Chapter - 1
INTRODUCTION

The all mighty created the man and education shapes him. It is secretly hidden wealth. Education is parmatma and it brings honour and recognition. No amount of wealth can equal education in this world. Every Nation progress with the quality of Education imparted to its citizens. In this modern age of science, education plays an important role in building up of society. Education is the key to national prosperity and welfare. It is recognized as a mirror of the society and educational institution as Society in miniature. Education enables an individual to understand his responsibilities to society and nation and to become ideal citizen. It is a powerful instrument for change in society. “Education is not limited to the imparting of information or training in imparting of information or training in skills. It has to give the educator a proper sense of values”. (Dr. Radha Krishnan)

According to National policy on Education (1986), “The growing concern over the attrition of mandatory values and increasing cynicism in society has brought to focus the need for the cultivation of social and moral values.” No investment is likely to yield better returns than the investment in human resources of which the most important component is education. The National policy on education (1986) has also described the role of education as: In our national perception education is essential for all. This is fundamental to our all round development, material and spiritual.

- Education has an acculturating role.

- Education develops manpower for different levels of the economy.

- Education is a unique investment in present and future.

All Education Commissions and Policies since independence stressed on the restructuring and reorganisation of teacher education and of teaching profession. Radhakrishnan Commission (1948) for higher education, Mudaliyar Commission (1952-53) for secondary education, Kothari Commission (1964-66) for all levels of education, were constituted to suggest reforms to push forward the agenda of educating India, strengthening teacher education and rewarm teaching-learning strategies. The Secondary Education Commission (1952-53) stated, “we
are, however, convinced that the most important factor in contemplated educational reconstruction, is the teacher, his personal qualities, his educational qualifications, his professional training and the place that occupies in the school as well as in the community". The Education Commission (1964-66) observed, "Of all the different factors which influence the quality of education and its contribution to the national development, the quality, competence and character of teachers are undoubtedly the most significant". The Commission also emphasised on the training and orientation of teachers at all levels. The Commission also observed that investment in teacher education could yield very rich dividends because the financial resources required are small when measured against the resulting improvement in the education of millions. National Council for Teacher Education, suggested to make teacher education effective and productive, the prevailing teacher education system is to be undergone drastic changes. The educational institutions are a psychological unit where person to person interaction between the teacher's and the taught, is a major factor in the child education.

Education is the outcome of interaction in human environment that one experiences as a child, as an adult and as an old person. As such education is the life long process and each one of us gets opportunities for a variety of experiences. The quest for such experiences is an inborn quality. Every human child is compelled to seek his/her basic needs which in turn take the shape of human environment interaction result of which continues throughout life. Education of an individual human begins at birth and continues throughout life. The very first institution i.e. home [mother, father, siblings, etc.] leaves indelible impact on the lives of individuals. The age 0-5 years is very much impressionable when the development of brain takes place at much faster rate. At this stage family members may have a profound educational effect on the overall development of the child - often more profound than they realize-though family teaching may function very informally. But the child also needs formal education which is imparted in schools and colleges.
1.1 Concept of Teacher

The teacher is the top most academic and professional person in the educational pyramid under whose change the destiny of our children is placed by the parents and society. The quality of education solely depends upon well adjusted and well satisfied teachers. Teacher is considered to be the most important component of the educational structure in any teaching – learning situation. There is an interaction between teacher and students and the interaction is mostly – initiated and controlled by the teacher. Teaching is an interactive process between teachers and taught. The American commission on teacher education remarked, “The quality of nation depends upon the quality of its citizens. The quality of education depends upon the quality of their teachers.” There is a paradigm shift in the role and responsibilities of modern teacher. For remaining at the centre stage of the multi-dimensional teaching-learning process, the teacher has to redefine the role, has to undergo rigorous changes, has to update the knowledge, to have basic human values, to have accountability to the society and to the students. Only such a teacher can work for the formation of right habits, thoughts, actions, cultivation of values and development of right behaviour patterns in children. In ancient times, as revealed by great Epics like Ramayana and Mahabharata, teachers occupied a predominant role in the man making process. The teacher was given the top-most position in the hierarchy and was paid the highest reverence by all people including the rulers. The society looked upon the 'Acharya' for his valuable suggestions and guidance. In Vedas also, teacher qualities are described. In Atharva Veda, teacher is compared to Yama, the propagator of Dharma, to Varuna, the propagator against sins and to moon, giver of light and happiness. Sastra made it clear that wrong teaching is a crime.

It is no exaggeration to express that the whole educational process revolved round the teacher. In the entire teaching learning process the teacher is a powerful agent who can inculcate the democratic ideas of nationhood in children, the future citizens of the nation. Dr. S. Radhakrishnan has rightly remarked, “The teacher acts a pivot of the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamps of
civilization burning.” The Education Commission (1964-66) has pointed out “of all different factors which influence the quality of education the quality, competence and character of teacher are undoubtedly most significant.” Bhatia and Bhatia (1988) describe that the teacher is a servant of the society entrusted with the task of modifying and developing the behavior of the young child for maintaining and improving social patterns. The teacher can render this service to society only if he, above all, is a humanist - a human being in the true sense of the world. He is a person of high ideals and engaging personality. Dictionary of education defines a teacher as “A person who has completed a professional curriculum in a teacher education institution and whose training has been organized by the award of appropriate teaching certificate and a person who instructs others.”

Teacher plays an inevitable role not as a mere transmitter of knowledge and culture but as a change agent also. Glorious tributes have been paid to teachers over the ages. The teacher emancipates the human soul from the slavery of ignorance, superstitions and blind faith. According to Madhuri Sheh (1994), “the teacher has an important role to play in our efforts to relate education of national development and social change.” It is the responsibility of the teacher to guide and inspire students, to inculcate values in consonance with our cultural heritage and our social objectives. Dictionary of education defines teacher as “A person who has completed a professional curriculum in a teacher education institution and whose training has been organized by the award of appropriate teaching certificate and a person who instructs others.”

Education Commission (1964-66) thus aptly remarked, “Of all the different factors which influence the quality of education and character of the teacher are undoubtedly the most significant. Nothing is more important than securing & sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions at work in which they can be fully effective.” In the entire teaching learning process, the teacher is a powerful agent who can inculcate the democratic ideas of nationhood in children, the further citizens of the nation. High achievements of the students, better school performance, moulding the child into
better citizens and exposing them in the arena of growing competition are some of the major issues lying at the hands of the teacher. According to Swami Vivekanand, “The only true teacher is he who can immediately come down to the level of the student and transfer his soul to the student’s soul and see through the student’s eyes and hear through his ears and understand through his mind”. Teachers with a quality “conscientious” for teaching are those who are committed, enthusiastic and intellectually and emotionally energetic in their work with children. These teachers are aware of the challenges of the broader social contexts in which they teach, have a clear sense of identity and believe that they can make a difference to the learning and achievement of all their pupils. They care deeply about them. They care also about how and what they teach and are curious to learn more about both in order to become and remain more than merely competent. They are aware of the role played by emotions in classroom teaching. They are committed to work in co-operation and collaboration with colleagues. For these teachers, teaching is a creative and adventurous profession.

In present days teachers are themselves conscious of what is expected of them as teachers in the new social order. They are also concerned with innumerable pressures, tensions and worries about their own status in today’s society and proper working conditions in their school environments that often divert and distract them from their real aim as teaching. As a result, by and large, they tend to work mechanically just to receive their salaries as a mere labour force. Their dissatisfaction with the working conditions in schools in particular has significant impairing on the quality of their teaching as in turn on the students performance. This cannot as such so deemed as the hallmark of an effective teacher. The teacher is a dynamic force of the school. A school without a teacher is just like a body without the soul, a skeleton without flesh and blood, a shadow without substance. “There is no greater need for the cause of education today than the need for strong manly men and motherly women as teachers for the young.” As social engineers, the teachers can socialize and humanize the young by their man-like qualities. The teacher’s task is related to our perception of education. The process of education keeps on changing according to the contemporary demands and needs of the society. Therefore, the present teacher has to play different roles, and he has to be
a competent professional, a skilled teacher. He is always expected to be an effective communicator, a designer and user of learning resources, learning facilitator and an active participant in community life.

The role of teacher is considered to be important in all stages of education but a teacher has a predominant part to play at the elementary school level because at this level the school students need the constant attention of their teachers. They consider their teachers as the only source of inspiration and guidance to them. So the question of effectiveness of teachers is very important for the students in particular and the society in general. Elementary education as its meaning suggests caters to the most fundamental needs of all the children and its something that man can’t do without. Teachers at elementary level need to be best equipped in terms of his ability to help in laying strong foundations for children’s personality. Teaching is an act of sharing knowledge, values, understanding skills and competencies by the learned person. For this task the teachers are also expected to possess’ good personality, favorable attitude towards teaching with a feeling of pride that they belong to teaching profession. A teacher must be aware of the level and interest of their students. What they have to do next may be the part of a teacher’s personality.

