CHAPTER – VII
SUMMARY AND CONCLUSIONS
CHAPTER – VII

SUMMARY AND CONCLUSIONS

7.1 NEED OF THE STUDY

Teaching is considered as one of the oldest profession as well as a noble profession. Every teacher is expected to be an ideal person imbued with a high moral character. Professionally he is supposed to have rapport with all concerned with his profession. Hence, he is expected to be effective in his profession, with respect to the learner. If quality education is the goal, it cannot be achieved without the sincere efforts of dedicated and effective teachers. Thus, it is an effective teacher that can make the Indian education alive.

Teacher attrition is on increase year by year. There are a number of factors that influence teacher turnover in schools. Increased duties and demands on time, low pay and disruptive students have a significant impact on teacher’s attitude towards their jobs. In addition to this lack of support from staff at all levels has an effect on teacher satisfaction. Thus we can say that, teachers choose to change schools or leave teaching completely because of some obvious reasons such as salary, student discipline, and administration's demands. Other issues that anyone in the workforce faces are job satisfaction and low morale. Simply put, it is difficult for individuals to derive job fulfillment or high morale for any activity, task or component of their work to which they afford little value (Evans, 1998). It does not matter, what the morale level is of educators, they consistently, describe one of their needs as “having higher morale” (Whitaker et al., 2000).

Teaching is complex and demanding work and there is a daily need for teachers to fully engage in that work with not only their heads, but also with their hearts (Fried, 1995; Nias, 1996; Elliot and Crosswell, 2001; Day, 2004). It appears to be professional necessity for teachers to be emotionally committed to their work, for without this emotional connection teachers face the constant danger of burnout in an increasingly intensified work environment (Nias, 1996).

Research shows that safe environment, strong administrative leadership, collegial co-operation, high parental involvement, and sufficient learning resources can improve teacher effectiveness, enhance their commitment to school, and promote their job
satisfaction (Darling-Hammond, 2003). Characteristics of a school's student body are also important in increasing teacher satisfaction and keeping them in the profession. Students who go to school ready to learn, obey school rules, show respect for their teachers, and exhibit good learning behaviours not only can contribute to a positive school climate, but also can increase teacher enthusiasm, effectiveness, and commitment (Hanushek et al., 2004). Also, teacher's morale is considered as one of the most important criteria or predictor for teacher effectiveness (Singh and Buddhisagar, 2009).

The success of educational process depends upon the quality, competence, effectiveness, morale, attitude towards teaching, personality and commitment of teachers towards teaching profession. In order to perform their duties in an effective way, teachers today require considerable personnel adjustments in terms of attitude and mindset to cope with changing career expectations. To make adjustments the teachers must accept that the onus for career management and training now rests with oneself rather than with the institution. This requires greater degree of self initiate and personnel planning and control. Rather than inhibiting personal development, individuals can optimize their situations by enhancing their skills, introducing greater task variety, challenges and stimulation in their work by becoming effective, developing high individual and group morale and by being committed to teaching as a whole.

Although teacher effectiveness has been earlier studied with other variables but studying it with mediating variables such as teacher morale and commitment together in the same study would fill a gap in the existing literature. Examining these variables in the same study can provide researchers and practitioners with additional insight on the broader scope of teacher effectiveness with respect to morale and commitment within the school setting.

The goal of education is to maximize student learning and balanced all-round development of pupils. Who else but the teachers can fulfill this dream. A related question then arises – who is an effective teacher and how does teacher effectiveness vary with morale and commitment? The present study is an attempt in the same direction.

7.2 STATEMENT OF THE PROBLEM

“TEACHER EFFECTIVENESS AMONG SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR MORALE AND COMMITMENT”
7.3 OBJECTIVES

- To develop and standardize a test for determining teacher effectiveness of secondary school teachers.

- To compare secondary school teachers of different cities viz., Chandigarh, Mohali and Panchkula with respect to
  - Teacher effectiveness
  - Teacher morale
  - Teacher commitment

- To compare government and private secondary school teachers with respect to
  - Teacher effectiveness
  - Teacher morale
  - Teacher commitment

- To compare secondary school teachers of different academic streams viz., languages, social science and, science and mathematics with respect to
  - Teacher effectiveness
  - Teacher morale
  - Teacher commitment

- To study teacher effectiveness of secondary school teachers in relation to their
  - City type
  - School type
  - Academic stream and,
  - Interaction between
    - City type and school type
    - City type and academic stream
    - School type and academic stream
    - City type, school type and academic stream

- To study teacher morale of secondary school teachers in relation to their
- City type
- School type
- Academic stream and,
- Interaction between
  - City type and school type
  - City type and academic stream
  - School type and academic stream
  - City type, school type and academic stream

- To study teacher commitment of secondary school teachers in relation to their
  - City type
  - School type
  - Academic stream and,
  - Interaction between
    - City type and school type
    - City type and academic stream
    - School type and academic stream
    - City type, school type and academic stream

- To study teacher effectiveness of secondary school teachers of different academic
  streams at different levels of morale in relation to their
  - School type
  - Academic stream
  - Levels of morale (high and low)
  - Interaction between
    - School type and academic stream
    - School type and levels of morale (high and low)
    - Academic stream and levels of morale (high and low)
    - School type, academic stream and levels of morale (high and low)

- To study teacher effectiveness of secondary school teachers of different academic
  streams at different levels of commitment in relation to their
  - School type
To study the relationship of teacher effectiveness of government and private secondary school teachers of different academic streams in the cities of Chandigarh, Mohali and Panchkula with respect to

- Teacher morale
- Teacher commitment

7.4 HYPOTHESIS

7.4.1 Hypotheses Related to Mean Scores on Teacher Effectiveness

H1. There is no significant difference in secondary school teachers of different cities viz., Chandigarh, Mohali and Panchkula with respect to teacher effectiveness and its dimensions viz.,

H1.1 Teacher characteristics
H1.2 Information and communication technology skills
H1.3 Interpersonal relationships
H1.4 Subject matter mastery
H1.5 Classroom management skills
H1.6 Teaching skills

H2. There is no significant difference between government and private secondary school teachers with respect to teacher effectiveness and its dimensions, viz.,

H2.1 Teacher characteristics
H2.2 Information and communication technology skills
H2.3 Interpersonal relationships
H2.4 Subject matter mastery
H2.5 Classroom management skills
H2.6 Teaching skills

H3. There is no significant difference in secondary school teachers of different academic streams, viz., languages, social science and, science and mathematics, with respect to teacher effectiveness and its dimensions, viz.,

H3.1 Teacher characteristics
H3.2 Information and communication technology skills
H3.3 Interpersonal relationships
H3.4 Subject matter mastery
H3.5 Classroom management skills
H3.6 Teaching skills

H4. There is no significant interaction between city type and school type of secondary school teachers with respect to teacher effectiveness and its dimensions, viz.,

H4.1 Teacher characteristics
H4.2 Information and communication technology skills
H4.3 Interpersonal relationships
H4.4 Subject matter mastery
H4.5 Classroom management skills
H4.6 Teaching skills

H5. There is no significant interaction between city type and academic stream of secondary school teachers with respect to teacher effectiveness and its dimensions, viz.,

H5.1 Teacher characteristics
H5.2 Information and communication technology skills
H5.3 Interpersonal relationships
H5.4 Subject matter mastery
H5.5 Classroom management skills
H5.6 Teaching skills
H6. There is no significant interaction between school type and academic stream of secondary school teachers with respect to teacher effectiveness and its dimensions, viz.,

