 4) medium of instructions did not influence the teaching effectiveness of secondary school teachers 5) gender status had significant influence on teaching effectiveness of secondary schools teacher with higher teaching effectiveness in male teacher in comparison to female teachers.

Newton, Darling-Hammond, Haertel & Thomas (2010) conducted a study on the stability of high school teacher effectiveness rankings across differing conditions. They found that judgments of teacher effectiveness for a given teacher can vary substantially across statistical models, classes taught, and years. Furthermore, student characteristics can impact teacher rankings, sometimes dramatically, even when such characteristics have been previously controlled statistically in the value-added model. A teacher who teaches less advantaged students in a given course or year typically receives lower effectiveness ratings than the same teacher teaching more advantaged students in a different course or year. Models that fail to take student demographics into account further disadvantage teachers serving large numbers of low-income, limited English proficient, or lower-tracked students. They conclude that caution should be exercised in using student achievement gains and value-added methods to assess teachers' effectiveness, especially when the stakes are high.

Sawhney and Kaur (2011) conducted a study on the teacher effectiveness in relation to self-concept of elementary school teachers. *Teacher Effectiveness Scale* by Kumar and Mutha and *Self-Concept Inventory* by Mohsin was used for data collection from elementary school teachers of Punjab State. Results of the study revealed that no significant difference found in the teacher effectiveness of male and female teachers. A significant difference found to exist between self-concept of male and female elementary school teachers. There existed significant relationship between teacher effectiveness and self-concept of male and female elementary school teachers.

Babu and Kumari (2013) conducted a study on the impact of the organizational climate on teacher effectiveness. For the present study the researcher selected a sample of 100 Elementary School Teachers from Koderma District of Jharkhand. The sample contained 50 from Government Schools and 50 from Private Schools. The tools used in this study were a *School Organizational Climate Descriptive Questionnaire* (SOCDQ) developed and standardized by Motilal Sharma and *Teacher Effectiveness Scale* (TES) developed and standardized by Pramod Kumar and D.N.Mutha. Results revealed that there was a significant difference between the Teacher Effectiveness of secondary School Teachers in relation to their Organizational Climate.

Imani, Shailer and Gourami (2012) conducted a study on 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, Pramondkumar and Dr. D. N. Mutha. Results showed that teachers with enthusiastic traits had low teacher effectiveness. Teacher effectiveness depends upon the individuality, method of teaching, person's intelligence, skills overall personality and its traits.

Riti (2012) conducted a study on teacher effectiveness in relation to school organizational behaviour of heads of schools. 60 government schools from three districts viz. Solan, Una and Bilaspur from Himachal Pradesh were taken up for the study. A sample of 350 teachers was drawn from these schools. *Teacher Effectiveness Scale* by UmmeKulsum, *School Organizational Climate Description Questionnaire* by M.L. Sharma and *Administrative Behaviour Scale* by HaseenTaz were used to collect the data. The results of the study revealed no significant difference in teacher effectiveness of male and female teachers. A significant difference was found in teacher effectiveness of urban and rural secondary school teachers. Urban school teachers were found more effective than rural secondary school teachers. In the study teacher effectiveness significantly differed in schools with different types of school organizational climate which existed in different schools. The mean teacher effectiveness score was found higher in case of open school organizational climate. A significant difference was also found in the administrative behavior of school heads across different school organizational climate. Results of the study also revealed that administrative behavior had a significant and positive effect on teacher effectiveness.

Ritu and Singh (2012) conducted a study on teacher effectiveness of secondary school teachers in relation to gender, type of school and location. The objectives of the study were to compare the teacher effectiveness of male and female, government and private; and urban and rural secondary schoolteachers. In this way data was collected from 128 secondary school teachers of Rohtakdistrict in Haryana by using *Teacher Effectiveness Scale* by P-kumar and D.N. Mutha. Results of the study revealed that there exists no significant difference in teacher effectiveness on gender, type of school and location basis.

Sodhi (2012) conducted a study on teacher effectiveness of secondary school teachers in relation to their School Organizational Climate in Punjab. Sample of 450 secondary schools teachers were selected for the study. The teachers were administered by using *School Organization Climate Scale*, *Teacher Effectiveness Scale*, *Teacher Attitude Inventory* and *Job Satisfaction Scale* by Mutha. It was concluded that teachers perceiving familiar and autonomous type of school organization climate exhibited significantly higher level of teacher effectiveness as compared to those perceiving closed type of school climate. Gender, location, stream and teaching experience have no significant effect on teacher effectiveness.

Bella (2013) conducted a study on teacher effectiveness and professional competency of secondary school teachers in Kottayam. 395 secondary school teachers were selected for the

study. *Savan's Professional Competency scale* containing 35 items and *Teacher Effectiveness Scale* by Jayaraman were used. The finding showed no significant correlation between teacher effectiveness and professional competency among secondary school teachers.

Donaldson(2013) conducted a study on the barriers principals encountered in hiring, assigning, evaluating, and providing growth opportunities to teachers and variations in the degree to which they identified obstacles and problem-solved to surmount them. These functions have major ramifications for teacher effectiveness and student learning. The researcher conducted semi structured interviews with 30 principals in charter or conventional schools in two adjacent northeastern states. State A had been at the national forefront of efforts to raise teacher effectiveness. State B was a particularly strong union setting. Charter school principals constituted 23.3% of the sample; 53% of principals worked in urban schools. It was found that Principals encountered barriers to cultivating teacher effectiveness that were economic, contractual, cultural, and interpersonal. Principals with more professional development regarding how to improve teachers instruction and principals of schools that were elementary, smaller, and in State A reported fewer barriers and more opportunities to developing human capital.

Goel (2013) conducted a study on teacher effectiveness of teachers in relation with job satisfaction, personality and mental health. 600 school teachers were selected from three districts of Punjab. Teacher Effectiveness Scale by UmmeKulsum, Job Satisfaction Scale by Meera Dixit, and Differential Personality Inventory by Ashish Kumar were used for data collection. The findings of the study revealed that teacher effectiveness of female teachers was significantly more when compared to male teachers and teacher effectiveness of urban school teachers was significantly more when compared to male teachers and teacher effectiveness of urban school teachers was significant more when compared to rural school teachers. Teachers having high job satisfaction were more effective as compared to teachers having low job satisfaction.

Harris et al. (2013) conducted a study on the Teacher effectiveness research (TER) has generated issues, in relation to either initial teacher education or continuing professional development (CPD). One issue is the widespread perception that research focuses on basic skills rather than higher-order thinking. Another is the heavily statistical nature of the research, which is challenging to use. Its impact has been held back by the lack of accessible research summaries. There are, however, examples of successful programs that have drawn on TER, such as the *Teacher Effectiveness Enhancement Programme* (TEEP). Teachers are more likely to engage with research evidence if it offers them opportunities to extend their professional learning and expertise, eg through higher-degree programs and formal CPD.

Kumar (2013) conducted a study on the professional commitment in relation to thinking style and teachers effectiveness of teachers working in teachers training institutions of Haryana. For this 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 KanchanKohli, *Job Value Questionnaire (JVQ)* by SeemaSanghi, *Teacher Effectiveness Scale (TES)* made by Dr. Pramod Kumar and Dr. D. N. Mutha. The major finding of the study were: It has been found that out of 100, 33 percent teachers of teacher training institutions were highly committed to their profession while 38 percent has been found to be moderately committed and small number of them i.e. 29 percent were 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. aided teacher were moderately committed and 41 percent of them 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.