**What Teachers Need to Know and Be Able to Do**

| Content knowledge | • Understand subject matter deeply and flexibly to help students create cognitive maps,  
|                   | • See how ideas connect across fields of knowledge and to life.  
|                   | • Make ideas accessible to others, understanding the perspective of the learner |
| Learner’s knowledge | • Have knowledge of child and adolescent development and how to support growth in cognitive, social, physical, and emotional domains to interpret learners’ statements and actions and to shape productive learning experience.  
• Understand and respect differences linked to culture, family experience, forms of intelligence approaches to learning, and the ability to teach in a way that connects with students.  
• Inquire sensitively, listen carefully, look thoughtfully at student work, and structure situations to allow students to express themselves. |
| Motivating students | • Understand what individual students believe about themselves, care about, and how to give them encouragement. |
| Knowledge about learning | • Decide which type of learning is most appropriate in specific circumstances, which material to use when and for which purpose  
• Be able to use different strategies for teaching, evaluating students’ knowledge and assessing their learning.  
• Have a capacity to understand the strengths of individual students  
• Have a capacity to work with disabled student  
• Understand how students acquire language (the gateway to learning) to build skills and create accessible learning experiences |
<table>
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<th>Knowledge about Curriculum resources and technologies to</th>
<th>• Allow students to explore ideas, acquire and synthesize information, frame and solve problems.</th>
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| Knowledge about collaboration | • Structure student interaction for more powerful shared learning.  
• Collaborate with other teachers.  
• Work with parents to learn more about their children and help shape supportive experiences at school and home. |
| Capacity to reflect | • Assess own practice and its impact to refine and improve instruction  
• Continuously evaluate students’ progress to reshape lesson plan. |

### 1.2 Teaching Process

Teaching is an intimate contact between a more mature personality and a less mature one. Teaching is the most arduous and complex profession in our society and also an important job. Teaching is undoubtedly an extra ordinarily complex task. Teaching is a behavior, an organized set of cognitive acts or operations of teaching, overt and covert, organized logically and meaningfully. Teaching is undoubtedly an extraordinarily complex task. It is not like inducing a chemical reaction, it is much more like painting a picture or making a piece of music, or on a lower level, like planting a garden or writing a friendly letter’. The teacher was regarded as the direct and sole source of life and light. However, teaching has a configuration, which can be analyzed, reasoned out, described, explained and changed in categories called taxonomy. The effectiveness of teaching is the competence of a teacher, the attributes of instructional process the teacher impact on pupil behavior. It is by and large related with students and
teaching material. The educational institutions are a psychological unit where person to person interaction between the teacher’s and the taught, is a major factor in the child education.

Teaching Process

Teaching is considered both as an art and a science. As an art, it emphasizes the imaginative and artistic abilities of the teachers in creating a worthwhile situation in the classroom to enable students to learn. As a science, it focuses on logical, mechanical and procedural steps to be followed to attain an effective accomplishment of goals. In this era, science and new technology also help teachers in every aspect of their work. Technology has a central role in realizing the promise of more effective educational systems locally and around the world.

1.3. An Effective Teacher

In order to identify an effective teacher, the role and contribution of the teacher to the product of education needs to be examined. This enfolded that good teacher should possess the knowledge of learner’s characteristics, learning process, classroom management, requisite skills to be able to contribute significantly to the outcome of educational process which is the growth of students in the right direction. There are many activities in this respect. The
effectiveness of the educational system largely depends upon the active resourceful and competent teachers. An effective teacher not only imparts the entire educational curricula allotted to him in the best and most efficient manner but also ensures the best possible academic performance and an optimum development of the personalities of the students. In the present scenario when there is a fierce competition in every sphere of life, effectiveness of the teachers becomes imperative to empower the students for facing the emerging challenges of global world. Effective teaching is a par excellence attribute of quality education. Ryans (1960) conducted a research on teacher effectiveness and found that teachers' classroom behavior differ significantly when studied on the basis of gender, extent of teaching experience, area of specialization with in the profession, academic success and practice teaching. An effective teacher may be understood as one who helps in the development of basic skills, understanding, proper work habits, desirable attitude and value judgment. Teacher effectiveness concerns with these outcomes and the objectives of education. It points to the effects of a teacher in the classroom situation. Teaching in the classroom depends upon how the teacher performs. According to Southern (1974), an effective teacher is the one who has a sense of humour, ability to explain things clearly so that students can easily understand what is being taught, ability to make any subject interesting to learn, ability to control the class, ability to be ready and willing to help students when they need and ability to be as fair as possible in dealing with students.

In the words of Anderson (1991) “An effective teacher is the one who quite consistently achieves goals, which either directly or indirectly focuses on the learning of their students.”

1.4 Characteristics of Effective Teacher

1. Training in Pre-Service Programme -The ultimate aim of teacher education is to prepare effective teachers- teachers who are capable of bringing behavioral changes in pupils under their charge to an optimum level in relation to the input in terms of human energy and material resources expanded in the process. Teacher preparation ought
to begin with a sound pre-service teacher education program that may transform an individual into a competent and committed professional functionary, fully equipped with an equally comprehensive professional readiness to perform these tasks with perfection and satisfaction.

2. **Academic achievements** - Academic achievement reveals scholastic performance of the individual in the curricular subjects and shows learning outcomes (Devnath, 1971). Generally it indicates proficiency in school subjects. Academic achievement of a teacher is a weighted aggregate of division obtained at high school, higher secondary, and graduate, post graduate and other examinations.

3. **Subject matter knowledge** - Subject matter knowledge is another variable that one might think could be related to teacher effectiveness (Collinson 1996). Studies of teachers “scores on the subject matter tests of the National Teacher Examination have found no consistent relationship between the measure of subject matter knowledge and teacher performance as measured by students outcomes or supervisor's ratings”. It is necessary for a teacher to be an effective one and to have a deep and thorough knowledge of his subject. He must be familiar with the different methods, techniques, strategies and tactics of teaching and must possess the art of using these methods at appropriate time in the classroom. A teacher gets depth in the knowledge of the subject matter in his academic degree course while the knowledge of teaching skills and other qualities of teachers and teaching profession during teacher training course. Thus, it may be said that higher the academic career of a teacher greater are the chances of utilizing his efficiency in teaching.

4. **Intelligence** - Intellectual teachers will make full use of their knowledge and provide Intelligence, also known as the general mental ability, helps an individual to adjust to the environment and learn from the past experiences. Operationally speaking, intelligence is the ability
which helps an individual to succeed in school or in some job (Linda, 1990). A more comprehensive and perhaps appropriate description is that intelligence includes at least the abilities demanded in the solution of the problems which require comprehension and use of symbols.

5. **Teachers as a Role Model** - Role Models are people who set good examples by the words they speak and by the actions they take. Role Models can be the people you know personally or people you have learned about in the news at school or on television. Students tend to copy the behaviour and mannerism of the teachers. The teacher’s entire personality is a reflection on the minds of the students. If the teacher is honest, leads a balanced and disciplined life, the children adopt these virtues as an ideal conduct unconsciously. The ideal teacher is one who through his thoughts, words and deeds, gives an impression of an honest upright life which can serve as a model for the students to copy, follow and emulate.

6. **Teacher’s Character** - A flower in bloom is loved by all and in this lies its glory. Similarly, man may be viewed as having achieved everything in life when he becomes perfect in character. If the best flowers among mankind take to teaching, society is abundantly enriched; their fragrance and beauty are then made the best use of. If the teacher becomes an embodiment of right conduct in thought, word and deed, the students by their association will learn virtue and develop manly qualities. They can be humanized and can live and act like better human beings. They can become thoughtful, concerned and courageous.

7. **Teacher’s Personality** - Every teacher must have a good personality. Radiant, pleasing and impressive personal appearance, refinement, pleasant manners, enthusiasm, drive, initiative, open mindedness etc., are some of the essential traits of an ideal teacher. External appearance has a psychological effect upon the students. By attractive appearance, he/she can win the love and affection of his students and can command respect. He/she should be frank, tolerant, kind, fair and straight-forward so that he/she can stimulate learning. Some personality traits which make the teacher effective are self
confidence, self respect, excellent appearance, sound health, good intellect, high character, sense of humour, optimism, punctuality, enthusiasm and industriousness etc. A teacher must have some personal values like love, brotherhood, forgiveness, sharing, team spirit, responsibility, sympathy, patience, courtesy, loyalty, tolerance and accountability etc.