H6.1 Teacher characteristics
H6.2 Information and communication technology skills
H6.3 Interpersonal relationships
H6.4 Subject matter mastery
H6.5 Classroom management skills
H6.6 Teaching skills

H7. There is no significant interaction among city type, school type and academic stream of secondary school teachers with respect to teacher effectiveness and its dimensions, viz.,

H7.1 Teacher characteristics
H7.2 Information and communication technology skills
H7.3 Interpersonal relationships
H7.4 Subject matter mastery
H7.5 Classroom management skills
H7.6 Teaching skills

7.4.2 Hypotheses Related to Mean Scores on Teacher Morale

H8. There is no significant difference in secondary school teachers of different cities viz., Chandigarh, Mohali and Panchkula with respect to teacher morale and its factors viz.,

H8.1 Teacher rapport with principal
H8.2 Satisfaction with teaching
H8.3 Rapport among teachers
H8.4 Teacher salary
H8.5 Teacher load
H8.6 Curriculum issues
H8.7 Teacher status
H8.8 Community support of education
H8.9 School facilities and services
H8.10 Community pressures

H9. There is no significant difference between government and private secondary school teachers with respect to teacher morale and its factors, viz.,

H9.1 Teacher rapport with principal
H9.2 Satisfaction with teaching
H9.3 Rapport among teachers
H9.4 Teacher salary
H9.5 Teacher load
H9.6 Curriculum issues
H9.7 Teacher status
H9.8 Community support of education
H9.9 School facilities and services
H9.10 Community pressures

H10. There is no significant difference in secondary school teachers of different academic streams, viz., languages, social science and, science and mathematics with respect to teacher morale and its factors, viz.,

H10.1 Teacher rapport with principal
H10.2 Satisfaction with teaching
H10.3 Rapport among teachers
H10.4 Teacher salary
H10.5 Teacher load
H10.6 Curriculum issues
H10.7 Teacher status
H10.8 Community support of education
H10.9 School facilities and services
H10.10 Community pressures

H11. There is no significant interaction between city type and school type of secondary school teachers with respect to teacher morale and its factors, viz.,

H11.1 Teacher rapport with principal
H11.2  Satisfaction with teaching
H11.3  Rapport among teachers
H11.4  Teacher salary
H11.5  Teacher load
H11.6  Curriculum issues
H11.7  Teacher status
H11.8  Community support of education
H11.9  School facilities and services
H11.10 Community pressures

H12.  There is no significant interaction between city type and academic stream of secondary school teachers with respect to teacher morale and its factors, viz.,

H12.1  Teacher rapport with principal
H12.2  Satisfaction with teaching
H12.3  Rapport among teachers
H12.4  Teacher salary
H12.5  Teacher load
H12.6  Curriculum issues
H12.7  Teacher status
H12.8  Community support of education
H12.9  School facilities and services
H12.10 Community pressures

H13.  There is no significant interaction between school type and academic stream of secondary school teachers with respect to teacher morale and its factors, viz.,

H13.1  Teacher rapport with principal
H13.2  Satisfaction with teaching
H13.3  Rapport among teachers
H13.4  Teacher salary
H13.5  Teacher load
H13.6  Curriculum issues
H13.7  Teacher status
H13.8  Community support of education

251
H13.9 School facilities and services
H13.10 Community pressures

H14. There is no significant interaction among city type, school type and academic stream of secondary school teachers with respect to teacher morale and its factors, viz.,

H14.1 Teacher rapport with principal
H14.2 Satisfaction with teaching
H14.3 Rapport among teachers
H14.4 Teacher salary
H14.5 Teacher load
H14.6 Curriculum issues
H14.7 Teacher status
H14.8 Community support of education
H14.9 School facilities and services
H14.10 Community pressures

7.4.3 Hypotheses Related to Mean Scores on Teacher Commitment

H15. There is no significant difference in secondary school teachers of different cities viz., Chandigarh, Mohali and Panchkula with respect to teacher commitment and its dimensions viz.,

H15.1 Student
H15.2 School
H15.3 Parents
H15.4 Society
H15.5 Nation
H15.6 Profession

H16. There is no significant difference between government and private secondary school teachers with respect to teacher commitment and its dimensions, viz.,

H16.1 Student
H16.2 School
HI 6.3 Parents
HI 6.4 Society
HI 6.5 Nation
HI 6.6 Profession

H17. There is no significant difference in secondary school teachers of different academic streams, viz., languages, social science and science and mathematics, with respect to teacher commitment and its dimensions, viz.,

H17.1 Student
H17.2 School
H17.3 Parents
H17.4 Society
H17.5 Nation
H17.6 Profession

H18. There is no significant interaction between city type and school type of secondary school teachers with respect to teacher commitment and its dimensions, viz.,

H18.1 Student
H18.2 School
H18.3 Parents
H18.4 Society
H18.5 Nation
H18.6 Profession

H19. There is no significant interaction between city type and academic stream of secondary school teachers with respect to teacher commitment and its dimensions, viz.,

H19.1 Student
H19.2 School
H19.3 Parents
H19.4 Society
H19.5 Nation
H19.6 Profession

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H20. There is no significant interaction between school type and academic stream of secondary school teachers with respect to teacher commitment and its dimensions, viz.,

H20.1 Student
H20.2 School
H20.3 Parents
H20.4 Society
H20.5 Nation
H20.6 Profession

H21. There is no significant interaction among city type, school type and academic stream of secondary school teachers with respect to teacher commitment and its dimensions, viz.,

H21.1 Student
H21.2 School
H21.3 Parents
H21.4 Society
H21.5 Nation
H21.6 Profession

7.4.4 Hypotheses Related to Teacher Effectiveness of Secondary School Teachers of Different Academic Streams at Different Levels of Teacher Morale

H22. There is no significant difference between government and private secondary school teachers with respect to teacher effectiveness scores.

H23. There is no significant difference in secondary school teachers of different academic streams with respect to teacher effectiveness scores.

H24. There is no significant difference in teacher effectiveness scores of secondary school teachers at different levels (high and low) of teacher morale.

H25. There is no significant interaction between school type and academic stream with respect to teacher effectiveness scores.
H26. There is no significant interaction between school type and different levels of teacher morale with respect to teacher effectiveness scores at different levels (high and low) of teacher morale.

H27. There is no significant interaction between academic stream and different levels of teacher morale with respect to teacher effectiveness scores at different levels (high and low) of teacher morale.

H28. There is no significant interaction among school type, academic stream and different levels of teacher morale with respect to teacher effectiveness scores at different levels (high and low) of teacher morale.

7.4.5 Hypotheses Related to Teacher Effectiveness of Secondary School Teachers of Different Academic Streams at Different Levels of Teacher Commitment

H29. There is no significant difference between government and private secondary school teachers with respect to teacher effectiveness scores.

H30. There is no significant difference in secondary school teachers of different academic streams with respect to teacher effectiveness scores.

H31. There is no significant difference in teacher effectiveness scores of secondary school teachers at different levels (high and low) of teacher commitment.

H32. There is no significant interaction between school type and academic stream with respect to teacher effectiveness scores.

H33. There is no significant interaction between school type and different levels of teacher commitment with respect to teacher effectiveness scores at different levels (high and low) of teacher commitment.