RamnathKishan (2013) conducted a study on teacher effectiveness in relation to stress, coping strategies and personality factors. Normative survey method was used to conduct the study on 260 secondary school teachers of Andhra Pradesh. *Teacher Effectiveness Scale, Teacher Stress Scale. Questionnaire and Coping Strategies Scale* was used to collect the data. Results indicated that no significant relationship was found between stress and teacher effectiveness. Teachers of high effectiveness had better score on Personality Factor B than their counter parts. There was a significant relationship between the coping strategies and teacher effectiveness. Teachers of 31-40 years of age were found to have better teacher effectiveness than other age groups of teachers.

TyagiShweta (2013) conducted a study on the Teaching Effectiveness of Secondary School Teachers in Relation to their Demographic Characteristics. The objective of the study was to study the demographic characteristics of secondary school teachers. The self-constructed tool was prepared to collect the data and t test was employed for the analysis of data. Findings showed that teaching effectiveness of secondary school teachers were related to demographic characteristics.

Aggarwal (2014) conducted a study that aimed to find out the relationship between mental health and teaching effectiveness of school teachers. The study was conducted over a sample of 100 high school teachers teaching in Government schools of Chandigarh. *Mental Health Inventory* by Jagdish and Srivastava and *Teacher Effectiveness Scale* by Pramod Kumar and D.N. Mutha were used to measure mental health and teaching effectiveness. The findings showed a significant correlation between mental health and teaching effectiveness of high school teachers.

Malik Umendra and Pramila (2014) conducted a study on teacher effectiveness in relation to gender and locality on a sample of 600 teachers teaching in secondary schools of district Rohtak. *Teacher Effectiveness Scale* by Dr. P.K. Mutha and D.N. Mutha was used to collect all data. The findings revealed no significance difference in teacher effectiveness of male and female teachers and both rural and urban area teachers were found to be equally effective.

Raj Ushalaya D. &Pachaiyappani (2014) conducted a study to evaluate the teacher effectiveness of secondary and higher secondary school teachers. The results concluded that male and female

teachers do not differ significantly in their teacher effectiveness and urban teachers were found to be more effective in their teaching than rural teachers. Significant difference in teacher effectiveness was found among the school teachers with respect to teaching experience and type of school management.

Chowdhury (2015) conducted a study on correlation study of teacher effectiveness and job satisfaction of secondary school teachers in Tinsukia district Assam. The objectives of the study were: (1) To find out the level of teacher effectiveness among secondary school teachers in terms of teaching- learning process. (2) To assess the level of job satisfaction among secondary school teachers in relation to their profession. (3) To find out the relationship between teacher effectiveness and job satisfaction of secondary school teachers with respect to their gender, age, experience, qualification, location of school. *Teacher Effectiveness Scale* by Dr. ShalluPuri and Prof. S.V.Gakhar and *Teacher's Job Satisfaction Scale* by Dr. Meera Dixit were used to data collection. The study revealed that majority of teachers both male and female have average degree of Job satisfaction and their level of effectiveness in their teaching learning process is also average. The study demonstrated that there was a significant positive relationship between job satisfaction and teacher effectiveness of secondary school teachers in terms of their gender, age and experience.

Kaur Preetinder and Sharma Sushma (2015) conducted a study on the teacher effectiveness of secondary school teachers in relation to occupational stress, gender and teaching experience. A representative sample of 250 secondary school teachers was taken from the government and private schools of Bamala district of Punjab. Data was collected by using *Teacher Effectiveness Scale* developed by Kulsum (2011) and occupational stress index developed by Srivastava and Singh. Data was analyzed by using ANOVA. Findings showed that teacher effectiveness is not affected by occupational stress levels. There found no significant interactional effect of teaching experience and gender on teacher effectiveness. It also concludes that no significant interactional effect of occupational stress, teaching experience and gender on teacher effectiveness was found.

Joshi Chandrawati (2015) conducted a study on the teacher effectiveness and occupational stress in Relation to Emotional Intelligence. A representative sample of 100 secondary school teachers of Nainital district was selected by simple random method. Emotional intelligence of teachers was measured by *Emotional Intelligence scale* by Anukool Hyde and SanjayotPether, Upinder and teacher effectiveness was measured by *Teacher Effectiveness Scale* developed by Shallupri and Prof. S.C. Garkhar. From results it concludes that teachers having high emotional intelligence have low occupational stress and high teacher effectiveness whereas teachers having low emotional intelligence have high occupational stress and low teacher effectiveness. Therefore emotional intelligence can reduce the occupational stress and it may also enhance the teacher effectiveness.

Praveena (2015) conducted a study on teacher effectiveness in relation to emotional intelligence and personality type of secondary school teachers. The sample comprised of 610 science teachers of secondary schools. To collect the required data *Teacher Effectiveness scale* by kumkum was

used. *Teacher Emotional Intelligence Scale* developed by the investigator and *Eysenk Personality Inventory* by Hans Eysenk 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 finding of the study were that majority of science teacher showed medium level of teacher effectiveness and emotional intelligence effective of the teachers working in teacher training institutions.

Rani Sarla and Devi Poornima (2015) conducted a study on the teacher effectiveness of senior secondary school teachers in relation to gender, type of school and teaching experience. A representative sample of 150 teachers selected randomly from Sonapat district of Haryana. Teacher Effectiveness was measured by *Teacher effectiveness Scale* by PuriGakhar. The study revealed that there found no significant difference between the teachers teaching in government and private schools on their effectiveness. Results also indicate that there found significant difference between teachers having teaching experience below and above 10 years and teacher effectiveness.

Suvarna (2015) conducted a study on teacher effectiveness in relation to emotional intelligence and personality type of secondary school science teachers. Population of the study was science teachers of secondary schools of Mandya District. 610 Science Teachers were available as Sample for the study. To collect the required data, kulsum “Teacher Effectiveness Scale” by UmmeKulsum, “*Emotional Intelligence Scale*” developed by the investigator and “*Eysenk Personality Inventory*” by Hans Eysenk were used. Moderate positive relationship was found between Teacher Effectiveness and Emotional Intelligence of Secondary School Science Teachers.

Yadav (2015) conducted a study on teaching effectiveness in relation to qualification of Secondary School teachers of District Bulandshar. The sample of the study was 300 teachers. The results of the study showed better results of the teacher effectiveness to the qualification required.

Gupta Neeta and Srivastava Neharshi (2016) conducted a study on the teacher effectiveness in relation to emotional Intelligence and job satisfaction among Secondary school teachers. A representative sample of 200 secondary school teachers was collected from Tihar U.P. data was collected by using *Teacher Effectiveness Scale* developed by Kumar and Mutha (1999), emotional intelligence was measured by using Emotional intelligence scale developed by Hyde et.al (2001) and job satisfaction was measured by using job satisfaction scale (Kumar &Mutha, 2007). After that t test was used for analysis of data. The results revealed that emotional intelligence and job satisfaction significantly affects the teacher effectiveness of secondary school teachers.

