CHAPTER-1
INTRODUCTION

1.1 INTRODUCTION

The famous Sanskrit verse signifying the importance of quality education highlights the place of learning in facilitating righteousness and happiness in life, and it goes like this:

विद्या ददाति विनयम, विनयाद्वायली पात्रतम;
पात्रत्वाधारनं आन्वोति, धनात्मक्षमं ततो सुखम।

“Vidya Dadati Vinayam, Vinayat Aati Patratam;
Patratvam Dhanamapnoti, Dhanat Dharmam Tato Shukham.”

Another verse highlighting the place of teacher or the Guru in facilitating all round development and refinement of the personality of the student and making him or her a jewel of humanity asserts the effectiveness of teachers as the most powerful factor for human development, and it says,

वन्दे बोधमयम नित्यम गुरुम शंकर रुपिनम
यमश्रितो हि वक्रोपि चन्द्र वत्सत्र।

“Vande Bodhmayam Nityam Gurum Shankar Rupinam
Yamashrito Hi Vakropi Chnadra Sarvatra Vandaye.”

The success of any educational programme in particular and that of the education system as a whole depends on a number of factors like the quality and infrastructure of educational institutions; sincerity, commitment and goal orientation of the teachers as well as students; vision and leadership of the administrative and management personnel as well as the feedback and support from the society etc. The schools are the nurseries where the future of mankind is shaped as rightly asserted by Indian Education Commission, 1966 in its widely quoted statement: ‘The destiny of the country is being shaped in its classrooms’. And, the success of a school depends, in large measure, on the quality of its teaching staff. When the teachers are effective, students learn (Ewan, 2002). The future of mankind is dependent upon creative, forward looking and humane teachers, whose role is to inspire, empower and enable the younger generation to think positively and build a peaceful harmonious,
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prosperous and environment friendly world. As Zhao (2012) asserts, “one of the most important elements of a rich learning environment is the availability of a diverse group of adult talents—the staff and others, who can serve as role models, counsellors, critics, friends, collaborators, assistants and teachers. In the traditional paradigm, the teaching staff members were selected to teach the curriculum based on their content knowledge and skills to transmit knowledge but in the new environment, we need adults to be passionate and talented in working with students as a community member. The more diverse their talents, the richer the intellectual environment is in the school and consequently the effectiveness of teaching learning interactions.”

Effective teachers add confidence and charisma to their students along with imparting essential skills for knowledge acquisition and enhancement of their learning in a more satisfying, joyful and meaningful ways. On the contrary, poor teachers add stress and sleepless nights to principals’ lives, contribute to low staff morale, and create scores of angry parents. However, most depressing of all is that ineffective teachers damage students and diminish learning (Sanders & Rivers, 1996). In the context of modern Indian society, which is in transition from earlier phase of neo-modernism to post modernism under the influence of global changes of different kinds, it is all the more important to focus on teacher’s effectiveness as a means of better student learning and thus better human capital formation. It is a matter of great concern for India, which is having the demographic dividend in terms of the vast youth population, that despite huge financial investment and continued efforts by various governments so far, even the goal of total literacy has not yet been achieved. When the goal of basic education for all has not been achieved, how can one talk of scientific and technical superiority by creative contributions from the maximum youth in the country? But, some of the causative factors to this state of affairs are lesser degree of job satisfaction among the school teachers even today, school teaching is not a preferred option for intelligent students as the concrete challenges and rewards in teaching are highly invisible. Moreover, the way Indian society views teaching as a moderate profession, the level of job satisfaction is obviously lower. At the same time, the system of education as a whole prefers those teachers who are satisfied in carrying out the orders and reforms as envisaged by the administrative superiors without any question gives less scope for satisfaction among the teachers. The lower social recognition to the contributions of teachers is another factor, which consequently lowers the self-esteem of most school
teachers. Administrative machinery is such in this country that even the best teachers are supposed to be guided by the demands of an ACR written and approved by people not well versed in the intricacies of education. Although, computers and digital technology have come to the rescue of teachers in many areas in various ways, and it has helped the teachers to be more objective, it has also added to the challenges of the teachers and students alike. Teacher effectiveness is the single most important factor in facilitating and enhancing students’ learning and thereby bringing a positive transformation in society.

At the global level, it is being realised that the quality of education is essential for the progress of human society. At the same time, it is also being asserted that quality education cannot be guaranteed unless the quality of teachers in particular, and education system in general, is ensured. Teacher is one of the most important components in any strategy to improve the quality of school education. In words of Rajput (2016), ‘every teacher needs to develop context specific competence and must ascertain the level and extent of the learning that the learner brings once he/ she joins the school/ institution’. Every teacher is, thus, in a position to change the direction and the quality of education. Teachers play the most crucial role in enhancing the educational standards of any nation. This in turn, demands teachers to be more effective in their classrooms, to be more positively optimistic of their own abilities as well as the potentialities of their students and to be able to use the latest available techniques to help their students learn in the best possible ways.

Presently, the role of teachers is quite challenging in the sense that it demands not only a high level of intelligence owing to tremendous information-explosion, but also a higher self esteem and technological empowerment with emotional stability so as to be able to help their students choose the best pathways of learning such as blended learning, online learning and learning at one’s own convenience. As Hay (2015) opines, ‘teachers of the twenty first century have to possess technology and research skills, apart from the usual pedagogical skills. They have to become lifelong learners and keep on upgrading their professional skills so that they are able to bridge theory and practice and create a high quality leaning environment in the classroom. Advanced nations have been built with the support of accomplished professional teachers who are knowledgeable, resourceful and technologically-oriented. It is hallowed centres of learning of the world which have guided mankind
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as beacons of light, and brought in progress and prosperity to humanity. In modern times, only those teachers who are empowered with knowledge and technological skills would be able to deliver effectively. If the teacher holds on to the outdated teaching practices and styles, he would lose his credentials as a capable teacher.