H34. There is no significant interaction between academic stream and different levels of teacher commitment with respect to teacher effectiveness scores at different levels (high and low) of teacher commitment.

H35. There is no significant interaction among school type, academic stream and different levels of teacher commitment with respect to teacher effectiveness scores at different levels (high and low) of teacher commitment.
7.4.6 Hypotheses Related to Relationship of Teacher Effectiveness with Morale and Commitment

H36. There exists no significant relationship between:

H36.1 teacher effectiveness and morale
H36.2 teacher effectiveness and commitment

for total sample of government and private secondary school teachers.

H37. There exists no significant relationship between:

H37.1 teacher effectiveness and morale
H37.2 teacher effectiveness and commitment

of government secondary school teachers.

H38. There exists no significant relationship between:

H38.1 teacher effectiveness and morale
H38.2 teacher effectiveness and commitment

of private secondary school teachers.

H39. There exists no significant relationship between:

H39.1 teacher effectiveness and morale
H39.2 teacher effectiveness and commitment

of government and private school language teachers.

H40. There exists no significant relationship between:

H40.1 teacher effectiveness and morale
H40.2 teacher effectiveness and commitment

of government and private school social science teachers.

H41. There exists no significant relationship between:

H41.1 teacher effectiveness and morale
H41.1 teacher effectiveness and commitment

of government and private school science and mathematics teachers.
H42. There exists no significant relationship between:

H42.1 teacher effectiveness and morale
H42.1 teacher effectiveness and commitment
of government school language teachers.

H43. There exists no significant relationship between:

H43.1 teacher effectiveness and morale
H43.1 teacher effectiveness and commitment
of government school social science teachers.

H44. There exists no significant relationship between:

H44.1 teacher effectiveness and morale
H44.1 teacher effectiveness and commitment
of government school science and mathematics teachers.

H45. There exists no significant relationship between:

H45.1 teacher effectiveness and morale
H45.1 teacher effectiveness and commitment
of private school language teachers.

H46. There exists no significant relationship between:

H46.1 teacher effectiveness and morale
H46.1 teacher effectiveness and commitment
of private school social science teachers.

H47. There exists no significant relationship between:

H47.1 teacher effectiveness and morale
H47.1 teacher effectiveness and commitment
of private school science and mathematics teachers.
7.5 DELIMITATIONS

- Teacher effectiveness among secondary school teachers was studied with respect to two selected variables viz., teacher morale and teacher commitment only.

- The study was restricted to teachers of selected government and private schools of Chandigarh, Mohali and Panchkula.

- The study was delimited with respect to the tools. The results were guided by the data collected by these tools and interpretation was governed by the theoretical considerations underlying the tests.

- The study comprised of both male and female teachers.

- The study was limited to only six hundred secondary school teachers of Chandigarh, Mohali and Panchkula.

7.6 DESIGN OF THE STUDY

Descriptive method of research was employed for the present study. This method enabled the researcher to compare teacher effectiveness, teacher morale and teacher commitment in government and private secondary school teachers of different academic streams in the cities of Chandigarh, Mohali and Panchkula along with the relationship that existed between teacher effectiveness and teacher morale and, teacher effectiveness and teacher commitment.

Teacher effectiveness was the dependent variable and teacher morale and teacher commitment were the independent variables.

Firstly, three 3X2X3 ANOVA designs were employed for analyzing the scores on teacher effectiveness, morale and commitment in relation to city type, school type and academic streams.

Further, scores on teacher effectiveness at different levels of teacher morale and commitment were analyzed using two 2X3X2 ANOVA designs. Also, teacher effectiveness was studied in relation to morale and commitment.
Figure 7.1: Schematic Layout of 3x2x3 Factorial Design for Mean Scores on Teacher Effectiveness

Figure 7.2: Schematic Layout of 3x2x3 Factorial Design for Mean Scores on Teacher Morale
Fig 7.3: Schematic Layout of 3x2x3 Factorial Design for Mean Scores on Teacher Commitment

Fig 7.4: Schematic Layout of 2x3x2 Factorial Design for Mean Scores on Teacher Effectiveness at Different Levels of Teacher Morale
7.7 SAMPLE

For the current investigation the population was the government and private secondary school teachers of Chandigarh, Mohali and Panchkula.

The sample was selected at two levels, viz.,

- School sample
- Secondary school teachers sample

7.7.1 School Sample

At this level, random sampling technique was followed. A list of all government and private schools in the cities of Chandigarh, Mohali and Panchkula was obtained for selecting the secondary schools. Ten government and ten private secondary schools were randomly selected from each of the cities viz., Chandigarh, Mohali and Panchkula to study teacher effectiveness in relation to morale and commitment, based on the Principal’s permission and cooperation for data collection.
### Table 7.1: List of Government Schools, Chandigarh

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name of School</th>
<th>Distribution of Teachers of Different Academic Streams</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Languages</td>
</tr>
<tr>
<td>1</td>
<td>Government Model Senior Secondary School, Sector-21 A</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Government Model Senior Secondary School, Sector-22 A</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Government High School, Sector-22 C</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Government Model Senior Secondary School, Sector-23 A</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Government Model High School, Sector-34 C</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>Government High School, Sector-35 D</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Government Model Senior Secondary School, Sector-35 D</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>Government High School, Sector-37 D</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>Government High School, Sector-46 C</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>Government High School, Sector-47 A</td>
<td>4</td>
</tr>
</tbody>
</table>

### Table 7.2: List of Private Schools, Chandigarh

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name of School</th>
<th>Distribution of Teachers of Different Academic Streams</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Languages</td>
</tr>
<tr>
<td>1</td>
<td>Banyan Tree School, Sector-48 B</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Mount Carmel School, Sector-47 B</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Ryan International School, Sector-49 B</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Sirshu Niketan Model Senior Secondary School, Sector-22 D</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Guru Nanak Public School, Sector-36 D</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>St. Xavier's Senior Secondary School, Sector-44 C</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Sri Guru Gobind Singh Senior Secondary School, Sector-35 B</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>Delhi Public School, Sector-40 C</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>St. Stephen's School, Sector-45 B</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>St. John's High School, Sector-26</td>
<td>4</td>
</tr>
</tbody>
</table>

### Table 7.3: List of Government Schools, Mohali

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name of School</th>
<th>Distribution of Teachers of Different Academic Streams</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Languages</td>
</tr>
<tr>
<td>1</td>
<td>Government Secondary School, Phase-11</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Government High School, Deon Majra</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Government High School, Balongi</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Government Model Senior Secondary School, Phase-3B1</td>
<td>4</td>
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<tr>
<td>5</td>
<td>Government Model Senior Secondary School, Kharar</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>Government Girls Senior Secondary School, Sohana</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Government Senior Secondary School, Sahoran</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>Government High School, Phase-7 (Kumbra)</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>Government High School, Mauli Baidwan</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>Government Secondary School, Sector-70, Mattaur</td>
<td>4</td>
</tr>
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### Table 7.4: List of Private Schools, Mohali