Johal and Singh (2016) conducted a study on teacher effectiveness of secondary school teachers in relation to their spiritual intelligence. Objectives of the study are to find the relationship between teacher effectiveness and spiritual intelligence of government and public secondary

school teachers. To find the difference between teacher effectiveness of high and low spiritual intelligence groups. To find the differences on both the measured variable. *Spiritual Quotient Scale* by Koradia, Singhal and Narang, *Teacher Effectiveness Scale* by UmmeKulsum was used for data collection. The result showed a significant positive relation between teacher effectiveness and spiritual intelligence when a government school teachers rated themselves. In the case of public school teachers a significant positive relation was found when they rated themselves but no relationship was found when rated by their heads. The study also indicates that spiritual intelligence and teacher effectiveness are not influenced by gender and type of school. However, high spiritual intelligence group shows more teacher effectiveness as compare to low spiritual intelligence group.

Tool Kaur (2017) conducted a study on the teacher effectiveness, general intelligence and creativity of secondary school teachers. Sample involves the 850 secondary school teachers of the Punjab. The analysis showed that there found no significant difference in teacher effectiveness of male and female secondary school teachers, whereas in case of government schools both male and female teachers are effective. Further there found significant difference between the intelligence of male and female teachers. Female teachers found more intelligent as compared to male counterparts both in case of government and private schools. In all teacher effectiveness is positively and significantly related with general intelligence and creativity among secondary school teachers.

2.3 CONCLUSION

Studies reviewed revealed that the teacher effectiveness as determinant factors in the whole process of teaching in teaching and learning. The complex nature of teaching was found from the studies that include many variables which directly or indirectly were responsible for teacher effectiveness. Age, experience, qualification and gender were some variables that female teachers did not report statistical difference in teacher efficacy. More so, no significance was reported in teacher efficacy for number of years of teaching experience. In the most of the studies teacher effectiveness of the teacher was reported to be average. In the most of the studies significance difference were reported between male and female teachers. Some report studies that the teacher with master degrees posses more effectiveness than teachers with bachelor degrees

CHAPTER- III

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter explains the research methodology used in the present study. Research methods play a vital role in research method. Research methods are the various procedures, schemes and algorithms used in research. All the methods used by a researcher during a research study are termed as research methods. They are essentially planned, scientific and value-neutral. They include theoretical procedures, experimental studies, numerical schemes, statistical approaches, etc. Research methods help us collect samples, data and find a solution to a problem. Particularly, scientific research methods call for explanations based on collected facts, measurements and observations and not on reasoning alone. They accept only those explanations which can be verified by experiments.

Research is a systematic investigation and scientific method of analysis. Research is a logical and systematic search for new and useful information on a particular topic. Research is not confined to science and technology only. There are vast areas of research in other disciplines such as languages, literature, history and sociology. Whatever might be the subject, research has to be an active, diligent and systematic process of inquiry in order to discover, interpret or revise facts, events, behavior and theories. Applying the outcome of research for the refinement of knowledge in other subjects, or in enhancing the quality of human life also becomes a kind of research and development

Research can be defined as “an activity that involves finding out, in a more or less systematic way, things you did not know” (Walliman and Walliman, 2011).

Gerald Milburn “research is a chaotic business, stumbling along amidst red herrings, errors and truly, creative insights. Great scientific breakthroughs are rarely the work of a single researchers plodding slowly by inexorably towards some final goal. The crucial idea behind the breakthrough may surface a number of times, in different places, only to sink again beneath the babble of an endless scientific discourse”.

“Methodology is the philosophical framework within which the research is conducted or the foundation upon which the research is based” (Brown, 2006).

The present chapter shows the detail of the procedure followed in conducting this piece of research. In addition to this, it also provides a picture of the instruments employed for analysis of data.

3.2 DESIGN OF THE STUDY

The design of the research is actual blue print of the procedure for the completion of various researches for valid conclusion as well as conceived, adequately, planned, and executed design helps greatly in permitting to reply both on observation and tool used in research methodology.

3.2.1 Method

To achieve the objectives of the present study, proper methodology is required to select an appropriate sample and a tool to get the information from the teachers. It must be appropriate, feasible, objective, and reliable well planned and well understood. The Descriptive survey method has been used for the present study.

3.2.2 Variables of the study

Variables are those which may vary from person to person or situation to situation. In the present study:

A) Independent variables

1. Gender (Male and Female)
2. Type of school (Private and Government)
3. Area (Rural and Urban)
4. Teaching experience
5. Marital status

B) Dependent variable

1. Teacher Effectiveness

3.2.3 Population

A population is generally a large collection of individuals or objects that is the main focus of a scientific query. It is for the benefit of the population that researches are done. A population is also known as a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or trait.

The population of the present study comprised of all the teachers working in secondary school in Jammu District.

3.2.4 Sample of the study

A sample is defined as a smaller set of data that is chosen and/or selected from a larger population by using a predefined selection method. The sample should be representative of the population to ensure that we can generalize the findings from the research sample to the population as a whole.

In the present study, a *stratified* random sampling technique has been employed for selecting a sample of 160 secondary school teachers from Government and Private schools of both rural and urban area of Jammu. The detail of the sample has been given in tables respectively.

Table showing list of school in the sample

Table 3.1

Distribution of sample from Private schools of Urban Area

S.No	NAME OF SCHOOL	N = 40	
		Male	Female
1	Neel Kamal High School, Thathar	7	7
2	Tiny Toy Higher Secondary School, lower Roop Nagar	6	6
3	Dewan Devi Higher Secondary school, Rajpura	7	7

Table 3.2

Distribution of sample from Government schools of Urban Area

S.No	Name of school	N = 40	
		Male	Female
1	Govt. Boys Higher Secondary School, Bakshi Nagar	5	5
2	Govt. Girls Higher Secondary School, Bakshi Nagar	5	5
3	Govt. Girls Higher Secondary School, Canal Road	5	5
4	Govt. Girls Higher Secondary School, Rehari	5	5

Table 3.3

Distribution of sample from Private schools of Rural Area

S.No	Name of school	N = 40	
		Male	Female
1	Fatima Convent High School, Bishnah	6	6
2	Bal Bharti Shiksha High School, Salehar	8	8
3	New Model High school, Deoli	6	6

Table 3.4

Distribution of sample from government school of Rural Area

S.No	Name of school	N = 40	
		Male	Female
1	Govt. Higher Secondary School, Dablahar	7	7
2	Govt. Higher Secondary School, Salehar	6	7
3	Govt. Girls Higher Secondary School, Bishnah	7	6

3.3 TOOL EMPLOYED AND IT'S DESCRIPTION

For the purpose of the accomplishment of objectives, the following tools of research have been used by the researcher.

Teacher Effectiveness Scale has been developed by P- Kumar (Ryan, 2005) has been employed by the researcher in the present study. In this scale, there are 69 items and these items belong to 11 teaching behavior categories:

1) Information source, 2) Motivator, 3) Disciplinarian, 4) Advisor and guide, 5) Relationship with pupils, fellow-teachers, principals and parents, 6) Teaching skill, 7) Co-curricular activities, 8) Professional knowledge, 9) General appearance and habits in relation to classroom, 10) Classroom management and 11) Personality characteristics.

