CHAPTER – I
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The world continues to experience constant change, there being unprecedented upheavals in the political, social and economic domains. Internationalization, globalization, the revolution in information and communication systems and rapid, astonishing technological advances are influencing all nations and regions of the world. The continuous change and uncertainty thus brought, requires teachers in this era to incur expanded roles and responsibilities such as that of curriculum developer, new teacher mentor, staff development facilitator, action researcher, pre-service teacher educator and team leader.

Teacher’s responsibilities have expanded out of the classroom into the school in general and school community at large (Hargreaves, 1994; 2000; and Mayer, 2003). Teaching in these new times requires a more sophisticated understanding of multiple dimensions and perspectives within education that incorporates teaching roles, teaching contexts and education stakeholders (Mayer, 2003). Now-a-days, teacher’s work is sophisticated and multifaceted and occurs in contexts that are demanding and emotionally and intellectually challenging (Day, 2004). Personal adaptation and ongoing professional development have become essential for those who want to succeed (Day, 2000).

Society now requires teachers to be ‘knowledge workers’ with experience and capacity to develop, disperse and apply new knowledge (Mayer, 2003). These new and uncertain times require teachers to reinvent themselves as life long learners who are capable of operating in new ways and coping with ongoing ambiguity (Quicke, 1998; Hargreaves, 2003; Mayer, 2003; Skillbeck and Connell, 2004).

Enlightened, emancipated and empowered teachers lead communities and nations in their march towards better and high quality of life. They reveal and elaborate the secrets of attaining higher values of life and nurture empathy for fellow beings. Teachers not only disseminate knowledge but also create and generate new knowledge. They are responsible for acculturing the role of education. A teacher can work according to expectation, only if he is effective. It may therefore be concluded that effective teachers have great influence on student achievement. An effective and efficient teacher may be understood as one who helps in development of the basic skills, proper work habits,
desirable attitudes, value judgements and adequate personal adjustments of the students (Krishnan and Seenivasagam, 1994).

The contribution of teachers to student learning and outcomes is widely recognized. A teacher’s effectiveness has more impact on student learning than any other factor under the control of school system, including class size, school size, and the quality of after-school programs (Bill and Melinda Gates Foundation, 2010).

While the impact of per pupil spending, class size, and other school inputs on student achievement continue to be debated, there is a strong consensus that teacher quality is hugely important and varies widely, even within schools (Nye et al., 2004; Rockoff, 2004; Hanushek et al., 2005; and Rivkin et al., 2005). Hiring and retaining more effective teachers thus has enormous potential for raising overall levels of student achievement and reducing gaps along lines of race and class. Indeed, it is no stretch to conclude, as Gordon et al. (2006) put it, that “Without the right people standing in front of the classroom, school reform is a futile exercise”.

The influence of teachers’ teaching effectiveness on the learning outcome of students as measured by students’ academic performance has been the subject of several studies (Lockhead and Komenan, 1988; Starr, 2002; Schacter and Thum, 2004; Adediwura and Tayo, 2007; and Adu and Olatundun, 2007). The above studies suggest that effective teaching is a significant predictor of students’ academic achievement. Therefore effective teachers should produce students of higher academic performance.

Research illustrates that the effects of both good and bad teachers linger on students and will continue to impact the success of students for years to come (Geringer, 2003; Miller, 2003; and Tucker and Stronge, 2005). A student who has effective teachers three years in a row significantly outperforms comparable to students who have low-performing teachers for three consecutive years (Tucker and Stronge). Tucker and Stronge’s research suggests that students who experienced effective teachers will continue to benefit from that experience in future years. They also note that the opposite is true; when a student experiences a poor teacher, they will not outgrow the lost educational opportunities for several years. When a student gets behind or fails to acquire key skills due to poor teaching, he or she will not have the necessary skills to be successful at the next grade level or with more advanced concepts. It takes several years
of good teaching to effectively overcome the gaps in learning created by time spent with a poor teacher. Tucker and Stronge summarize these effects best when they state, “...not only does teacher quality matter when it comes to how much students learn, but also that, for better or worse, a teacher’s effectiveness stays with students for years to come”. Marzano et al. (2005) found that approximately 20% of the variance in student achievement is accounted for by teacher and school-level factors. There is no doubt that a significant relationship exists between teacher quality and student achievement (Sakarneh, 2004).

The teacher is not only an instructor, but, a model for the students at all levels of education. The role of the teacher has assumed greater significance with universalization of education. To play his role effectively, the teacher should be well equipped psychologically, socially, philosophically, methodologically, technologically and above all professional leadership and skills enhance teacher effectiveness. Best array of instructional devices are of little avail if the teacher is ignorant, unskilled and indifferent. Today the teachers are expected to do much more than what they did in the past. The aims and objectives of education largely depend upon the effectiveness of teachers. The schools having excellent material resources and appropriate curriculum prove their worth only if the teachers are effective.

Teaching turnover has been an ongoing concern for years. Ingersoll (2002) states that compared to most other occupations, teaching has a relatively high turnover rate. It is also an occupation that loses many of its newly trained members early in their careers. In fact, as many as 39% leave teaching altogether in the first five years due to job dissatisfaction or the desire to seek better jobs or other careers, making the overall amount of turnover accounted for by retirement relatively less. There are a number of factors that influence teacher turnover in schools. Increased duties, demands on time, low pay, disruptive student behavior and negligible role in decision making have a significant impact on teachers’ attitude towards their jobs. In addition, lack of support from campus administration and staff at all levels has an effect on teacher satisfaction.

Einstein used the term “Cosmological Constant” to describe his conjecture that all space is bubbling with an invisible form of energy that creates a mutual repulsion between objects normally attracted to each other – “negative gravity”. Scientists have discovered proof of this theory by viewing exploding stars (Glanz, 2001). Negative
gravity describes the current gravitational status between educators and schools. For
decades, teacher and administrative jobs attracted high number of applicants. These
people were driven by a powerful desire to do the job, and believed that if they would be
successful – they could help young people achieve. They found satisfaction in doing so.
But teacher satisfaction levels have plummeted. Recent studies show that teachers’ desire
to stay in teaching and their overall satisfaction and morale have dropped dramatically
over the past two decades (Perie and Baker, 1997). This is education’s negative gravity,
schools and teachers repulsing each other. Schools repulse teachers because of poor
working conditions and teachers depart due to the fact they find so little success in
achieving their noble and number one goal – helping students learn. Teachers have the
power as a group and as individual to greatly influence a school’s environment. When
teachers feel positively about their position, the feelings are referred to as teacher morale,
and they have tremendous positive influence on the students and the school. The reverse
is also true. When teachers have negative feelings about the school, they may negatively
influence school and students. When teacher morale in the school is high and school
environment is healthy, teachers feel good about themselves, each other and their
teaching which in turn impacts student morale and achievement (OECD, 2000; Young,
1998). Alternatively, low morale for teachers can lead to decreased productivity and
detachment from the teacher role, colleagues and students. Teachers with low morale may
begin to lose heart, take increased sick leave, look for alternative employment and
develop a cynical approach to students, teaching and the education system (Independent
Education Union, 1996).