8. Teacher’s Mental Health - We speak of education as a lamp lighting another lamp, one life making another life and a spirit speaking to another spirit. We can achieve this objective, if the teachers have good mental health. Students develop interest in those subjects, which are taught by pleasing and genial teachers. The teacher makes the emotional atmosphere in the classroom. A neurotic teacher may spread fear, nervousness and worry in the classroom. A fanatic-teacher may spread hatred, prejudice and hostile feelings among the students. If he has a good mental health, he can create love, interest and enthusiasm for learning and a taste in the subject he teaches.

9. Teacher’s Physical Health - A teacher should possess a sound body along with a sound mind. He should have a sound physical health, physical energy and vitality. This will make him alert, cheerful, happy, dynamic and enthusiastic.

10. Teacher’s Emotional Intelligence - Teachers should be emotionally well balanced. Emotionally healthy teacher will not magnify their importance. If the teacher is emotional, moody, prejudiced and over strict, he will create a fear and terror and this will endanger the health of the pupils. A teacher who has high emotional intelligence knows his emotions and feelings well, which helps him in his thinking and actions. It is more about self awareness and self management. Bad tempered and impatient teachers are quickly sensed by the students and in this way can destroy the delicate student-teacher relationship. The teacher who is able to stay calm and show interest in the well being of individuals will win respect in the classroom.

11. Social Adjustment - Sociability is another important quality of a teacher. He should have a sound social philosophy and he should make his best contribution to the society. He should know how to adjust himself to the
social surroundings in which he lives. He should not be quiet, retreating and introverted. He should be free from worry, anxiety and egotism. He should mix well in society and take a helpful interest in his neighbour. Normal social life outside the school will go a long way to give him happy social adjustments. Social values like discipline, respect for elders, faithfulness, knowledge, dedication, devotion, sense of competition, responsibility self reliance, sincerity, affection, obedience, patriotism, honesty, confidence, cleanliness, good manners, patience, positive approach, courage, hopefulness, regularity, self evaluation and truthfulness etc. are some of the qualities of effective teachers.

12. Teacher’s Professional Efficiency - The teacher must possess a strong sense of vocation and true devotion to teaching. He should have a genuine love for his calling. For his professional efficiency, he should have knowledge of psychology and educational philosophy, and a clear understanding of aims, contents, methods and materials of instruction, perfect skill and interest in teaching. He must possess a fair knowledge of national and international current affairs.

13. Teacher’s Accountability - Lessinger advocates that each child has a right to be educated in order to become a productive citizen of a country. The parents and the citizens have a right to know the progress of education of their children. Teachers, being the “educational or human engineers” are accountable for the progress of the children they teach. Teacher’s accountability is very important in modern teaching-learning process, and it should be evaluated at frequent intervals. There must be proper supervision of their work. The supervisor should see how far the teachers are accountable in respect of teaching, research, co-curricular activities, use of aids and equipments in the classroom, utilization of local resources for the benefit of the students and development of students” moral and ethical values. Thus, the degrading condition of education in our country can be checked.

14. Professional Ethics of Teachers - Teachers, who consider their job as a profession, work only for pay cheque. Their work is considered useful for
their own sake. Since perchance they have occupied a professional chair they try for their own good, at the cost of others. But our cultural heritage proves that true teachers are those who consider their job as honourable. Such teachers work with a sense of self-fulfillment and self-realization. Prof. George Herbet Palmer once rightly said, “If Harvard does not pay me to teach, I would gladly pay Harvard for the privilege of teaching.” This should be the professional value of an Indian teacher. An ideal teacher should not work for pecuniary motives, but with a sense of education and for the cause of education.

- **Towards Students** - It should be teachers” primary duty to understand them, to be just, courteous, to promote a spirit of enquiry, fellowship and joy in them, not to do or say anything that would undermine their personality, not to exploit them for personal interests and to set before them a high standard of character, discipline and personality.

- **Towards Profession** - It should be teachers” primary duty to be sincere and honest to their work and to go thoroughly prepared to the class, to endeavor to maintain their efficiency by study and other means; not to do or say anything which may lower their prestige in the eyes of their students; not to write or encourage the use of help books; not to exert any pressure upon their students or their parents to engage private tuition, not to act as an agent or accept commission and other compensation for recommending books.

- **Towards Society** - It shall be teachers” primary duty to set an example in citizenship, to endeavor to promote the public good, to uphold the dignity of their calling on all occasions, to size up the demands and aspirations of the society, to be dynamic leaders when required and to be ideal followers when desired.

The National Policy on Education (1986) has also rightly stressed the significant role that teachers need play in the improvement of the educational system and in the development and growth of education to teach effectively in the
classroom. An effective teacher may be understood as one who helps in the development of basic skills, understanding, proper work habits, desirable attitude and value judgment. The teacher’s role is viewed in terms of a mediator a facilitation and a director of learning, a helper and controller of the learning behavior of the learner, a dispenses of knowledge, a counselor, an evaluator of the learning’s performance in the academic field, an expert in class management activities and a link between school, parents, community and society.

“What happens in our classroom today will happen in larger society tomorrow. This is why the teacher’s role is the most important social role any person can perform.” The Effective teacher is the most influential and important element in development of a child’s personality and character. This observation is especially related to India where parents depend and rely on the school teachers entirely for their ward’s good up brining.

1.5. Teacher Effectiveness

Teachers who inspire and motivate the students are included in the category of “Effective Teachers. Teacher effectiveness plays a pivotal role in the teaching learning process. It, being the hub of the whole programme, needs close observation and critical analysis. It is generally agreed that the “goodness” of an educational system to a great extent is dependent on quality of teachers available to implement it. An effective teacher may be understood as one who helps in the development of basic skills, understanding, proper work habits, desirable attitude and value judgment. Teacher effectiveness concerns with these outcomes and the objectives of education. It points to the effects of a teacher in the classroom situation. A school may have excellent material resources, equipments, building, library and other facilities alongwith a curriculum appropriately adopted to suit the community needs, but if the teachers are misfit or indifferent to their responsibilities, the whole program is likely to be ineffective and wasted.

Flanders & Simon (1969) have defined that teacher effectiveness is an area of research which is concerned with relationships between the characteristics of teachers, teaching acts and their effects on the educational outcomes of
classroom teaching. Ryans and Cooper (1972) have correctly suggested that teachers should be better educated, better prepared to make a difference for the students with whom they work.

According to Southern (1974), “An effective teacher is the one who has a sense of humour, ability to understand the students and their problems, ability to explain things clearly so that students can easily understand what is being taught, ability to make any subject interesting to learn, ability to control the class, ability to be ready and willing to help students when they need and ability to be as fair as possible in dealing with students.” In the words of Anderson (1991) “An effective teacher is the one who quite consistently achieves goals, which either directly or indirectly focus on the learning of the students.” It has rightly been said in the report of common wealth conference (1974) that in order to be competent: “the teacher must have knowledge of child development, of the culture of his pupils and of some interest of his own, his skills must enable him to teach, advise, and guide his pupils, community and culture with which he is involved, his attitude should be positive without being aggressive, so that his example is likely to be followed as he transmits and implicitly the national aims, ideas and moral and social values. Teacher Effectiveness Course change in the overt and covert behavior of the learner, for learning is nothing but a change in the behavior of the pupil suiting the social and cultural expectations and norms of the society of which he is a member. The better a teacher can manifest this change in the students, the more effective he is.

The most significant factors which influence the quality of education and its contribution to national development are the quality, competence and character of teachers. “Teachers are vital to education and one key element for the facilitation of students learning.” Milan & Darling (1990) revealed that teacher effectiveness is the effect that the teacher’s performance has on pupils. Teacher effectiveness depends not only on the competence and performance but also on the responses pupils make. (As cited in Malik, 2005). American Commission on teacher education (1974) remarked: “the quality of a nation depends upon the quality of its citizens. The quality of its citizens depends, not exclusively but in
critical measure, upon the quality of their education. The quality of their education depends, more than any other single factor, upon quality of their teachers.” The research by Bennett (1976) which argued that teachers who taught “formally” obtained better results in basic primary school subjects than teachers who taught “in-formally”. They produced not only international debate about teaching style but replication studies (Galton and Simon 1980). Somers and Southern (1974) have discussed teacher effectiveness in terms of certain qualities. According to them, and effective teacher is he who has a sense of humour, ability to explain things clearly so that students can easily understand what is being taught, ability to make any subject interesting to learn, ability to control the class, ability to be ready and willing to help students when they need, and ability to be fair as possible in dealing with students.