All the 69 items of the scale are positively worded. Items are given a score as:

Table 3.5

Scoring procedure of *Teacher Effectiveness scale* (2009)

Strongly agree	Agree	Undecided	Disagree	Strongly disagree
5	4	3	2	1

The sum of these values gives the teacher effectiveness score for the subject. The total score varies from 69 to 345, showing least teacher effectiveness to highest teacher effectiveness.

3.3.1 Reliability

The reliability of the scale was determined by the spilt-half reliability co-efficient (odd-even score) were found to be 0.67 and the test-retest reliability co-efficient of correlation were found to be 0.75.

Table 3.6

Table showing Co-efficient of correlation and reliability index of teacher effectiveness scale.

S.No	Reliability	Co-efficient of correlation	Reliability index
1	Spilt-half reliability	0.67	0.82
2	Test-retest reliability	0.75	0.85

3.4 DATA COLLECTION

The data collected for the study was quantitative in nature. The quantitative data has been measured using scale namely *Teacher Effectiveness Scale* by P-Kumar.

3.5 ADMINISTRATION OF THE TOOL

Administration of the tools

Having once decided upon the test to be administered and the sample to be selected for the study, the next step was how to administer the test and collect the data. In the present study, the sample was drawn from teachers teaching in secondary schools of Jammu. The investigator visited the different schools and collected the data from sample personally.

For the collection of data, Teacher Effectiveness Scale was administered through personal contact. General instructions about the questionnaires were given to the teachers and purposes of the questionnaires were explained to them. Having established the rapport, the teachers were given the questionnaire with cover notes requesting them to answer the questionnaire as required and filled up questionnaire were collected on the spot by the researcher.

3.6 STATISTICAL TECHNIQUE USED

In order to arrive at certain conclusions, it was necessary to analyze the success of subjects obtained from the test. After tabulation of the scores following statistical techniques were used to analyze the scores.

- t -test

CHAPTER -IV

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. Analysis of the data can be done in the light of the objectives of the study.

Analysis of data means studying the organized material in order to bring out information useful for decision-making. The purpose of analysis is to find out the relationship between variables, which leads to find out the relationship between variables, which leads to the verification of hypothesis. Analysis of data is the process of bringing order, structure and meaning to the mass of collected data. Analysis of the data can be done in the light of the objective 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 interpretation 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 result 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 resulting data has been analyzed using statistical techniques namely Mean, Standard Deviation, t- Test.

4.2.1

Gender difference in teacher effectiveness among secondary school teachers.

To compare the teacher effectiveness of male and female secondary school teachers, value of Mean, Standard Deviation and t -Test have been computed. The result has been given in the table 4.1.

TABLE 4.1

Mean, Standard Deviation and t -Test for teacher effectiveness among secondary school teachers in relation to gender.

Gender	N	Mean	S.D.	S.E_m	df	t	Level of significance
Male	80	288.81	27.40	3.06	158	1.14	Not significant
Female	80	293.99	29.68	3.31			

Table 4.1 indicates that t -value (1.14) of teacher effectiveness of male and female has not been found to be significant at 0.05 level of significance. Further, table 4.1 shows that the calculated t -value is 1.14 (less than table value 1.97) which is not significant. Hence, it can be concluded that secondary school teachers with respect to gender differ not significant in the teacher effectiveness scale.

So, Hypothesis No.1 stating that there is no significant difference of teacher effectiveness among secondary school teachers based on gender, has been accepted.

4.2.2

Difference in teacher effectiveness among school among secondary school teachers in relation to type of school.

To compare the teacher effectiveness of government and private school of secondary school teachers, Mean, Standard Deviation and t -Test have been computed. The result has been given in the table 4.2.

TABLE 4.2

Mean, Standard Deviation and t -test for teacher effectiveness in relation to private and government secondary school teachers.

Type of School	N	Mean	S.D.	S.E _m	df	t	Level of significance
Government	80	299.20	30.70	3.43	158	3.57	Significant at 0.05
Private	80	283.60	24.07	2.69			

Table 4.2 indicates that t -value (3.57) of teacher effectiveness of private and government school has been found to be significant at 0.05 level of significance. Further, table 4.2 shows that the calculated t -value is 3.57 (more than table value 1.97) which is significant. Hence, it can be concluded that secondary school teachers with respect to private and government school differ significantly in the teacher effectiveness scale.

So, Hypothesis No.2 stating that there is significant difference of teacher effectiveness among secondary school teachers based on government and private school, has been rejected.

4.2.3

Difference in teacher effectiveness among secondary school teachers in relation to area.

To compare the teacher effectiveness of area of secondary school teachers Mean, Standard deviation and t -test have been computed. The result has been given in table 4.3.

TABLE 4.3

Mean, Standard Deviation and t -test for teacher effectiveness among secondary school teachers in relation to area.

Residential background	N	Mean	S.D.	S.E _m	df	t	Level of significance
Urban	80	307.60	25.18	2.81	158	8.68	Significant at 0.05
Rural	80	275.20	22.89	2.44			

Table 4.3 indicates that t - value (8.68) of teacher effectiveness of area has been found to be significant at 0.05 level of significance. Further, table 4.3 shows that the calculated t -value is 8.68(more than table value 1.97) which is significant. Hence, it can be concluded that secondary school teachers with respect to area differ significant in the teacher effectiveness scale.

So, Hypothesis No.3 stating that there is significant difference of teacher effectiveness among secondary school teachers based on area has been rejected.

4.2.4

Difference in teacher effectiveness among secondary school teachers in relation to teaching experience.

To compare the teacher effectiveness of teaching experience of secondary school teachers Mean, Standard deviation and t -test have been computed. The result has been given in table the 4.4.

TABLE 4.4

Mean, Standard Deviation and t -test for teacher effectiveness among secondary school teachers in relation to teaching experience.

Teaching experience	N	Mean	S.D.	S.E _m	df	t	Level of significance
Group 1-15	144	290.65	28.95	2.41	158	1.00	Not Significant
Group 16-30	16	298.19	24.89	6.22			

Table 4.4 indicates that t - value (1.00) of teacher effectiveness of teaching experience has not been found to be significant at 0.05 level of significance. Further, table 4.4 shows that the calculated t -value is 1.00(less than table value 1.97) which is not significant. Hence, it can be concluded that secondary school teachers with respect to teaching experience differ not significant in the teacher effectiveness scale.

So, Hypothesis No.4 stating that there is no significant difference of teacher effectiveness among secondary school teachers based on teaching experience has been accepted.

4.2.5

Difference in teacher effectiveness among secondary school teachers in relation to marital status.

To compare the teacher effectiveness of marital status of secondary school teachers Mean, Standard deviation and *t*-test have been computed. The result has been given in table the 4.5.

TABLE 4.5

Mean, Standard Deviation and *t*-test for teacher effectiveness among secondary school teachers in relation to marital status.

Marital status	N	Mean	S.D.	S.E_m	<i>df</i>	<i>t</i>	Level of significance
Married	143	292.29	28.85	2.41	158	1.13	Not Significant
Unmarried	17	283.94	25.82	6.26			

Table 4.5 indicates that *t*- value (1.13) of teacher effectiveness of marital status has not been found to be significant at 0.05 level of significance. Further, table 4.1 shows that the calculated *t*-value is 1.13(less than table value 1.97) which is not significant. Hence, it can be concluded that secondary school teachers with respect to marital status differ not significant in the teacher effectiveness scale.

