CHAPTER - 1

1. INTRODUCTION

“Teachers, I believe, are the most responsible and important members of society because their professional efforts affect the fate of the earth.”

-Helen Caldicott

The economic and social development of a nation is entirely dependent on its education system which determines the way individuals learn, create new technologies, adjust to changing environment and refine their behaviour. Education enhances the capabilities of people, capacities of institutions and becomes a channel for all the closely interrelated economic, cultural, social, and demographic changes that is define as national development. Education and schooling can make major contributions to economic productivity of individual, to enhance earnings, and to the processes of knowledge dissemination, to decrease poverty, to maintain healthy families, to create gender equity, to generation and share values, responsibilities of citizenship and to provide quality life. Education has its impact on every walk of human life, and also on the occupation of the individual life.

Education is delivered to its stakeholders through teachers who play an imperative role in education process. Experience and ancient wisdom also agree that it is the teacher who is the pivot of the education system. The importance of teacher in the process of education is of great value. No system of education, no tools and technology, no syllabus, no methodology, no text books, no computer can grow beyond the level of its teachers. No educational reform has ever succeeded without their teachers being effective. An effective teacher will continue to occupy a unique and vibrant place in the total process of education.
Among various factors, that influence the process of education and its part in the developmental process, character, the quality, and competence of teachers are clearly the most significant. According to Jean Piaget “If we don’t have enough competent teachers with ideal quality the most elegant plan and reconstruction of the education system will be defeated”.

According to Dr. Radha Krishnan,

“The teacher’s place in society is of vital importance. He acts as a pivot of the transmission of intellectual traditions and technical skill, from generation to generation he helps to keep the lamp of civilization burning.”

According to Prof. Humanyun Kabir,

“Teachers are literally the arbitrators of a nation’s destiny.”

India being a developing country, its teachers has a great responsibility of making the students competent enough to stand with their counterparts of developed countries and to make the country economically independent. To make real education possible, to retain enrolled masses in the classroom, to increase the level of achievement, to tap potentialities of the students, to mould the students into ideal democratic citizen with efficiency and skill and to improve educational standards remarkably, teachers should not only be committed and devoted but should also be exemplary, devoted to the profession with expertise and also be competent and effective.

1.1 TEACHER EFFECTIVENESS

The term Teacher Effectiveness refers to the quality of a teacher who teaches and communicates knowledge or skills to the learner being successful in producing a projected result. Teacher effectiveness is the measure of success of teacher in carrying out institutional and other specified duties demanded by the nature of his/her position. Teacher effectiveness includes
effectiveness in strategies of instruction, student and classroom management; inter personal relations, evaluation and feedback.

1.1.1 Meaning and Definitions of Teacher Effectiveness

There are many attempts to conceptualize the term teacher effectiveness, and to define it. Teacher effectiveness is most often referred to as the ability of the teachers to produce gains in achievement scores of students.

According to Biddle and Elenna,

“Teacher effectiveness is the ability of teacher to produce agreed upon educational effects in a driven situation or context.”

According to Umme Kulsum,

“Teacher effectiveness means that teachers have attained the needed competence in their roles and functions, namely preparation and planning, classroom management, knowledge of subject matter, teacher characteristics and inter personal relations. Also these excel in their other personality characteristics. They are said to be the best teachers”.

According to Flanders and Siman,

“Teacher effectiveness is concerned with relationship between the characteristics of teachers teaching out and their effects on the individual outcome of classroom teaching”

Medley terms teacher effectiveness as,

“The possession of knowledge and skills that falls under the headings of teacher performance and use of knowledge and skills in the classroom as teacher performance with the accomplishment of teacher goals”.

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Medley states,

“Competence and teacher performance with the accomplishment of teacher goals is teacher effectiveness”.

Goe et al., (2008) defined teacher effectiveness on a five dimensions and analyzed policy, research, and standards that indicate teacher effectiveness. Later Goe et al., (2008) consulted and sought the feedback of experts and strengthened the definition.

Based on their feedback this definition of teacher effectiveness concentrated on five points namely:

1. Effective teachers hold high expectations from their students and assist them to learn, as assessed by various measures.
2. Effective teachers facilitate high academic, positive social and attitudinal outcomes in students like promotion to the next grade, regular attendance.
3. Teachers who are effective use various resources to design and construct learning opportunities needed, formatively monitor student progress, adapt instruction and evaluate learning with different evidential source.
4. Teachers who are effective concentrate on progress of schools in which civic mindedness and diversity are valued.
5. Teachers who are effective work in partnership with administrators, other teachers, education professionals and parents, to make sure that pupils succeed, concentrate on differently abled children and those with risk of failure.

Kulsum opines, “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”. Anderson states, “an effective teacher is one who achieve the goals set by him or has been 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., revealed, “teachers at the highest levels of professional expertise and psychological development are reflective, capable of understanding the beliefs, assumptions, values leading to choices, capable of balancing the and interpersonal learning in the classroom, students’ intellectual achievements and encourage flexibility and creativity to create interactive classrooms”. Walsh et al., viewed that a teacher having high verbal ability is more effective. An effective teacher is one who is even more effective in a collaborative workplace. A good teacher is one who favorably affects his students, and who helps them develop the necessary skills and habits along with desirable attitudes and personal style. Rosenshine and Furst identified variables of teacher behavior that contributed to teaching effectiveness that include variability, enthusiasm, task-orientedness, providing students opportunities to learn, using student ideas, amount of criticism, using structuring comments, types of questions, probing student responses, and level of difficulty of instruction. In establishing a productive learning environment, effective teachers recapture instructional time that is often lost in administrative activities, discipline and transitions. They respond in a predictable manner to student behavior.

Norton et al., stated that a teacher with the most influential dramatic behaviors like controlling mood, telling a good story, catching people to laugh, being entertaining and concomitant with are perceived as an effective teacher. Andersen opines, “An effective teacher is one who produces positive outcomes in all three domains of learning, positive student affect, behavioral commitment to the course content and student cognitive learning”.

Anderson et al., opine, “Teacher effectiveness does not mean that everything that teachers think about should be related to the attainment of some goal. Teachers may take tasks often that are independent of any
motivation to achieve a certain goal”. Chayya describes effective teachers as, “those taking personal responsibility for student’s learning, determining the difficulty of the lesson with the abilities of the students, giving the opportunities to students to practice newly learned concepts, maximizing instructional time to increase content coverage, providing direction and controlling of student learning, using a variety of instructional, verbal methodology and visual aids, trying to elicit responses from students each time a question is asked, presenting material in small steps, encouraging students to reason out, initiating classroom dialogues, encouraging independent thinking, problem solving and decision making, and providing methods of learning with mental strategies for effective teaching”.

Good et al., describes effective teachers as, “those who set high, realistic goals, present information in ways to meet student needs, observe student progress and provided opportunities for students to apply what they had learned” whereas Bandura states, “people with a strong sense of efficacy set more challenging goals for themselves and maintain stronger commitment to those goals than people with a lesser sense of effectiveness”.

Borich opines, “a teacher is effective when he uses what he knows of students’ abilities and applies it to the classroom situation, have the ability to know what a student needs so that he could encourage the learning process”. Henson et al., revealed a set of teacher behavior that are positively related to generate specific types of student learning. Teachers who create business like classrooms are said to be effective in nurturing specific types of student learning.

Brodie described teacher effectiveness as the degree to which teacher make possible student’s aspirations. Some common descriptors of effective teachers include enthusiastic, charismatic, and expressiveness. Effective teachers are found to have more students in their classes on task, engaged in learning and spend more time engaged with small groups. Kher et al., stated
that effective teaching revolves around the connection between teachers and students. Richardson and Arundell noted that an effective teacher gives a variety of examples, has mastery over subject matter, and increases learning of students. According to Elliott et al., effective teacher requires use of different teaching methods. They are aware of their students adequately and are able to adapt their teaching style to every student.

Demmon (1986) identified 15 characteristics and techniques in teachers who are effective. They are:-

- Adoption of systematic instruction techniques
- Preventative discipline
- Concentrate on perceptual meanings rather than facts and events
- High expectations of themselves and students
- Utilize democratic approach
- Flexible and original in their ideas
- High managerial skills
- Belief in self efficacy
- Adoption of various teaching strategies
- Caring
- Willingness to alter teaching to student’s needs
- Task – orientedness
- Relaxed interactions with others
- Hold of subject matter
- Accessibility to students.