According to Sheela Mangla, (2001), “Good teachers show a balance of qualities -continuous growth for excellence, readiness for guidance, set high value standards so that they can equip the children wisely and effectively, they are purposeful whose energies and values are organized and focused on their teaching work; they are thinkers and constructive workers with intellectual bent for achievements; they warm up the students, appreciate their efforts and encourage them to work harder; they have a hunger for vividness, for wholeness and completeness in their ideas, they are sensitive and responsive, they have a conscience and patient and persistently curious.” Nitsaisook (1987) described the activities that make teachers effective like: “variety to activities and experiences e.g. case studies demonstration videotape recording of teachers in classrooms, discussion group and peer teaching are provided to the teacher during the education or training programme.” Tagore has aptly said, “A lamp can never light another lamp unless it continues to burn its own flame: a teacher can never truly teach unless he is still learning himself.” Pritam Singh (1998) said that, who are: teaching instead of tutoring, checking practices in examinations instead of encouraging them: commanding respect rather than demanding it from their students, observing professional ethics instead of violating it. Such half-backed teachers, who might have had good graduation degrees in their respective
subjects, lack the needed professional competence to teach and make pupils good learners and good human beings. He found out certain attributes of effective teachers:

T - Temperance  
E - Empathy  
A - Academic Aristocracy  
C - Commitment  
H - Humor  
E - Ethics  
R - Reflection

Thus the task of identifying effective teachers is crucial to teacher education certification, selection and promotion and in so far as teaching contributes to the total social welfare.

1.5.1 A Proposed Definition of Teacher Effectiveness

Effective teachers consistently achieve goals that focus on desired outcomes for their students. Teacher effectiveness is encompassed in knowledge, attitudes, and performance.

i) Knowledge

Teachers have excellent verbal and written communication skills. Teachers have thorough knowledge of the subjects they teach and pedagogical methods for teaching those subjects to students. Teachers know a variety of pedagogical strategies, and when and with which students these are appropriate and likely to be effective. Teachers have a thorough understanding of the linguistic and cultural backgrounds of their students and how best to maximize learning for students with diverse needs and characteristics. Teachers know how to organize and manage classrooms, using time effectively. Teachers know how to assess student learning, both formally and informally, how to vary instruction for students based on these assessments, and how to select and make resources
that are appropriate for student learning activities. Teachers understand language
development and children’s developmental stages at the level they teach.

ii) Attitudes

Teachers respect their students regardless of their background, language,
or ethnicity. Teachers have high expectations for the learning of all students.
Teachers view student errors as a window to their thinking that can be used to
improve student learning. Teachers are reflective about their practice. Teachers
believe in collaboration with others toward common goals for student learning.
Teachers are receptive to involvement of parents and community members in
their classrooms. Teachers are eager to continue to learn and to improve their
practice. Teachers are committed to their profession.

iii) Performance

Teachers’ classrooms are well organized, providing an environment that
fosters an interest in learning. Teachers develop classroom rules with students and
maintain safe and orderly classrooms in which all students are treated fairly and
equitably. Teachers make effective use of time, both of overall classroom time
and the time of individual students. Teachers use effective teaching techniques:
planning lessons, presenting new material clearly, helping students connect new
learning with previous learning, and providing guided and independent practice
for new material taught. Teachers provide opportunities for students to be actively
involved in their own learning. Teachers respond to student errors in positive
ways that help students understand and learn the concepts involved.

Teacher effectiveness depends not only on the competence and
performance but also on the responses pupils make. (As cited in Malik, 2005)
Many times the terms teacher performance and teacher effectiveness are used
synonymously. Medley (1982) made an attempt to clear the distinction between
teacher performance and teacher effectiveness, saying that teacher performance.
Implies what a teacher does a job, the ability to apply his competence to his task,
at any given point of time and teacher effectiveness includes both teacher
performance and its effect on pupils while on the job. Padmanabhaiah (1986)
observed that region, designation, age, experience and size of the family of teachers could significantly influence the level of teaching effectiveness.

**A model of Teacher Effectiveness**

![Diagram of Teacher Effectiveness](image)

**Fig. 1.1**

1.5.2. **Factors Influencing Teacher Effectiveness.**

Some of the factors that could have great influence teacher Effectiveness apparently would be:

i) Locus of control  
ii) Psycho-social maturity  
iii) Organizational conflicts  
iv) Intelligence  
v) Academic Background  
vi) Attitude towards teaching profession  
vii) Socio Economic status  
viii) Age  
ix) Self-Concept
1.6. Attitude Towards Teaching

Attitude is such a complex affair that it cannot be completely described. Attitude plays a very important role in the life of a teacher. Children remain under their care in the most impressionable years of their lives and the attitude of teachers is bound to influence them. This influence is likely to remain throughout their lives. Crow and Crow (1973) say in this connection. “Children tend to initiate the attitude of their older. These attitudes affect all human values and are effective in their realization of successful accomplishment of desired goals.”

Attitude towards teaching profession is an emotionalized tendency, organized through teaching experiences to react positively towards teaching. It is a learned emotional response, set for or against teaching. Individuals will have positive attitudes towards those objects which enable them to achieve the values held and form negative attitudes towards objects which hinder the achievement of value. Thurstone (1936) described “An attitude as the degree of positive and negative effect associated with some psychological object.” Attitude may be defined as a feeling or disposition to favour or to go against an object, idea, person or group.

Allport (1937) defines attitudes as “A mental or neural state of readiness, organized through experience a directive or dynamic influence upon the individuals to all objects and situations with which it is related.” What an individual feels or what an individual believes is his attitudes. Attitudes can be defined the sum total of man’s inclination and feelings prejudice or bias, pre conceived nations, ideas, evils threads and convictions about any specific topic. The attitude as a degree of positive or negative effect associated with some psychological objects. The definition of attitude reveals the following facts concerning attitude:
i) Attitude is the mental or neural state of readiness.

ii) Attitude influences the reactions of the individuals.

iii) Attitude changes the reactions of the individuals.

New Comb says, “An individual’s attitudes towards something is his predisposition to perform to perceive think and feel in relation to it.” Attitude has certain characteristic:

i) Attitude is related with images, thoughts and eternal objects.

ii) Attitude guides the behavior of any individual in one particular direction.

iii) Unconscious motive is an important factor in the creation of attitude.

iv) Attitude is related to the person’s needs and problems.

Although attitude is described as permanent, but it do change and develop. The stability of the attitude is relative. The change of attitude can’t be all of the sudden but it is the result of steady development. Teaching is the best profession. Attitude towards teaching is a psychological determinant where effective experience brings changes towards teaching. Teacher’s attitude towards teaching may be positive or negative but are of great significance for efficient and profitable functioning of any institution. Teacher who have great satisfaction with their job and positive attitude towards teaching, enjoy their profession and prefer teaching in spite of many economic or social abuses. On the other hand, a teacher who has a negative attitude will not enjoy teaching rather feel like a fish out of water. If a teacher has a positive attitude towards teaching, he can bitterly satisfy his inner self.

Social well being of social advancement of pupils of depends to a great extent on the enthusiasm and professional skill of the teachers. The dispositions of the teacher should always be implied because the growth of the generation ultimately depends on the quality of education they receive from the teachers. Who should be hard working, conscious dutiful, aspirant affectionate and interested in the welfare of their job. In India, Dutt 1951, undertook the study to see the attitude of teachers in Delhi towards teaching profession and he found
negligible relationship between attitude and age. Women teachers were found possessing higher co-efficient of correlation than their male counterparts.

Dass (1951) found that women joined this profession from all classes of families. On the other hand, men who drawn largely from the families engaged in some what inferior profession. Evans (1952) concluded in her study on attitude of teachers towards teaching. She concluded that there was significant difference between the attitude of male & female, young and old teachers. Mathai (1992) found that attitude towards teaching profession is a significant predictor variable of success in teaching. Skariah (1994) studied creativity of teacher trainees' in relation to their self concept, attitude towards teaching profession and success in teaching and found that high teaching success group and high attitude towards teaching group are more creative than the other groups. Samantray (1971) found that there exists degree of positive relationship between teacher attitude and teaching efficiency. Efficiency is affected by the attitude teachers having positive attitude towards their profession will be more devoted to their job. They would have sense of responsibility. An attitude had been described by Himmelfarb and Eagly (1974) as an enduring organization of motivational, emotional perceptual and cognitive processes with respect some aspect of the individual’s world. Many self reporting instruments have been developed to measure attitude towards teaching, school and course among teachers and students. The Minnesota teacher Attitude inventory (MTAI) and the survey of study habits and attitude have been extensively used in research on teachers and student’s attitudes (Travers, 1973) Loree (1971) did a review of research on attitude under four areas which included the attitude measurement and attitudes related to teacher effectiveness. Studies on relationship of teacher attitudes with teacher effectiveness have also reported by Loree (1971) Singh (1974) measured teacher’s values and found significant positive relationship with teacher’s attitudes and job satisfaction. Patel (1977) while working on job satisfaction of high and higher secondary school teacher did not differ so far as their attitude towards teaching is concerned, sex, age, marital status and academic qualifications have no effect on the attitude of teachers towards teaching. Ramkrishnaiah, (1980) revealed through
his study, that women teachers have a significant and more favourable attitude towards teaching than men teachers. Gupta, (1984) conducted a study on Attitude of Teachers and found that male and female teachers differ significantly in attitude towards teaching profession. Rawat and Sreevastava (1984) conducted a comparative study of the attitude of male and female teacher trainees towards teaching. Significant difference was found between male and female teacher trainees in their attitude towards teaching profession. Poozhikuth (1989) found that female teachers have high attitude towards teaching than male teachers and age is not significantly associated with attitude towards teaching whereas length of service is associated with attitude towards teaching.