<table>
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<th>S. No.</th>
<th>Name of School</th>
<th>Distribution of Teachers of Different Academic Streams</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Languages</td>
</tr>
<tr>
<td>1</td>
<td>Daunesh Khalsa Public Senior Secondary School, Gurdwara Sacha Dhan Sahib, Phase-3B1</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>DAV Public School, Phase-10</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Manav Mangal Smart School, Sector-64, Phase-10</td>
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<tr>
<td>4</td>
<td>Paragon Senior Secondary School, Sector-71, Phase-1</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Sarvhubhi Model School, Sector-71</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>Shemrock Senior Secondary School, Sector-69</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>St. Xavier’s High School, Sector-70</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>Doon International School, Sector-69</td>
<td>4</td>
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<tr>
<td>9</td>
<td>Saint Soldier International Convent School, Phase-7</td>
<td>4</td>
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<tr>
<td>10</td>
<td>Gian Joyti Public School, Phase-2</td>
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Table 7.5: List of Government Schools, Panchkula

<table>
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<tr>
<th>S. No.</th>
<th>Name of School</th>
<th>Distribution of Teachers of Different Academic Streams</th>
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<td></td>
<td>Languages</td>
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<td>1</td>
<td>Government Senior Secondary School, Sector-6</td>
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</tr>
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<td>2</td>
<td>Government Senior Secondary School, Sector-7</td>
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<td>3</td>
<td>Government Senior Secondary School, Sector-12 A</td>
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<td>Government Senior Secondary School, Sector-15</td>
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<td>5</td>
<td>Government High School, Sector-17</td>
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<td>Government High School, Sector-19</td>
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<td>7</td>
<td>Government High School, Sector-20</td>
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</tr>
<tr>
<td>8</td>
<td>Government Senior Secondary School, Pinjore</td>
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</tr>
<tr>
<td>9</td>
<td>Government Senior Secondary School, Sakettri</td>
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</tr>
<tr>
<td>10</td>
<td>Government High School, Ramgarh</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 7.6: List of Private Schools, Panchkula

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name of School</th>
<th>Distribution of Teachers of Different Academic Streams</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Languages</td>
</tr>
<tr>
<td>1</td>
<td>Chaman Lai DAV Public School, Sector-11</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Gurukul, Sector-20</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Moti Ram Arya Modern Public School, Sector-7</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Saint Soldier Divine Public School, Sector-16</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>St. Xavier's School, Sector-20</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>D.C. Model School, Sector-7</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>New India School, Sector-15</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>Blue Bird Model School, Sector-16</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>Little Flower Convent School, Sector-14</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>Jannendra Public School, Sector-1</td>
<td>4</td>
</tr>
</tbody>
</table>

7.7.2 Secondary School Teachers Sample

From the above listed schools, 300 secondary school teachers were chosen from government schools and 300 from private schools. Among 300 government secondary school teachers, 100 were chosen from Chandigarh, Mohali and Panchkula each. Also, among 300 private secondary schools teachers, 100 were chosen from Chandigarh, Mohali and Panchkula each. At this level stratified sampling technique was employed.

The total secondary school teachers sample belonged to three different academic streams i.e., Languages, Social Science and, Science and Mathematics. Care was taken that at least four teachers from each school belonged to languages, three belonged to social science and, three belonged to science and mathematics.

The sample distribution for the teachers has been presented in figure 7.6.
7.8 TOOLS USED

The following tools were used in the present study:

- Demographic characteristics data sheet (Developed by the investigator).
- Teacher effectiveness scale (Developed by the investigator).
- Purdue Teacher Opinionaire developed by Bentley and Rempel (1980) and revalidated by the investigator.
- Teacher role commitment scale developed by Rathod and Verma (2003).

7.9 PILOT STUDY

A pilot study was conducted by the researcher with 60 secondary school teachers from government and private schools in Chandigarh, Mohali and Panchkula. The reasons for conducting a pilot study were the following:

- To determine the reliability of the tool viz., of Purdue Teacher Opinionaire which was developed by researchers outside India.

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To determine the reliability of teacher effectiveness scale which was developed by the investigator.

The pilot study showed the reliability coefficient (estimated by test-retest method) for the Purdue Teacher Opinionaire to be 0.949 and 0.974 for teacher effectiveness scale. Hence, the tools were found to be suitable for data collection from secondary school teachers in Chandigarh, Mohali and Panchkula.

7.10 PROCEDURE

The data was collected in two stages:

Stage I: Selection of the sample

Stage II: Collection of the data

Stage I: Selection of the sample

This stage has been discussed under the heading sample in this chapter.

Stage II: Collection of the data

After development of the tools i.e., Teacher Effectiveness Scale and validating Purdue Teacher Opinionaire, the investigator contacted the principals of 60 government and private secondary schools in Chandigarh, Mohali and Panchkula to obtain permission for collecting data from their teachers. After securing necessary permission, the teachers were explained the objectives of the study and were given the tools. Investigator herself interacted with the teachers and answered all their queries. Rapport was established with teachers and instructions were read for each tool. Teachers were encouraged to give correct information and were assured that their responses will be used for research purpose only and will remain confidential. It took about three months from November 2009 to January 2010 to collect data from 600 secondary school teachers. Data of 300 teachers of government secondary schools in Chandigarh, Mohali and Panchkula was obtained with respect to 3 streams – Languages, Social Science, and Science and Mathematics. Similarly data from 300 private secondary school teachers in Chandigarh, Mohali and Panchkula was obtained with respect to 3 streams – Languages, Social

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Science, and Science and Mathematics. After collecting the data from all the teachers, scoring was done in accordance with the instructions given in the manual of each tool.

7.11 STATISTICAL TECHNIQUES

The following statistical techniques were employed to analyze the data obtained in order to test the hypotheses:

- Descriptive analysis techniques like mean, median, standard deviation, skewness, and kurtosis were computed to study the general nature of the sample employed.
- 3X2X3 ANOVA was employed to study the impact of city type, school type and academic streams on teacher effectiveness, morale and commitment.
- 2X3X2 ANOVA was employed to study the impact of school type, academic stream and levels of teacher morale on teacher effectiveness scores at different levels of teacher morale. Also, 2X3X2 ANOVA was employed to study the impact of school type, academic stream and levels of teacher commitment on teacher effectiveness scores at different levels of teacher commitment.
- Coefficients of correlation were worked out to study the relationship of teacher effectiveness with morale and commitment.

7.12 FINDINGS

7.12.1 Findings Related to Mean Scores on Teacher Effectiveness

- Secondary school teachers in the cities of Chandigarh, Mohali and Panchkula exhibited difference in teacher effectiveness with respect to teacher characteristics.
  - Chandigarh and Mohali secondary school teachers exhibited comparable teacher characteristics.
  - Chandigarh and Panchkula secondary school teachers exhibited comparable teacher characteristics.
  - Panchkula secondary school teachers were better than Mohali secondary school teachers on teacher characteristics.
Private secondary school teachers exhibited enhanced information and communication technology skills than government secondary school teachers but government and private secondary school teachers exhibited comparable total teacher effectiveness, teacher characteristics, interpersonal relationships, subject matter mastery, classroom management skills and teaching skills.

Secondary school teachers of different academic streams viz., languages, social science, and science and mathematics exhibited difference in teacher effectiveness with respect to information and communication technology skills and classroom management skills.

- Language and social science secondary school teachers exhibited comparable information and communication technology skills.

- Language and science and mathematics secondary school teachers exhibited comparable information and communication technology skills.

- Science and mathematics secondary school teachers exhibited better information and communication technology skills than social science secondary school teachers.

- Language secondary school teachers exhibited better classroom management skills than social science secondary school teachers.

- Language and science and mathematics secondary school teachers exhibited comparable classroom management skills.