These days it is essential for a teacher to use digital technology in order to enhance the effectiveness of his teaching for ensuring optimum learning for his students. An effective teacher is mission driven, feeling a call to teach and has as a passion to help students learn and grow as articulated beautifully by Fried (1995): “To be a passionate teacher is to be someone in love with a field of knowledge, deeply stirred by issues and ideas that challenge our world, drawn to the dilemmas and potentials of the young people who come into class each day or captivated by all of these.” Moreover, an effective teacher is more realistic, practical and caring to the students as asserted by Ewan thus, ‘The highly effective teacher is positive and real, demonstrating the qualities of caring, empathy, respect, and fairness in relationships with students, parents and colleagues because good teaching cannot be reduced to technique; it comes from the identity and integrity of the teacher.’ The three more facets of the classroom, which an effective teacher is supposed to have complete control over, are: management and organization of the classroom, the engagement of students and the management of time. A teacher must create an environment which permits children to make continuous attempts to link the use of language with life’s experiences and objects (Kumar, 1994). Thus, by involving students in the production of knowledge they are more likely to be embedded in the teaching and learning process and develop cognitive abilities that deepen their learning, leading to a lifelong interest in learning, which improves motivation and therefore aids retention (Stevenson, 2014).

The world Bank Report (2017) asserts that although the recent expansion in education (nay, schooling) worldwide is quite impressive by historical standards, the learning outcomes are poor, levels of learning are low and there is higher level of inequality in educational achievements of different strata of society. Even this report shows relatively slow progress so far as achievement in learning is concerned, particularly in third world countries. It further shows how schooling is not the same as learning and that children learn very little in many educational systems around the world; even after several years of schooling, millions of students lack basic literacy
and numeracy skills. It further highlights how successful learning systems combine both alignment and coherence; alignment ensuring that learning is the preferred goal of the various components of the learning system whereas coherence further ensures that the components reinforce each other in achieving whatever goal the system has set for them. It further asserts that when learning systems achieve both these benchmarks, they are much more likely to promote student learning. All these aspects of quality learning ultimately converge to the key players in the system of education and point to the urgency of enhancing teacher effectiveness through various strategies like increasing their level of teacher effectiveness, empowering them with higher standards of digital competence and ensuring better standards of job satisfaction leading ultimately to higher self esteem among the teachers so as to make them play prominent roles in changing the learning paradigm for their students.

*An effective teacher makes the class interesting and takes charge of the students and never allows the misconduct of a group of children to be the source of his/her discomfort* (Dyer, 2014). These days it is essential for a teacher to use digital technology in order to enhance the effectiveness of his teaching for ensuring optimum learning for his students. Digital Indian campaign as well as digital platforms of learning promoted by the government and non government agencies have further put greater responsibilities on teachers and students alike to make them empower themselves day by day in this century.

### 1.2 TEACHER EFFECTIVENESS

Classroom teaching to be more effective demands a high degree of rapport and good relationship between the teacher and the taught. It also demands an efficient and result oriented instructional strategy along with systematic assessment techniques in order to facilitate maximum learning opportunities for the students. Teaching to be valuable and significant demands that teachers be creators of miracles everyday in the classroom, where the most unwilling of the students also feel like participating actively in the regular opportunities of classroom learning. Effective teachers are said to be the pillars of any nation as it is these teachers who shape the destiny of a country in the long run. Teacher effectiveness means the effectiveness of teachers in teaching learning interactions so as to facilitate the achievement of learning goals of their students. These teachers are supposed to have attained the needed competence in their
roles and functions, such as the preparation and planning for teaching, classroom management, knowledge of subject matter, teacher characteristics and their interpersonal relations. Also, these teachers excel in their other personality characteristics. They are said to be effective teachers.

Teacher effectiveness refers to “the impact of classroom factors, such as pupil-teacher relationship, use of instructional resources, teaching methods, classroom organization and the degree of facilitation in learning.” Gage (1962) described teacher effectiveness in terms of teacher effects on the realization of some value, where value takes the form of some educational objectives identified in terms of pupil behaviour, ability or characteristics. The teacher effectiveness is, in fact, a matter of degree to which a teacher achieves the desired effects upon students (Medley & Shannon, 1994).

The term 'teacher effectiveness' has also been defined by scholars in various ways. It is the relationship between the characteristics of teachers, teaching act and their effects on the educational outcome of classroom teaching (Flanders & Simon, 1969) and the power to realize socially valued objectives agreed for teachers; work especially but not exclusively, the work concerned with enabling students to learn (Jim Campbell, 2004). Gupta (1976) described the term teacher effectiveness as a repertoire of efficacy exhibited by a teacher in instructional strategies, classroom management, personal disposition, temperament and tendencies, evaluation and feedback, interpersonal relations, job involvement, initiative and enthusiasm, professional values and innovativeness in everyday teaching learning situation. Another three forms of teacher competencies- knowledge, performance and consequence have been identified by Borich and Feeton (1977). He states that ‘Knowledge’ competencies specify cognitive understanding which the teacher is expected to demonstrate. .. ‘Performance competencies refer to the ongoing teaching behaviours as measured in terms of its effectiveness in the classroom. ‘Consequence’ competencies refer to the pupil outcomes provided by the teacher’s proper use of an array of knowledge and performance competencies. NPE (1986) highlighted as, ‘‘No people can rise above the level of its teachers. Teachers can make or mar the society. Teacher’s personality, their academic and emotional intelligence, their level of adjustment, their creative abilities, interests and attitude affect the students behaviour patterns and thus ultimately shape their personality’.
Many factors contribute to the success of teachers like their knowledge of the subject matter, professional competencies, sense of humour, high level of job satisfaction, higher academic qualification, sincerity in teaching as well as mastery in the innovative methods of teaching. Parikh (1984) states that the most effective teachers in secondary schools are considered to be self-sufficient, extroverted, emotionally stable, honest, radical and consistent in their nature. Whereas the less effective teachers are serious, dependent, introverted, conservative and had fewer leadership qualities. Thus, an effective teacher is required to interact with the students, colleagues and other important authorities.