Research on teacher effectiveness documented five key teacher behaviors which could be employed and evaluating teacher effectiveness. The five key behaviours are:-

- Clarity of lesson
- Variety in instruction
- Orientation of teacher task
Engagement in learning process
High success rate of students

Jerkins and Bausell (1974) surveyed teachers and administrators and asked them to rank 16 criteria for judging teacher effectiveness in order of importance. The following are the perceptions of teachers about the comparative significance of the criterion of teacher effectiveness:

- Establishing good rapport, relationship with students
- Keenness to be flexible to situational demands
- Effective in control of the class
- Competence to perceive the world from student’s view.
- Personal character and adjustment
- Influence student’s behaviour
- Knowledge of subject content and corresponding areas
- Capability to personalize teaching
- Degree of student-centered verbal behaviour in classroom
- Degree of inductive (discovery) methods employed.
- Quantity of student’s learning
- General knowledge and comprehension of educational facts
- Civic responsibility (Patriotism)
- Performance in student teaching
- Participation in community and professional activities
- Teaching experience

There is an agreement in the available research data pertaining to factors of teacher effectiveness from the past. Few of the factors come under the heading of general teacher characteristics, which are comparatively stable characters and are related to and influence the mode in which teacher’s practice teaching. Through a large scale study in UK, May MacBer (2000) recognized twelve teacher characteristics and grouped them into four categories namely Leadership, Reasoning or Thinking, Expectations and Professionalism. The clusters and characteristics are depicted in table no.1.1
Table no. 1.1: Characteristics of more effective teachers

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Characteristic</th>
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<tr>
<td>Professionalism</td>
<td>Commitment</td>
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<td>Confidence</td>
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<td>Trustworthiness</td>
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<td>Respect</td>
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<td>Thinking/ Reasoning</td>
<td>Analytical thinking</td>
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<td></td>
<td>Conceptual thinking</td>
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<td>Expectations</td>
<td>Drive for improvement</td>
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<td></td>
<td>Information seeking</td>
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<td></td>
<td>Initiative</td>
</tr>
<tr>
<td>Leadership</td>
<td>Flexibility</td>
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<td></td>
<td>Accountability</td>
</tr>
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<td></td>
<td>Passion for learning</td>
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</tbody>
</table>

*Source: Hay McBer, 2000.*

Many of these characteristics are also identified by other researchers.

- **Areas of Teacher Effectiveness:**

According to Kilpatrick and Cantril (1960) the following five areas are fundamental to teacher effectiveness.

**a) Preparation for teaching and planning:**

This area refers to the ability of the teacher in preparing, planning and organizing teaching-learning activities in accordance to the course by utilizing various sources.
b) **Classroom Management:**

This refers to the teacher’s capability to motivate the students, successfully communicate, maintain discipline in classroom and evaluate the process.

c) **Knowledge of subject matter:**

This area refers to the ability of a teacher to acquire, retain, interpret and use the content of the subject he/she is teaching, and deliver the course contents.

d) **Teacher Characteristics:**

This refers to teacher’s personality and its behavioral manifestations that are acceptable or unacceptable in the teaching profession. The teacher’s ability to arose a ‘perspective mass’ and to seek active participation of pupil’s constitutes essential characteristic of an effective teacher.

e) **Interpersonal Relations:**

This refers to a teacher’s communicative ability and the ability to adopt himself to maintain interpersonal relation with their pupils, parents, colleagues and individuals in the community with whom the teacher has to interact as a part of his professional activity.

Most studies highlight that for an effective teacher, qualities such as knowledge of subject matter, skills in instruction and personal qualities are useful when they work with students. When more importance is given to personal qualities, effective teachers are described as energetic, enthusiastic, imaginative and having a sense of humor. If the teaching skills and knowledge of subject matter are considered, effective teachers are viewed as being masters of subject they teach, having ability to clarify ideas, able to establish relationships, able to elicit maximum participation of students, creative, and reasonable.
Walsh et al., expressed, “teacher quality characteristics like certification status and degree in the field to be taught are significantly and positively correlated with student outcomes”, whereas Stronge stated the qualities of effective teachers that are basis of teacher effectiveness. They are: teacher as a person, planning and implementing instruction, classroom management and organization, monitoring student progress and potential.

Singh and Goel noted that teacher effectiveness and communication skill largely helps a teacher in classroom situation to improve his teaching efficiency. A positive relationship between effectiveness of teacher and communication skills are proved. Effectiveness of a teacher depends on oral communication through which a teacher could share his own knowledge, attitude and skills with student in the form of gestures, facial expressions, spoken or written messages. Indirect verbal behaviors were considered to be a sign of teacher effectiveness in directive approach. If the teacher possesses communication skills, such as, clear objectives, effective delivery, increasing fluency in questioning, illustrating with examples, increasing student’s participation, reinforcement, themselves, they would be able to teach effectively.

Gibbs opines, “An effective teacher believes that he can make a difference in student learning outcomes and he teaches in a way that demonstrates that belief. Teacher effectiveness is overseen by levels of self efficiency which indicate the belief of teachers in their teaching capabilities”. Jayanthi et al., emphasized that an effective teacher plays a vital role in shaping and moulding the manners, habits, and strong character of students. The use of learner centered practices was seen as effective deserve having high ratings based on student’s assessment.

Teaching effectiveness is to be related to achievement goal, imagine in terms of aims of education surrounded in the nation’s philosophy of life whereas a teacher’s success depends largely upon his capacity to reflect the
national philosophy in his own life and actions, and to initiate the child into it. Teaching effectiveness includes precise measurement and is related to and perhaps dependent on teaching behaviour and a host of several other factors that have always intrigued educationists.

According to Good and Grouws (1975), “teaching effectiveness appeared to be strongly associated with clusters namely, Student initiated behavior, Whole class construction, General clarity of instruction and availability of information as needed, A non-evaluative and relaxed learning environment, Higher achievement expectations, Classrooms that are relatively free of major behavioural disorder”.

1.1.2 Factors Affecting Teacher Effectiveness

Researches in India and abroad have tried to find out the correlates of teacher effectiveness. Some of the factors reported to be influencing teacher effectiveness are:

(a) Academic Achievement:

An academic achievement is an evidence for the scholastic performance of the individual in the curricular subject and learning outcomes. Subject matter knowledge is positively correlated to teacher effectiveness. A deep thorough knowledge of the concerned subject is a must for an effective teacher.

(b) Intelligence:

Intelligence helps a person to adjust to environment and learn from previous experiences. For an individual to succeed in school and job, intelligence is the most important factor. Intelligence includes the ability in problem solving and critical thinking. Dave reported significant positive correlation between intelligence and teaching success. There is a chance of teachers with high intelligence score of being more effective and competent in the teaching-learning process.
(c) Teacher Education:

Teacher education is intended to prepare effective teachers. It is during this period, the change of an individual, to a committed and competent teaching professional equipped with all necessary skills and professional readiness to carry out their duties effectively and successfully take place. Before a teacher enters into career, familiarity with the responsibility of teaching in school, understanding about student psychology, basic understanding of philosophical, sociological and psychological foundation of education are essential. Kothari commission emphasized the need for a sound teacher education system in the preparation of competent and effective teachers.

(d) Socio Economic Status:

The socio-economic status of individuals as determined by the accepted socio-economic norms affect them. Social status is the position of that individual in society. The social prestige, occupation, education, income, standard of living, etc determine this status. Teacher effectiveness is influenced by socio-economic status of the teachers.

(e) Personality Factors:

Personality characteristics like self-concept, social and emotional adjustment, confidence and teacher pupil relationship are found to be significantly related to teacher effectiveness by various researchers. Some characteristics are common to all professionals but there are certain qualities specifically needed for teaching effectively.

(f) Adjustment:

Every individual tries to maintain with his circumstances and attempts to meet the demands of situation. If teachers can adjust to their domestic and
departmental circumstances, they can easily cope with the situations. They
easily get along with their pupils and colleagues.

(g) Interest:

Teacher’s overt behaviors are molded to a great extent by their interest
in the job. Effective teacher shows interest in the welfare and achievement of
students and performance of entire school. If teachers are not really interested
in their job, their pupils, subject they teach and institution where they work,
they would not be able to do justice to their pupils. Taking all these facts into
consideration it is essential that teacher’s interest should be considered for
determination of teacher effectiveness.