- Social science and science and mathematics secondary school teachers exhibited comparable classroom management skills.

Government and private secondary school teachers of different cities viz., Chandigarh, Mohali and Panchkula exhibited comparable total teacher effectiveness, teacher characteristics, information and communication technology skills, interpersonal relationships, subject matter mastery, classroom management skills and teaching skills.
Secondary school teachers of different academic streams viz., languages, social science, and science and mathematics in the cities of Chandigarh, Mohali and Panchkula exhibited comparable total teacher effectiveness, teacher characteristics, information and communication technology skills, interpersonal relationships, subject matter mastery, classroom management skills and teaching skills.

Government and private secondary school teachers of different academic streams viz., languages, social science, and science and mathematics exhibited comparable total teacher effectiveness, teacher characteristics, information and communication technology skills, interpersonal relationships, subject matter mastery, classroom management skills and teaching skills.

There was significant interaction among city type, school type, and academic stream for secondary school teachers as some government and private secondary school teachers of different academic streams viz., languages, social science, and science and mathematics in the cities of Chandigarh, Mohali and Panchkula significantly differed in total teacher effectiveness, classroom management skills and teaching skills.

For total teacher effectiveness,

- Chandigarh private secondary school language teachers were better than Mohali government secondary school social science teachers, and Mohali government secondary school science and mathematics teachers.

- Panchkula government secondary school language teachers were better than Chandigarh government secondary school language teachers, Mohali government secondary school language teachers, Mohali private secondary school language teachers, Panchkula private secondary school language teachers, Chandigarh government secondary school social science teachers, Chandigarh private secondary school social science teachers, Mohali government secondary school social science teachers, Mohali private secondary school social science teachers, Panchkula government secondary school social science teachers, Chandigarh private secondary school science and mathematics teachers, and Mohali government secondary school science and mathematics teachers.
o Mohali private secondary school science and mathematics teachers were better than Mohali private secondary school language teachers, Chandigarh government secondary school social science teachers, Chandigarh private secondary school social science teachers, Mohali government secondary school social science teachers, Mohali private secondary school social science teachers, and Mohali government secondary school science and mathematics teachers.

o Chandigarh government secondary school science and mathematics teachers were better than Mohali government secondary school social science teachers, and Mohali government secondary school science and mathematics teachers.

o Panchkula private secondary school science and mathematics teachers were better than Mohali government secondary school social science teachers.

Regarding teacher effectiveness with respect to classroom management skills,

o Chandigarh private secondary school language teachers were better than Mohali government secondary school science and mathematics teachers, and Mohali government secondary school social science teachers.


Regarding teacher effectiveness with respect to teaching skills,

Chandigarh private secondary school language teachers were better than Mohali government secondary school science and mathematics teachers.

Mohali government secondary school language teachers exhibited better teaching skills than Mohali government secondary school science and mathematics teachers.

Panchkula government secondary school language teachers exhibited better teaching skills than Mohali private secondary school language teachers, Chandigarh private secondary school social science teachers, Mohali government secondary school social science teachers, Mohali private secondary school social science teachers, and Mohali government secondary school science and mathematics teachers.

Chandigarh government secondary school science and mathematics teachers exhibited better teaching skills than Mohali private secondary school social
science teachers, and Mohali government secondary school science and mathematics teachers.

- Mohali private secondary school science and mathematics teachers exhibited better teaching skills than Mohali private secondary school social science teachers, and Mohali government secondary school science and mathematics teachers.

Remaining all the government and private secondary school teachers of different academic streams in the cities of Chandigarh, Mohali and Panchkula exhibited comparable total teacher effectiveness, and teacher effectiveness with respect to classroom management skills and teaching skills.

### 7.12.2 Findings Related to Mean Scores on Teacher Morale

- Secondary school teachers in the cities of Chandigarh, Mohali and Panchkula exhibited difference in total teacher morale, and morale with respect to rapport among teachers, curriculum issues, community support of education, school facilities and services, and community pressures.

  - Chandigarh secondary school teachers exhibited better total teacher morale than Mohali secondary school teachers.

  - Chandigarh and Panchkula secondary school teachers exhibited comparable total teacher morale.

  - Panchkula secondary school teachers exhibited better total teacher morale than Mohali secondary school teachers.

  - Chandigarh secondary school teachers exhibited better teacher morale with respect to rapport among teachers than Mohali secondary school teachers.

  - Chandigarh and Panchkula secondary school teachers exhibited comparable teacher morale with respect to rapport among teachers.

  - Panchkula secondary school teachers exhibited better teacher morale with respect to rapport among teachers than Mohali secondary school teachers.
o Chandigarh and Mohali secondary school teachers exhibited comparable morale with respect to curriculum issues.

o Chandigarh and Panchkula secondary school teachers exhibited comparable morale with respect to curriculum issues.

o Mohali secondary school teachers exhibited better morale with respect to curriculum issues than Panchkula secondary school teachers.

o Chandigarh secondary school teachers exhibited better morale with respect to community support of education than Mohali secondary school teachers.

o Chandigarh and Panchkula secondary school teachers exhibited comparable morale with respect to community support of education.

o Panchkula secondary school teachers exhibited better morale with respect to community support of education than Mohali secondary school teachers.

o Chandigarh secondary school teachers exhibited better morale with respect to school facilities and services than Mohali secondary school teachers.

o Chandigarh and Panchkula secondary school teachers exhibited comparable morale with respect to school facilities and services.

o Panchkula secondary school teachers exhibited better morale with respect to school facilities and services than Mohali secondary school teachers.

o Chandigarh and Mohali secondary school teachers exhibited comparable morale with respect to community pressures.

o Chandigarh and Panchkula secondary school teachers exhibited comparable morale with respect to community pressures.

o Mohali secondary school teachers exhibited better morale with respect to community pressures than Panchkula secondary school teachers.

- Private secondary school teachers were better on total teacher morale and exhibited better morale with respect to rapport among teachers, teacher load, curriculum issues, teacher status, school facilities and services and community pressures while
government secondary school teachers were better on morale with respect to teacher salary. However, government and private secondary school teachers exhibited comparable morale with respect to teacher rapport with principal, satisfaction with teaching, and community support of education.

- Secondary school teachers of different academic streams exhibited comparable total teacher morale, and morale with respect to teacher rapport with principal, satisfaction with teaching, rapport among teachers, teacher salary, teacher load, curriculum issues, teacher status, community support of education, school facilities and services, and community pressures.

- There was significant interaction between city type and school type for secondary school teachers as some government and private secondary school teachers of Chandigarh, Mohali and Panchkula significantly differed in morale with respect to teacher salary and school facilities and services.

  Regarding teacher morale with respect to teacher salary,

  - Panchkula government secondary school teachers exhibited better morale than Chandigarh government, Mohali government, Mohali private, and Panchkula private secondary school teachers.

  Regarding teacher morale with respect to school facilities and services,

  - Chandigarh government, Chandigarh private, Mohali private, Panchkula private, and Panchkula government secondary school teachers exhibited better morale than Mohali government secondary school teachers.

  Remaining all the secondary school teachers for different combinations of city type and school type exhibited comparable teacher morale with respect to teacher salary, and school facilities and services.