It is important for educational leaders to be aware of the factors that affect teacher
morale and how they may affect student achievement. Expectations from teachers have
changed moving the focus from what the teacher is doing to what the students are
learning. The teacher is no longer expected to follow a set of structured criteria for
teaching a lesson as outlined in an educational text book, rather the teacher is expected to
facilitate learning in the classroom so that the students will grasp information and learn
skills in order to perform well on standardized exams. With this shift to higher
accountability, teachers experience greater pressure and demands. These pressures and
demands can be very burdensome and can cause teachers to have a lower morale or even
exit the profession (Hardy, 1999; Tye and O’Brien, 2002).
As teaching is characteristically viewed as a moral enterprise, it becomes a values led profession where the practitioners are characterized by the behaviour which shows dedication and commitment (Day, 2004). As teachers constitute a strategic factor in education system, their commitment is viewed to reflect the competency of teaching professionals (National Policy on Teacher Supply and Utilization, 1996; Adu and Olatundun, 2007). Numerous studies indicated that teacher commitment is a critical predictor for teachers’ work performance and the quality of education (Tsui and Cheng, 1999).

The fact that teachers often use the term committed in describing themselves suggests that commitment to work in schools constitutes a formidable force in their lives as professionals and serves as an important source of need fulfillment; here, commitment defines the essence of their work as caring, dedicated, and serious professionals who derive great personal satisfaction from their work (Elliott and Crosswell, 2001). Research suggests the importance of commitment as a factor in the performance and effectiveness equation and as a strong predictor of retention (Huberman, 1993; and Fraser et al., 1998).

To education researchers, the degree of teacher commitment is one of the most important aspects of the performance and quality of school staff. Commitment is defined here as the degree of positive, affective bond between the teacher and the school. It does not refer to a passive type of loyalty where teachers stay with their jobs, but are not really involved in the school or their work. Rather, it reflects the degree of internal motivation, enthusiasm, and job satisfaction teachers derive from teaching and the degree of efficacy and effectiveness they achieve in their jobs. Proponents of teacher professionalization have argued that improvement in the commitment of teachers is one of the outcomes most likely to be positively affected by the new teacher reform efforts. They argue that increasing the commitment of teachers is an important first step in the process of school reform: professionalization of teachers will result in higher commitment, which will positively affect teachers’ performance, which will ultimately lead to improvements in student learning. Not surprisingly, teacher commitment has been the subject of a great deal of educational research (Miskel and Ogawa, 1988; Rosenholtz, 1989; Reyes, 1990; and Rowan, 1990).

Teacher commitment has been recognized as a “critical predictor of teachers’ work performance” (Day et al., 2005). Research on correlates such as absenteeism,
burnout, and retention suggests that teacher commitment may be a significant factor in the teacher disaffection equation—a circumstance with residual consequences for student motivation and achievement and for school success (Johns and Nicholson, 1982; Marcus and Smith, 1985; Rosenholtz, 1989; Huberman, 1993; Firestone, 1996; Graham and Barnett, 1996; Louis, 1998; and Day et al., 2005).

Teaching is a complex and demanding profession. To sustain their energy and enthusiasm for the work, teachers need to maintain their personal commitment to the job (Day, 2000). This concept of ‘commitment’, as investment of personal resources, has long been associated with the professional characteristics of a teacher. It is widely recognized that the role of the teacher has intensified, and teachers are needed to adapt to ‘bureaucratically driven escalation of pressures, expectations and controls concerning what teachers do and how much they should be doing within the teaching day’ (Hargreaves, 1994). At a time when education is in constant flux, teachers are expected to incorporate reforms on a number of levels into their daily practice. The reform agenda has created an environment where those who wish to survive and thrive must become involved in an ‘increased rate of personal adaptation and professional development’ (Day, 2000). Teachers must be willing to experience steep learning curves and invest personal time and energy to translate the on-going reforms successfully into effective practice. Professional commitment appears to be highly influential for not only a teacher’s success during times of change but also for systems in seeking to bring about change.

Teaching involves sincere commitment to a complex, demanding and an often thankless profession. In order to remain in the profession, teacher must possess strong commitment. NCTE (1998) recommended that a teacher in the technological age must have commitment to the learner, commitment to society, commitment to the profession, commitment to achieve excellence and commitment to basic human values. Teacher commitment is crucial phenomenon to understand due to its intimate connection with quality of teaching, teacher adaptability, teacher attendance, teacher burnout, organizational health of school, student attitude and learning outcomes (Firestone and Rosenblum, 1988; Rosenholtz, 1989; Lecompte and Dworkin, 1991; Kushman, 1992; Firestone, 1996; Graham 1996; Louis, 1998; Tsui and Cheng, 1999). Teacher commitment has also been used as a measure of school effectiveness. Hence, teacher engagement is viewed as a fundamental element in the success and future of education.
A committed teaching workforce is also particularly crucial as it determines the extent to which teachers identify themselves with the goals of the teaching profession and their willingness to work hard to attain the overall educational mission (Raju and Srivastava, 1994). According to Raju and Srivastava (1994), committed teachers helped to develop students’ intellectual and personality development. Like other professional bodies, a pool of highly qualified and committed teaching workforce is needed in the field of education.

1.1 TEACHER EFFECTIVENESS

Teacher effectiveness has been viewed more in terms of what happens to a learner than what a teacher does. In fact, what is important is not the teacher's act or behaviour but the pupil’s act or behaviour. Every aspect of school reforms – the creation of more challenging curriculum, the use of innovative assessments, the implementation of decentralized management, the invention of new model schools and programs – depends upon highly effective teachers. Thus the impact of any educational program or innovation on the pupil operates through the pupil’s teacher. Today, one of the most difficult problems in educational research is that of recognizing teachers' effectiveness - or discriminating effective from less effective teachers as success of school depends directly on the quality of its teachers. Therefore, for the vertical mobility of the standard of education, the first and foremost step should be to produce effective teachers. Maximizing teacher effectiveness is a major goal of education.

It is difficult to enumerate the characteristics and competencies that make a teacher effective. Teacher effectiveness is basic to the understanding of teacher behavior but there is no clear-cut and universally accepted definition of it.

Barr (1952) enumerated teacher effectiveness by remarking, “Teacher effectiveness may be essentially a relationship between teacher, pupils and other persons concerned with the educational undertaking, all effected by limiting and facilitating aspects of the immediate situation”. Remmers (1952) defined effectiveness by remarking that effectiveness is the degree to which an agent produces effect, an object effect on (a) Pupil, (b) School operation, and (c) the School Community. Effect on pupils has been accepted as a relevant criterion of a successful teacher. Pupil's growth, change, development, learning and the like had often been considered as ultimate criteria of
successful teacher. But the effect of school operation and community had not had similar accuracy as criterion of teacher’s effectiveness.

Johnson (1956-57) suggested three primary approaches to measure teacher effectiveness:

- evaluation of qualities is assumed to function in the act
- appraisal of teaching activity
- evaluation of pupil growth

According to a study reported by Stern, Stein and Bloom (1956), “Teacher effectiveness is rather a standard of performance in a specific work situation that some individuals are said to manifest. These judgements are made significant by others in their environment”.

The teacher effectiveness is determined through the formal experience, teacher properties, teacher behavior, immediate effects and long term consequences. The effective teacher never stops experimenting to discover what best suits his own particular needs and those of his students. The effective teacher applies teaching methods that are easier, quicker, better, safer, more rewarding, less laborious, intensive and more suitable.

Good (1959) defined teacher effectiveness as “the degree of success of a teacher in performing instructional and other duties specified in his contract and demanded by the nature of his position”.

Ryans (1960) mentioned general approaches to the measurement of teacher effectiveness which involves the evaluation of:

- teacher behavior process
- a product of teacher behaviour
- concomitants of teacher behaviour

Effective and successful teachers have the ability to evaluate their own instructional effectiveness and be professionally responsible for acquiring new skills and
knowledge. They also demonstrate their skill commitment to teaching by accepting responsibility for pupil learning.