So, Hypothesis No.5 stating that there is no significant difference of teacher effectiveness among secondary school teachers based on marital status, has been accepted.

CHAPTER-V

FINDINGS, CONCLUSION, EDUCATIONAL IMPLICATION AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 INTRODUCTION

After processing the data, obtaining and interpreting the results, the findings have been obtained and discussed in the present chapter. The findings are generalized to the extent of representatives of the sample and methodology employed in the study. In this chapter, the results are discussed to show these findings are concurrent with some of the concurrent studies already conducted in the field. Keeping the major findings in view, the educational implications of the study have been worked out. But these findings and implications do not fit in all concerns of the study as some suggestions have been given for further research. The chapter is therefore devoted to focusing the conclusions, discussion of the study and for indicating their implications and suggestions for further research.

5.2 MAJOR FINDINGS OF THE STUDY

The major finding of the present study among teachers at the secondary school level in relation to gender, government private school have been analyzed as the objectives in the present study. The major findings of the present study are reported in the following section.

5.2.1 Research objective 1

To study the difference in teacher effectiveness among secondary school teachers in relation to gender.

The calculated t -value is 1.14 (less than table value 1.97) which is not significant. Hence, it can be concluded that secondary school teachers with respect to gender differ not significant in the teacher effectiveness scale.

5.2.2 Research objectives 2

To study the difference in teacher effectiveness among secondary school teachers in relation to type of school.

The calculated t -value is 3.57 (more than table value 1.97) which is significant. Hence, it can be concluded that secondary school teachers with respect to private and government school differ significant in the teacher effectiveness scale.

5.2.3 Research objectives 3

To study the difference in teacher effectiveness among secondary school teachers in relation to area.

The calculated t -value is 8.68 (more than table value 1.97) which is significant. Hence, it can be concluded that secondary school teachers with respect to area differ significantly in the teacher effectiveness scale.

5.2.4 Research objective 4

To study the difference in teacher effectiveness among secondary school teachers in relation to teaching experience.

The calculated t -value is 1.00 (less than table value 1.97) which is not significant. Hence, it can be concluded that secondary school teachers with respect to teaching experience differ not significantly in the teacher effectiveness scale.

5.2.5 Research objectives 5

To study the difference in teacher effectiveness among secondary school teachers in relation to marital status.

The calculated t -value is 1.13 (less than table value 1.97) which is not significant. Hence, it can be concluded that secondary school teachers with respect to marital status differ not significantly in the teacher effectiveness scale.

5.3 CONCLUSION AND DISCUSSIONS

On the basis of the interpretation of the results drawn in the present study, following have been drawn:

- The present study revealed that there is no significant difference between the male and female secondary school teachers. Studied by Roul (2007), Dhillon and Navdeep (2010) also reveals that the same results whereas studies by Islahi (2010) and Qnyekuru and Ibeghunam (2013) reported results contrary to the present study.
- The present study revealed that there is significant difference in government and private secondary schools teachers. Studied by Satwinderpal (2008) and Sawhney and Kaur (2011) also reveals that the same results whereas studied by Adegbile and Adeyemi (2008) reported results contrary to the present study.
- The present study revealed that there is significant difference in area. Studied by Sridhar and Badiei (2007), Adeyemi (2008) and Islahi (2010) reveals the same results.

- The present study revealed that there is no significant difference in teaching experience. Studied by Srivastava (2005) reveals the same results whereas studied by Chu and Emily (2003) and Qnyekuru and Ibeghunam (2013) reported contrary to the present study.
- The present study revealed that there is no significant difference in marital status among secondary school teachers.

5.4 EDUCATIONAL IMPLICATIONS OF THE STUDY

Based on the study of the present study the following important implications can be offered.

1. Teachers at secondary stage should be reoriented in preparation and planning of teaching. Use of variety of models of teaching and learning.
2. Workshops/seminars/conferences should be organized where teachers can learn the skills of effectiveness.
3. Teachers 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 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 secondary stage need to be groomed in the areas of personality development, presentation skills and interpersonal relations. They should develop a collaborative working style with parent, community. Interpersonal relations with parents, teachers, management and profession. Recruitment of teachers at secondary school level should be made after proper screening. For this, job analysis of 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 foe 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.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

After a research is completed researcher feels certain gaps and lapses during the process of investigation which are not be removed or improved due to some reasons. During research, investigator realizes serval views related to their research and others aspects. In the light of the

experiences gained during this research work, the investigator suggests following topics for research in future.

1. The present study was limited to only secondary school teachers, therefore, similar studies can be carried out on teachers of all grades of secondary, higher secondary and college teachers.
2. A similar study can be carried out on teachers of different grades and different state.
3. Sample of 160 teachers from thirteen schools from Jammu district was taken the present study. A similar study can be conducted on large sample of teachers.
4. Some studies can be initiated to investigate the relative contribution of different subjects at the different stages of education.

SUMMARY

TITLE: A STUDY OF TEACHER EFFECTIVENESS AMONG SECONDARY SCHOOL TEACHERS

SUPERVISOR

DR. BINDU DUA

INVESTIGATOR

NEHA SHARMA

A. THE PROBLEM

India has a long tradition of learning and education has always been valued. Accordingly, education has been assigned high priority in the national development strategy and conscious efforts have been made towards the massive expansion of educational facilities in the country. Education plays most important role in the development of a country. Education is the backbone of any country and it is the basic need of the entire world. Education is the process of getting knowledge about anything which is required for the people. It also changes the behavior, life style, the ways of dressing, sitting and talking also. Education is the most important factor for our freedom or democracy. It plays an important role in economic development of a country.

The development in the psychology has changed all old concepts of the teaching profession. The teaching was teacher centered in earlier days and now it has become learner centered. The teacher was the only source of the knowledge in earlier days and now pupils are getting information from many sources. The teacher in the profession of the teaching is to be well prepared and he is to justify his art of teaching in the classroom. The teaching is the scientific process. The teacher is not only appealing the brains but also hearts. He looks after physical, mental, Social and emotional growth and development of the younger ones. He is the person whose impression is easily found in the behaviors of the students. The teacher is molding innumerable hearts into the dynamic personalities. The ultimate goal of education is the harmonious and progressive development of the child. It can be achieved only when teachers have certain characteristics and qualities in them. A scholar may properly be devoted to his special subject, but the teacher must always think of subject matter in relation to its value in life and its use for children. The great teacher is concerned with what the pupil can do with subject matter and how knowledge affects the learner, and not primarily with the mastery of a subject for its own sake. The teacher begins with the innate capacities of the child, his experience in the home and in the outside world, his physical, moral and spiritual potentialities and work with him to develop a person who can meet the problems of life in an intellectual way. Teaching has

always been a complex exercise undergoing modification from time to time due to increased social responsibility. The role of the teacher is a complex one that has been shaped by both historical and contemporary circumstances.

The effectiveness of instruction in schools depends vitally upon the quality of the teacher and teacher effectiveness is the competence and ability of a teacher to teach effectively and effective teaching involves a set of teaching behaviours which are specially effective in bringing about desired changes in an effective manner and the class room learning demands the actions of a leader on the part of a teacher. A successful teacher becomes better and better because his actions are not based simply on intuition but on careful analysis, reflection and planning.