Mohanty (1990) made critical analysis of reactions of pupil teachers towards teaching profession. It was found that majority of the pupil teachers are interested in the field of education. Mathai (1992) found that attitude towards teaching profession is a significant predictor variable of success in teaching. Skariah (1994) studied creativity of teacher trainees' in relation to their self concept, attitude towards teaching profession and success in teaching and found that high teaching success group and high attitude towards teaching group are more creative than the other groups. Kumar (1995), in a study, found that there is significant difference in the attitude of male and female teacher trainees towards teaching profession. Jarrett (1999) examined the effects of previous experiences in science learning on prospective elementary teacher's interest and confidence in teaching science. The study reported on the effect of an inquiry-based science methods course on teacher interest and confidence. They found that elementary school experience, plus the number of science courses taken in college, predicted initial confidence and teacher interest. Ruhland (2002) studied factors important to determine a business teacher's interest in continuing or not continuing in the teaching profession. The survey consisted of four sections: educational preparation, teaching experience, skills and interests in teaching, and demographics. Findings were (1) the retention rate of respondents is very good (2) 86% are still teaching (3) secondary business teachers who initially did not have
teaching interest and a strong commitment to the teaching profession are more likely to leave the teaching profession.

Suja (2007) in a study found that attitude towards teaching, interest in teaching and teaching experience have significant main effect on job commitment of teachers. In other, Usha & Sasikumar (2007) revealed that teacher commitment is the best predictor of job satisfaction among school teachers. Sylvester (2010) held that the factors like gender, location of institute, educational qualification and years of teaching experience of teacher educators have no impact on their attitude towards teaching profession as well as level of job satisfaction.

1.7. **Self – Concept**

The study of ‘self’ and ‘self concept’ has attracted the attention of psychologists and educators for quite some time past now. It has been suggested that the overall performance of a teacher in the class room is largely dependent on his self concept. Accordingly it has been emphasized that the total effectiveness in any domain of teaching work is to a very considerable degree swaged by the self concept. Recently, it has transpired that emotional adjustment, is also dependent on self concept of the person Viewed in this light both ‘self concept’ and emotional adjustment as concept seem to become significant variable for determining task orientations and their success in so far as planning and implementing of instructional designs and strategies are concerned.

Need less to mention that teacher’s attitude towards teaching and like his professional and emotional adjustment is bound to influence his self concept’ which implies his own image in his own eyes. Thus an important mental apparatus of a teacher may be considered to be his self concept which influences every function of his life. In the present study an attempt has been made to examine how self concept and Attitude of teachers may affect their performance in the class rooms.

A teacher role involves a triadic function. Firstly, a man making process, which is quite onerous and challenging. Secondly, a duty towards the nation, society and children which is reflected in his practical job. Thirdly, his own role
perception which is significant for his professional growth. An insightful teacher can correct his faulty, “Self-Concept” through self-discipline and by keeping into his own self images for judicious evaluation. It needs hardly any stating that a realistic ‘self concept’ helps a teacher to grow professionally and also helps in proper emotional adjustment with his environment. It now generally stands established that positive ‘self-concept’ strengthens the ability of reasoning the problem solving attitude, speed, accuracy and efficiency of a teacher.

1.7.1. Changing focus on Self

The concept of ‘self’ has a long past but a short history. This field in educational research has not yet been extensively or intensively explored by the researchers or even self psychologists for that matter. The formation of ‘self concept’ is a continuous and life long process and it is related basically to the problems thinking. The way one thinks about oneself and constructs of image of oneself that gets projected are crucial in this regard. The role perception of an individual through image building influences the concept of ‘self’ very much. Human behavior is a very complex phenomenon and as such as is very difficult to understand and predict. But ‘self concept’ has tended to become an important means in the recent years to understand, inter prê† predict it. Rogers believed that ‘self’ is a basic factor in the formation of personality and in determining behavior but according to him it had entered the field of psychology as a problem of research in the later quarter of 19th century. As early as 1890 William James, developed the nation of ‘self’ around which he could construct a grand picture of mental life. Such a nation of self gave way to concepts such as ‘personality traits’ and the dimensions of personality which eventually led to towards statistical formulations objective measurement and assessment in quantitative terms.

In the modern age ‘self concept’ has been recognised as a patent means for making a deep study of personality as it helps in understanding human behavior. It is now believed that self is a principal controlling agent, which shapes human destiny. In reality ‘self’ is view by the majority of self psychologists as the nucleus of human body. Thus the self is not only related to motivational activity
alone, but acts as a regulating and coordinating factor in perceiving, learning, remembering, planning risk taking, decision making situations. While solving a problem or in undertaking some work, the level of performance is determined not only by the difficulty or case of the problems but also by the image one has built about oneself in general.

1.7.2. Self- Psychological Thought

Boldwin (1895) gave an interactions, account and attempted the study of ‘self’ on scientific footing. Cooley (1902) viewed ‘self’ through social interaction as a ‘looking glass for the self’. Mead (1913) also adopted a similar approach based upon the lines indicated by Cooley and analysed the ‘role taking process of the self. Peaget and Wallen (1932) declared ‘self’ as the product of social interaction with the members of social or linguistic groups. Chapman Vokaman (1939) declared that the concept of self is a powerful determined of one’s level of aspiration. Lundholm (1940) made a clear cut distinction between ‘subjective self and objective self According to him, subjective self present symbols, words and self awareness and objective self consists of those symbols in terms of which other persons describe the individual. It was Chein (1944) who under took a still finer distinction between ‘self’ and ‘ego’ by declaring that ‘self’ is what one is aware of while ‘ego’ is a group of processes. Later Murphy (1947) propounded the idea of ‘self’ as the individual known to the individual. It may be voted that views of such self psychologists appear to have shifted in favour of the importance of ‘self’ both as an object and process and efforts were made to provide the concept of self as a meaningful place.

1.7.3. Self- Process and Object

Hall, (1957) suggested that the term ‘self’ has come to connects two distinct meanings to psychologists self as object and self as process. Self-as object may be defined simply as the aggregate of attitudes feelings judgments and values which an individual holds with respect to his behavior his ability, his worth as a person in short how to perceives and evaluates himself self as process is defined in terms of activities such as thinking, perceiving and coping with the
environment some individual have used the term ‘ego’ to denote the same construct. The self concept described in terms of self-as-object is considered to be a potent aspect of personality and that individually differences are regarded as meaningful as differences in abilities, values, motives, and attitudes. The self-as-process governs behavior and adjustment.

1.7.4. Self- Versus Ego

In developing the concept of self as distinct from ego, William James analysed self in terms of constituent parts of self feelings, and actions of self seeking and self preservation. The constituent parts of the self included the sum total of what an individual considered to be his body, traits, characteristics, abilities, aspirations, family, work and other such affiliations. He further advanced the concept of the pure ego, which was explained in terms of the stream of consciousness constituting one’s sense of personal identity. Regarding the concept of self based on the theory propounded by James, some prefer to treat the respective concept of self and ego as separate. There are some who have no objection to the use of these two terms interchangeably. Thus, according to Koffka (1935) self is the core of nucleus of the ego and the ego is conceptualized both as doer and object. Chein (1944) made reference to the prevalent view of self and ego. According to himself is what one is aware of, where as ego is a processes. The motives and ideas of the ego serve the purpose of defending extending, enhancing and preserving the self. The threat to the self is sought to be countered by the ego. He feels that self is thought to be a part of the total personality of an individual. The self follows a course of continuous development and growth and becomes more and more complex and involves with the emerging of individual into adulthood.