Flanders and Simon (1969) defined teacher effectiveness as an area of research concerned with relationship between characteristics of teacher, teaching acts and their impact on educational outcomes of classroom teaching. According to Ryan (1969), an effective teacher may be understood as one who helps in the development of basic skills, understanding, proper work habits, desirable attitudes, value judgement and adequate personal adjustment of the students.

For Flanders (1970), “Teacher effectiveness is concerned with the relationship between the characteristics of teachers, teaching acts and their effects on the educational outcomes of classroom teaching”.

Fulcher and Anderson (1974) assumed that, “the effectiveness of a teacher (source) is indexed by how effectively he communicates with his students (receivers)”.

Perrot (1975) suggested that teachers can be observed and rated on their overall effectiveness by using each of the teaching skills involved. According to him there are three forms of teacher competencies:

- knowledge competencies, specifying cognitive understanding the teacher is expected to demonstrate
- performance competencies, specifying teaching processes the teacher is expected to demonstrate, and
- consequence competencies specifying pupil behavior that are viewed as evidence of teacher effectiveness

The term teacher effectiveness is used to refer to the results a teacher gets or to the amount of progress pupils make towards some specified goal of education (Medley, 1982).

The structure of teacher effectiveness as given by Mitzel (1982) shows in a systematic form, nine important types of variables involved in the definition of teacher
effectiveness proposed as basic for planning future research and in making decisions about teacher effectiveness.

Cheng and Tsui (1999) identified the following seven models for defining teacher effectiveness:

- The **goal and task model** defines teacher effectiveness based on the achievement of planned goals and assigned tasks aligned with school goals. This model of effectiveness is useful when tasks and goals are "clear, consensual, time-bound, and measurable" and when sufficient resources are present.

- The **resource utilization model** defines teacher effectiveness in terms of the teachers’ use of allocated resources. It is most appropriately applied when a clear relationship exists between resources, work process, and output exists yet the resources for achieving goals and outcomes are limited.

- The **working process model** defines teacher effectiveness in terms of smooth teaching and working processes. This model is most useful when relationships, teaching processes, and goals or outcomes are clear.

- The **school constituencies’ satisfaction model** defines teacher effectiveness in terms of how constituencies’ expectations and demands are satisfied. This model is most appropriate when conditions demand customer satisfaction.
The accountability model defines teacher effectiveness by their ability to demonstrate accountability to the school and its constituencies. The accountability model is most useful under conditions that demand both external and internal accountability.

The absence of problems model defines teacher effectiveness in terms of the lack of problems or defects in teaching. This model is most useful when strategies for improvement are needed but no “consensual criteria of teacher effectiveness exists”.

The continuous learning model defines teacher effectiveness by the teacher’s ability to adapt to the challenges presented from a changing external environment. This model is most useful when the educational environment is changing quickly and teachers need to respond to these changes.

Going by a broader perspective it can be concluded that effective teachers are in a sense, total teachers. They seem able to adjust to the shifting tides of classroom life and students needs and to do what has to be done to reach, and thereby teach, different students in a variety of circumstances (Hamacheck, 1999).

According to Pal (1999), becoming an effective teacher is not a question of acquiring a bagful of tricks of the trade, but of growing into a human being in the art of communication. It is indispensable to develop attitudinal skills including effective communication, to catalyze self-development, build teamwork, motivate and channelize human resources to resolve the dilemmas of quantity vs. quality, creativity vs. convergence and equity vs. excellence to face the challenges of the 21st century undaunted.

The DFEE commissioned research by McBer (2000) provided a framework to describe effective teaching and reported three main factors within teacher’s control that significantly influence pupil progress –

- teaching skills
- professional characteristics, and
- classroom climate
According to Clark (1993) and Sullivan (2001), an effective teacher is one who demonstrates knowledge of the curriculum, provides instruction in a variety of approaches to varied students, and measurably increases student achievement. Darling-Hammond (2003) in her school improvement work with school districts across the United States emphasizes that teacher effectiveness refers to the teacher’s ability to have conclusive and assessable influence on student achievement.

According to Rao and Kumar (2004), teacher effectiveness is the effective linkage of teacher competence and teacher performance with the accomplishment of teacher goals. It mainly depends on the teacher characteristics such as knowledge base, sense of responsibility and inquisitiveness; the student characteristics such as opportunity to learn; and academic work; the teaching factors such as lesson structure and communication; the learning aspects such as involvement and success; and the classroom phenomenon such as environment or climate and organization and management. If teachers take care of these factors, their effectiveness can be enhanced to the optimum level.

According to Imhanlahimi and Aguele (2006), teacher effectiveness could reasonably be assessed by the degree to which a teacher has produced the desired behaviour in the students. Besides, the teacher effectiveness is assessed in terms of teaching experience, knowledge of subject matter, favourable attitude towards teaching and adequate knowledge of teaching methodologies.

Walsh and Tracy (2007) enlisted that:

- Advanced degrees do not make teachers more effective.
A few years of experience makes a teacher more effective, after that it is unclear.

Education courses taken before teaching have little impact on teacher effectiveness.

Traditional routes into teaching do not appear to yield more effective teachers than alternative routes.

Strong preparation in a secondary teacher’s intended subject area adds significant values. Less is known about the breadth and depth of subject matter training needed for teaching elementary grades.

More effective teachers will score relatively higher on tests of literacy.

Colleges that are more selective in their admission produce more effective teachers.

The teacher attributes that matter the most are hardest to measure.

According to Goe et al. (2008), five point definition of an effective teacher consists of the following:

- Effective teachers have high expectations for all the students and help students learn, as measured by value added or other test based growth measures, or by alternative measures.

- Effective teachers contribute to the academic, attitudinal and social outcomes for students such as regular attendance, on-time promotion to next grade, on-time gradation, self efficacy and co-operative behavior.

- Effective teachers use diverse resources to plan and structure, engaging learning opportunities, monitor student progress formatively, adapting institution as needed, and evaluate learning using multiple sources of evidence.

- Effective teachers contribute to the development of classrooms and schools that value diversity and civic mindedness.

- Effective teachers collaborate with other teachers, administration, parents and educational professionals to ensure student success, particularly the success of students with special needs and those at higher risk of failure.
According to Hunt (2009), the term “teacher effectiveness” is used broadly, to mean the collection of characteristics, competencies, and behaviors of teachers at all educational levels that enable students to reach desired outcomes, which may include the attainment of specific learning objectives as well as broader goals such as being able to solve problems, think critically, work collaboratively, and become effective citizens.

National Council of Teachers of English, NCTE (2011) defined teacher effectiveness as professional practice that:

- Uses deep content knowledge, effective pedagogy, and authentic formative assessments to engage students and help them learn.
- Connects students’ in-school and out-of-school learning.
- Incorporates appropriate technologies in learning and teaching.
- Includes sustained, engaged participation in teaching teams to plan, assess, and improve instruction and student learning.
- Engages parents and community members as partners in educating students.
- Uses qualitative as well as quantitative data to improve learning and teaching.
- Involves sustained reflection upon learning and teaching.

Thus, teacher effectiveness is the teacher’s ability to conduct his job well so that the students receive and respond in the subject matter taught by the teacher. Effectiveness is the function of the teacher in his classroom to deliver lessons, to bring into the trade, to enable the students to progress and achieve well. Teacher effectiveness refers to the result a teacher gets or the amount of progress the pupils make towards some specified goals of education. It is a product of the interaction between certain teacher characteristics and other factors that vary according to the situations in which the teachers work.