TEACHER EFFECTIVENESS

Teacher effectiveness plays an important role in teaching learning process. An effective teacher helps the students to create their image of their own by understanding the problem of the students and helping them by making any subject interesting, by controlling them and being fair with the students while dealing with them. Effectiveness extent that the acts in the way that are favorable to the development of the basic skills, understanding, work habits desirable attitude, valuable judgment and adequate personal adjustment of the pupils.

Dukin (1997) considered that teacher effectiveness is matter of the degree to which a teacher achieves to desired effects upon students. He defines teacher competence as the extent to which the teacher possesses the requisite knowledge and skills and teacher performance as the way teacher behaves in the process of teaching”.

Effectiveness is the degree to which an agent produces effect”. The effectiveness of instruction in a school depends upon the quality of the teacher who is the pivot of educational system. Teacher effectiveness concerns only those outcomes that reflect the efficiency of the teacher and the objective of the education. It is therefore, quite accurate to say that the school effectiveness depends directly on the effectiveness of its teachers.

B. NEED AND SIGNIFICANCE OF THE STUDY

Ideal behind this investigation is to evaluate teacher effectiveness of secondary school teacher in classroom and knowing in which aspect they are lapsing down and it further provides the way for their improvement. It helps to know about the problems of secondary school teachers in managing the classrooms and provides the platform which facilitates them in effective management skills. Teacher effectiveness at secondary school 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 secondary school in Jammu city. In the present study there are two type of schools private and government. The teachers know the odds and evens of the teaching profession and experience teacher may promote the sense of healthy learning among the students and classroom management with the help of present study

researcher may help the teachers to develop effectiveness characteristics during teaching learning intervention.

C. STATEMENT OF THE PROBLEM

It is necessary to study the teacher effectiveness of secondary school teachers in teaching in 9th and 10th class. The researcher decided to study the issue to the suitable title to a research on teacher effectiveness the researcher chooses the following statement “**A STUDY OF TEACHER EFFECTIVENESS AMONG SECONDARY SCHOOL TEACHERS**”.

D. OBJECTIVES

The objectives of the study are given as under:

1. To study the difference in teacher effectiveness among secondary school teachers in relation to gender.
2. To study the difference in teacher effectiveness among secondary school teachers in relation to private and government schools teachers.
3. To study the difference in teacher effectiveness among secondary school teachers in relation to Residential background.
4. To study the difference in teacher effectiveness among secondary school teachers in relation to teaching experience.
5. To study the difference in teacher effectiveness among secondary school teachers in relation to marital status.

E. HYPOTHESIS

1. There has been no significant difference in teacher effectiveness in relation to gender.
2. There has been no significant difference in teacher effectiveness in relation to government and private schools teacher.
3. There has been no significant difference in teacher effectiveness in relation to Residential background.
4. There has been no significant difference in teacher effectiveness in relation to teaching experience.
5. There has been no significant difference in teacher effectiveness in relation to marital status.

F. SAMPLE

A sample is defined as a smaller set of data that is chosen and/or selected from a larger population by using a predefined selection method. The sample should be representative of the population to ensure that we can generalize the findings from the research sample to the population as a whole.

In the present study, a simple random sampling technique has been employed for selecting a sample of 160 secondary school teachers from Government and Private schools of both rural and urban area of Jammu.

G.TOOL USED

In the present study the tool Teacher Effectiveness scale by – P. Kumar (1985) will be used by the investigator.

H. VARIABLE OF THE STUDY

Variables are those which may vary from person to person or situation to situation. In the present study:

A) Independent variables

1. Gender (Male and Female)
2. Type of school (Private and Government)
3. Area (Rural and Urban)

B) Dependent variable

1. Teacher Effectiveness

I. RESULTS of the study

In order to accomplish the objectives of the study, the following statistical techniques have been employed and the results are given in Table 1,2,3,4 and 5 respectively

TABLE 4.1

Mean, Standard Deviation and *t*-Test for teacher effectiveness among secondary school teachers in relation to gender.

Gender	N	Mean	S.D.	S.E_m	df	<i>t</i>	Level of significance
Male	80	288.81	27.40	3.06	158	1.14	Not significant
Female	80	293.99	29.68	3.31			

TABLE 4.2

Mean, Standard Deviation and *t*-test for teacher effectiveness in relation to private and government secondary school teachers.

Type of School	N	Mean	S.D.	S.E_m	df	<i>t</i>	Level of significance
Government	80	299.20	30.70	3.43	158	3.57	Significant at 0.05
Private	80	283.60	24.07	2.69			

TABLE 4.3

Mean, Standard Deviation and *t*-test for teacher effectiveness among secondary school teachers in relation to area.

Residential background	N	Mean	S.D.	S.E_m	df	<i>t</i>	Level of significance
Urban	80	307.60	25.18	2.81	158	8.68	Significant at 0.05
Rural	80	275.20	22.89	2.44			

TABLE 4.4

Mean, Standard Deviation and *t*-test for teacher effectiveness among secondary school teachers in relation to teaching experience.

Teaching experience	N	Mean	S.D.	S.E _m	<i>df</i>	<i>t</i>	Level of significance
Group 1-15	144	290.65	28.952	2.41	158	1.00	Not Significant
Group 16-30	16	298.19	24.895	6.22			

TABLE 4.5

Mean, Standard Deviation and *t*-test for teacher effectiveness among secondary school teachers in relation to marital status

Marital status	N	Mean	S.D.	S.E _m	<i>df</i>	<i>t</i>	Level of significance
Married	143	292.29	28.85	2.41	158	1.139	Not Significant
Unmarried	17	283.94	25.82	6.26			

J. FINDINGS of the study

The results of the research can be summarized as under:

1. It has been found that there is no significance difference between male and female teachers of secondary schools.
2. It has been found that there is significance difference between private and government school teachers of secondary school.
3. It has been found that there is significance difference between urban and rural school teachers of secondary school.
4. It has been found that there is no significance difference between teaching experiences of secondary school teachers.

5. It has been found that there is no significance difference between marital status of secondary school teachers.

K. EDUCATIONAL IMPLICATIONS OF THE STUDY

Based on the study of the present study the following important implications can be offered.

1. Teachers at secondary stage should be reoriented in preparation and planning of teaching. Use of variety of models of teaching and learning.
2. Workshops/seminars/conferences should be organized where teachers can learn the skills of effectiveness.
3. Teachers 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 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 secondary stage need to be groomed in the areas of personality development, presentation skills and interpersonal relations. They should develop a collaborative working style with parent's community. Interpersonal relations with parents, teachers, management and profession. Recruitment of teachers at secondary school level should be made after proper screening. For this, job analysis of 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, honest 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.

L. SUGGESTIONS FOR FURTHER RESEARCH

After a research is completed researcher feels certain gaps and lapses during the process of investigation which are not be removed or improved due to some reasons. During research, investigator realizes several views related to their research and others aspects. In the light of the experiences gained during this research work, the investigator suggests following topics for research in future:

1. The present study was limited to only secondary school teachers, therefore, similar studies can be carried out on teachers of all grades of secondary, higher secondary and college teachers.
2. A similar study can be carried out on teachers of different grades and different state.
3. Sample of 160 teachers from thirteen schools from Jammu district was taken the present study. A similar study can be conducted on large sample of teachers.
4. Some studies can be initiated to investigate the relative contribution of different subjects at the different stages of education.