According to Bertocchi (1945) self process’ is labeled ‘self’ and ‘self-as-object’ is called ‘ego’ following the traditional meanings attached to these two terms. His use of the term ‘self’ corresponds to Freud’s use of the term ‘ego’ as unitary activity of sensing, imagining, remembering, willing, feeling and thinking. The ego as Bertocchi conceived it, is a cluster of values which may become
embodies in the form of traits with which the self identifies its success rather similar to the use of this term by Sherif and Cantrill (1947) who are of the view that the ego is a constellation of attitudes for example when I think of myself, what I value, what is mine and what identify with. Thus, their ego is something more than self as object, for if the ego become involved, it motivates behaviour. As set forth by them ego involved behavior is more effective than its non ego involved part. Inspite of their best efforts, the self as object and ego ads process remain less differentiated and clear. Murphy (1947) described ‘self’ as the individual known to the individual and ego as group of activities concerned with the enhancement and defence of ‘self’. Thus, self would consist of varied attitudes and feelings in regard to the person himself and ego would refer to associated processes and activities. In this framework, self is object, where as ego is process.

In this way, those who distinguish between ‘self’ and ‘ego’ seem to be generally agreed on regarding self and entity and ego as a group of processes. Snygg and Combs (1949) talk of the phenomenal self, since all the behavior without exception is completely determined by and contingent on the phenomenal field of the behaving organism. Further, they maintain that the phenomenal field consists of totality of experiences of which the individual is aware at the time of action. Varying awareness influence the behavior of the individual.

On this view the phenomenal self serves both as the object and the doer. It is a doer because it is an aspect of phenomenal field. Which determines all bahaviour? It is also an object because it consists of self experiences. Hilgard (1949) regard behavior not as a product of the self but rather as a complex of psychological processes aroused by proximal and distal stimuli of which a person is largely unaware. He accords weightage of forces of factors or factors outside the self. Ausubal (1952) proposed a scheme of self made up primarily of perceptual ingredients where as ego, according to him, consists of effectively charged conceptual ingredients such as self ideals and self values. Sarabin (1943) regarded self as a cognitive structure consisting of various aspects of an individual being somatic, receptor, effector and social. Since all these are based on experience. Sarabin speaks of the empirical selves using the term self and ‘ego’
synonymously. Shoben (1962) defined self as a relatively stable organization of values that mediates and focuses on that component of behavior which influences very much day life of human beings. Since he makes hardly any mention of ego, it may be presumed that he construes self both as object and doer. Miller (1962) defined ego as the individual conception of himself. He differentiated between ego and self still further. He laid stress on individuals’ conception of himself rather than on socially perceived self as reflected in other frames of references referred to earlier. It is obvious, therefore, that ego and self have been by and large considered to be two different concepts the ego in the sense of an executive and self as a group of attributes reflected in constellations of perception and attitudes of person about himself.

1.7.5. Rogers Theory of ‘self’

Rogers (1947) who was influenced by the theory of phenomenal self believed that in additions to the self structure there is an ideal self which indicates what the person would like to be. For him, the self or self concept denotes the organized, consistent and conceptual gestalt composed or perceptions of the characteristic of ‘I’ or “ME” and the perception of relationship of I” “ME” to others and the various aspects of life together with the values attached to these perceptions. It is regarded as a gestalt, which is available to awareness through not necessarily in awareness thus, it is conceived of as a specific entity.

The theory of conceptual gestalt propounded by Rogers is perhaps the most important theory reported in the West. It differs from other Western theories of self particularly of Frued and his dissenting associates emphasizing the self as an ‘I-ME’ reaction of mental processes and other theories of self referring to ‘I-ME’ reactions of individual because Rogers concept of self apart from individual ‘I Me’ relationship includes relationship with other ‘I-ME’ also. Rogers further argues that the self is a basic factor in the formulation of personality and in the determination of behavior. The phenomenological theory of self as advanced by Rogers relies heavily upon the concept of self as an explanatory concept.
It may be observed that the study of self concept could get the necessary, the fillip for making depth study of personality partly due to the direct consequences and bearing the mental hygiene and clinical movement but more because of the realization that psychology without self cannot succeed in knowing human behavior.

Rogers theory of self influenced clinical psychology and special perception. Halland Lindzey (1957) explained of the chief conceptual ingredient of Rogers theory of self as under:

i) The organism is a total individual.
ii) The phenomenal field is the totality of experience.
iii) The self is differentiated portion of the phenomenal field and consists of a pattern of conscious perception and values of ‘I’ or ‘ME’

It may be worthwhile to point out that the nuclear concept of Rogers theory of personality is the self which has numerous properties and some may be indicated as under:

i) It develops out of the organism’s interaction with the environment.
ii) It may be introvert the value of other people and perceive them in a distorted fashion.
iii) The self strives for consistency.
iv) The organism behaves in ways that are consistent with the self.
v) Experiences which are not consistent with the self structure are perceived as threats.
vi) The self may change as a result of maturation and learning.

Rogers discussed the nature of these concepts and their inter relationship in a series of nineteen propositions formulated by him. According he made the self and object of empirical research and changed the theoretical status of self given by the psychologists previously. It is interesting to note that he proposed a theory of personality development, a personality functioning and personality change with the concept of self as its central focus.
1.7.6. Self-A Centre

The self is considered as that segment of an individual which is known to an individual. It is one own image in one’s own eyes, as perceived, felt and thought of by oneself. On perceives others and can perceive oneself also, but this perception of one and others cannot be objective and correct. For an individual his own self is at the core of everything that matters. A person behaves in accordance with the self. Two things are assumed to be vital in the life of an individual the concept of self and perception of the environment. The other reality, however objective it may be, shall not affect the behavior of a person unless it gets to self. Whenever two people meet there are really six people present. There is each person as he sees himself, each person as the other person sees him, and each person as he really is.

1.7.7. Evolution of ‘Self’

In tracing the evolution of the self concept it may be observed at the outset that psychologists drawn towards it believed that the self of a person develops from birth onwards through the process of differences between ‘ME and not ME’ It was regarded as the outcome of the product of interaction from infancy with an individual’s physical and social environment. Baldwin (1989) thought that the ego and the alter-ego are thus born together. Cooley and Mead in (1902) and (1913) developed the concepts of self as based on social interaction. Piaget (1932) through his early researches studies conceived of the self as a product of interaction with others. Clark (1947) and Horowitz (1944) also found that self attitude is greatly influence by verbal interactions and conceptual classification. Therefore, the origin of the self may be said to be derived from interaction between two series of events of many experiences with the environments and social contacts help self concept to develop. The company of fellow children, the family environment, adult’s guardianship, parental care and treatment exercise deep influence and the nature of the quality of the classificatory scheme defining, what one is and what one is not. By using a series of ego norms Sheriff and Sheriff (1956) stressed on consistency in competing. With other in comparing,
with others in experiences sympathy with another’s distress, in responsibility for self. Also setting of goals on one’s own performance appears gradually as the child participates in social and co-operative forms of play as contrasted with side by side or parallel play. In this way let the child achieve adulthood and become a socialized member of the society. Due to body’s growth and change in life, a transition in the self concept also occurs from childhood to old age.

Dinkmeyer (1965) has laid emphasis on the developmental character of the self. And described that the interaction continues, throughout the life and is linked with the old, familiar sensations, pleasure, pain, resistance, acceptance, rejection and gratification with the passage of time. As the child grows, he learns about the world and also about himself. Thus, three inferences may be adduced evidently in respect of self development from the above explanation. First, the self is a development formation in the psychological process of the individual. Secondly, the self consists of interrelated and acquired aspects of life; and thirdly the individual’s relations to others are defined to be regulated by self in various concrete situations and activities.

1.7.8. Parameters of Self

The self analyses have been attempted with four major dimensions popularly known as perceived self real self, social self and ideal self. They are briefly being explained as follow:

**Perceived self**: Perceived self simply implies what a person thinks he is. This is influences by the physical self of the person, his physical appearances, his dress and grooming his abilities and dispositions, his values and his beliefs and aspirations. Thus it represents traits of one’s nature, which have been detected and integrated into a pattern. It constitutions the idea or concept one forms about oneself. Perceived self is often called self concept of an individual Sutherland (1956) referred to it as the individual known to the individual. It is the ‘I’ and ‘ME’ his constant frame of references, the proud possession which he wants to maintain and enhance at all costs. This part of individual’s make up determines his behavioural expressions.
**Real Self**

Real Self means that the person really is. It also includes what the individual is aware of and one as such it is characteristic of the person as assessed objectivity or as seen sometimes by other people. It is also called the perceived self plus unconscious self.

**Social Self**

This self refers to the self as one thinks or others view it. It may not correspond with other’s perception of himself. But even then this self has a very major effect upon one’s behavior. It is actually the self as looked upon or estimated by persons other than the individual himself.