(h) Teacher pupil relationship:

Teachers who keep a good relationship with their students would carry
out their duties with interest and satisfaction. If teachers maintain a friendly
approach with students, they would freely approach them. This would further
influence teacher effectiveness. Maintaining good relationship with students
helps teacher in tackling the behavioral problems of the students. Thus good
teacher-pupil relationship is considered as an important factor of teacher
effectiveness.

(i) Job Satisfaction:

Job satisfaction is the satisfaction of a teacher in his job. Teachers who
are satisfied with their working conditions, authorities, colleagues and
students would be successful in good relationship with administrators,
colleagues and pupils. Satisfaction of job is an important predictor of teacher
effectiveness.

(j) Strategies of Teaching:

For effective teaching, the methodology of teaching should be changed
according to development of modern society. Effective teachers adopt a range
of strategies which are suitable for specific learning aims and circumstances. To improve the effectiveness of teaching, implementation of new strategies as well as novel techniques which teachers themselves successfully introduce, help to a large extent.

Effective teachers usually adopt a combine of activities to attain the specified aims and objectives. Besides the above mentioned factors, teacher effectiveness is influenced by number of other intervening variables acting as singly or jointly with variables like sex, locality, age, professional cadre, teaching experience level of aspiration, locality of school, status of school etc. The influence of all these factors has been studied and presented by various researchers.

➢ **Five Factors of Teacher Effectiveness:**

1. **Personal Factors:** It refers to be dynamic and energetic, clarity of instruction and good modulation, maintaining pleasurable relationship with students, effective work style, etc.

2. **Professional Factors:** It include behavioral problem of the students, good study habits and work patterns, clear cut objectives, motivating students by providing new learning experiences, etc.

3. **Intellectual Factors:** It refer to command over subject, thorough in subject matter content, being conversant with up to date knowledge, etc

4. **Strategies of Teaching:** It refers to classroom teaching techniques, selection of suitable teaching methods to suit individual difference, adoption of child centered approach, arranging group activates, display techniques, etc.

5. **The Social Aspects:** It includes maintaining good social relationship with colleagues, active participation in social and cultural activities participating willingly in heath programmes, educating people about health and hygiene, etc.
It can be concluded with the above discussion that the teacher effectiveness will be considered with the professional skills and professional quality of a teacher. Therefore, the professional competency has a significant role in teacher effectiveness.

### 1.1.3 Models of Teacher Effectiveness

Different models of teacher effectiveness were planned from time to time. Three important models namely, Medley’s teacher effectiveness structure, Cheng and Tsui’s model of teacher effectiveness and McBer’s model of teacher effectiveness which are relevant to the present study, are discussed below:

- **Medley’s Teacher Effectiveness Structure:**

  This model is based on Mitzel’s presage-process-product criteria of teacher effectiveness. Figure no.1.1 shows nine important types of variables involved in the definition of teacher effectiveness. Five cells in top row define five types of variables which are used as basis for evaluating a teacher. The second row has four cells representing four additional types of variables that affect the outcome of teaching but are not controlled by the teacher. Each cell is joined by an arrow to another cell that it influences most directly.

  Figure no.1.1: Explains about the different variables under pre-existing characteristics and the detailed information about the variables.

  ![Medley's Teacher Effectiveness Structure Diagram](source: Medley’s 1982 p. 1899)
The variables in Medley’s Teacher effectiveness Structure are discussed below:

(i) Pre-existing Teacher Characteristics Variable:

It refers to knowledge, beliefs, ability and personality traits that the teachers possess on entering into professional training.

(ii) Teacher Competence:

It designates the skills, knowledge and abilities that the teacher possesses and takes to the teaching context. These are stable characteristics of the teacher that may not change when situations change.

(iii) Teacher Performance:

It means the teacher’s classroom behavior while teaching, inside and outside the class room. It is understood in term of what the teacher actually does.

(iv) Pupils’ Learning Experience:

It refers to the pupil behaviour while teaching is carried out. This, of course is not a teacher characteristic but it depends on the effectiveness of a teacher.

(v) Pupil Learning Outcome:

This can be considered as a direct result of learning experience of pupils. When a teacher ‘teaches’ he/she tries to provide learning experiences and opportunities to the learner who is expected to achieve the desired learning outcome.

(vi) Teacher Training:

It reflects the efforts of teacher educators to help a teacher grow in competence that is to add additional competencies to his/her range of
particular interest in pre-service preparation. The set of competencies acquired by a teacher trainee on completion of pre-service training is a combination of pre-existing teacher capabilities and characteristics and the knowledge, beliefs and abilities acquired during training period.

**(vii) External Teaching Context:**

These refer to the characteristics of school where the teacher works that interact with teacher performance. This may include the physical facilities in the school, availability of Medias, equipments and materials and the relationship between school and community. The variables in the cell determine the influence of school personnel to teacher effectiveness.

**(viii) Internal Teaching Context:**

These variables are characteristics of the class taught by a teacher that interacts with the teacher performance in determining the learning experiences that the pupils have in that classroom. These include size of the class, age group, ability, heterogeneity and socio economic characteristics.

**(ix) Individual Pupil Characteristics:**

These are characteristics of a pupil that determine what learning outcomes result from any particular learning experience that pupils might have. Two pupils would be affected differently by identical learning experiences as they differ in their ability, interests and values.

➢ **Cheng and Tsui’s Model of Teacher Effectiveness**

Cheng and Tsui (1996) developed a modified form of Medley’s structure by introducing two additional components, namely professional development and teacher evaluation as shown in figure.1.2.
Based on the above structure three different strategies for enhancing teacher effectiveness was recommended suggested by Cheng & Tsui (i) short term strategy (ii) long term strategy and (iii) Dynamic strategy.

(i) **Short Term strategy:**

This method focuses on change in overt teacher behaviour to adapt teaching context. Teachers’ context is not selected by teachers but it is something given and teachers must adjust to their behaviour to the context. Also the short term strategy assumes that there are some standard teaching
behaviour (Cheng and Tsui 1998) that can be prescribed directly to all teachers.

(ii) Long Term Strategy:

This aim at the empowerment of teacher competence that enables the teacher to have sufficient knowledge, technique and confidence which help them to develop their own styles of teaching. The process of strengthening of teacher competence requires continuous process of systematic learning and reflection. Summative, formative and diagnostic evaluations of teachers help them to develop repertories of professional competency to teach more effectively in different teaching contexts.

(iii) Dynamic Strategy:

This strategy assumes that the components that influence the teacher effectiveness structure can be changed. Improvement in teacher effectiveness can be brought through change in teachers’ competence, teacher performance and teaching contexts. This strategy is intended to empower teachers as educational leaders so that they can assume active roles in improving internal and external teaching context.

➢ McBer’s Model of Teacher Effectiveness

Hay McBer (2000) developed a model of teacher effectiveness based on the interviews of teachers. He identified three elements relating to teacher effectiveness.

These three factors are within teacher that significantly influences pupil’s progress. Each factor provides distinctive and in complementary ways to the contribution the teacher makes. This is explained in Figure. 1.3
(a) **Professional characteristics**: include teacher’s ability to communicate, their leadership qualities, their conceptual and analytic thinking skills, their professionalism and their and expecting setting abilities.

(b) **Classroom climate**: which is measured by pupil’s interviews that consider their perception of clarity of lesson, clear behavior standards, orderly climate, a fairness of teacher, opportunity for their participation with emotionally supported feeling in the class and the perception that classroom is a comfortable, safe, interesting and exciting place, and the perception of well organized and attractive physical environment.
(c) **Teaching skills:** like high expectations, time on task, effective planning, various teaching methods, classroom and behavioral management and effective use of homework and assessment.

These three factors differ in nature. Professional characteristics and teaching skills are factors related to the aspects a teacher takes to the job. Professional characteristics indicate the ongoing patterns of behaviour that unite to drive the talks teachers individually do. Teaching skills include micro behaviours that an effective teacher constantly exhibit when teaching in a classroom.

Classroom climate is an output measure that makes teachers understand the feelings of the pupils in their class and the learning climate shaped by them, which has a bearing on their motivation to learn.

The models of teacher effectiveness show that “Teacher effectiveness” is a multidimensional construct, as it measures different aspects of teaching-learning process. It has been increasingly agreed that an effective teacher is the basic requirement for enhancing student performance. This has led to increased interest in identifying individual teacher’s effect student achievement. Highly qualified teacher possessing the required certifications and qualifications do not predict highly effective teaching which would imply that it does not predict improvement in students learning. In order to perform the tasks effectively the teachers should possess a high level of social and self awareness to allow for smooth, effective and fruitful interactions. This depends on his/her level of social knowledge, perception, and behaviour and a true understanding of the self. This may require a teacher to possess a higher degree of social intelligence and self concept.