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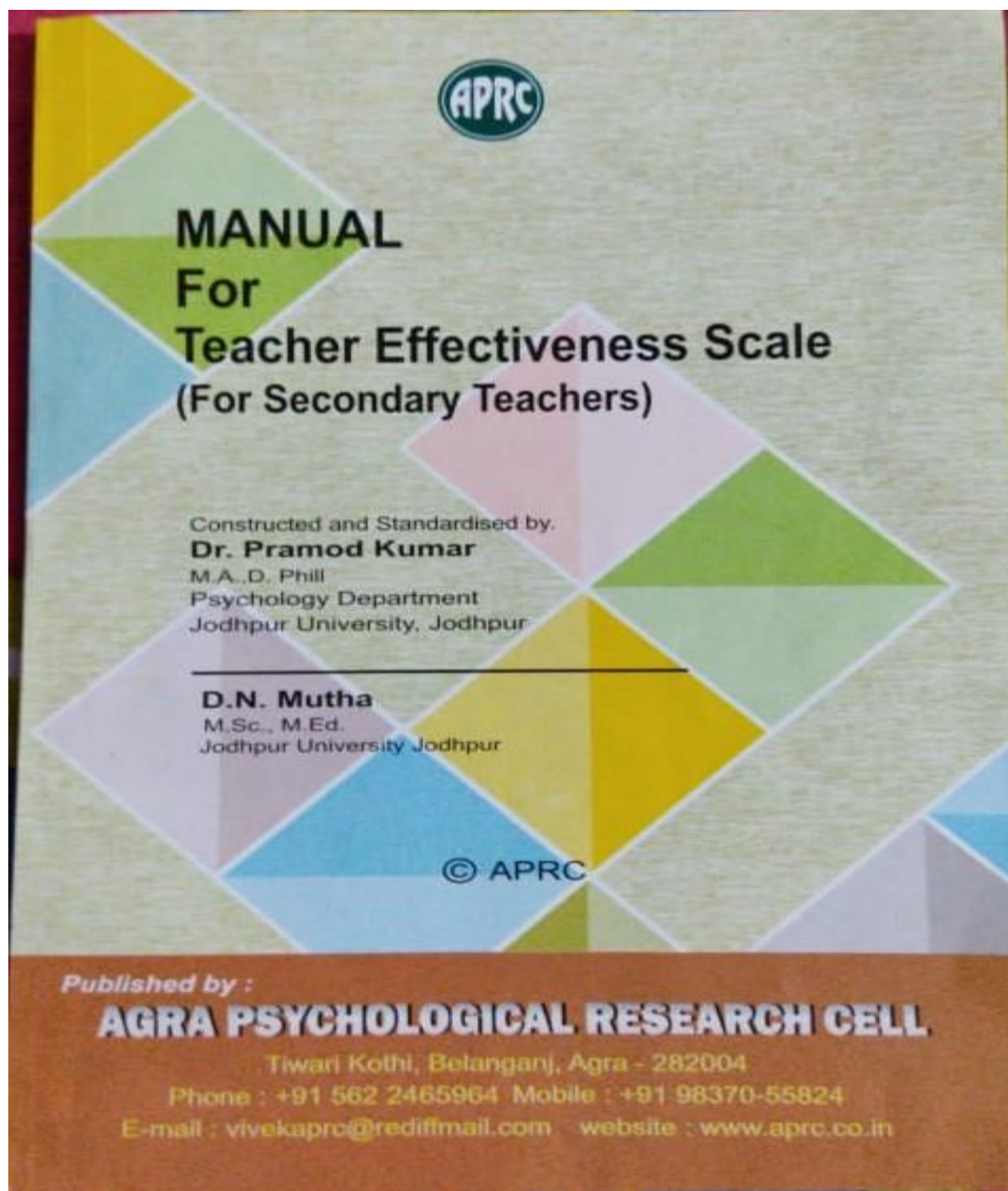
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APPENDIX



**Manual
For
Teacher Effectiveness Scale
(FOR SECONDARY TEACHERS)**

Constructed and Standardised By :

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Manual For Teacher Effectiveness Scale (FOR SECONDARY TEACHERS)

Introduction

It is generally agreed that the 'good-ness' of an educational programme to a large extent is dependent on quality of teachers available to implement it. A school may have excellent material resources—equipment, building, library and other facilities along with a curricula appropriately adopted to suit the community need, but if the teachers are misfit or indifferent to their responsibilities, the whole programme is likely to be ineffective and wasted. The problem of identification of effective teachers is, therefore, of prime importance for realising desirable educational goals. An effective teacher may be understood as one who helps development of basic skills, understanding, proper work habits, desirable attitudes, value judgement and adequate personal adjustment of the students (Ryan, 1969).

The present Likert type scale has been developed to provide a handy instrument for identifying effective/ineffective teachers both for applied and research objectives.

Development of the Scale

Initially, the Teacher Effectiveness Scale consisted of 93 items selected on the basis of previous studies and interviews with 30 secondary school teachers, 25 principals of secondary schools and 15 teacher educators and lecturers of Psychology. These items belonged to the following teaching behaviour categories :

(i) Information source, (ii) Motivater, (iii) Disciplinarian, (iv) Advisor and guide, (v) Relationship with pupils, fellow-teachers principals and parents, (vi) Teaching skill, (vii) Co-curricular activities, (viii) Professional knowledge, (ix) General appearance and habits in relation to class-room, (x) Class-room management, and (xi) Personality characteristics. These 93 items belonging to eleven different teaching aspects were given to a group of 25 experts for their opinions and comments. These were also discussed with 20 teachers and 10 principals of secondary schools. In view of the criticisms and comments offered by experts and

(4)

(ii) **Scoring**—All the 69 items of the scale are positively worded. Items are given a score of '5', '4', '3', '2', and '1' for 'strongly agree', 'agree', 'undecided', 'disagree' and 'strongly disagree', respectively. The sum of these values gives the teacher-effectiveness score for the subject. The total score varies from 69 to 345, showing least teacher-effectiveness to highest teacher-effectiveness.

Result

The scale was administered on a group of 300 teachers—both male and female of the secondary schools in the city of Jodhpur.

The mean, median and S.D. for the group are given in Table-1.

The distribution appears to be slightly negatively skewed.

Table-1

Showing mean, median and S. D. ($N = 300$)

Mean	Median	S. D.
292.73	295.38	28.57

The **Skewness** and **Kurtosis** for the sample are found to be $- .273$ and $+ .264$ respectively.

Table-2

Showing Skewness, Kurtosis and S.E. ($N = 300$)

	Value	S. E.
Skewness	$- .273$	.141
Kurtosis	$+ .264$	.282

Since the S. E. of Skewness and Kurtosis is less than ± 1.96 , the 5% level of confidence, it is interpreted that the sample does not differ from normality (McNemar, 1962).

Reliability

The split-half reliability (correlating the odd even items) of the scale, applying the Spearman-Brown formula is found to be $.67$ ($N = 100$) with an index of reliability of $.82$.

(5)

The test-retest reliability of the scale is also studied. It is found to be .75 ($N = 60$) with an index of reliability of .85, with two month's interval time (Kumar & Mutha, 1974).

Table-3

Showing split-half and test-retest reliability.