Finally, it can be said that attempts have been made to define teacher effectiveness in terms of:

- competencies employing teacher’s role as directors of learning
- degree to which the teacher as an agent produces effects
relationship between pupils, teachers and persons, and

- teacher characteristics

**Variables that Contribute to Teacher Effectiveness**

Rice (2003) reviewed a number of empirical studies that examined the impact of teacher characteristics on teacher effectiveness in order to draw conclusion about the extent to which these characteristics are linked with teacher performance and identified the following attributes of teachers that influence effectiveness:

<table>
<thead>
<tr>
<th>Teacher Experience</th>
<th>Several studies have found a positive effect of experience on teacher effectiveness. Specifically, the &quot;learning by doing&quot; effect is most obvious in early years of teaching.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Preparation Program and Degrees</td>
<td>Research suggests that the selectivity prestige of an institution a teacher attended has a positive effect on student achievement particularly at the secondary level. This may partially be a reflection of the cognitive ability of the teacher.</td>
</tr>
<tr>
<td></td>
<td>Evidence suggests that teachers who have earned advanced degrees have a positive impact on high school mathematics and science achievement when the degrees earned were in these subjects.</td>
</tr>
<tr>
<td></td>
<td>Evidence regarding the impact of advanced degrees at the elementary level is mixed.</td>
</tr>
<tr>
<td>Teacher Coursework</td>
<td>Teacher coursework in both the subject area taught and pedagogy contribute to the educational outcome.</td>
</tr>
<tr>
<td></td>
<td>Pedagogical coursework seems to contribute to teacher effectiveness at all grade levels, particularly when coupled with relevant knowledge.</td>
</tr>
<tr>
<td></td>
<td>The impact of content coursework is most pronounced at high school level.</td>
</tr>
<tr>
<td>Teacher Certification</td>
<td>Research has demonstrated a positive effect of certified teachers on high school mathematics achievement when the certification is in mathematics.</td>
</tr>
<tr>
<td></td>
<td>Studies show little clear impact of emergency or alternative route certification on student performance in either mathematics or science, as compared to teachers who acquire standard certification.</td>
</tr>
<tr>
<td>Teacher Own Test Scores</td>
<td>Tests that assess the literacy levels or verbal abilities of teacher have been shown to be associated with high levels of student achievement.</td>
</tr>
<tr>
<td></td>
<td>Studies show that national teacher examination and other state mandated tests of basic skills and/or teaching abilities are less consistent predictors of teacher performance.</td>
</tr>
</tbody>
</table>

Vegas and Petrow (2008) categorized the variables that influence teacher effectiveness as follows:

- **Student characteristics and behaviors** - These include health and nutrition, preschool experience, age of entry into school, support from parents and siblings, socioeconomic status, and home language.

- **School and teacher characteristics and behaviors** - School characteristics include infrastructure, materials and textbooks, class size, peer group and school climate, and the amount of time in the school day and year. Teacher characteristics include motivation, knowledge/education, pedagogy, time in the profession/experience, rotation and turnover, and sense of professional calling.

- **Organizational factors** - These factors include teacher salaries and special incentives; level of decision-making authority; technical assistance and financing; curriculum and standards; national assessment; and involvement of teachers’ unions, parents, and community.

**Qualities of an Effective Teacher**

The quality of a teacher is the most important school based factor in determining how much a child learns. Research provides convincing evidence that students taught by effective teachers perform dramatically better than those assigned to ineffective teachers. These high quality teachers however are not equally distributed across schools and districts; poor and minority students are less likely to have fully licensed, highly qualified and effective teachers.

McBer (2000) lists a set of 12 teacher characteristics associated with more effective teachers.

The characteristics of more effective teachers are – commitment, confidence, trustworthiness, respect, analytical thinking, conceptual thinking, drive for improvement, information seeking, initiative, flexibility, accountability, and passion for learning. These characteristics have been grouped under four clusters - professionalism, thinking/reasoning, expectations, and leadership.
### Table 1.2: Summary of Characteristics Associated with More Effective Teachers

<table>
<thead>
<tr>
<th>CLUSTER</th>
<th>CHARACTERISTIC</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td>Commitment</td>
<td>Commitment to doing everything possible for each student and enabling all students to be successful</td>
</tr>
<tr>
<td></td>
<td>Confidence</td>
<td>Belief in one’s ability to be effective and take on challenges</td>
</tr>
<tr>
<td></td>
<td>Trustworthiness</td>
<td>Being consistent and fair; keeping one’s word</td>
</tr>
<tr>
<td></td>
<td>Respect</td>
<td>Belief that all individuals matter and deserve respect</td>
</tr>
<tr>
<td>Thinking/Reasoning</td>
<td>Analytical thinking</td>
<td>Ability to think logically, break things down, and recognize cause and effect</td>
</tr>
<tr>
<td></td>
<td>Conceptual thinking</td>
<td>Ability to identify patterns and connections, even when a great deal of detail is presented</td>
</tr>
<tr>
<td>Expectations</td>
<td>Drive for improvement</td>
<td>Relentless energy for setting and meeting challenging targets, for students and the school</td>
</tr>
<tr>
<td></td>
<td>Information seeking</td>
<td>Drive to find out more and get to the heart of the things, intellectual curiosity</td>
</tr>
<tr>
<td></td>
<td>Initiative</td>
<td>Drive to act now to anticipate and pre-empt events</td>
</tr>
<tr>
<td>Leadership</td>
<td>Flexibility</td>
<td>Ability and willingness to adapt to the needs of a situation and change tactics</td>
</tr>
<tr>
<td></td>
<td>Accountability</td>
<td>Drive and ability to set clear expectations and parameters and hold others accountable for performance</td>
</tr>
<tr>
<td></td>
<td>Passion for learning</td>
<td>Drive and ability to support students in their learning, and to help them become confident and independent learners</td>
</tr>
</tbody>
</table>


McEwan (2002) suggested the following 10 traits of highly effective teachers:

### Table 1.3: Ten Traits of Highly Effective Teachers

<table>
<thead>
<tr>
<th>PERSONAL TRAITS</th>
<th>TEACHING TRAITS</th>
<th>INTELLECTUAL TRAITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission Driven and Passionate</td>
<td>With it-ness</td>
<td>Book learning</td>
</tr>
<tr>
<td>Positive and real</td>
<td>Style</td>
<td>Street smarts</td>
</tr>
<tr>
<td>A Teacher leader</td>
<td>Motivational expertise</td>
<td>Mental Life</td>
</tr>
<tr>
<td></td>
<td>Instructional effectiveness</td>
<td></td>
</tr>
</tbody>
</table>


Sakameh (2004) described an effective teacher as having the following characteristics: (a) lesson clarity, (b) instructional variety, (c) teacher task orientation, (d) engagement in the learning process, and (e) student success rate.

Based on her review of the literature, Leu (2005) provided a list of qualities to be found in good teachers:
- Sufficient knowledge of subject matter to teach with confidence
- Knowledge and skills in a range of appropriate and varied teaching methodologies
- Knowledge of the language of instruction
- Knowledge of, sensitivity to, and interest in young learners
- Ability to reflect on teaching practice and children’s responses
- Ability to modify teaching/learning approaches as a result of reflection
- Ability to create and sustain an effective learning environment
- Understanding of the curriculum and its purposes, particularly when reform programs and new paradigms of teaching and learning are introduced
- General professionalism, good morale, and dedication to the goals of teaching
- Ability to communicate effectively
- Ability to communicate enthusiasm for learning to students
- Interest in students as individuals, sense of caring and responsibility for helping them learn and become good people, and a sense of compassion
- Good character, sense of ethics, and personal discipline
- Ability to work with others and to build good relationships within the school and community

Tucker and Stronge (2005) suggested a far more comprehensive list of qualities to describe an effective teacher. These key qualities include:

- Have formal teacher preparation training.
- Hold certification of some kind and are certified within their fields.
- Have taught for at least three years.
- Are caring, fair, and respectful.
Hold high expectations for themselves and their students.