**1.1.4 Measurement of Teacher Effectiveness**

The measurement of teacher effectiveness is influenced by the way it is defined. Most commonly teacher effectiveness refers to teaching ability to
enhance student learning which is indicated by student gains on standardized achievement tests. Though student achievement is an important indicator of teaching ability, it does not form a complete measure of teacher effectiveness. Teaching effectiveness implies effectiveness of teacher within the unit, where as “teacher effectiveness” addresses individual teacher performance an effective teacher succeed in producing desired changes among the student through his/her teaching.

Klausmeier and Ripple (1971) reported that teacher effectiveness can be assessed through three types of criteria. Presage, Product and Process. Each type of criterion and the assessment instruments used to measure teacher effectiveness in terms of each criterion are:

- **Presage criterion:** It is a first type of criterion, individuals who use this criterion prefer not to, or are unable to; observe the teacher behaviour in the class room. Measure of teacher’s rational ability, grades made in schools, personal appearance, test scores, and rating usually made in the classroom are used to measure teacher effectiveness according to this criteria.

- **Process criterion:** It is a second type of criterion, individuals who prefer this criterion think the best test of teacher effectiveness is what the teachers does, what the student do, the interaction that occurs between the teacher and students. Observation of both and teacher behaviour and student behaviour is used to evaluate teacher effectiveness according to this criterion.

- **Product criterion:** It is a third type of criteria indicating what is learned. Individuals who desire this criterion think that the best test of teacher effectiveness is how well the students achieve. Achievement tests and other measures in the cognitive, psychomotor and effective domains are used to measure teacher effectiveness according to this criterion.
Table no.1.2 : Criteria for Assessing Teacher Effectiveness:

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<tr>
<th>Criterion</th>
<th>Examples</th>
<th>Assessment</th>
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<tr>
<td><strong>Presage</strong></td>
<td>Intellectual abilities of the teacher, amount of school work completed in the teaching, major grade point average in school, personal characteristics, and others.</td>
<td>Indirectly from school records, tests, ratings outside the classrooms.</td>
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<tr>
<td><strong>Process</strong></td>
<td>Teacher behaviours, such as explaining, questioning, leading a discussion, counseling, evaluating. Student behaviours, such as courtesy industriousness, attentiveness, conducting an experiment, leading a discussion. Student-teacher interactions, such as teacher-directed and student-directed exchanges, information exchange, warmth.</td>
<td>Directly through observations and frequency counts of the teachers and student’s actions and talk.</td>
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<tr>
<td><strong>Product</strong></td>
<td>Student gain in subject-matter knowledge and related abilities. Student gain in psychomotor skills and related abilities. Student gain in interests, attitudes, personality integration, and other affective characteristics.</td>
<td>Directly with tests, ratings, observations and frequency counts of achievement and performances.</td>
</tr>
</tbody>
</table>

*Source: Based on Mitzel, 1960, and Flanders, 1969.*
Ory et al., declared that teacher effectiveness is evaluated in multiple method approach through a multiple source as advocated by professionals from the area of teacher evaluation. Peer review, self-evaluation classroom-observations or teaching portfolios. Are various methods used to collect data from different sources which are combined with collection of student rating. But educationists opine that professional competencies, skills and knowledge, can be noticed when the teacher takes on and masters challenging tasks focused towards educational performance and success. Students who achieved higher rated their teachers. Gaubatz found constantly high correlation between student ratings of the amount learnt and their overall ratings of the teacher. Taylor et al., stressed that teachers with higher rate of communication with parents were viewed to be more effective.

In the words of Kothari D.S, “A right kind of teacher is one who possesses a vivid awareness. He not only loves his subject, but also loves whom he teaches. His success will be measured not in terms of percentage of the result alone, but by the quality of life and character of men and women whom he has taught”. Teachers are the natural role models to younger generation. Today’s teachers are required to be more effective and true to his profession. In order to be able to articulate teaching with new paradigm of learning, be adoptive and supportive in dealing with a new set of students belonging to different age groups, diverse ethnicity and with a broad range of background and prior knowledge. Teachers need to be lifelong learners themselves. He must be acquainted with new technologies that are developing rapidly. The focus of teacher should be on the pedagogical i.e., the complexity o rational, personal, moral, emotional, aspect of teacher empathy acting with students or young people they teach.

“Teacher effectiveness” is established as a multidimensional construct because it involves a variety of different dimensions of teaching and learning process. Interactive teaching behaviours of teachers depends on his/her level of social knowledge, perception, understanding and behaviour. This may
require the teacher to possess a higher degree of social intelligence and self-concept.

1.2 SOCIAL INTELLIGENCE

The original definition of social intelligence was formulated by Thorndike. Social Intelligence corresponds to interpersonal intelligence which is one of the various types of multiple intelligence identified by Howard Gardner and is quite related to emotional intelligence. Few authors restrict its definition to knowledge of social situations which is called social cognition.

“Social intelligence shows itself abundantly in the nursery, on the playground, in camp and factories and salesrooms, but it avoids the formal standardized conditions of the testing laboratory.” This was observed by Edward Thorndike who first proposed the concept in 1920. Thorndike observed that interpersonal effectiveness was very important for success in many areas, specifically leadership. But by the late 1950’s David Wechsler, the popular psychologist who proposed intelligence quotient as a measure of intelligence dismissed the concept of social intelligence, viewing it merely as, “general intelligence applied to social situations”. In the present context, “Social Intelligence” has become a concept to be re-thought since neuroscience has begun to map brain areas that regulate interpersonal dynamics.

1.2.1 Meaning and Definitions of Social Intelligence

According to Thorndike,

“Social intelligence is the ability to understand and manage men and women, boys and girls, to act wisely in human relation.”

According to Binet,

“Social Intelligence is the ability to judge all, to comprehend well to life well.”
According to Vernon,

“Social Intelligence is the capacity to form concepts and grasp their significance or mental efficiency”

According to Helem,

“Social Intelligence is grasping the essentials in a situation and responding appropriately to them”

According to Piaget,

“Social Intelligence is an adaptation to the physical and social environment”

According to David Weschler,

“The aggregate or global capacity of the individual to act purposefully, to deal rationally and to deal effectively with environment”

Psychologists disagree about which human abilities are emotional and which are social. Neuroscientists argue that the emotional and social domains intermingle, since the brain’s emotional centers overlays with the brain’s social reason. “All emotions are social,” as observed by Richard Davidson, Affective Neuroscientist at University of Wisconsin. “You can’t separate the cause of an emotion from the world of relationships-our social interactions are what drive our emotions”.

Social intelligence of teachers indicates their mental ability to understand the intentions, emotions, actions and motives of their students, colleagues, administrators, and stakeholders to influence and motivate their behavior. Teachers with high social intelligence would be good in recognizing delicate verbal, facial, and behavioral clues in students, colleagues, administrators, and stakeholders which could signify their intentions and emotions.
Social intelligence of teachers depicts abilities listed below:

- Ability to interact with students, fellow teachers and administrators through verbal communication and gestures in a manner that makes them feel relaxed, stress-free and understood.

- Ability to find and comprehend hidden meanings in expressions of students, fellow teachers and administrators.

- Ability to deliberately motivate students, fellow teachers and administrators.

- Ability to observe and interpret faint facial expressions that indicate specific emotions or intentions in students, fellow teachers and administrators.

- Ability to coordinate his/her actions with the behavior of students, fellow teachers and administrators.

- Ability to stimulate students, fellow teachers and administrators to actions by giving encouragement.

- Ability to provoke passions and delight in students, fellow teachers and administrators.

1.2.2 Rethinking of Social Intelligence

The Social brain is said to be highly developed in those species of mammals that live in groups, evolving as a mechanism for survival. The brain systems that mark humans as different from other mammals grew in direct proportion to the size of the primal human bond. Some scientists speculate social prowess—not cognitive superiority or physical advantage, homosapiens to eclipse other humanoids.

The evolutionary perspective challenges psychologists and educationists to think afresh about the position of social intelligence in the categorization of human abilities and recognize that “intelligence” can include
non-cognitive abilities. The new neuro-scientific findings on social life have the potential to strengthen the social and behavioral sciences.

In recent years social intelligence has been a scientific backwater, largely ignored by social psychologists and students of intelligence alike. One exception has been the boom let in research on emotional intelligence sparked by the seminal work of Jogh Mayer and Peter Salovey in 1990.