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 (Kulsum, 2000). The term teacher effectiveness refers to the results a teacher gets or to the amount of progress the pupils make towards some specified goals of education. It includes such common dimensions as planning and mastery of the subject matter, method of teaching, rewards and punishment, motivation to facilitate learning experience, evaluation, attitude towards students, and interpersonal relationship with colleagues, with parents, attitude towards profession and job satisfaction. Teacher effectiveness may also be defined as an efficacy exhibited by a teacher in instructional strategies, classroom management, personal disposition, evaluation, inter-personal relations, job involvement, initiative and enthusiasm, professional values, innovativeness in the everyday teaching-learning situation. Teacher effectiveness can also be assessed from the students’ achievement and teacher’s place in the school and community.

Krishnamurti, the renowned spiritual thinker, calls for a radical transformation in the way teachers work and asserts that *it is the educator who needs educating much more than the pupil*. Even the British government, way back in 2001 realized this issue and expresses categorically, ‘Our education system will never be world-class unless virtually all children learn to read, write and calculate to high standards before they leave primary school. We have therefore given top priority to a national strategy to achieve this goal, setting ambitious national targets for 2002; that in English 80 percent and in mathematics 75 percent of 11 years old should meet the standards set for their age. These targets are staging posts on the way to even higher levels of performance in quality education.
1.3 SELF ESTEEM

“The basic concept of self-esteem is that each individual has an internal worth and has internalized certain values. These internal values make the people feel that they are significant as human beings. Everyone regularly aspires to improve that worth. It is related to the ego and people with low self-esteem are assumed to be suffering from an inferiority complex. In general term, people with moderate self-esteem generally feel their life worthy, while those with low self-esteem feel they are less worthy of good life (Rosenberg, 1965)”. “Rosenberg (1965) asserts that the self is constituted of two elements- identity indicating cognitive variables and self-esteem means affective variables. The cognitive variable/identity involves perception and interpretation of meaning. Rosenberg defined self-esteem as the subjective life of the individual, feelings, behaviour and in principle thoughts of the individual. The cognitive modality of self consists of multiple identities, with as many identities as the person holds distinct roles in networks of social relationships. Self of any individual appears from communal interface and reveal the character and configuration of the society in which the interface is occurring”.

Blascovch & Tomaka (1991) define self esteem as- It is generally an evaluative component of the Self-concept, a broader representation that includes cognitive and behavioural aspects as well as evaluative or affective ones.

Erikson (1968) define self-esteem as a function of identity development that results from successfully addressing the tasks associated with each of the developmental stages of life. Thus one’s sense of developing, growing and confronting lives tasks leads to feeling of worth. To him one with healthy personality actively masters his/her environment showing a certain unity of personality and one can perceive the world and himself/herself in a correct way. Self esteem is focused upon feeling of personal worths and the level of satisfaction regarding one’s Self (Garry, 1999)

“According to Branden (1969) self-esteem is constituted by two mechanisms: 1) feelings of confidence, feeling due to reflected appraisal 2) feelings of effectiveness, based on clarification as to consequence of one’s own actions. Combination of cognitive and affective aspect of individual is called individual social behavior”. “An elementary endowment of human nature is called self-esteem. Self-
worth as psychological relation between diverse sets of attitudes is considered as self-esteem. People having low self-esteem are found to be harassing others while those with unrealistically high self-esteem are found violent and aggressive. Self-esteem is important for success, both in academic life and professional life. This led to the efforts for increasing self-esteem of students. However, without the collateral enhancement of knowledge and skills, the increase in self-esteem is false (James 1890). “The real values of a person are reflected in true self-esteem. This is independent of any specific ability in an individual as compared to others. In psychology any individuals self-esteem is related to his/her self-evaluation. This internal evaluation might be positive or negative (Sedikides & Gregg 2003)”. “Personal benefits and associated feelings are known as self-esteem. Self-esteem is also reflected in an individual behavior. Some traits (personal characteristics) or temporary psychological connection are known to build up self-esteem.

Coopersmith (1967, 1981) defines self-esteem as a set of attitudes and beliefs as to whether he/she can expect success/failure, how much effort should be put forth, whether failure at a task will be painful and whether he/she will become more capable as a result of difficult experiences. He also described self esteem as a process of integration, where an individual becomes a member of the group and internalised ideas and attitude as a mirror image, via key figures and by observing actions and attitudes. Self-esteem is a form of self-protection, since any loss of self-esteem can bring feeling of the distress. Self-esteem is decreased by the presence of stress or anxiety, hence in order to minimise it, mind creates an ideal image of the self. The people and the events that surround an individual directly affect the development of self-esteem (Diaz, 1984).

On the other hand, Campbell and Lavallee (1993) state that “self-esteem is a self-reflexive attitude that is the product of viewing the self as an object of evaluation”. Hence, self-esteem is a significant contributor to one’s success as a person or a professional. As a person, our relationship with others depends upon our self-esteem and as a worker/professional also the quality of our work output depends upon the self-confidence, which we posit in our own capabilities, and it is the direct consequence of our self-esteem.
Self-esteem has been defined by the California State Task Force on Self Esteem (1990) as the quality of appreciating one’s own worth and importance and having the confidence to be accountable to oneself and to act responsibly towards other.