**Ideal-Self**

This self implies what an individual thinks he would like to be. Butler and Haigh (1954) observed that the ideal self implies the organized conceptual patterns of characteristics and emotional states which an individual consciously holds desirable or undesirable for himself. Some investigations have resorted to the use of ideal self a means of determining the self aspiration of the persons. This concepts has been shown to be valuable in determining the relationship between how the person sees himself and what he thinks he should be like. The ideal self begins when the child identifies with a parental figure. They also indicated that during middle childhood and early adolescence. It moves through a stage of romanticism and glamour, and culminates in late adolescence as a composite of desirable characteristics which may be symbolized by an attractive, real, and visible young adult, as perhaps even an imaginary person. This classification of the self has helped in revealing many interesting facts. Many researchers have been done to bring to light this fact. Taylor and Combs (1952), Bills and Vance (1953), Zimmer (1954), Zukerman and Monashkur (1957) have done interesting studies in this field. Sharma and Others (1967) observe that self acceptance can also be as effectively measured by positive-negative dimension as perceived ideal self discrepancies.
1.7.9. Components of Self-Concept

According the Hurlock (1974) the concept of self has three major components, the perceptual, the conceptual and the attitudinal. The perceptual components is similar to physical self concept which includes the image of one’s appearance, the attractiveness and sex appropriateness of body and the importance of different parts of body. The conceptual component is similar to psychological self concept which relates to the origin of the individual, his abilities and disabilities his social adjustment and traits of personality. The attitudinal component refers attitudes of a person about his present status and future prospects, his feelings about this worthless, his attitudes of self esteem and price and shame. It also includes his beliefs, convictions and values.

1.7.10. Self-Concept As Behavior Determinant

An individual behavior is a function of his self-concept and depends upon the way in which he perceives the situation. An individual behaves in a particular situation according to his self concept and that self concept of an individual dictates and directs his response in any setting. Adler, as early as 1931 observed how the feelings of inferiority (components of self-concept) affect an individual behavior and his attitudes towards the society and situation in the family. Snygg and Combs (1949) suggest that behavior is entirely dependent on organism’s perceptual field, which means the entire universe, as it is experienced by the individual at the time of action. Thus, behavior and self-concept interact with each other and influence each other. Bugental (1955) states that the success with which the individual adjusts to the problems of adult life is bound to have some influence upon his self concept. A positive correlation has found between successful adjustment and stable self concept. An individual behavior is dictated by his self-concept in a particular situation and is influenced directly indirectly by this. Thus, it may be taken to imply that self concept plays a vital role in the behavior determination of an individual.
1.7.11. Self as an Actualisor

A.H. Maslow (1998) has developed a new thesis by formulating a paradigm showing a hierarchical nature of need mix to support it. According to him the two higher needs viz. Self esteem and self actualization are dependent on the fulfillment of basic physiological needs, safety needs for love and belongingness. The emphasis has been laid on the highest type of need in this scale, which refers to self actualization. Maslow assumed that those needs, which have the greatest potency at any given time, dominate behavior and demand satisfaction. The individual feels driven so to say by a high priority need. When the need is satisfied, a high order motive (need) makes its appearance and demands its satisfaction. And so on to the top of the hierarchy. The highest need, which is called self actualization, is defined by Maslow as follow. “A Musician must make music, an artist must point, a poet must write, if he is ultimately to be at peace with himself what a man can be he must be.” This need we may call self actualization. It may be observed that self actualization needs not take the form of creative characteristics a genius. A fine mother, an athlete, a good workman, or a teacher may be actualizing their potentialities in doing well, what they can do best; it is never the less true that self actualiseres, are comparatively rare and proportionately presented among the gifted. Most of us apparently are seeking satisfaction of lower order needs.”

Man lives in society, He interacts with the environment according to his needs and wants. The inner image of the man is known as ‘self’ it is defined as the perception by the individual of his own inner feelings. Eysenck (1972) has stated that the self may be understood as the perception, which the individual has of himself. In modern psychology self has been related with the individual’s identifies. Horrocks (1976) has emphasized the importance of self in these words. “It is not an exaggeration to say that the process of self and identify building is the chief development task in the psychic or affective cognitive area of the human organism.” Self is a process by means of which the organism derives and constructs self products which taken together represent the organism’s interpretation and meaning of itself. In this relationship, the organism is the entity
and self is the process the evolves representation of its own entity and it is related with mental bahaviour activities. Horrocks and Jackson (1972) define that “self is the inner image of one’s personality and self disclosure is the capacity of the individual to express his inner feelings ideas, deeds and reactions in the outer world by receiving some inner or outer stimulus. This estrangement alienation from one’s real-self as is it the root of neurotic personality of our time. Thus self disclosure i.e. letting another person know what one thinks, feels or wants is the most direct means by which an individual can make himself known to another person and it is a must for healthy mental personality. Just as thermometers, sphygmomanometers disclose information about the physical state of the body; self disclosure reveals the real nature of inner self of the man.

During the past decades there has been a greater emphasis on the study of vital component of self i.e. self-concept for understanding and predicting the many facets of human behavior which is a vital component in the process of education. Since it has been observed that these are intricately and closely related to each other. Self- concept is one of the most dominating factors influencing the individual behavior on the other hand life experience too affect the self-concept. Successes and other pleasurable events in life lead to the enhancement of the self concept of while failure, frustration and other denigrating experience tend to lower the concept of one. Self- Concept which originally was considered to be the keystone in non directive counseling by Rogers, is now taken as of major importance in the field of education also, because it is observed that self concept has close connections with some personal aspect like learning, motivation attitudes, perception and adjustment which determine the academic and other successes of the individual in and out of the school. Self-concept is considered to be the most significant factor in human life as everyone in continuously striving towards self actualization self realization and self enhancement and is constantly wishing to avoid self condemnation and overt forms, emerges as the governing component amongst the force determining the action. Self-concept is best conceived as a system of attitudes towards oneself. Just as a person as a result of experiences, form attitudes which he organizes into a self consistent system and
defends against threats and attacks. So the person also forms attitude towards himself. Self-Concept consists of all the perceptions, feelings, attitudes, aspirations and values of oneself concerning oneself.

It appears that a person is no born with self-concept but gradually forms one as a result of his interaction with the environment. The development of self concept involves a slow process of differentiation in which the child gradually emerges into focus out of his total world of awareness and defines progressively more clearly just who and what he is and his position in reaction to his environment. Underlying the development of self concept are the person’s assets and liabilities in relation to his environment. The adequacy of the development of self-concept is to a large extent a result of the early parent child relationship the learning process through which the child passes continuously and maturity.

The major aspects of self undertaken for studies are mainly three; the perceived self which related to what the person thinks he is, the ideal self is what the person actually is and the social self is how the person thinks other people perceive him. All these aspects of a person’s self-concept may be very similar to each other or they may vary from each other. Large discrepancies between any aspect of the self spell out of maladjusted personality showing little insight into oneself and having no self-confidence. The discrepancy between the perceived and the ideal self is taken as a measure of self confidence, sometimes called self acceptance or self regard. The discrepancy between perceived and real self is an index of self insight. There is a close and linear relationship between discrepancy scores and the indices of maladjustment Sense of deprivation of defined as the feeling of deprivation caused by the non fulfillment of needs due to the deficiency in various aspects of the home and school environment of the child. A scale entitled Self expression inventory’ was designed to measure sense of deprivation of the high school students. It is given such a title so that the students could not decipher the real purpose of the test and fake good results. Self-Concept has been referred by Lowe (1961) as one’s attitude towards self, and by Paterson (1965) as an organized configuration of perception, beliefs feelings and attitudes and values which the individual views as a part of characteristics of him. The concept of the
self in relation to other and to the environment the value qualities which are perceived as associated with experiences and objects, and the goals and ideals which are perceived as having positive or negative equivalence. Saraswati and Gaur (1981) described self-concept as the individual’s way of looking of himself, it also signifies his way of thinking, feeling and behavior.