- There was significant interaction between city type and academic stream for secondary school teachers as some secondary school teachers of different academic streams in Chandigarh, Mohali and Panchkula exhibited significant difference in total teacher morale, and morale with respect to teacher salary, teacher load, teacher status and community pressures.
For total teacher morale,

- Chandigarh secondary school language teachers were better than Mohali secondary school language teachers.
- Chandigarh secondary school social science teachers were better than Mohali secondary school language teachers.
- Chandigarh secondary school science and mathematics teachers were better than Mohali secondary school language teachers.
- Mohali secondary school social science teachers were better than Mohali secondary school language teachers.
- Panchkula secondary school language teachers were better than Mohali secondary school language teachers.
- Panchkula secondary school social science teachers were better than Mohali secondary school language teachers.
- Panchkula secondary school science and mathematics teachers were better than Mohali secondary school language teachers.

Regarding teacher morale with respect to teacher salary,

- Chandigarh secondary school language teachers exhibited better teacher morale than Mohali secondary school language teachers.
- Chandigarh secondary school social science teachers exhibited better teacher morale than Mohali secondary school language teachers.
- Panchkula secondary school language teachers exhibited better teacher morale than Chandigarh secondary school science and mathematics teachers, and Mohali secondary school language teachers.
- Mohali secondary school science and mathematics teachers exhibited better teacher morale than Mohali secondary school language teachers.
o Panchkula secondary school social science teachers exhibited better teacher morale than Mohali secondary school language teachers.

o Panchkula secondary school science and mathematics teachers exhibited better teacher morale than Mohali secondary school language teachers.

Regarding teacher morale with respect to teacher load,

o Chandigarh secondary school science and mathematics teachers exhibited better teacher morale than Mohali secondary school language teachers, and Mohali secondary school science and mathematics teachers.

o Mohali secondary school social science teachers exhibited better teacher morale than Mohali secondary school language teachers, and Mohali secondary school science and mathematics teachers.

o Panchkula secondary school language teachers exhibited better teacher morale than Mohali secondary school language teachers, and Mohali secondary school science and mathematics teachers.

Regarding teacher morale with respect to teacher status,

o Chandigarh secondary school language teachers exhibited better teacher morale than Mohali secondary school language teachers.

o Chandigarh secondary school social science teachers exhibited better teacher morale than Mohali secondary school language teachers.

o Chandigarh secondary school science and mathematics teachers exhibited better teacher morale than Mohali secondary school language teachers.

o Mohali secondary school social science teachers exhibited better teacher morale than Mohali secondary school language teachers.

o Mohali secondary school science and mathematics teachers exhibited better teacher morale than Mohali secondary school language teachers.

o Panchkula secondary school language teachers exhibited better teacher morale than Mohali secondary school language teachers.
Panchkula secondary school social science teachers exhibited better teacher morale than Mohali secondary school language teachers.

Panchkula secondary school science and mathematics teachers exhibited better teacher morale than Mohali secondary school language teachers.

Regarding teacher morale with respect to community pressures,

Chandigarh secondary school language teachers exhibited better teacher morale than Panchkula secondary school social science teachers, and Panchkula secondary school science and mathematics teachers.

Mohali secondary school social science teachers exhibited better teacher morale than Chandigarh secondary school social science teachers, Chandigarh secondary school science and mathematics teachers, Panchkula secondary school social science teachers, and Panchkula secondary school science and mathematics teachers.

Mohali secondary school language teachers exhibited better teacher morale than Panchkula secondary school social science teachers, and Panchkula secondary school science and mathematics teachers.

Mohali secondary school science and mathematics teachers exhibited better teacher morale than Panchkula secondary school social science teachers, and Panchkula secondary school science and mathematics teachers.

Panchkula secondary school language teachers exhibited better teacher morale than Panchkula secondary school social science teachers, and Panchkula secondary school science and mathematics teachers.

Remaining all the secondary school teachers for different combinations of city type and academic streams exhibited comparable total teacher morale, and teacher morale with respect to teacher salary, teacher load, teacher status and community pressures.

- There was significant interaction between school type and academic stream for secondary school teachers as some government and private secondary school teachers of different academic streams exhibited significant difference in total teacher morale.
and morale with respect to teacher rapport with principal, rapport among teachers and school facilities and services.

For total teacher morale,

- Private secondary school language and private secondary school social science teachers were better than government secondary school language teachers.

Regarding morale with respect to teacher rapport with principal,

- Private secondary school language teachers were better than government secondary school language teachers.

Regarding morale with respect to rapport among teachers,

- Private secondary school language and private secondary school science and mathematics teachers were better than government secondary school language teachers.

Regarding morale with respect to school facilities and services,

- Private secondary school language teachers were better than government secondary school language teachers.

Remaining all the secondary school teachers for different combinations of school type and academic streams exhibited comparable total teacher morale, and teacher morale with respect to teacher rapport with principal, rapport among teachers, and school facilities and services.

- There was significant interaction among city type, school type and academic stream for secondary school teachers as some government and private secondary school teachers of different academic streams in the cities of Chandigarh, Mohali and Panchkula significantly differed with one another on teacher morale with respect to school facilities and services.

- Panchkula government secondary school social science, Chandigarh private secondary school language, and Panchkula private secondary school language
teachers exhibited better morale with respect to school facilities and services than Mohali government secondary school language teachers.

Remaining all the secondary school teachers for different combinations of city type, school type and academic streams exhibited comparable teacher morale with respect to school facilities and services.

7.12.3 Findings Related to Mean Scores on Teacher Commitment

- Secondary school teachers in the cities of Chandigarh, Mohali and Panchkula exhibited difference in teacher commitment with respect to students, school and parents.
  - Chandigarh and Mohali secondary school teachers exhibited comparable commitment towards students.
  - Chandigarh secondary school teachers exhibited better commitment towards students than Panchkula secondary school teachers.
  - Mohali secondary school teachers exhibited better commitment towards students than Panchkula secondary school teachers.
  - Chandigarh and Mohali secondary school teachers exhibited comparable commitment towards their schools.
  - Panchkula secondary school teachers exhibited better commitment towards their schools than Chandigarh secondary school teachers.
  - Panchkula secondary school teachers also exhibited better commitment towards their schools than Mohali secondary school teachers.
  - Chandigarh and Mohali secondary school teachers exhibited comparable commitment with respect to parents.
  - Panchkula secondary school teachers exhibited better commitment than Chandigarh secondary school teachers with respect to parents.
  - Mohali and Panchkula secondary school teachers exhibited comparable commitment with respect to parents.
Government secondary school teachers exhibited better commitment towards their schools than private secondary school teachers but government and private secondary school teachers were comparable on total teacher commitment and commitment towards students, parents, society, nation and profession.

Secondary school teachers of different academic streams viz., languages, social science, and science and mathematics exhibited difference in teacher commitment towards parents and profession.

- Language and social science secondary school teachers exhibited comparable commitment towards parents.
- Language secondary school teachers exhibited better commitment towards parents than science and mathematics secondary school teachers.
- Social science, and science and mathematics secondary school teachers exhibited comparable commitment towards parents.
- Language and social science secondary school teachers exhibited comparable commitment towards their profession.
- Language secondary school teachers exhibited better commitment towards their profession than science and mathematics secondary school teachers.
- Social science, and science and mathematics secondary school teachers exhibited comparable commitment towards their profession.

There was significant interaction between city type and school type for secondary school teachers as there was significant difference between some government and private secondary school teachers of Chandigarh, Mohali and Panchkula with respect to total teacher commitment and commitment towards students, school, society, nation and profession.