- Dedicate extra time to instructional preparation and reflection.
- Maximize instructional time via effective classroom management and organization.
- Enhance instruction by varying instructional strategies, activities, and assignments.
- Present content to students in a meaningful way that fosters understanding.
- Monitor students’ learning by utilizing pre- and post-assessments, providing timely and informative feedback, and re-teaching material to students who did not achieve mastery.
- Demonstrate effectiveness with the full range of students’ abilities in their classrooms, regardless of the academic diversity of the students.

According to Bhatia (2007), the traits identified by majority of students of class VII of a school in Delhi for effective and ineffective teachers are as follows:

**Effective teachers are –** Impartial, Warm and Polite, Soft Spoken, Exciting/Lively/Vivacious, Have Subject Knowledge.

**Ineffective teachers are –** Rude, Strict, Partial/Discriminating, Aggressive, Lifeless, Serious.

Based on teacher ratings and student achievement gains, Darling-Hammond (2009) has found the following qualities important for teacher effectiveness: (i) strong general intelligence and verbal ability that helps teachers organize and explain ideas, as well as to observe and think diagnostically, (ii) strong content knowledge – up to a threshold level that relates to what is to be taught, (iii) knowledge of how to teach others in that area, in particular how to use hands-on learning techniques and how to develop higher-order thinking skills, (iv) an understanding of learners and their learning and development– including how to assess and scaffold learning, how to support students who have learning differences or difficulties, and how to support the learning of language and content for those who are not already proficient in the language of instruction, and (v) adaptive expertise that allow teachers to make judgments about what is likely to work in a given context in response to students’ needs.
Effective teachers demonstrate a set of behaviors that they incorporate into their daily professional practice. These involve a deep understanding of subject matter, learning theory and student differences, planning, classroom instructional strategies, knowing individual students, and assessment of student understanding and proficiency with learning outcomes. They also include a teacher’s ability to reflect, collaborate with colleagues and continue ongoing professional development (Barry, 2010).

Strategies to Support the Retention of Highly Effective Teachers

The National Comprehensive Centre for Teacher Quality suggested ten research-supported strategies to help school leaders support highly effective teachers.

Table 1.4: Strategies to Support the Retention of Highly Effective Teachers

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>EMPHASIS FOR TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy 1: Establish a shared vision and set goals</td>
<td>Involve teachers in the vision and goal setting process.</td>
</tr>
<tr>
<td>Strategy 2: Encourage shared leadership</td>
<td>Empower teachers to assume leadership responsibilities from the first day.</td>
</tr>
<tr>
<td>Strategy 3: Create a positive and supportive school culture</td>
<td>Celebrate generational differences in teachers and encourage school leaders and veteran teachers to the success of new teachers.</td>
</tr>
<tr>
<td>Strategy 4: Select and assign teachers effectively</td>
<td>Realize that the career ambitions of young teachers may differ from those of previous generations. Younger teachers have fewer expectations of long-term careers at schools and are more likely to leave more quickly if the tradition of assigning the most difficult classes to the newest teachers continues.</td>
</tr>
<tr>
<td>Strategy 5: Improve teachers’ skills, knowledge and capabilities</td>
<td>Provide professional development opportunities that involve collaboration and technology.</td>
</tr>
<tr>
<td>Strategy 6: Adopt effective tools for teacher evaluation</td>
<td>To support the professional development of teachers, school leaders should ensure that the tools used to evaluate teachers are in line with research and best practice. Younger teachers may also be more open to feedback such as performance-related pay than previous generations.</td>
</tr>
<tr>
<td>Strategy 7: Use time effectively</td>
<td>Provide sufficient time for collaboration, professional learning, planning, and preparation.</td>
</tr>
<tr>
<td>Strategy 8: Use data effectively</td>
<td>Support a culture of enquiry for the school by making available data and the technology needed to analyze the data. The three most important areas for data use are school improvement planning, responses to external accountability requirements, and public tracking of education performance.</td>
</tr>
</tbody>
</table>

1.2 TEACHER MORALE

Morale is a difficult concept to define and even harder to measure. During idle discussions between teachers and administrators they are quick to tell you they know what the term and concept of morale means but become confused when asked clearly to define it (Washington and Watson, 1976). Moreover, within the research and academic communities, “those who take conceptual analysis and definition seriously accept that morale is a very nebulous ill-defined concept whose meaning is generally inadequately explored” (Evans, 1998). Morale is defined by Webster's New World Dictionary as the morale of mental condition with respect to courage, discipline, confidence, enthusiasm, willingness to endure hardship etc. within a group, in relation to a group, or within an individual.

Teacher morale was defined by Bentley and Rempel (1970) in the *Purdue Teacher Opinionnaire* manual as the extent to which an individual teacher’s needs were satisfied, and the extent to which the individual perceived satisfaction as stemming from the job. Washington and Watson (1976) defined morale as the feeling a worker has about his job based on how the worker perceives himself in the organization and the extent to which the organization is viewed as meeting the worker's own needs and expectations. Bentley and Rempel (1980) conceptualized morale as “the professional interest and enthusiasm that a person displays towards the achievement of individual and group goals in a given job situation”.

Fuller (1985) observed that morale is often perceived as an institutional phenomenon and that organizational morale is a shared expression of individual mindsets. Morale has been explained as the professional interest and passion that a person exhibits towards the realization of individual and group goals in a given job situation, Dreeben as cited in Engel (1986). Morale has been thought of variously as a feeling, a state of mind, a mental attitude and an emotional attitude (Mendel, 1987).

Morale is an internal feeling a person possesses free from the perceived reality of others. Morale is not observable trait rather it is an internal feeling or set of thoughts. “Low staff morale results from professional lives that have little meaning, from frustration and the inability to change what is happening” (Wentworth, 1990). According to Henderson and Nieto (1991), morale is a set within the framework of organizational
theory with an individual progressing towards the achievement of organizational tasks and his or her perceived job satisfaction within the total organization. Morale is a continuous variable that measures the individual’s perception of task achievement and job satisfaction. Teacher morale can be viewed as teachers striving to achieve their individual goals and the educational goals of the school system and their perception of satisfaction that stems from the total school environment. High morale can be characterized by interest and enthusiasm for the job while low morale is characterized by feeling of dissatisfaction and frustration. Evans (1992) has described morale as the extent to which an individual's needs are satisfied and how that individual perceives the satisfaction relates to his total job satisfaction. “Morale is built with job satisfaction, commitment, enthusiasm and a sense of common purpose” (Fields, 1996). Morale is a feeling or state of mind, a mental or emotional attitude centered about one’s work. “A level of well being that individuals or group experience in reference to their work” (Johnsrud cited in Fields 1996). Morale is considered to be a state of mind encompassing all the feelings determined by an individual's anticipation of the extent of satisfaction with those needs, which they perceive as significantly affecting their total work situation. As such it is intimately linked to job satisfaction by being determined by the anticipation of job satisfaction (Evans, 1998).