According to Osborne (1995), ‘self esteem is a relatively permanent positive or negative feeling about oneself that may become more or less positive and negative as individuals encounter and interpret success and failures in their daily lives’.

James (1983) defines self-esteem as the characteristic property of one’s personality, which enables one to be competence-oriented yet open to change. This significant characteristic property helps one to achieve one’s aims in life as well as to remain motivated to achieve higher aims in life. The openness to change provides necessary plasticity to life for adaptation and progress after the feedback from various situations and experiences.

According to Alexander (2001), who founded the Self Esteem Network in Britain, Self-esteem is a set of indicators for mental well being and its core component is an ‘unconditional appreciation of oneself’. Alexander talks of two kinds of self esteem—one is the ‘trait self esteem’, which reflects one’s confidence in a particular area, such as work or portfolio; and the other is ‘global self esteem, which is basically the feeling of intrinsic worthiness regardless of what particular abilities or qualities an individual may possess.

Further, James (2002) asserts that self-esteem should not be simply reduced to the aggregate of one’s perceived success. Rather, he says, it is derived from the ratio of one’s successes to one’s pretensions in life. For instance, if an individual evaluates himself positively in the domains where he or she aims to excel, it will result into high self-esteem whereas if one’s pretensions exceed one’s successes, that is, if an individual feels unsuccessful in the domains supposed to be important, he or she would experience low self-esteem.

Harter (1985) defines self-esteem very aptly as the level of global regard that one has for oneself as a person. Here, it is pertinent to note that individual’s own self-evaluation and self respect play significant roles in defining the level of one’s self-esteem.

Confidence on the efficiency of mind and on the ability of thinking is one of the hallmarks of self-esteem. Further expansion of term self-esteem is confidence in
learning ability, in decision-making and responses. Success, accomplishment, fulfillment, happiness are also natural feeling of the individual”. “Complex phenomenon of self-esteem is constituted of three components that are as follows: competence, worthiness and self-assessment. Relation of competence with self-esteem is related to and reflected in an effective or successful behaviour. Another is worthiness, which involves a sense of good or meritorious and deserving of respect. The third component, self-assessment is the most important component because it specifies that there is a connection between what the individual does in the world and what individual feels about self. The main characteristic of self-esteem is that it is comparatively pre-set over time, highly opposed to modify. There are biological, learned and cognitive aspects of the development of self-esteem. Biological aspect emphasizes that in the development of self-esteem some biological changes occur. Self-esteem has some genetic components also. Another aspect of the development of self-esteem is learned component. The self-esteem movement grew out of the assumption that individuals would have high self-esteem if their life experiences are mainly positive. To produce high self-esteem the individual needs an environment in which successes are more likely than failures”.

“Rosenberg’s (1965) conceptualization of self-esteem is heavily slanted toward the positive. People with high self-esteem are likely to seek personal growth, development and improvement by pushing themselves to the limits to exercise their capabilities. An individual with high self-esteem has as not having feelings of superiority, in the sense of arrogance, conceit, contempt for others, overwhelming pride. The person with high self-esteem does not consider oneself inferior to others”. “Feeling awkward, shy, conspicuous and lack of confidence in expression are characteristics of low self-esteem. An individual with low self-esteem feels that there is an existence of a constant fear of making mistakes, being embarrassed or exposure to ridicule. Self is delicate and tender object for low self-esteem people. They are sensitive to slightest touchy emotional feelings. They strongly avoid people or situations, which reflect as thing emotions, negatively (Rosenberg, 1965)”

Sorensen’s (2006) conceptualization of self-esteem, on the other hand, focuses on negative aspects and devises ways and means to overcome negativity in order to develop high self esteem.

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People with high self esteem tend to be more confident, joyful, highly motivated to complete one’s work/ assignment in time and generally have right attitude to succeed in life. Such people also firmly believe in certain values and principles, are ready to defend their values and principles even in difficult situations. At the same time, such people feel secure enough to modify their cherished values in the light of their experiences in life.

For teachers to be more effective, it is essential that they have higher self esteem as the literature on positive psychology asserts the following characteristics of the persons with higher self esteem, which are of course essential for good teachers:

- Ability to act according to what they consider to be the best choice, with trust in their own decisions and not feeling guilty when others’ donot like their choices.
- Ability to not lose time by worrying un-necessarily about what has happened in the past,; nor about what could happen in the future;
- Ability to learn from the past and plan for the better future but at the same time live intensely in the present.
- Ability to trust fully one’s own capacity to solve problems and not bother about failure or obstacles.
- Ability to consider themselves equal in dignity to others (neither inferior nor superior), while accepting individual differences in certain talents, personal prestige or financial standing and having the humility to take help from others when needed.
- Ability to take for granted that they are interesting and valuable persons for others (especially their near and dear ones).
- Ability to resist temptations, manipulations and pretensions; and to collaborate with others only if it seems appropriate.
- Ability to enjoy a great variety of activities.
- Ability of being sensitive to feelings and needs of others, respecting generally accepted social conventions and claim no right or desire to prosper at other’s cost.
- Ability to maintain balance in life in all situations.
• Ability to aspire for better standards in life and work with progressive manifestation of perfection.

All the above characteristics are extremely important for teachers as teachers are the most important inputs in education system. With best of the facilities and infrastructure, education system cannot succeed in creating miracles in the classrooms, whereas creative teachers are much better than good school facilities with unexciting teachers. A teacher is like a good gardener. She/he is a unique person as are the children in her/his charge. We teach children to compete. It is not appropriate to compare a rose with a tulip. A teacher like a good gardener must help and tend all the flowers to grow to give the best of their beauty, colour and fragrance. Each child is like the tender seedling of a flower. The teacher must help it to grow to its maturity and exhibit its personality: i.e. to be at one’s best.