For total teacher commitment,

- Chandigarh government secondary school teachers were better than Chandigarh private secondary school teachers.
- Panchkula government secondary school teachers were better than Chandigarh private secondary school teachers.
- Mohali private secondary school teachers were better than Chandigarh private secondary school teachers.

Regarding teacher commitment with respect to students,
- Mohali private secondary school teachers exhibited better teacher commitment than Panchkula government secondary school teachers.

Regarding teacher commitment with respect to schools,
- Chandigarh government secondary school teachers exhibited better teacher commitment than Chandigarh private secondary school teachers, and Mohali private secondary school teachers.
- Mohali government secondary school teachers exhibited better teacher commitment than Chandigarh private secondary school teachers.
- Mohali private secondary school teachers exhibited better teacher commitment than Chandigarh private secondary school teachers.
- Panchkula private secondary school teachers exhibited better teacher commitment than Chandigarh private secondary school teachers, and Mohali private secondary school teachers.

Regarding teacher commitment with respect to society,
o Chandigarh government secondary school teachers exhibited better teacher commitment than Chandigarh private secondary school teachers.

o Panchkula government secondary school teachers exhibited better teacher commitment than Chandigarh private secondary school teachers, and Panchkula private secondary school teachers.


Regarding teacher commitment with respect to nation,

o Chandigarh government secondary school teachers exhibited better teacher commitment than Chandigarh private secondary school teachers, and Panchkula private secondary school teachers.

Regarding teacher commitment with respect to profession,

o Mohali private secondary school teachers exhibited better teacher commitment than Mohali government secondary school teachers.

Remaining all the government and private secondary school teachers of different cities exhibited comparable total teacher commitment and teacher commitment towards students, school, society, nation and profession.

- Secondary school teachers of different academic streams in the cities of Chandigarh, Mohali and Panchkula exhibited comparable total teacher commitment and commitment towards students, school, parents, society, nation and profession.

- Government and private secondary school teachers of different academic streams exhibited comparable total teacher commitment and commitment towards students, school, parents, society, nation and profession.

- Government and private secondary school teachers of different academic streams in the cities of Chandigarh, Mohali and Panchkula exhibited comparable total teacher commitment and commitment towards students, school, parents, society, nation and profession.
7.12.4 Findings Related to Teacher Effectiveness Scores of Secondary School Teachers at Different Levels of Teacher Morale

- Government secondary school teachers were better on teacher effectiveness than their private secondary school counterparts.

- Secondary school teachers of different academic streams were comparable with respect to teacher effectiveness.

- Secondary school teachers were significantly different beyond chance, on teacher effectiveness when they had high and low morale. For government secondary school teachers, teacher effectiveness of secondary school teachers with high morale was more than teacher effectiveness of secondary school teachers with low morale. Similarly, for private secondary school teachers, teacher effectiveness of secondary school teachers with high morale was more than teacher effectiveness of secondary school teachers with low morale.

- There was significant interaction between school type and academic stream for secondary school teachers as some government and private secondary school teachers of different academic streams differed significantly on teacher effectiveness.
  - Government secondary school language teachers were better than government secondary school social science teachers and private secondary school language teachers on teacher effectiveness.

  Remaining all the secondary school teachers for different combinations of school and academic stream exhibited comparable teacher effectiveness.

- School type and different levels of morale were found to be independent of one another.

- Academic stream and different levels of morale were found to be independent of one another.

- There was significant interaction among school type, academic stream and different levels of teacher morale for teacher effectiveness at different levels of teacher morale as some government and private secondary school teachers of different academic
streams with high and low morale significantly differed from one another on teacher effectiveness scores at different levels of morale.

- Government secondary school language high TM teachers were better than government secondary school social science low TM teachers, and private secondary school language low TM teachers.

- Government secondary school social science high TM teachers, government secondary school science and mathematics high TM teachers, private secondary school language high TM teachers, private secondary school social science high TM teachers, and private secondary school science and mathematics high TM teachers were better than private secondary school language low TM teachers.

- Government secondary school science and mathematics high TM teachers were better than government secondary school social science low TM teachers, government secondary school science and mathematics low TM teachers, and private secondary school social science low TM teachers.

Remaining all the secondary school teachers for different combinations of school, academic stream and different levels of morale exhibited comparable teacher effectiveness at different levels of teacher morale.

**7.12.5 Findings Related to Teacher Effectiveness Scores of Secondary School Teachers at Different Levels of Teacher Commitment**

- Private secondary school teachers were better on teacher effectiveness than their government secondary school counterparts.

- Language, social science and science and mathematics secondary school teachers significantly differed with respect to teacher effectiveness.

  - Language secondary school teachers were better than social science secondary school teachers.

  - Language, and science and mathematics secondary school teachers were comparable on teacher effectiveness.
Science and mathematics secondary school teachers and social science secondary school teachers were comparable on teacher effectiveness.

Secondary school teachers were significantly different beyond chance, on teacher effectiveness when they had high and low commitment. For government secondary school teachers, teacher effectiveness of secondary school teachers with high commitment was more than teacher effectiveness of secondary school teachers with low commitment. Similarly, for private secondary school teachers, teacher effectiveness of secondary school teachers with high commitment was more than teacher effectiveness of secondary school teachers with low commitment.

School type and academic stream were found to be independent of one another.

There was significant interaction between school type and different levels of teacher commitment for secondary school teachers as some government and private secondary school teachers with high and low commitment significantly differed on teacher effectiveness at different levels of commitment.

High TC private secondary school teachers were better than low TC government secondary school teachers, high TC government secondary school teachers and low TC private secondary school teachers on teacher effectiveness at different levels of teacher commitment.

Remaining all the secondary school teachers for different combinations of school and different levels of commitment exhibited comparable teacher effectiveness scores at different levels of commitment.

Academic stream and different levels of commitment were found to be independent of one another.

School types, academic stream and different levels of commitment were found to be independent of one another.
7.12.6 Findings Related to Relationship of Teacher Effectiveness with Morale and Commitment

- For total sample of government and private secondary school teachers, teacher effectiveness was found to be significantly related with both teacher morale and teacher commitment.

- For government secondary school teachers, teacher effectiveness was found to be significantly related with both teacher morale and teacher commitment.

- For private secondary school teachers, teacher effectiveness was found to be significantly related with both teacher morale and teacher commitment.

- For government and private secondary school language teachers, teacher effectiveness was found to be significantly related with both teacher morale and teacher commitment.

- For government and private secondary school social science teachers, teacher effectiveness was found to be significantly related with both teacher morale and teacher commitment.

- For government and private secondary school science and mathematics teachers, teacher effectiveness was found to be significantly related with both teacher morale and teacher commitment.

- For government secondary school language teachers, no significant relationship was found between teacher effectiveness and teacher morale, and teacher effectiveness and teacher commitment.

- For government secondary school social science teachers, teacher effectiveness was found to be significantly related with both teacher morale and teacher commitment.

- For government secondary school science and mathematics teachers, teacher effectiveness was found to be significantly related with teacher morale. However, teacher effectiveness was found to be not significantly related with teacher commitment for government secondary school science and mathematics teachers.
For private secondary school language teachers, teacher effectiveness was found to be significantly related with both teacher morale and teacher commitment.

- For private secondary school social science teachers, teacher effectiveness was found to be significantly related with both teacher morale and teacher commitment.