According to Bentley and Rempel as cited in Bhella (2001), morale is the degree to which an individual’s desires are fulfilled and how the individual identifies satisfaction with respect to his/her job situation. They also state that high morale is present when an individual demonstrates a concern for his job and when the individual is excited about the job. According to Espeland (2002), some teachers carry around a morale thermometer that measures teacher morale at their building, whether it is high or low. Not all the teachers have this thermometer, so they have to be told that morale in their building is low. Morale is the degree of personal fulfillment and job satisfaction a teacher feels in relationship to his or her job performance (McNitt, 2003). Rhodes et al. (2004) defined morale as relating to an individual’s pursuit of goals required for the realization of self-concept. For example, teachers’ morale may be diminished when an administrator consistently berates their teaching performance.

Hendricks (2009) defined morale as an individual’s multi-faceted state of mind that arises from personal experiences, which give rise to certain feelings and perceptions,
which in turn shapes the nature of a person’s day-to-day contact with other people in a given job situation. Morale is the mental and emotional condition, such as enthusiasm, confidence, or loyalty, of an individual or group with regard to what they have been asked to do (Merriam-Webster, 2009).

Morale is an attitude of mind, an esprit de corps, a stake of well being and an emotional force. It affects output, quality, costs, co-operation, discipline, enthusiasm, initiative and other aspects of success. It affects willingness to work and to co-operate in the best interest of the enterprise and in turn of the individuals themselves (Devi and Mani, 2010). According to Webster's Dictionary (2010), morale is a person's mental state that is exhibited by assurance, control, and motivation to perform a task.

Thus, it can be summarized that:

- Morale is the degree to which an individual’s needs are fulfilled and how the individual recognizes satisfaction in the job situation.
- The presence of high morale is indicative of an individual who displays an interest in his/her job or who is enthusiastic about his/her job.
- Morale is thought of in many respects as a feeling, a state of mind, a mental attitude and an emotional attitude.
- Morale is viewed as a state of mind determined by the individual’s expectation of the level of contentment of those needs which he/she perceives as significantly affecting his/her entire work situation.
- Organisational morale is viewed as a collective expression of individual feelings.
- Morale has been explained as the professional interest and enthusiasm that a person displays towards the achievement of individual and group goals in a given job situation.

**Importance of Teacher Morale**

When teachers’ morale is energized and productive, good things tend to happen in the classroom. When good things tend to happen in the classroom, the future for each student in that classroom is brighter (Whitaker et al., 2000).
Teacher morale is important as it has direct impact on the following:

- **Student Learning** - Miller (1981) notes that teacher morale can have a positive effect on pupil attitudes and learning. Raising teaching morale is not only making teaching more pleasant for teachers, but also learning more pleasant for students as this creates an environment which is conducive to learning. Increased teachers morale will mean that teachers will enjoy teaching and students will enjoy learning.

- **Teacher Health** - Mendel citing Holt (as cited in Lumsden, 1998) feels that low morale can lead to decrease in teacher productivity or even burnout, which is associated with “a loss of concern for the detachment from the people with whom one works, decreased quality of teaching, depression, greater use of sick leave, efforts to leave the profession, and a cynical and dehumanized perception of students”. Mendel says that teacher morale can affect student learning, the health of school and the health of teachers.

- **Teacher Retention** - Morale is an important factor in teachers deciding whether or not to stay in the profession. If the work lives of the staff can be improved, than the morale of the staff will increase, therefore increasing teacher retention (Johnsurd and Rosser, 2002).

- **Student Achievement** - Morale and achievement are also related. Ellenburg (1972) found that “when morale was high, schools showed an increase in student achievement”. By involving teachers in developing a collaborative school environment, a statistical relationship between higher teacher morale and higher students’ achievement become evident (Thomas, 1997). When schools have teachers with high morale, they also have a good chance of having students with high morale; this has a direct impact on student achievement (Keeler and Andrews, 1963; Whitaker et al., 2000).

**Three Levels of Teacher Morale**

According to Mackenzie (2007) there are three levels of morale:

- **Personal Morale** - It results from an individual teacher's personal circumstances, including health, family situation and financial stability. Although, the status of the
profession and in-school experiences will impact upon personal morale, many factors, which influence ‘personal morale’, remain private and personal.

- School Morale - Conversely, day-to-day experience of teachers in their schools and local communities lead to what is referred to as 'school morale'. School morale is influenced by 'personal morale' and vice-versa.

- Professional Morale - Morale, which is inextricably intertwined with the status of teaching as a profession is referred to here, as professional morale, or morale of the profession. 'Professional morale' may impact on 'personal morale' and 'school morale' but may not impact on day-to-day lives of teachers to the same extent as personal and school morale.

**High Morale**

High morale among teachers can have far reaching effects. Morale is directly linked to learning and achievement. According to Miller (1981), high teacher morale and job satisfaction can have a positive effect on pupils attitude and learning. Raising teacher morale can make teaching more pleasant for teachers and learning more pleasant for students, resulting in an environment more conducive to learning. Lumsden cites Ellenburg found that "where morale is high, schools showed an increase in student achievement" (Lumsden, 1998). When teacher morale in a school is high and school environment is healthy, teachers feel good about themselves, each other and their teaching, which in turn impacts on student morale and achievement (Young, 1998; OECD, 2000). By treating teachers in ways that empower them, such as involving them in decisions about policies and practices and acknowledging their expertise, administrators can help sustain high morale. To Ihebereme (2006), high morale among teachers correlates with high productivity and high students’ achievement. The effects of high morale among teachers include:

- Willing cooperation toward the school objectives
- Loyalty to the school authority and its leadership
- Good discipline and voluntary compliance to rules, regulations and order
- A high degree of interest in the teaching job
- A reasonable display of initiative and pride in the profession
- Involving in the laboratory activities with the student

If educator morale is high, it could affect learner achievement as well the status of teachers in the community which may attract prospective students to pursue this profession (Hendricks, 2009).

**Low Morale**

Low morale can have detrimental effects within school climate. Too many young teachers who initially begin their career with enthusiasm and positive expectations look for a change in direction after only 3-5 years (Hicks, 2003), while experienced teachers ‘suffering from low morale are retiring early or leaving the profession to seek other employment’ (O’Donnell, 2001). Weld (1998) suggested that teachers often suffocate under a blanket of inertia as a result of a gross lack of receptivity to creativity and innovations of thoughtful teachers by school administrators. Under these conditions, teachers become demoralized. Black (2001) indicated that worldwide, teachers feel burdened by time constraints, excessive work loads and low salaries. Sometimes, teachers’ low morale may be resistance to change for example, when schools undergo extensive reforms that individuals may perceive as harmful or negative, some employees may exhibit resistance through absenteeism, resignations, transfer requests and a state of suppressed discontent. With respect to learning, when morale sinks, the achievement level drops. Low levels of morale can bring to surface a whole host of other problems. Several job performance effects include a decreased quality of teaching, greater use of sick leave, and a cynical and dehumanized perception of students (Lumsden, 1998). Dissatisfied teachers are a drain on school systems in terms of achievement, economics and school climate. In conclusion, morale of teachers can affect the health of the organization, student and teacher (Lumsden, 1998). Thus, low morale of teachers can lead to decreased productivity and a detachment from the teacher's role, colleagues and students.