1.4 JOB SATISFACTION

Job satisfaction is a personal attribute and an attitude, which results from a balanced interplay of many positive and negative experiences in connection with the job one performs. It expresses the extent or degree of match between employee’s expectations of the job and rewards that the job provides in terms of tangible as well as intangible aspects. Anand (1972) asserts that tendency of students having liking for their teachers and teachers for students are positively related with the job satisfaction of teachers whereas Lavingia (1974) argued that job efficiency was positively correlated with job satisfaction. This means the more satisfied an employee is in his or her job, the better will be his/her efficiency. Buitendach et al. (2005) linked job satisfaction to increased productivity and organizational effectiveness as satisfied and self-motivated workers significantly enhance productivity and lead to higher organizational effectiveness.

According to Dixit (1993), job satisfaction is the result of various aspects of attitude of an employee towards his/her job. These are related with some significant factors like salary, service conditions, promotional avenues and other social support benefits like gratuity, pension, medical and group insurance etc. Roy (1971) asserted that there existed some positive degree of relationship between the teaching attitude and teaching efficiency showing that superior teaching efficiency results from a favourable attitude towards teaching. Spector (1996) considers job satisfaction as a
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global feeling about the job or as a connected group of attitudes about various aspects of the job. Sempane et al (2002) expresses that job satisfaction is related to an individual’s perceptions and evaluations of the job and this perception is further influenced by his/ her working conditions and lifestyles. Locke et. al. (2002) expressed that job satisfaction is a pleasant or a positive emotional state resulting from the periodic evaluation of one’s job or job experience. It can also be viewed as how an employee observes his or her job and how well his/ her work presents those things, which are important to him/ her. Similarly, Parwal; (1984) opined that job satisfaction, which encompasses the professional interest and the enthusiasm that a person displays, the achievement of the goal an individual sets and for himself/ herself and his/ her group in a given job situation, is a powerful force for ensuring success in the job. Conley (1989) viewed that if teacher’s work output in schools is to be improved, it is essential that proper attention be paid to the kind of work environment that enhances teachers’ sense of professionalism and decreases their job dissatisfaction. Young (2005) also supported this view in his study.

Baron et al. (1991) also expressed that job satisfaction consists of several basic components, chief among them being specific beliefs about one’s job, behaviour tendencies with respect to it and positive feelings about it. Lakdawala et al. (1977) expressed that the reason for dissatisfaction were mostly the crowded classes and heavy workload but Kolte (1978) stated that intrinsic factors caused feeling of satisfaction and the extrinsic factors caused feeling of study were that achievement was responsible for the feeling of satisfaction, work itself was responsible for the satisfaction whereas Camp (1994) stated that job satisfaction can be viewed with reference to the needs and values of individuals. Bishay (1996) also viewed that if employees are satisfied with their work they will generally show greater commitment towards their work. Conversely, dissatisfied workers will develop negative attitudes and will eventually leave the organization. Job satisfaction among teachers was associated with freedom to do their work as they saw fit, a sufficient supply of learning material and equipment, a good salary, a reasonable class size as well as the support and cooperation of colleagues. Paul (1979) on the basis of his study revealed that job satisfaction is a feeling based on satisfaction of higher order needs in human beings. Me et al. (1985) stated that job satisfaction is a conglomerate of attitudes held dear by the members of an organization in which they feel happy. The attitude and
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response of each employee towards his/her work is an indication of his/her commitment and satisfaction towards their employer’s policies and practices. Many employees are of the opinion that downsizing, rightsizing and reengineering give employers an opportunity to dispose off those workers who are a liability to the organization. Organizational commitment and general job satisfaction have been identified as important factors in understanding the working characteristics of employees in organizations. Thakkar (1977) revealed that there exists a significant passive correlation between age, job satisfaction and rapport. Kovack (1977) stated that job satisfaction is a component of organizational commitment. It is pertinent to mention that without sincerity and commitment, substantive change becomes problematic situation in workplaces. Hence, job satisfaction appears to be one aspect of commitment to the job. Job satisfaction and organizational commitment have been reported to be inversely related to such withdrawal behaviours as traditions, absenteeism and turnover in most of the organizations. Saad et al. (1988) emphasized that job satisfaction among teachers can be expressed as their willingness and preparedness to stay in the teaching profession irrespective of the discomfort and the absence of desire to leave teaching profession for a better job. Further, Rosenholtz (1989) is of the view that if teachers are generally not happy with their working conditions and do not have commitment to their organizations, not only will teachers suffer, but their students will also suffer in many ways. Wisniewski et al. (1997) expressed that high attrition rates amongst teachers can be attributed to their general dissatisfaction with their work. They further opined that a lack of proper appreciation and recognition of their work, very few opportunities for promotions etc., excessive non teaching work load, loss of autonomy in teaching learning activities, lack of support, lower pay packages and stressful interpersonal interactions in workplaces are some of the major contributing factors to teachers’ decisions to leave their institutions. Satisfaction within teaching is associated with teacher effectiveness, which ultimately affects student achievement. Ball et al. (1990) also revealed that teachers indicated that success in their work was a major reason for being satisfied in their choice of profession. Whereas Begley et al. (1993) opined that job satisfaction is correlated to enhanced job performance, positive work values, lower rates of absenteeism and burnout. Kim et al. (1994) listed seven predictors of job satisfaction, namely: interaction with students, interaction with colleagues, professional
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challenges, professional autonomy, working conditions, salary and opportunity for advancement. Shan (1998) expressed that job satisfaction amongst teachers is a multifaceted construct that is critical to teacher retention and has been shown to be a significant determinant of teacher commitment, and in turn, a contributor to school effectiveness whereas Robbins (1998) indicated an encouraging but complex correlation between positive or negative dispositions and the various components of job satisfaction. When satisfaction is measured at a broader level, research has shown those organization with more satisfied workers are more effective than those with less satisfied workers. Job satisfaction is based on the difference between the amount of rewards that the workers receive and the amount keys believe they should receive. Luthans (1995) viewed that job satisfaction is directly linked with some organizational phenomena like hierarchy, supervision, workers preference, decentralized administration; participation in decision making can bring job satisfaction. Whereas Ngidi et al. (2002) indicated that conditions under which black teachers work are demoralizing, as the black teacher, in particular job, has to cope with poor physical conditions such as overcrowding, inadequate equipment and lack of adequate facilities. This they maintain is a consequence of disparities in financial provisions. Poor physical conditions such as overcrowding may exacerbate problems such as teachers have to cover the syllabus in little time available, as well as a lack of time for marking and less preparation. Usha et al. (2007) stated that job satisfaction of a teacher is also important as the ultimate desire of any person is the most favorable results from the activities he is doing. Satisfaction from doing anything related to his job will give extra energy and inspiration to a teacher to love his job more. Whereas Kumar et al. (2008) reported that job satisfaction depends on the individual expectation, needs and values of an individual. If a person is satisfied with his job, his mental health is intact, he delivers quality inputs and there are various other advantages. So job satisfaction is an important component for teacher effectiveness. For the betterment of society and development of a nation, it is necessary to see all round development of its children which is an outcome of the work of effective teachers. So we have to increase their job satisfaction so that their effectiveness can add glory of the future. Job satisfaction is the attitude of teachers toward the job (Chawla, 1968; Mccormick and Ilgen, 1985). Job efficiency was positively correlated with job satisfaction (Roy, 1971; Lavingia.1974). Students liking are positively related
with job satisfaction (Anand, 1972). Job satisfaction is a component of organizational commitment (Kovack, 1977; Bishay, 1996). Job satisfaction is determined by the ratio between what we have and what we want (Hoppock, 1967; Kolte, 1978). Dissatisfaction of the teachers is the result of crowded classes and heavy workload of teachers (Lakadwala, 1977; Conley, Bacharach and Bauer, 1989; Camp, 1994; Kim and Loadman, 1994; Ngidi and Sibaya, 2002). Job satisfaction was a result of personality characteristics of teachers (Parwal, 1984; Saad, Neximan and Richal, 1988; Baron and Isen, 1991). Job satisfaction is important in teaching because frustrated soul in a teacher is capable of producing many frustrated souls in children. These children have to occupy places of significance in society and administration tomorrow and teachers have to be very conscious about the repercussions of his wrong acts and unwilling performance. So, a teacher who is not satisfied in his job, not only mars the present of the child but also the future. Moreover with the implementation of free and compulsory primary education there is tremendous increase in the number and variety of educational institutions. India being a democratic country provides constitutional right to every minority to open up educational institutions according to their requirements. This has increased the variety among schools. On one hand with the result there is diversity in working conditions, pay scales, structure, location, equipment etc. whereas on the other hand we have the same age old stereotyped teacher training programs for each and every student who aspires to be teacher, this has led to dissatisfaction among teachers.