1.8. **Significance of the Study**

Education is perceived to be a universal phenomenon. It is adequately organized and regulated through formal institution like schools and colleges. There are different factors which determine the quality of education and its contribution to national development. The quality competence and character of teachers are undoubtedly very significant. Nothing is more important than to secure a sufficient supply of high quality personnel to the teaching profession providing them with the best possible professional preparation and to create satisfactory conditions of work to make their teaching more effective. In this technological society teaching is not a leisure time activity. It has become goal oriented and productive to raise standard of children society at large. The NCERT organises various professional development programmes for teacher educators in areas like student teaching, micro-teaching, research and evaluation activities, upgradation of teacher education curricula and so on. The UGC also implements various teacher education programmes and offers financial support for conducting seminars, workshops and research projects for teacher educators. Despite all these efforts, there has not been any substantial improvement in this field. While there is clear and categorical recognition of the vital role that the teacher educators have to play in preparing school teachers in terms of professional competencies and commitments on their part, surprisingly, in the total enterprise of teachers, the most neglected group is the teacher educators themselves. In fact, there is little information about who these people are, what are their motivations to enter the field, their perceptions of the area of their work, their social origins and their world view. In this regard, Kohli (2005) rightly remarked that the study of teacher educators remained an area that was neglected by researchers.
Today the main trust of the whole education system is on “Elementary education” and more so its effectiveness for the all round development of the children. The quality, competence and character of teachers are undoubtedly very significant. If so, teacher’s effectiveness becomes a very important question in front of the education and researcher. In this technological society, teaching is not a leisure time activity. It has become goal oriented and productive instrument to raise the standards of children and society at large. Today teachers’ effectiveness becomes a very important question before the educationists and researchers. Only effective can materialize policies plans of educations in the classroom. A teacher is the symbol of hope for the whole education system of the nation for improving the program and practices at primary level. Teacher effectiveness is essential at the elementary stage and there are the different factors which influence teacher effectiveness. Attitude towards teaching is of great significance for efficient functioning of any teaching learning institution. Positive attitude towards their profession brings self-confidence to the teachers. Self-confident teachers are the chief asset to any institution. Thus no institution can successfully achieve it’s targets unless and until those who working in the institution are self-confident and possess favorable attitude towards the job. The future of the children is quite safe in the hands of a teacher with a positive attitude towards his/her profession. On the other hand if a teacher suffers from poor social self-concept, he is not only harming himself and his career but also spoiling the social development of the students. To make the teacher goal-oriented and productive, to motivate the students and to remove mass scale failures, it is essential to diagnose teacher effectiveness with various correlates.

In the present study, after reviewing a number of literature of teacher effectiveness the investigator has selected some important correlates of teacher effectiveness like attitude towards teaching and self-concept with some demographic variables like sex, the teaching experience locality and age. Therefore, the present venture has been made to study teacher effectiveness in relation to their attitude towards teaching and self-concept at elementary level in Haryana. The study is desirable unique and important especially at elementary
level where Teacher Effectiveness is urgently needed to make universal primary education a success. From the available literature on professional commitment of teachers and of teacher-educators, nothing is clear-how teacher-educators stand in terms of their commitments as teachers. No verified knowledge comes to hand on the actual nature of professional commitment of the teacher educators from the study of said kind of literature. The need for the improvement and enhancement of professional commitment of teacher-educators is now universally emphasized and highlighted in educational circles and forums. How to effect its improvement to the optimum desirable degree is the formidable problem which teachers and educationists face. Hence, the present study was undertaken to assess the level of professional commitment of teacher educators and identify the factors responsible for declined commitment and dedication among teacher educators that consequently result in undesirable role played by them in teacher training institutions.

1.9. **Statement of the Problem**

“A study of Teacher Effectiveness among Elementary School Teachers of Haryana in Relation to their Attitude Towards Teaching and Self-Concept”

1.10. **Operational definition of the Terms used**

Certain terms with specific meanings have been frequently used in the present study. They are as under:

1) **Teacher Effectiveness**

Teacher effectiveness means producing the intended result by accomplishing the purpose and producing a deep impression on the students through the effort. In the present study, its dimensions included are:

i) Knowledge and expression of subject matter.

ii) Readiness in removing student’s difficulty.

iii) Knowledge of teaching methodology

iv) Relationship with students, colleagues and guardians.
v) Personality dispositions.

2) **Attitude Towards Teaching**

It is favourable or positive feeling towards the teaching profession with a commitment towards teaching learners associated works and factor. In the present study, it will cover the dimension:

i) Status of teaching.

ii) Teaching skills

iii) Pupils advancement 

iv) School climate 

v) Teacher expectations 

3) **Self-Concept**

Self-concept is not a substance but a process in which a conversation between the ‘I’ and the ‘Me’ takes place. In the present study, it will cover the following dimensions

i) Social Self-Concept 

ii) Emotional Self-Concept 

iii) Physical Self-Concept 

iv) Cognitive Self-Concept 

v) Aesthetic Self-Concept 

vi) Political Self-Concept 

vii) Job related Self-Concept 

viii) Self-Confidence 

ix) Self-Concept related to Beliefs and Traditions 

ix) Self-Concept related to Personality Traits 

**Elementary Education**

The period of formal education beginning in child-hood, usually at the age of 5 or 6 years and ending approximately with the beginning of adolescence
including both primary and upper primary education, including grade 1st to 8th, concerned primarily with general education and those skills, knowledge and attitudes which are required by the society and individual himself.

1.11 Objectives of the study

Briefly stated, the objectives of the study are:-

1) To study the level of Teacher effectiveness of elementary school teachers of Haryana.

1.1) To compare the level of Teacher Effectiveness of male and female elementary school teachers.

1.2) To compare the level of Teacher Effectiveness of elementary school teachers of the age 45 years or more with those of the less than 45 years.

1.3) To compare the level of Teacher Effectiveness of elementary school teachers having teaching experience of 10 years or more with those having teaching experience of less than 10 years.

1.4) To compare the level of Teacher Effectiveness of elementary school teachers belonging to rural and urban areas.

2) To study the level of Attitude Towards Teaching of elementary school teachers of Haryana.

2.1) To compare the level of Attitude Towards Teaching of male and female elementary school teachers.

2.2) To compare the level of Attitude Towards Teaching of elementary school teachers of the age of 45 years or more with those of the age less than 45 years.

2.3) To compare the level of Attitude Towards Teaching of elementary school teachers having teaching experience of 10 years or more with those having teaching experience less than 10 years.
2.4) To compare the level of Attitude Towards Teaching of elementary school teachers belonging to rural and urban areas.

3) To study the Self-Concept of elementary school teachers of Haryana.

3.1) To compare the Self-Concept of male and female elementary school teachers.

3.2) To compare the Self-Concept of elementary school teachers of the age 45 years or more with those of the age less than 45 years.

3.3) To compare the Self-Concept of elementary school teachers having teaching experience of 10 years or more with those having teaching experience less than 10 years.

3.4) To compare the Self-Concept of elementary school teachers belonging to rural and urban areas.

4) To study the relationship between the level of Effectiveness and level of Attitude Towards Teaching of elementary school teachers of Haryana.

5) To study the relationship between the level of Effectiveness and Self-Concept of elementary school teachers of Haryana.

6) To study the relationship between the level of Attitude Towards Teaching and Self-Concept of elementary school teachers of Haryana.

1.12. Hypothesis of the study

a) Teacher Effectiveness

1) There is no significant difference between the level of Teacher Effectiveness of male and female elementary school teachers.

2) There is no significant difference between the level of Teacher Effectiveness of elementary school teacher of the age 45 years or more with those of the age less than 45 years.

3) There is no significant difference between the level of Teacher Effectiveness of elementary school teachers having teaching
experience of 10 years or more with those having teaching experience less than 10 years.

4) There is no significant difference between the level of Teacher Effectiveness of elementary school teachers belonging to rural and urban areas.

b) **Attitude Towards Teaching**

5) There is no significant difference between the level of Attitude Towards Teaching of male and female elementary school teachers.

6) There is no significant difference between the level of Attitude Towards Teaching of elementary school teacher of the age 45 years or more with those of the age less than 45 years.

7) There is no significant difference between the level of Attitude Towards Teaching of elementary school teachers having teaching experience of 10 years or more with those having teaching experience less than 10 years.

8) There is no significant difference between level of Attitude Towards Teaching of elementary school teachers belonging to rural and urban areas.

b) **Self-Concept**

9) There is no significant difference between the Self-Concept of male and female elementary school teachers.

10) There is no significant difference between the Self-Concept of elementary school teachers of the age 45 years or more with those of the age less than 45 years.

11) There is no significant difference between the Self-Concept of elementary school teachers having teaching experience of 10 years or more with those having teaching experience less than 10 years.
12) There is no significant difference between the Self-Concept of elementary school teachers belonging to rural and urban areas.

d) **Teacher Effectiveness vs Attitude Towards Teaching**

13) There is no significant relationship between the level of Teacher Effectiveness and level of Attitude Towards Teaching of elementary school teachers.

e) **Teacher Effectiveness vs Self-Concept**

14) There is no significant relationship between the level of Teacher Effectiveness and the Self-Concept of elementary school teachers.

f) **Attitude Towards Teaching vs Self-Concept**

15) There is no significant relationship between the level of Attitude Towards Teaching and the Self-Concept of elementary school teachers.

1.13. **Delimitation of the study**

Taking into consideration the time and resources available, the present study is delimited to:

1. Govt. elementary school Teachers only.
2. Four Districts of Haryana only.
3. Male and Female teachers from 68 Govt. elementary schools.
4. Find out the effect of independent variables on the development of Teacher Effectiveness.
5. Only two independent variables i.e. Attitude Towards Teaching and Self-Concept. Demographic variables are taken against the background of the study.