Hendricks (2009) summarized the causes of low educator morale as follows:

- Insufficient reward systems by principals, fluid relationships, incompatible values and views and poor working conditions.
- Personal problems resulting in stress.
- Ineffective administrative structures, unfavourable working conditions without the possibility of personal advancement, and an autocratic management style.
- Non-existent relationships in the workplace (between peer groups), lack of freedom in planning work, lack of opportunities for policy planning and educators’ perceptions of their supervisors.
- Indifferent parents and invasive bureaucracy, and new and enhanced public expectations.
- The establishment of management structures.
- The abolition of corporal punishment.
- The school climate.
- Socio-economic context within which schools are located.
- Vandalism of schools.
- Physically and verbally aggressive learners.
- Prevalence of HIV infections among educators.
- Job satisfaction - emotional perception of their work, profession and working conditions.

Factors Affecting Morale

Understanding and being aware of the variety of the issues that have an impact on teachers morale is an important part of helping the teacher assess his or her needs and goals on a career level and ultimately determine what options are available to help an individual succeed in achieving the goals.

While Young (1998) claimed that morale is often influenced more by outside factors than internal ones, Rogers (1992) identified both internal and external factors as influencing morale, highlighting pace of bureaucratic change; discipline, and
management concerns; staff and staff relations; time and workload pressure, as the common stressors for teachers.

Personal factors that may contribute to low teacher morale include (a) lack of preparation in the teaching field (Adams and Dial, 1994), (b) stress (Adams and Dial, 1994; Lumsden, 1998; Hancock, 1999; Connolly, 2000; Black, 2001), (c) teacher’s perception of students and students’ learning (Lumsden, 1998), and (d) problems related to student behavior (Haberman and Dill, 1993; Hardy, 1999; Norton, 1999; Ballinger, 2000).

According to Hancock (1999) and Connolly (2000), the universal answer to the question concerning why teachers have low morale and leave the teaching profession is stress brought on by (i) lack of public and parental support, (ii) time demands, (iii) discipline and attendance problems, (iv) lack of texts and equipment, (v) student apathy and negative attitudes, (vi) large class size, (vii) society’s negative attitude towards education, (viii) low budgets, (ix) lack of administrative support, (x) negative colleagues and incompetent co-workers, and (xi) lack of security, which results in fear for personal safety.

Barak et al. (2001) found three categories of conditions that may lead to low teacher morale:

- Personal characteristics, such as age, gender, locus of control and life satisfaction, and work related characteristics, such as education, income and job tenure.

- Professional perceptions, including organizational commitment and job satisfaction.

- Organizational conditions, such as stress, lack of social support, unfair management practices, and physical discomfort.

Tye and O’Brien (2002) surveyed several teachers who had left the profession. Respondents gave the following rank of reasons why they has become dissatisfied with teaching and changed profession – accountability, increased paperwork, student attitudes, lack of parent support, unresponsive administration and low professional status and salary.

Thus the factors affecting morale can be summarized as follows:
School Environment (Young, 1998; OECD, 2000; Black, 2001).


Student Responsiveness and Enthusiasm (Stenlund, 1995).

Stress (Boyer and Gillespie, 2000; White, 2000; Ax et al., 2001; Fredericks, 2001; Kelehear, 2004).

School Administrators (Claes, 1999; Ballinger, 2000; Black, 2001; Egley and Jones, 2005; Nguni et al., 2006).

Empowerment (National Center for Education Statistics, 1997; Davis and Wilson, 2000; Keiser and Shen, 2000).

Discipline (Haberman and Dill, 1993; Malone et al., 1998; Hardy, 1999; Liu and Meyer, 2005).

Organizational Factors (Ellis, 1984; Hart et al., 2000).

Demands of Work Place (Barak et al., 2001; Hong, 2001; Tye and O'Brien, 2002; Oglesby, 2003).

Personal Factors (Ballinger, 2000; Conolly, 2000; Black, 2001).

1.3 TEACHER COMMITMENT

Commitment in general refers to one's level of involvement in the organization. Commitment is associated with greater job effort and involvement (Mowday et al., 1979). Commitment involves a psychological state that identifies the objects an individual closely associates with or desires to be involved with (Leithwood et al., 1994). Commitment is defined as the degree of positive, affective bond between the teacher and the school (U.S. Department of Education, 1997).

Commitment describes an outcome in which one agrees with a decision or request and makes a great effort to carry out that decision or request effectively (Yukl, 2006). For a complex difficult task, commitment is usually the most successful outcome from the perspective of the agent who makes an influence attempt (Yukl 2006).
Teacher commitment has been identified as one of the most critical factors for the future success of education and schools (Nias 1981; Huberman, 1993). For these reasons, teacher commitment has been found to be a critical predictor of teacher's work performance, absenteeism, burnout and turnover, as well as having an important influence, on student's achievement and attitude towards school (Firestone, 1996; Graham, 1996; Louis, 1998; Tsui and Cheng, 1999).

Teachers’ commitment is shaped by teachers’ working conditions (Firestone and Pennell, 1993). A school with a positive climate for teachers is more likely to have committed teachers (Reihl and Sipple, 1996). Commitment goes beyond loyalty to an organization, it involves giving of one’s self to the organization with teacher commitment influencing student achievement (Reihl and Sipple, 1996). The characteristics of a school also influence the level of commitment (Reihl and Sipple, 1996). Teachers receiving administrative support are more likely to be committed to the school’s goals and values. Teachers associated with an orderly school have a higher level of professional commitment. Another characteristic associated with commitment is classroom autonomy for teachers. Peer support is also a key element in teacher commitment (Singh and Billingsley, 1998).

Regardless of the efforts of the most capable leaders in a school, accomplishing school goals depends in large part on a better understanding of the sources, nature and development of a teacher’s commitment (Dannetta, 2002). An understanding of the teacher’s level of commitment is important because it reflects their personal interpretation of how absorbing and meaningful their work experiences are. To study teacher commitment there has to be clarity on what is actually meant by them.

Commitment is a term that teachers frequently use in describing themselves and each other (Nias, 1981). It is a word they use to distinguish those who are ‘caring’, ‘dedicated’ and ‘who take the job seriously’ from those who ‘put their own interest first’ and needs first. Teacher commitment is the degree of psychological attachment teachers have to their profession (Chapman, 1983). Teachers’ commitment is generally viewed as “the extent of their work investment, performance quality, satisfaction, attendance, and desire to remain in the profession” (Rosenholtz, 1989). Teacher commitment is defined as the amount of work and time a teacher is willing to put forth for the sake of student achievement (U.S. Department of Education, 1997). Teacher commitment is defined as
teacher behaviour that is directed towards helping students develop both intellectually and socially by working extra-hard to ensure student success in school (Hoy and Sabo, 1998). Commitment is part of a teacher's affective or emotional reaction to their educational experience in a school setting (Ebmeier and Nicklaus, 1999).

Some teachers see their commitment as part of their professional identity, it defines them and their work and they gain satisfaction and “a lot of enjoyment from this” (Teacher cited in Elliott and Crosswell, 2001). Teacher commitment is the foundation for student achievement; without teacher commitment student achievement suffers (Joffres and Haughey, 2001). Adendorff (2001) viewed teacher commitment as showing the extent of loyalty to the profession.

Commitment is often used when describing desirable attributes of a teacher (Crosswell, 2006). When teachers are more committed to the school they will work harder for the students and even volunteer for extracurricular activities (Ross and Gray, 2006). A teacher’s level of commitment to the teaching profession is a key factor in his or her decision to stay or leave the field (Weiss, 1999; Rots et al., 2007; and Corbell, 2008). As per Henkin and Holliman (2009), in schools teacher commitment may be viewed as multiple commitments to others in the organization who collectively define the school as a social institution (e.g., fellow teachers, supervisors, students, concerned referent public).