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teacher training programs for each and every student who aspires to be teacher, this has led to dissatisfaction among teachers. Another significant factor in contemporary Indian context is the differential pay scales and service conditions for the teachers in the same institutions supposed to teach the same type of students. There are regular teachers in the same schools who enjoy regular payments of their salaries on the recommended grade pay at the national level and there are others who are recruited on contract basis and are made to wait for months to get their fixed minimum salaries. Moreover, their service conditions are even not well defined and are not at par with regular teachers in most of the cases. This disparity further creates job dissatisfaction among teachers. However, the duty of a teacher demands utmost sincerity with great affection for the progress of his/her students, and job satisfaction creates more favourable climate for ideal teaching-learning environment. Hence it is significant contributor to the effectiveness of teachers in creating conducive learning climate in their classrooms.

1.5 DIGITAL COMPETENCE

It consists of a variety of skills and competencies, and its scope is wide, covering media and communication, technology and computing, literacy, and information science. Digital competence consists of 1) technical skills to use digital technologies, 2) abilities to use digital technologies in a meaningful way for working, studying and for everyday life in general in various activities, 3) abilities to critically evaluate the digital technologies, and 4) motivation to participate in the digital culture. Digital Competence is both a requirement and a right of citizens, if they are to be functional in today's society. However, it has been shown that citizens are not necessarily keeping up with the evolving needs derived from rapid technological change and uptake.

The concept of Digital Competence is a multi-faceted moving target, covering many areas and literacies and rapidly evolving as new technologies appear. Digital Competence is at the convergence of multiple fields. Being digitally competent today implies the ability to understand media (as most media have been/are being digitalized), to search for information and be critical about what is retrieved (given the wide uptake of the Internet) and to be able to communicate with others using a variety
of digital tools and applications (mobile, internet). All these abilities belong to different disciplines: media studies, information sciences and communication theories.

Digital Competence is the set of knowledge, skills, attitudes (thus including abilities, strategies, values and awareness) that are required when using ICT and digital media to perform tasks; solve problems; communicate; manage information; collaborate; create and share content; and build knowledge effectively, efficiently, appropriately, critically, creatively, autonomously, flexibly, ethically, reflectively for work, leisure, participation, learning, socializing, consuming, and empowerment.

The European Commission issued in 2005 the “Recommendation on key competences for lifelong learning” and stated the features of the digital competence, the fourth among them (Commission of the European Parliament, 2005). For the European Commission the development of digital competence is based on the confident and critical use of Information Society Technology (IST) for work, leisure and communication and is underpinned by basic skills in ICT: that is the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet. The above issues led to the definition of work plans for the creation of suitable frameworks for digital competence assessment and the development of strategies helping students build sound digital competence.