As Mayer pointed out to, Thorndike’s original view saw a triad of mechanical, abstract, and social intelligence, but he subsequently failed to find a way to measure the social. In the 1990s, as the localization of emotions in the brain became better understood. The more recent emergence of social neuroscience means the time is ripe for a revival of social intelligence on a par with its sister, emotional intelligence. A rethinking of social intelligence should more fully reflect the operation of the social brain, so adding often ignored capacities that nothing less matter immensely for our relationships.

Some psychologists may complain that the defining capacities of social intelligence, propose add to standard definitions of “intelligence” aptitudes from non-cognitive domains. But that is precisely point when it comes to intelligence in social life, the brain itself mixes capacities. Non cognitive abilities like primal empathy, synchrony, and concern are immensely adaptive aspects of the human social repertoire for survival. And these capacities certainly allow them better to follow Thorndike’s mandate to “act wisely” in our relationships.

The old concept of social intelligence as purely cognitive assumes, as many early intelligence theorists claimed, that social intelligence may be no different from general intelligence itself. Intelligence theorist’s view on the social aptitudes for life can be better understood in light of their field’s history. In 1920, when Edward Thorndike first proposed the concept of social intelligence, the newfangled concept of “IQ” was still shaping the thinking of
an equally novel field, psychometrics that aimed to find ways to measure human abilities

The old view saw social intelligence as the application of general intelligence to social situations-a largely cognitive aptitude. This approach casts social intelligence merely as a fund of knowledge about the social world.

When common people were asked to make list of what makes an individual intelligent, social competence surfaced as a prominent category. But when psychologists who were considered experts on intelligence were asked to come up with a similar list, their emphasis was on cognitive abilities like verbal and problem-solving skills. Wechsler’s dismissive view of social intelligence seems to live on in the implicit assumptions of his field.

Psychologists who sought to measure social intelligence have been blocked by wonderfully high correlations between their results and the results of intelligent tests, suggesting there may be no real difference between cognitive and social talent. This was a major reason social intelligence research was largely abandoned. But that problem seemed to result from the skewed definition of social intelligence as simply cognitive ability applied to the social field.

Social neuroscience is detailing how multiple ways of knowing and doing spring into action as we engage with others. These ways include high-road abilities like social cognition, But social intelligence also calls on low-road functions like synchrony and attunement, social intuition and empathic concern, and arguably, the impulse for compassion. The discussion of what makes a person intelligent in social life would be more complete if they encompassed these abilities as well.

The powerful force in the brain’s architecture is debatably the desire to navigate the social world. Evolutionary theorists argue that social intelligence
was the ancient talent of the human brain, reflected in our outsize cortex, and that what we now think of as “intelligence” piggybacked on neural systems used for getting along in a complex group. Social intelligence is not just a little more than general intelligence applied to social situations but general intelligence is simply a derivative of social intelligence.

Combining social intelligence with the emotional hinders renewed thoughts about human aptitude for relationships and ignores what transpires as humans interact.

1.2.3 Components of Social Intelligence

The components of social intelligence can be categorized into two: Social Facility and Social Awareness

(a) Social Awareness

Social awareness is a band that runs from instantaneously sensing other’s inner state, to understanding their feelings and to “getting complicated social situations”.

It consists of Primal empathy, Attunement, Empathic accuracy and Social cognition.

➢ **Primal Empathy**: refers to feeling with others and sensing non-verbal emotional signals. In spite of the silence of individuals they send signals about what they feel. Even when individuals attempt to repress the expression of their emotions, they are given away.

An appropriate test of primal empathy would assess the low road’s rapid, spontaneous reading of these nonverbal clues. To do that well, such a test must have individuals react to a depiction of another person.

Another measure of primal empathy - Reading the Mind in the Eyes test, was designed by Simon Baron-Cohen, an expert on autism, and his
research group at Cambridge University. Those scouring higher in reading messages from the eyes are gifted at empathy and in any role that demands it, from police work and diplomacy to educationist and nursing to psychotherapy, and those who score extremely low are likely to be autistic.

- **Attunement**: refers to listening with complete receptivity. Attunement is attention that goes beyond momentary empathy to a full, sustained presence that facilitates rapports that offer a person in total attention and listen fully and understand the other person. Such deep listening seems to be a natural aptitude. Still, as with all social intelligence dimensions, people can improve their attunement skills. And we all can facilitate attunement simply by purposely paying more attention.

  A person’s style of speaking offers clues to their basic ability to listen deeply. During moments of actual connection, what an individual says will be responsive to what the other feels, says, and does. When they are poorly connected, however, his communications become verbal bullets; his message does not change to fit the other person’s state but simply reflects his own. Listening makes the difference. Talking at a person rather than listening to him reduces a conversation to a monologue. Two-way listening makes a dialogue reciprocal, with each person adjusting what they say in keeping with how the other responds and feels.

  Listening well has been found to one of characteristics of the best managers, leaders, and teachers. Not only do they take the time to listen and so attune to the other person’s background but also ask questions to better understand.

- **Empathic accuracy**

  “Is the understanding of another person’s thoughts, feelings and intentions”. Empathic accuracy builds on primal empathy but adds an explicit understanding of what someone else feels and thinks. It can measure empathic accuracy through psychology’s experiments.
Empathic accuracy seems to be one key to a successful teachings, especially in the early years. Teacher who teaches during the one or two years of their working days are more accurate in their readings of each student have higher levels of satisfaction.

➢ Social cognition

“Is knowing how the social world works”. Social cognition, is one of the interpersonal awareness of how the social world works. People skillful at this variety of cognition know what is expected in any social situation, decoding the social signals that reveal the most powerful person of the group.

Such social savvy can be seen in those who accurately read the political currents of an organization, as well as in the five-year-old who can list the best friends of every child in her kindergarten class. The social lessons we learned about playground politics in school-like how to make friends and form alliances-are on a continuum with the unspoken rules we follow in building a winning work team.

One way social cognition can manifest is in the ability to find solutions to social problems. Social cognition can mobilize to navigate the interpersonal world’s subtle and shifting currents and to make sense of social events. Understanding the unspoken norms that govern interaction is crucial for smooth interactions with someone from a different culture, where norms can differ markedly from those people learned in another group.

This ability for interpersonal knowledge has been understood as a bedrock dimension of social intelligence for decades. Some theorists have even argued that social cognition, in the sense of general intelligence applied to the social world, is the only true component of social intelligence.

The social awareness abilities interact, empathic accuracy builds on listening and primal empathy and all three enhance social cognition. Interpersonal awareness provides the basic substance for social facility.
(b) Social Facility

“Is simply sensing how another feels, or knowing what they think or intend, does not guarantee fruitful interactions”. Social facility rests on social awareness to allow smooth and effective interactions. The spectrum of social facility consists:

- Synchrony
- Self-presentation
- Influence
- Concern

➢ Synchrony

Synchrony is gliding gracefully through a nonverbal ballet with another person. The foundation of social facility, it is the bedrock on which other aspects build. A failure in synchrony sabotages social competence in throwing interactions.

The nonverbal signs of synchrony consists the range of harmoniously orchestrated interactions, from nodding or smiling at just the right moment to orienting our body towards another person. When one person botches synchrony, the other feels uneasy-and can never get anywhere near rapport. The outward indicators of a subtle social disability called dyssemia people are “off”, oblivious to cues. They unsettle those they interact with because they fail to observe the unspoken signs that keep two-way traffic unsnarled.

➢ Self-presentation

Professional actors are especially clever at self-presentation, or the ability to present oneself in ways that make a desired impression.

Charisma is one aspect of self-presentation. The charisma of a great teacher, a powerful public speaker, or a leader, comprises of their competency
to spark in the emotions they radiate, entraining them to that emotional spectrum. Charismatic people have a flair for expressivity that engages others to come into synchrony with their rhythm and catch their feelings.

The ability to “control and mask” the expression of emotions is sometimes considered key to self-presentation. People in such control are self-confident in just about any social situation. Those for whom poised performances come easily will be naturals at any situation where a nuanced response is crucial, from sales and service to diplomacy and politics.

Women are largely more expressive emotionally than men, but in some situations women may need to balance expressiveness with the constraints of self-presentation. To the extent that social norms devalue expressiveness, as the case in most workplaces, women need to contain the urge in order to fit in. Our society has subtle norms for who “should” express what emotions, implicitly constraining both men and women. In private life, women are generally perceived as more appropriately expressing fear and sadness than men.