Reliability	N	r -value	Index of Reliability
Split-half	100	.67	.82
Test-retest	60	.75	.86

Validity

Only highly discriminating items are included in the scale. The upper 27% and lower 27% served as criterion groups (Garrett, 1961). Discriminating value of each item has been determined by calculating 'C.R.' on the basis of the responses of upper and lower groups.

The face validity of the measures is fairly high. The content validity is ensured as the items for which there has been 100 per cent agreement amongst judges regarding their relevancy to teacher-effectiveness are included in the scale.

Further, the scale has been validated against principal's ratings. The correlation between principal's rating and self-rating is found to be .77 ($N = 50$).

Table-4

Showing correlation between principal's rating and self-rating.

N	r -value	Index of Reliability
50	.77	.87

Percentile Norms

The percentile norms are given in the Table 5. These are to be interpreted in the conventional manner.

(6)

Table-5
Showing Percentile Norms ($N = 300$)

Percentiles	Scores	Effectiveness Categories
90	328.90	Very Effective
80	315.22	
75	311.89	Effective
70	309.75	
60	302.25	Average
50	295.38	
40	287.83	Ineffective
30	278.07	
25	272.81	Very Ineffective
20	268.32	
10	253.00	
Median	295.38	

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Teacher Effectiveness Scale (TES)

(TEACHER FORM)

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INSTRUCTIONS

In this Questionnaire, the description of different activities and traits of the teacher and teaching are given, you as an teacher rate every statement only at one point out of the five. Please mark (✓) on your response which you will evaluate as a teacher. Your evaluation will be used for research purpose only and it will be kept strictly confidential. So, read attentively each statement are evaluate clearly.

Example : Teacher (A) have to evaluate on following statements.

S. No.	Statement	Totally Agree	Agree	Uncertain	Disagree	Totally Disagree
1.	Teacher behaviour with the pupil is neutral.	✓				
2.	Every work of school do end at right time.			✓		

Here the related teacher is 'agree' and 'uncertain' on statement No. 1 and 2 respectively so the tick mark has been put accordingly.

Teacher Name.....Age.....

Marital Status : Married/Unmarried.....Caste.....

Name of Institution.....

Teacher's Qualification.....

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(2)

S. No.	Statement	Totally Agree	Agree	Uncertain	Disagree	Totally Disagree
1.	I have full confidence which subject I teach.	....	....	....	....	....
2.	I always try to develop my knowledge.	....	....	....	....	....
3.	I have the capacity to give knowledge of the present events, general knowledge in addition to the course subject.	....	....	....	....	....
4.	I give necessary guidance to search the solution of pupil's problems.	....	....	....	....	....
5.	I give appropriate opportunity to pupils for adequate motivation.	....	....	....	....	....
6.	For achieving the adequate goal, I use maximum reward and minimum punishment.	....	....	....	....	....
7.	I behave brotherly to all students.	....	....	....	....	....
8.	I always voluntarily ready to give my time and labour for the benefit of the pupils.	....	....	....	....	....
9.	I do not usually use physical punishment to the pupils.	....	....	....	....	....
10.	I use civilized language with pupils.	....	....	....	....	....
11.	I do equality of behaviour with the pupils.	....	....	....	....	....
12.	I provide honour to pupil's ideas and proposals.	....	....	....	....	....
13.	I do not call students outside of the class without cause.	....	....	....	....	....
14.	I accept with pleasure my errors told by the pupils.	....	....	....	....	....
15.	I honour Head of the Institution as the eldest member.—	....	....	....	....	....
16.	I solve illogical questions of the pupils patiently.	....	....	....	....	....
17.	I cooperate in the daily school works.	....	....	....	....	....
18.	I have the confidence.	....	....	....	....	....
19.	I give neutral opinion in relation to school activities.	....	....	....	....	....
20.	I do not do any work against the institution welfare.	....	....	....	....	....

(3)

S. No.	Statement	Totally Agree	Agree	Uncertain	Disagree	Totally Disagree
21.	I prevent the differences through the exchange of thoughts.	....	....	....	....	....
22.	I have the relation of friendship and brotherhood with fellow teachers.	....	....	....	....	....
23.	I do not hesitate in acquiring knowledge from fellow- teachers.	....	....	....	....	....
24.	I always ready to give guidance to my teachet- fellows.	....	....	....	....	....
25.	I do not assault my fellow-teachers.	....	....	....	....	....
26.	I give proper time to the guardian for the solution of pupil's problem.	....	....	....	....	....
27.	I behave with honour to all guardian without considering caste, social and economical status.	....	....	....	....	....
28.	For the comprehensive development of the pupils I take help from the guardian.	....	....	....	....	....
29.	I take interest in co-curricular activities of the Institution.	....	....	....	....	....
30.	I prepare to pupils to take part in co-curricular activities according to their interest and capacity.	....	....	....	....	....
31.	I conduct the co-curricular activities.	....	....	....	....	....
32.	I prepare regularly Daily Lesson Plan.	....	....	....	....	....
33.	I am familar totally with the aims of lesson learning.	....	....	....	....	....
34.	I select prepare adequate assistant material.	....	....	....	....	....
35.	I am creative.	....	....	....	....	....
36.	I am responsible.	....	....	....	....	....
37.	I have insight.	....	....	....	....	....
38.	I am inaginative.	....	....	....	....	....
39.	I have adjustment capacity.	....	....	....	....	....
40.	I prepare practice-Home work according to students capcity.	....	....	....	....	....
41.	I use adequate teaching method in class.	....	....	....	....	....
42.	I present subject matter clearly.	....	....	....	....	....
43.	My expression is fluent.	....	....	....	....	....

(4)

S. No.	Statement	Totally Agree	Agree	Uncertain	Disagree	Totally Disagree
44.	I develop pupil's interest in lesson.	....	....	....	....	....
45.	I use Black-board.	....	....	....	....	....
46.	I pay personal attention to each pupil.	....	....	....	....	....
47.	I use effectively, of material aid.	....	....	....	....	....
48.	I adequately make supervision of class practice work.	....	....	....	....	....
49.	I examine written work adequately at time.	....	....	....	....	....
50.	I utilize essential remedial methods.	....	....	....	....	....
51.	I review the lesson after the end of lesson.	....	....	....	....	....
52.	I provide attention to the cleanness of class.	....	....	....	....	....
53.	I am a person of emotional stability.	....	....	....	....	....
54.	I control the class without fear.	....	....	....	....	....
55.	I have full knowledge of Educational psychology.	....	....	....	....	....
56.	I use Educational Psychology on the basis of pupils individual differences.	....	....	....	....	....
57.	I always try to acquire knowledge and its use of new devices of education.	....	....	....	....	....
58.	I take more cooperation of students in class management.	....	....	....	....	....
59.	I live happy, smart and active in school.	....	....	....	....	....
60.	I wear well-cleaned dress in school.	....	....	....	....	....
61.	I am regular and disciplined.	....	....	....	....	....
62.	I do not smoke in the class.	....	....	....	....	....
63.	I have the feeling of cooperation.	....	....	....	....	....
64.	I have interest in vocation.	....	....	....	....	....
65.	I am humourous.	....	....	....	....	....
66.	I possess missionary zeal.	....	....	....	....	....
67.	I emphasize the habit of regularity in students.	....	....	....	....	....
68.	I have respect in my vocation.	....	....	....	....	....
69.	I am disciplined.	....	....	....	....	....