- For private secondary school science and mathematics teachers, teacher effectiveness was found to be not significantly related with teacher morale. However, teacher effectiveness was found to be significantly related with teacher commitment for private secondary school science and mathematics teachers.

### 7.13 EDUCATIONAL IMPLICATIONS

#### 7.13.1 Educational Implications Related to Teacher Effectiveness

As the results for teacher effectiveness have shown, there is significant difference between government and private secondary school teachers of different academic streams in the cities of Chandigarh, Mohali and Panchkula with respect to teacher characteristics; information and communication technology skills; classroom management skills; and teaching skills, so further investigation is needed.

- It is needed that more emphasis should be given to teacher characteristics during pre-service teacher training.

- There is need for workshops to be conducted for in-service teachers in order to enhance their teacher characteristics.

- In order to make teachers more aware about information and communication technology skills, training programs should be organized so that teachers are acquainted with computer fundamentals, internet and e-learning skills. Along with this, seminars, symposiums and lectures should be arranged to keep the teachers abreast of latest developments regarding information and communication technology skills.

- It is desired that some simulated teaching situations are created within the classrooms so as to enhance the classroom management skills of the teachers. Also, there is need of training programs for improving classroom management skills of teachers.
• It is needed that teaching skills should be given more weightage in the curriculum of B.Ed trainees. Along with that, improvement in teaching skills of in-service teachers can be brought in by continuous supervision by subject experts.

• Factors affecting teacher effectiveness must be probed in schools so as to retain effective teachers.

• To enhance teacher effectiveness, in-service staff development or professional development programs (seminars, workshops and orientation courses) should be organized for the teachers.

• Above all, teachers should be intrinsically motivated so as to enhance their effectiveness which in turn will improve quality of education.

7.13.2 Educational Implications Related to Teacher Morale

As the results for teacher morale have shown, there is significant difference between government and private secondary school teachers of different academic streams in the cities of Chandigarh, Mohali and Panchkula with respect to rapport among teachers; curriculum issues; community support for education; school facilities and services; community pressures; teacher load; teacher status; teacher salary; and teacher rapport with principal, so further investigation is needed.

• Biyearly checks of teacher morale should be done so that school principals could be in better touch with the morale of their teachers and for better identification of factors responsible for reducing morale of teachers.

• School administrators should improve their ability to act by developing better co-operative working relationships; by listening more to diverse views by supporting decision made by others; by fostering and developing trust and by giving freedom and latitude for teachers to act, which will enhance teachers’ rapport with principals and rapport among teachers themselves.

• Because teacher salary also has an impact on teacher morale, the authorities should consider including a local supplement to teacher salaries.
- School administrators should improve their ability to model the way for their teachers by asking for feedback, building consensus, defining philosophical leadership ideas and discussing the future and direction of the school.

- School principal and management should improve their ability to challenge the process by offering new and innovative ways for teachers to work and by encouraging teachers to carry out experiments and take more risks in the classroom.

- Training opportunities for school principals at local, regional and state level should be offered to aid in improving morale.

- Principals in the tri-city schools need to constantly work to keep morale levels high as this in turn will improve student achievement.

- Teacher support activities need to be undertaken or shall be continued if already being undertaken.

- Suggestions from teachers should be considered in developing the curriculum and the schedule for staff development.

- Seminars and lectures should be organized for highlighting the role or importance of community in raising the morale of teachers.

- Administrators should also take into account the equitable distribution of workload for maintaining high morale among the faculty members.

- School principals should do more in order to encourage a comfortable instructional environment for the teachers and create a democratic environment for all teachers. Care should be taken for proper provision of school facilities and services for the teachers.

### 7.13.3 Educational Implications Related to Teacher Commitment

As the results for teacher commitment have shown, there is significant difference between government and private secondary school teachers of different academic streams in the cities of Chandigarh, Mohali and Panchkula with respect to students, school, parents, profession, society, so further investigation is needed.
Given the intense focus on accountability in education, future research should examine the extent to which schools where teachers are highly committed to student success are making a positive difference in student achievement.

Further insight might also be gained by investigating teacher commitment in schools that have shown student achievement gains compared to those where achievement remains constant or has declined.

In addition to teacher commitment, perception of principal’s level of commitment to teacher and student success might also be studied to determine if there is a relationship between principals’ and teachers’ level of commitment to teacher and student success respectively.

Committed teachers should be rewarded in order to reinforce and motivate them, hence increasing their commitment to the profession.

Principals should be more flexible and give their teachers more freedom, involve them in school activities and engage them in the process of decision making.

A fair rate of payment should be followed according to the degree possessed by the teacher to make them feel some extent of justice and fair treatment which may increase their commitment.

Teachers must be paid a salary that may enable them to meet their need of daily life which in turn will increase commitment towards profession.

Principals, supervisors and senior teachers should not act as mistake finders. Instead they should act as guides, helpers and supporters and to make novice teachers feel comfortable.

Policy makers and academic institutions should take necessary measures for the optimal provision of intrinsic and extrinsic job rewards to make their core workforce highly satisfied and committed.

Education leaders should take necessary measures to overcome the problems which cause teachers’ lack of commitment.
As there is need for more supportive and integrative management actions to raise teachers’ level of commitment, school leaders need to be more concerning and develop special strategies contingent on their employees’ personal characteristics to create high commitment workplaces.

7.14 SUGGESTIONS FOR FURTHER RESEARCH

- A longitudinal study for teacher effectiveness, teacher morale and teacher commitment can be conducted at different levels i.e., elementary, primary, senior secondary, college and university level.

- A comparative study of teacher effectiveness as viewed by teachers, pupils and principals may be conducted at various educational levels.

- Research may be conducted by involving other important variables like effect of teacher effectiveness on teacher creativity, initiative, motivation, professionalism etc.

- More research is likely to yield additional insight to educators and recruitment personnel about the characteristics of more or less effective teachers and how to identify them.

- The present study was conducted in one setting but there are other ways to implement the concept, so a similar study may be conducted by taking larger number of prospective and in-service teachers.

- The present study was confined to teachers only. Similar research may be conducted on doctors, lawyers, engineers and university professors to determine their effectiveness, morale and commitment towards their profession.

- A similar investigation may be conducted on teachers of different states in different regions of the country.

- The present study focused on six areas to explore teacher effectiveness. As effectiveness is an extensive term, more studies can be conducted to investigate teacher effectiveness by involving more domains.

- Further research can be conducted to determine if difference in gender has an effect on teacher effectiveness, teacher morale and teacher commitment.
• Research is also needed to find out reasons for low teacher effectiveness, teacher morale and teacher commitment among teachers at various levels and suggest possible solutions.

• The present study focuses on languages, social science, and science and mathematics teachers only but does not take into account teachers of other academic streams and bifurcation under each stream. So, further research can be conducted to study teacher effectiveness, teacher morale and teacher commitment for teachers of all academic streams.

• Further research may be undertaken by taking multiple groups of teachers with varying effectiveness i.e., more effective, average effective, less effective etc.

• Similar study may be conducted by taking the variable of urban and rural background of teachers into considerations.

• A comparative study on teacher effectiveness, teacher morale and teacher commitment may also be conducted between teachers of India and other countries.

• A qualitative or mix method study with rich descriptive analysis which would provide and deliver a precise level of information and deeper understanding of underlying issues can be carried out through interviews and observations that may validate or contradict participants’ responses.