Whatever be our position and calling in society, digital technologies have extremely significant influence on our everyday life and particularly for those of us who are in knowledge-based occupation, its influence is vital in our success or otherwise in professional, personal, educational and other purposes. Therefore, it seems quite logical to focus on developing the digital competence of citizens of today as well as tomorrow. For this, it is quite essential to focus on developing digital competence of teachers. It also necessitates that digital technology and digital media be made integral part of any school subject. At the same time, in the present era of open access learning environments based on virtual reality and certified online real time learning outcomes, the maximization of opportunities for all types of learners demands that the facilitators or teachers in traditional parlance be digitally competent and empowered.
According to Sharma (2013), digital competence is largely understood as more than just the ability to use software or operate digital devices, and involves “a large variety of complex skills – cognitive, motor, sociological, and emotional – users need to have in order to use digital environments effectively.” A recent study conducted by Krumsvik et al., (2013) involving 17529 students and 2524 teachers in Norwegian secondary schools, found strong correlations between teachers’ digital competence and students’ subject learning outcome. The study underlines the importance of the teacher as a digitally competent role model for students’ subject learning and use of ICT, and indicates that this competence development needs to start with student teachers during their teacher education. Assuming that digitally competent teachers have an positive effect on students’ subject learning and use of ICT in schools, teacher education programs and student teachers are a “natural place to start with respect to integrating technology into education” (Kay, 2006, p. 384), and need to critically reflect on how they structure and facilitate their approaches and strategies”.

Developing teachers’ digital competence in order for them to be able to use modern technologies in teaching learning processes, and at the same time, harnessing the possibilities of digital technologies poses management related and organisational challenges for schools (cf. Saljo, 2010). The move must be from digitally competent teachers to digitally competent schools , which are termed as smart schools nowadays (Erstad & Hauge, 2011). The idea is to promote a school that does not just considers the teachers and the technology as the main components for educational transformation, but also integrates the aspects such as inspiring leadership, innovative resources for digital learning, nurturing school culture and further takes a long term stance in the development of effective teaching learning strategies with digital technologies (Holmstrom & Siljebo, 2013). This presents rather a more holistic and comprehensive view of school work with regard to developing a culture of learning which is guided by the ideals of sustainability, longevity and interconnectedness of the institutional work processes resulting into smart institutions.

1.6 NEED AND SIGNIFICANCE OF THE STUDY

The present era of human development is dominated and controlled to a large extent by knowledge driven professions and hence the present society is often termed as knowledge society. The role of teachers has undergone drastic change over the last
decades from that of knowledge providers to facilitators of students’ intellectual empowerment. The effectiveness of teachers has been put continuously to test by the changing demands of society in its many phases of transition. Whenever there is any serious talk of quality of education, everyone points to the teacher effectiveness as the single most contributing factor. In fact, effective teachers have always been in great demand for social development and transformation. But, teacher effectiveness is itself dependent on a number of factors-chief among them being their self confidence in carrying out their work with missionary zeal emanating from their self-esteem. Another important factor leading to their effectiveness in teaching learning has been their level of job satisfaction. It is commonly observed that more satisfied teachers try to provide better facilitation to students in their all-round development. Nowadays, in globally connected contemporary world of knowledge, the sharing of information is taking place through digital media and technologies to such an extent that digital competence has become an essential survival skill for effective transmission of knowledge for denizens. Students are learning through smart class rooms and internet based technologies, which necessitates the mastery of digital competencies among their teachers. Thus, effectiveness of teachers is very significant as for their role as agents of meaningful knowledge transmission, which in turn depends on their self-esteem, levels of stress on the job, job satisfaction and digital competence.

Secondary school education is an extremely significant stage of education, where the desirable attributes, skills, attitude and cognitive abilities are to be developed among the young students ready to enter the portals of higher and professional education. Hence, the secondary school teachers, by being the role models for their students, can mould their pupils with good character, better knowledge of the subject matter, social intelligence, emotional maturity and the like required for a balanced progressive life. Nowadays, it is generally observed and reported in the media that the pass percentage of secondary school board examinations, particularly state boards and especially that of Bihar School Examination Board is not satisfactory. Many factors are said to contribute to this state of affairs like those related with infrastructure, teachers, students’ support and characteristics, but the most significant factor pointed out in a large portion of the available literature is that related to teacher effectiveness/ineffectiveness contributing to discouraging examination results. This may further be due to many personal, social,
psychological, emotional, competency-related as well as pedagogical factors. At the same time, the idea of oneself that a teacher has, is a significant contributor to the goal he or she sets for himself or herself and his students in context of meaningful learning as well as aims in life. This characteristic property, termed self-esteem in professional literature is very important contributor to teacher effectiveness. Moreover, although teaching is supposed to be the noblest profession, job satisfaction is one of the prime movers for excellent classroom interactions enhancing significantly the student learning and their learning outcomes. At the same time, today’s digitally connected world demands schools at the fingertip of students in terms of maximum facilities for e-learning and m-learning in a smart learning environment. Better digital empowerment and digital competence are the important factors having potential to empower teachers for better results in learning outcome of their students.

Moreover, in recent years, the govt. of India has launched several programme like SSA (Sarva Shiksha Abhiyan), RMSA (Rashtriya Madhyamik Shiksha Abhiya) and most recently RUSA (Rashtriya Uchchatar Shiksha Abhiyan) as well as MMMNMTE (Madan Mohan Malaviya National Mission for Teacher Education), 2014. All these documents have laid great emphasis on teacher effectiveness for enhancing the quality of education at all levels. All these programme have also put due emphasis on increasing self-esteem of teachers and providing them digital competence and job satisfaction for this purpose. Hence, this study is extremely significant in highlighting some of the key indicators as well as predictors of teacher effectiveness leading to concrete of plans for enhancing the quality of education.