Social intelligence is strongly related to emotional intelligence and cognition, and is also viewed as the first level of developing systems of intelligence.

➢ Influential

Influential can be an efficient tactic for resolving and avoiding conflicts. But the skillful use of an implicit threat of physical aggression lies not in the application of force itself but in neural mechanism that fine-tune a response to best fit the circumstances. It combines self-control, modulating an aggressive impulse with empathy and with social cognition, recognizing the operative norms in a situation. Educating the fundamental neural circuitry has been an unrecognized task of those who train people in the artful use of force, whether citizen or military. As someone becomes increasingly adept in
applying the means of violence, a parallel inhibition of aggressive urges becomes essential.

In everyday social encounters. People draw on much the same circuitry to mitigate aggression, but to more subtle effect. Achieving constructive influence involves expressing themselves in a way that produces a desired social result, like putting someone at ease. Artfully expressive people are viewed by others as confident and likeable and in general make favorable impressions. Those adept at deploying influence rely on social awareness to guide their actions.

Deciding on the optimal dose of expressivity depends, among other factors, on social cognition, knowing the governing cultural norms for what’s appropriate in a given social context.

➢ Concern

Concern reflects a person’s capacity for compassion. Manipulative people can be skilled in other abilities of social intelligence.

Concerned people are those most willing to take the time and make the effort to help out a colleague. Rather than just focusing on their own work, they understand the need for group cooperation to meet larger objectives.

Those who are most physiologically aroused by distress in others—that is, who are highly susceptible to emotional contamination in this range—are also those most moved to help. Conversely, those who are little moved by empathic concern most easily disregard someone else’s distress.

Concern is the impulse that lies at the root of the helping professions, such as medicine and social work. In a sense, these professions are the public embodiment of concern for those in need. Those who work in the helping professions thrive when this capacity waxes but burn out when it fade.
1.2.4 The Social Brain

The zones of the brain interconnect with dizzying complexity, and so phrases like “social brain” are fictions, even though helpful ones. For convenience, scientists look at orchestrated systems of the brain that cooperate during a given function. So the centers for movement are conceptually grouped together in a shorthand term, the “motor brain”, for the activity of the senses, the “sensory brain”. Some “brains” refer to more tightly knit anatomical zones, such as the “reptilian brain”, those lower regions that manage automatic reflexes and the like, which are so ancient in evolution that we share them with reptiles. These heuristic labels are most useful when neuroscientists want to focus on higher-order levels of brain organization, the modules and networks of neurons that orchestrate during a specific function.

Given the widely dispersed circuitry of the social brain, precisely which neural networks are involved depends to a great extent on what social activity we engage in. Thus during a simple conversation an array of sites keeps us in synch, while a different system may activate while individuals ponder whether they like someone. Some findings to date on what circuitry activated during some activities.

1.2.5 Dimensions of Social Intelligence

A careful review of social science research findings, ranging from Gardner and Goleman to Dale Carnegie, suggests the five key following dimensions as a descriptive framework for Social intelligence as shown in table no.1.3
Karl Albrecht, in 2005, proposed, “five-part model of social intelligence—‘S.P.A.C.E.’—‘Situational Awareness, Presence, Authenticity, Clarity, and Empathy’. “The acronym depicts the ability to understand the social ‘Space’ and navigate effectively within it. The acronym SPACE immediately suggests the possibility of describing, assessing and developing social intelligence in terms of observable behaviour.

Social intelligence also includes following seven dimensions that could be measured in behavioral terms:

- **Patience** – refers to the characteristics of an individual being even tempered, perseverant under demanding situations.

- **Co-operativeness** – refers to the degree to which an individual is flexible while interacting with others and willing to act in conjunction with others.

- **Confidence level** – refers to the level of having certainty and believing in one’s potential.

- **Sensitivity** – refers to the ability to understand the physical and emotional needs of others and respond in a responsive manner.
- **Recognition of Social Environment** – refers to ability of an individual to comprehend social situations involving human feelings, attitude and beliefs.

- **Tactfulness** – refers to the ability of individual to say and act the right way and right time.

- **Memory** – refers to the potential of an individual to remember, recall and recognize people with their names and past experience with them.

### 1.2.6 Models of Social Intelligence

- **Cognitive Performance Structure Model of Social Intelligence.**


  Figure 1.4: Performance structure model of Social intelligence

  ![Diagram of Performance Structure Model of Social Intelligence]

  This model has not referred to the internal structure of social intelligence, but has included correlated abilities and thus a higher-order general social intelligence factor, though all cognitive ability categories predict social behaviour to some extent.
In this model, the ability domain of social understanding, social perception, social knowledge, social creativity and social memory constitute social intelligence.

a) **Social Understanding**: is the central ability domain of social intelligence. It consists of cognitive operations considered under reasoning. Social understanding demands individuals to comprehend and interpret social stimuli in its social background. The stimuli can vary according to their complexity.

b) **Social Memory**: is defined as, “the storing and recall of objectively given social information that can vary in complexity. For example, memory for names and faces is a narrow subset of social information. Whereas, the memory for a sequence of interaction refers to a rather complex entity. The required social information has to be objectively present in the situation i.e., in the task material. However, presence itself does not insure that individuals direct their attention towards the relevant cues and thus, also perceived cues”.

c) **Social Perception**: is defined as, “ability to perceive socially relevant information in more or less complex situation”. Wong et al. (1995) operationalised the concept of social perception but did not detach this ability from social understanding abilities.

d) **Social Knowledge**: is defined as, “knowledge about the social word i.e., social rules, social matters, and also operationalizations reflects knowledge as good etiquette in varied specific settings. Social knowledge cannot be seen as a pure cognitive ability and that fulfill the difficult requirements of a general ability construct that is valid in varied situations. Furthermore, it seems impossible to develop and validate an adequate measurement instrument without applying a homogenous sample with comparable experience in the queried knowledge domain, for these seasons, social knowledge is treated differently from the remaining cognitive ability domains in upcoming considerations”.

40
e) **Social creativity:** is defined as, “ability to imagine possible outcomes of a setting or to create recognizable categories of behavioural acts”. Empirical work has operationalized social cognitive flexibility as, “the fluent production of possible interpretations of social situations”. Weis and Sub(2005) define, “social creativity similarly like as the production of as many and as diverse solutions or explanations as possible for a social situations”.

➢ Model of Socially Competent Behaviour

Social competence is classified into concepts that are potential oriented and results oriented.

Table no.1.4: Comparison of Result oriented and Potential oriented Model of Socially Competent Behaviour.

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<thead>
<tr>
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<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>Effective realization of plans and aims in social interaction.</td>
<td>Universe of individual’s knowledge, abilities and skills that promote socially competent behaviour. Socially competent behavior is defined as effective behaviour specific to the context in accordance with the social group.</td>
<td>Effective social behaviour and its cognitive, affective and behaviour related preconditions.</td>
</tr>
<tr>
<td><strong>Attributes/Dimensions</strong></td>
<td>Social perception, Interpretation of social cues</td>
<td>Social perception, Behavioral control Assertiveness Social Orientation Communication Skills</td>
<td>Social intelligence Social skills Interpersonal personality traits Social self-regulation</td>
</tr>
<tr>
<td><strong>Potential vs. Result</strong></td>
<td>Result-Oriented</td>
<td>Mixed model</td>
<td>Potential Oriented</td>
</tr>
<tr>
<td><strong>Context included</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>Performance criterion</strong></td>
<td>Efficiency</td>
<td>Efficiency and social acceptance</td>
<td>Efficiency</td>
</tr>
</tbody>
</table>
In a results-oriented approach, Grief (1987) applied the idea of a control loop on socially competent behaviour. In this feedback loop, a person acts to reach a certain aim and compares the outcome with the desired state until the aim is achieved. In contrast, Kenning (2002) incorporated both a results-oriented approach relying on a control loop, and a potential-oriented approach with person-related attributes that contribute to socially competent behavior. Schneider et al., focused solely on person-related attributes in a potential-oriented approach including both, ability and personality variables.

Figure no.1.5: Model of Socially Competent Behavior.

The cognitive ability constructs of social, practical and emotional intelligence belong to the person-related preconditions. Social competence additionally consists of social and emotional skills Furthermore, variables such as interpersonal traits or interests are supposed to moderate the performance of socially competent behavior.
According to Ford and Asendorpf, “individual difference in socially or emotionally intelligent performances cannot be specified without considering situational demands, social values and personal aims”. Social behaviour is influenced directly by the context and is supposedly always directed towards a social goal. Whether social behaviour is judged as proficient relies on what extent the goal is achieved and if the behaviour and the goal fulfill the social norms.