Coman (2010) defined teacher commitment as an understanding and commitment to the underlying philosophy, assumptions, practices, and principles of an intervention and/or teaching approach. Teachers’ commitment implies dedication, voluntarism, development of learners not only their minds but also their hearts and spirits (Muwagga and Genza, 2011).

Crosswell and Elliott (2004) conceptualized teacher commitment as six different but inter-related categories. These six categories represent different ways that teachers perceive, understand and conceptualize the phenomenon of teacher commitment. The six identified categories are:

- Teacher commitment as a ‘passion’. This conception sees teacher commitment as a passion or a positive emotional attachment to the work involved in teaching generally, or a specific aspect of teaching.
Teacher commitment as an investment of time outside of contact hours with students. This conception identified teacher commitment as an investment of ‘extra’ time outside of expected contact hours with students. This extra time is discussed as either visible time invested at the school site or, invisible time invested off the school site.

Teacher commitment as a focus on the individual needs of the students. This conception considers teacher commitment to be a sharp focus on the needs of the student. Student needs are discussed as either emotional and/or academic.

Teacher commitment as a responsibility to impart knowledge, attitudes, values and beliefs. This conception considers teacher commitment as taking responsibility for imparting a body of knowledge and/or certain attitudes, values and beliefs. Teachers who hold this conception place great value on the role that they play in preparing students for the future and take responsibility for passing on a core set of skills, understandings and values.

Teacher commitment as ‘maintaining professional knowledge’. This conception views teacher commitment as the maintenance of professional knowledge and on-going professional learning. Within this conceptualisation is the notion that committed teachers are proactive in their professional development and in many cases are willing to share with and learn from their colleagues.

Teacher commitment as engagement with the school community. This conception considers teacher commitment to be the willingness to engage with the school and the school’s community. Within this conceptualization is the belief that teachers have a professional responsibility that reaches out beyond the four walls of the classroom and perhaps even extends beyond the boundary of the school.

Thus, it can be concluded that there is a very intimate connection between a ‘passion’ for the work of teaching and teacher commitment.

Celep (2000) classified commitment into the following four domains:

- commitment to school
- commitment to teaching work
commitment to work group, and

- commitment to teaching occupation

Teacher commitment has been emphasized in three broad categories (Danetta, 2002). The first is the commitment to the organization. Organizational commitment definition includes the belief in and acceptance of organizational goals and values, willingness to exert effort on the organization's behalf and a desire to remain in the organization (Mowday et al., 1982). Second, there is commitment to the teaching profession. Commitment to the profession is generally the degree, to which one has a positive, affective attachment to one's work (Firestone and Rosenblum, 1988; Coladarci, 1992). The third type is commitment to student learning (Kushman, 1992). Commitment to student learning focuses on the degree to which teachers are dedicated to student learning, regardless of the other issues that may be involved (e.g., academic difficulties, social background).

Individual teacher's commitment, it is presumed can be analyzed to identify centers of commitment in their professional practice. These centers of commitment are currently considered to be external to the teacher, and include commitment to:

- The school or organisation (Huber, 1991; Graham, 1996; Louis, 1998; Tsui and Cheng, 1999)
- Students (Nias, 1981; Bilken, 1995; Tyree, 1996; Yong, 1999).

In identifying teacher commitment, Gray and Ross (2007) mentioned three dimensions which teachers are eligible to fulfill:

- Commitment to school mission
- Commitment to school – community partnerships, and
- Commitment to the school as a learning community
Factors Affecting Teacher Commitment

The traditional view of teacher commitment considers it to refer to external referents. However, there is a growing body of literature that draws a strong connection between teacher commitment and the very intimate element of passion for the work of teaching (Fried, 1995; Elliott and Crosswell, 2001; Day, 2004).

Teacher commitment may be enhanced or diminished by factors such as student behaviour, collegial and administrative support, parental demands, and national education policies (Riehl and Sipple, 1996; Louis, 1998; Tsui and Cheng, 1999; Day, 2000).

Elliot and Crosswell (2001) have categorized the number of factors that sustain and diminish commitment under the 4 contexts which are (i) Personal context, (ii) School context, (iii) System context, and (iv) Professional context.

Table 1.5: Factors that Sustain and Diminish Commitment

<table>
<thead>
<tr>
<th>CONTEXT OF FACTORS</th>
<th>IDENTIFIED FACTORS THAT SUSTAIN COMMITMENT</th>
<th>IDENTIFIED FACTORS THAT DIMINISH COMMITMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Context</td>
<td>18 Factors revolved around reinforcing personal and professional identity and the importance of being involved in education</td>
<td>7 Factors revolved around personal crisis or a consequence of a particular life stage</td>
</tr>
<tr>
<td>School Context</td>
<td>24 Factors revolved around positive working relationships and the perception of control and ownership felt by the teachers</td>
<td>8 Factors spread between class size, resources, negative work relationships lack of professional support from peers and school leaders</td>
</tr>
<tr>
<td>System Context</td>
<td>4 Factors such as positive reforms, having control and influence over the reform process and being supported in requests for transfers.</td>
<td>17 The current reform agenda. Specifically, the amount and pace of change and the lack of support for teachers to adapt to these changes.</td>
</tr>
<tr>
<td>Professional Context</td>
<td>6 Factors revolved around the teacher being proactive about the and responsible for their own professional development</td>
<td>0</td>
</tr>
</tbody>
</table>


Factors such as tardiness, absenteeism and turnover are also identified as manifestations of commitment (Geurts, 1999; Burton et al., 2002). Dannetta (2007) further viewed external rewards as important factors in teacher commitment to student learning. Among the factors that influence a teacher’s commitment, Corbell (2008) found classroom management, instructional resources, and student success to be significant predictors of commitment for beginning teachers across all grade levels and subject specialties.
1.4 OPERATIONAL DEFINITIONS OF KEY TERMS

**Teacher effectiveness** - According to Rao and Kumar (2004), teacher effectiveness is the effective linkage of teacher competence and teacher performance with the accomplishment of teacher goals. It mainly depends on the teacher characteristics such as knowledge base, sense of responsibility and inquisitiveness; the student characteristics such as opportunity to learn, and academic work; the teaching factors such as lesson structure and communication; the learning aspects such as involvement and success; and the classroom phenomenon such as environment or climate and organization and management. If teachers take care of these factors, their effectiveness can be enhanced to the optimum level.

**Teacher morale** - Morale is considered to be a state of mind encompassing all the feelings determined by an individual's anticipation of the extent of satisfaction with those needs, which they perceive as significantly affecting their total work situation. As such it is intimately linked to job satisfaction by being determined by the anticipation of job satisfaction (Evans, 1998).

**Teacher commitment** - Teacher commitment is defined as teacher behaviour that is directed towards helping students develop both intellectually and socially by working extra-hand to ensure student success in school (Hoy and Sabo, 1998).

1.5 SCHEME OF CHAPTERS

The introductory chapter presents conceptual framework about teacher effectiveness, teacher morale and teacher commitment, along with the operational definition of key terms. Chapter II deals with review of the related literature. In chapter III need of the study, statement of the problem, objectives, hypotheses and delimitations are stated. In chapter IV detailed account of development and standardization of teacher effectiveness scale has been given. Chapter V deals with the design of the study, sample, tools, procedure of data collection and statistical analysis. Chapter VI gives details of analysis of data, interpretation and discussion of results. Finally, summary, findings, educational implications and suggestions for further research are presented in chapter VII.

The bibliography and appendices have been given at the end of the research report.