1.7 STATEMENT OF THE PROBLEM
TEACHER EFFECTIVENESS IN RELATION TO SELF ESTEEM, JOB SATISFACTION AND DIGITAL COMPETENCE

1.8 OPERATIONAL DEFINITIONS

Teacher Effectiveness: Teacher effectiveness is “the impact of the classroom factors like teaching methods, teacher expectations, classroom organisation and management as well as effective use of classroom resources, on students’ performance.” It refers to effectiveness of teachers in preparation and planning for teaching; classroom management, discipline, motivation, interaction, evaluation; knowledge of subject
matter, its delivery and presentation including black board summary; teachers’ characteristics and interpersonal relations of teachers with others. These five areas cover all aspects of teacher’s functions. In this study, it was measured using Teacher Effectiveness Scale developed by Kulsum (Umme Kulsum, 2010)

**Self Esteem:** It is an individual or personal judgment of his or her own worth; one attitude towards oneself along a positive/negative dimension. It refers go various aspects of one’s personality like attitude towards oneself, intrinsic worth, feelings, self-confidence and responses or reactions to social situations like sensitiveness, trustworthiness. In the words of Coopersmith (1987), self esteem is a personal judgement of worthiness that is expressed in the attitudes that an individual holds towards himself/ herself. It is a subjective experience, which the individual conveys to others by verbal reports and other non verbal expressive behaviour. In this study, it has been measured by Coopersmith’s Self Esteem Inventory (adapted by Vishalakshi, 2013).

**Job Satisfaction:** Job satisfaction is a set of favourable or unfavourable feeling of teachers which they feel about their work. Job satisfaction is the result of various attitudinal responses of an employee towards his job. These attitudes are related with specific factors such as intrinsic aspect; salary, service conditions and promotion; physical facilities; institutional plans and policies; satisfaction with authorities; social status and family welfare; rapport with students and relationship with co-workers. In this study, it has been measured using Job Satisfaction Scale (Dixit, 2011).

**Digital Competence:** Digital Competence is the set of the components of knowledge, skills, attitudes (thus including abilities, strategies, values and awareness) that are required when using ICT and digital media to perform tasks; solve problems; communicate; manage information; collaborate; create and share content; and build knowledge effectively, efficiently, appropriately and in the present study it has been measured by Digital Competence Scale (developed and standardized by the investigator himself).

### 1.9 OBJECTIVES OF THE STUDY

The study has been conducted to achieve the following objectives:

1. To study teacher effectiveness, self-esteem, job satisfaction and digital competence of secondary school teachers.
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2. To study teacher effectiveness of secondary school teachers in terms of gender.
3. To study teacher effectiveness of secondary school teachers in terms of locale.
4. To study the difference between teacher effectiveness of secondary school teachers having low and high self-esteem.
5. To study the difference between teacher effectiveness of secondary school teachers having low and high job satisfaction.
6. To study the difference between teacher effectiveness of secondary school teachers having low and high digital competence.
8. To study relationship between teacher effectiveness and job satisfaction of secondary school teachers.

1.10 HYPOTHESES OF THE STUDY

1. There is no significant difference in teacher effectiveness of male and female secondary school teachers.
2. There is no significant difference in teacher effectiveness of rural and urban secondary school teachers.
3. There is no significant difference in teacher effectiveness of secondary school teachers having low and high self-esteem.
4. There is no significant difference in teacher effectiveness of secondary school teachers having low and high job satisfaction.
5. There is no significant difference in teacher effectiveness of secondary school teachers having low and high digital competence.
6. There is no significant relationship between teacher effectiveness and self-esteem of secondary school teachers.
6. There is no significant relationship between teacher effectiveness and job satisfaction of secondary school teachers.

7. There is no significant relationship between teacher effectiveness and digital competence of secondary school teachers.

8. There is no significant relationship among teacher effectiveness, self esteem, job satisfaction and digital competence of secondary school teachers.

1.11 SAMPLE OF THE STUDY

The sample for the present study consisted of 600 secondary school teachers from rural and urban areas. Out of 600 secondary school teachers, 300 were male and 300 were female teachers. Sample was drawn from secondary schools of three groups of districts chosen on the basis of literacy rate-low, average and high. Further, 3 districts, one each from these three groups were selected randomly and 60 schools were selected from these three districts; on the basis of proportionate sampling. 30 schools from rural areas and 30 schools from urban areas were taken to draw the sample. A sample of 10 teachers- 5 male and 5 female teachers were selected randomly from each of the school so selected to constitute the required sample size.

1.12 METHOD OF THE STUDY

For the current study descriptive survey method has been used in which self-esteem, job satisfaction and digital competence were independent variables and teacher effectiveness was dependent variable.

Tools used in the Study

Following tools have been used for data collection in the present study
1. Kulsum Teacher Effectiveness Scale (Umme Kulsum, 2010).
2. Coopersmith’s Self Esteem Inventory (adapted by Vishalakshi, 2013).
4. Digital Competence Scale (developed by the investigator).

Statistical Techniques used

Following statistical techniques has been used for analyzing and interpreting the data:
1. Descriptive statistics (such as mean, median, S.D., Skewness and Kurtosis) was computed to study the nature of distribution of scores for all the variables.
2. Simple, Partial and multiple correlations were computed in order to estimate the degree of correlation of the variables.

3. Significance of difference of means or t-test was used to find out the significance of difference in means of the relevant variables for different category of teachers based on their sex and locale.

1.13 DELIMITATIONS OF THE STUDY

• The present study has been delimited to secondary school teachers working in government schools of Bihar.

• The study is delimited to examine the relationship of teacher effectiveness with self-esteem, job satisfaction and digital competence in context of secondary school teachers.