Though social intelligence has been utilized in different fields, individual ability has been given more importance depending upon his coordinating, working ability in his social intelligence reflects upon his/her interpersonal relationship in different environment. The action of students and teachers is due to the face to face relationship, empathy, individuals, comprehension, social exquisites, to influence others nature and handling problems.

Educational field utilizes social intelligence for understanding students and for maintaining good relationship with students, administrators and community which would contribute to perform his functions effectively. Self-concept may improve teacher’s efficiency in the role of interaction in teaching and learning process.

1.3 SELF-CONCEPT

Self-Concept is one of the most dominating factors among those that influence individual thoughts and behavior. It takes a significant place in teacher’s life as every he/she is constantly striving towards self enhancement, self-realization and self-actualization. Self-Concept is an important term for educationists, humanists and social psychologists. Franken (1994) opined that “there is a great deal of research which shows that the self-concept is, perhaps, the basis for all provoked behavior. It is the self-concept that gives rise to possible selves and it is possible selves that create the provocation for behavior.”
The term self-concept denotes the organized, complex and dynamic system of learnt attitudes, opinions and beliefs that each person holds to be true regarding their personal existence. Individuals maintain and develop their self-concept through the process of taking action and then reflecting on what they have completed and what others tell them about what others have done. Self-concept is established by an individual through interaction with and reflects of environment on that interaction.

Self-concept is simply a person’s perception of oneself. Self-concept includes subjective thoughts and perception about oneself rather than an objective valuation of oneself. It refers to self perception and self evaluation and it also represents the sum of an individual’s belief about his own attributes.

Psychologists prompt of multiple selves. “Self-concept includes hundreds perhaps thousands of self perception in changeable degrees of clarity and intensity that an individual may have acquired while growing up.” According to Franken, “there is a great deal of research which shows that the self-concept is, perhaps, the basis for all motivated behavior. It is the self-concept that gives rise to possible selves and it is possible selves that create the motivation for behavior”.

**1.3.1 Meaning and Definitions of Self-Concept**

According to Baumeister,

“Self-concept is the individual's belief about himself or herself, including the person's attributes and who and what the self”.

According to Rosen Berg,

“Self-concept is the totality of individual’s thoughts and feelings having reference to himself as an object”.
According to William James,

“One’s self-concept is a schema, consisting of an organized correction of belief and feelings about our self.”

According to Cooper Smith,

“Each person’s self-concept refers to a considerable reflection of how he has been (and as) seen by others who are important to him”

Self-concept is a multifaceted structure (Mischel and Morf, 2003). It is an organized collection of beliefs about themselves. Cambell, and Dipaula opines, “self-schemas about oneself are created from past experience and are concerned with one’s personality physical features, abilities, trait, goals, social roles and values. People have self-schemas on dimensions that are important including strengths and weakness”. Each of these self schemas is characterized by relatively distinct feelings and thoughts. For instance, individual might have considerable information about their social skills and feel quite self-assured about them but have limited information and less confidence about their physical skills. A small portion of the total self-concept operates at any given time. This self-concept that is available at a given moment has been named the working self-concept by Hazel Markus (Markus and Wurf 1987).

Self-schemas are dynamic in processing self-relevant information. When a particular self-schema is operating, its attendant thoughts and feelings strongly influence the way that process information about individual’s aspect of the self. Emotions and beliefs associated with their intellectual self-schema influence how they process information to receive in that setting.

Belief about the self influence not only current behaviour but also future behaviour. Markus and Nurius (1986) opine, ‘possible selves refer to one’s conceptions about the kind of person one might become in the future”. According to Cross and Markus, “Possible selves are developed from past
experiences, current behaviour, and future expectations. They make people attentive to goal-related information and role models and mindful of the need to practice goal-related skills. As such, they help individuals not only to envision desired future goals but also to achieve them”. Interestingly, it has been found that, for individuals who have undergone shocking occasions, psychological adjustment is paramount among those who are capable of envisioning a multiplicity of positive selves. Possible selves function as images to be avoided.

Individual’s beliefs about themselves are not set in concrete—but neither are they easily changed. People are strongly motivated to preserve a consistent view of the self through time and circumstances. Hence, once a self-concept is constructed, the individual has a predisposition to preserve and defend it. In the context of this stability, nevertheless, self-beliefs do have a dynamic quality. They seem to be most vulnerable to change when an individual shifts from significant and acquainted social setting to an unacquainted one. This clearly underscores the social foundations of the self-concept.

1.3.2 Factors determining Self-concept

Multiple sources influence an individual’s self-concept. Behaviour is obviously a major source of information about what they are like. Individuals begin observing their own behaviour and drawing conclusions about themselves early in life. Children will make statements about who is the tallest, who can run fastest or who can swing the highest. Leon Fastener’s social comparison theory proposes, “Individuals compare themselves with others in order to assess their abilities and opinions”. People compare themselves to others to determine how attractive they are, how they did on the history exam, how their social skills stack up and so forth.

Although Fastener’s original theory claims, “people engage in social comparison for the purpose of accurately assessing their abilities, research
suggests that they also engage in social comparison to improve their skills and to maintain their self-image”. Furthermore the theory also claims, “the reasons people engage in social comparison determine whom they choose for a point of comparison. A reference group is a set of people against whom individuals compare themselves”. And, if their self-esteem needs bolstering, individuals will probably compare themselves to those whom they perceive to be worse off than individual can feel better about themselves.

The potential impact of such social comparisons was dramatically demonstrated in the classic. In “Mr. Clean/Mr. Dirty” study, “Subjects thought they were being interviewed for a job. Half the participants met another applicant who was neatly dressed and who appeared to be very competent”. The other half encountered a competitor who was unkempt and disorganized. All subjects filled out measures of self-esteem both before and after the bogus job interviews. The results indicated that subjects who encountered the impressive competitor showed a decrease in self-esteem both after the interview while those who met the unimpressive competitor showed increases in self-esteem. Comparisons with others can have immediate effect on one’s self-concept.

People’s interpretations about their own behavior are not completely objective. The general tendency is to falsify reality in a positive direction. In other words, most people tend to evaluate themselves in a more positive light than they really merit.

1.3.3 Cultural values of Self-Concept.

Individual self-concept is also shaped by cultural values. Among other things, the society in which individual are reared defines what is desirable and undesirable in personality and behavior. Cross-cultural studies suggest, “different cultures shape different conceptions of the self. One important way cultures differ is on the dimension of individualism versus collectivism”. Individualism includes preference to personal goals over group goals.
Individualistic people define their identity in terms of personal attributes rather than the groups. In contrast, collectivist people put group goals ahead of personal goals. They define their identity in terms of the groups. It is more appropriate to view them as points along a continuum. Thus, it is more accurate to say that certain cultures are more or less individualistic than others rather than seeing them as either individualistic or collectivist.

In comparison to individualistic cultures, collectivist cultures give a higher importance on shared resources and values, concern and cooperation. Collectivist cultures emphasize on obedience, whereas individualistic cultures concentrate on the development of self-esteem, independence and self-reliance.

A variety of factors influence society’s tendencies to cherish individualism or collectivism. Among other things, increases in a culture’s affluence, education, urbanization social mobility tend to foster more individualism. Individuals reared in individualistic culture usually develop independent view of the self and perceive themselves to be unique, self-contained and distinct. In contrast, individuals reared in collectivist cultures typically have an interdependent view of the self. They see themselves as inextricably connected to others. They value harmonious relationships to be of utmost prominence.

Individuals with an independent view of the self are socialized to maintain their sense of self as a separate person-to “look out for number one”, claim more than their share of credit or group successes and disavow responsibility for group failure. Those with interdependent view of the self are taught to adjust themselves to the self are taught to adjust themselves to the needs of the groups to which they belong and to maintain the interdependence among individuals. In this situation, social duties and obligations assume great importance and people are likely to see themselves as responsible for group failures.
Researchers have noted parallels between the self-view promoted by individualistic and collectivist cultures and the self-views of some groups. For example, women usually have more interdependent self-views than men. But don’t take this to mean that men are less social than women. Instead it means that men and women get their social needs met in different ways. These gender differences in self-views may explain other observed gender differences, such as women being more likely than men to share their feelings and thoughts with others.

Cultural values are also responsible for various stereotypes that can mold people’s self-perceptions and behavior. Stereotypes about gender, ethnicity, class, sexual orientation and religion can influence self-conceptions.

1.3.4 Dimensions of Self-Concept:

The following are the six dimensions of Self-Concept:

- **Physical self-concept**: is the perception individual has about one’s own physical appearance and this would be in relation to what is considered to be attractive. It refers to how anxious, how happy or satisfied one feels with one’s own physical appearance.

- **Social Self-Concept**: Social self-concept refers to personal believes about an individual’s ability or skills to initiate and maintain interpersonal relationships. It also refers to his ability to read social cues and to be feeling the need to be a part of a group.

- **Temperamental Self-Concept**: Temperamental self-concept is the ability to accurately recognize emotional signals which are key aspects of emotional functioning. It is the perception of an individual about the ability of oneself to control the expression of emotion at various situations.

- **Moral Self-Concept**: Moral identity, moral cognitions and Moral behaviors are important to moral self-concept. Perception of oneself
with respect to moral identity, moral cognitions, and moral behaviors indicate moral self-concept.

- **Work-related Self-Concept:** refers to perception of oneself about self-efficacy, work-related performance and efficiency.

- **Intellectual Self-Concept:** is indicated by perception of oneself about his/her capacity to take in and recognize related data, compare them and make sense of the information to find solution to problems.

Argyle considers four major factors that influence self-concept. Individual ideal self may not be steady with what he experiences and actually happens in life. Hence, a difference exists between an individual’s actual experience and ideal self. This leads to incongruence. When an individual’s actual experience and ideal self are dependable, there exists a state of congruence. Even if a total state of congruence exists, individuals experience some certain amount of incongruence. Unconditional positive regard contributes to the development of congruence. Roger’s proposed that a person needs to be in a state of congruence in order to achieve self-actualization. Figure .1.6 depicts the incongruent and congruent states.

Figure no.1.6: Incongruent and Congruent states.

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<thead>
<tr>
<th>Incongruent</th>
<th>Congruent</th>
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<tbody>
<tr>
<td>Self-Image</td>
<td>Ideal-Self</td>
</tr>
<tr>
<td>Self-Image different from ideal Self.</td>
<td>Self-Image equivalent to the Ideal Self.</td>
</tr>
<tr>
<td>Little overlapping.</td>
<td>More overlapping.</td>
</tr>
<tr>
<td>Self-actualisation will be difficult.</td>
<td>Self-actualisation is easy.</td>
</tr>
</tbody>
</table>
1.3.5 Theories of Self-Concept

The following theories of self-concept attempt to explain concept of self-concept and help in designing programmes for its development.

❖ Self-Perception Theory

This theory is proposed by Daryl Bem. Self-perception theory explains how self knowledge unfolds. It consists of two basic claims. Firstly it maintains that people approach to know their own beliefs, other inner states and attitudes by inferring them from their own behaviour and the circumstances beneath which they occur. So a student who examines that he/she continuously reads history books may infer that he is attracted to history. Secondly, the theory declares that when internal cues are weak, the individual person is in the same position as an outside observer who must rely upon the outer cues of their behaviour to infer their own characteristics. In this case people’s conclusion that they genuinely, like psychology will be reinforced if there are no peripheral incentives to clarify their behaviour and they have no exact opinions concerning psychology. One reason about Self perception theory which has been so significant stems from its simplicity as an explanation for how self-knowledge develops. That is people come to know themselves merely by observing their own behaviour. Unlike cognitive dissonance theory, self-perception theory does-not assume that any motivational state is necessary for change in self-knowledge. In fact self-perception theory only requires people’s eagerness to infer their own characteristic and beliefs by allowing for the environmental and natural causes for their own actions for changes in self-knowledge to occur. Self-perception theory also claims that people can use their own behaviour to infer self-knowledge when the internal cues of prior beliefs are confusing. Psychologists recommend that both self-perception theory and cognitive dissonance theory can explain the adjustment of self-knowledge under different conditions. Self-perception theory explains the formation of new
self-knowledge that does not conflict with clear initial self-views whereas cognitive dissonance theory change in existing self-knowledge followed freely chosen behaviour that does conflict with clear initial self-views.

**Self Verification Theory**

This theory was proposed by William B Swann Jr. in 1983. He assumes, “individuals form self-views that can predict the responses of others and know how to act towards them”. The central focus is on individual desired to be known and understood by others. The key supposition is, once individual improve confidently detained beliefs about themselves, they prefer that others see them as they see themselves. Those who see themselves as intelligent expect that others will notice their insightfulness and so are inclined to pursue activities that require intelligence. Because self-views play a critical role in making sense of their experiences and guiding their actions, people become invested in maintaining them by obtaining self-confirming information.

Among individual with positive self-views, the desire for self-verification complements another important motive namely the desire for self-enhancing in positive evaluations. People with negative self-views however, find that the two motives conflict.

Though the desire of self-verification compels such person to seek negative evaluations, the desire for self enhancement compels seek positive evaluations. Self-verification theory points to the conditions under which people with negative self-views resolves this conflict by seeking self-verification rather than self-enhancement.

Self concept composes of multidimensional characteristics. It is highly complex, well organized and works in a consistent way. Self related photo types or self schemas that make up a teacher’s self concept organize and guide processing of their self. It guides psychological functioning of the teacher by
helping him/her maintain the consistency within himself/herself. This may contribute to enhance the effectiveness of teacher’s performance.

1.4 NEED AND IMPORTANCE OF THE STUDY

Today’s children are the builders of the future of a nation. Kothari Commission opines that the future citizens of the nation are shaped in its classrooms. It also opines that the teachers are the builders of the nation. The role of teachers, particularly those of secondary schools in shaping the personality of younger generation, is becoming increasingly important. Whether teacher is viewed as a model, director, supervisor, guide, co-worker or leader, the teacher has a crucial role in moulding the behaviour of pupils. Any invention or technological advancement, cannot replace a teacher if he/she is effective.

Highly effective teachers can have an enriching effect on the daily lives of children and their lifelong educational and career aspirations. It is empirically evident that these effective teachers have a direct influence in developing the overall personality of a child. Years of research on teacher quality, support the fact that effective teachers not only make students feel good about school and learning, but also that their work actually results in increased student achievement. Effective teachers are the most valued professionals in developed nations.

Effective teachers in the future will need to deal with a climate of continual change in which interaction with learners and other personnel of the education system will become more ubiquitous and prevalent. The “effective teachers” of the future will be those who will be able to create a school climate that fosters development of social skills framework for continuous improvement where one is likely to be open to the integration of good practice from other teachers, schools, regions or even countries. This will require the teacher to possess the ability for team work and the right attitude to give and receive mutual feedback as an essential part of professional
development. Hence the teacher needs the ability to act wisely to maintain human relations. According to Goleman (1995) our emotions and social skills can be effective in determining success. Goleman (1995) stated, “People who are empathic attend more to the subtle social signals that indicate what others need or want. This makes them better at caring professions like teaching, medicine, sales and management”. Teachers need to possess a basic understanding of students and skills for interacting successfully with them. They need to modify their pattern of social skills. This requires the teachers to be socially intelligent. Social intelligence as a sophisticated ability is important in teaching and learning process.

Social awareness of a teacher in addition to his/her self awareness would contribute in achieving his goal. Being social intelligent enables the teachers to understand students better. A teacher who understands himself/herself and possess a positive self-concept may form a better model for students.

Hence to be effective the teachers also need to possess a positive self-concept. The teacher’s belief in his or her own ability to succeed, and to rise to challenges matters. Being confident about personal skills and believing in the value of their work in what they know is a demanding and helps teachers to have a strong sense of identity and also help them to set boundaries for themselves so they know what they can and should take on and thus it may contribute towards their effectiveness in work.

A positive self-concept builds the optimism needed to try things out, to aim high, and to succeed. It built emotional resilience to deal with challenging pupils, and the stamina necessary for a sustained contribution in the classroom. Effective teachers believe in themselves and have the conviction to be ambitious for their pupils, for the school, and for themselves.

Self-concept and social intelligence are constructs that may play an important role in enhancing teacher effectiveness and this need to be studied.
From the review of related studies it is evident that various studies related to teacher effectiveness have been conducted but there have been no efforts to study teacher effectiveness in relation to social intelligence and self-concept of secondary school teachers. Hence the present study is a modest venture in this direction.