CHAPTER – III
EMERGENCE OF THE PROBLEM
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.
3.2 STATEMENT OF THE PROBLEM

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

3.3 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
    o City type and school type
    o City 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
- Academic stream
- Levels of commitment (high and low)
- Interaction between
  - School type and academic stream
  - School type and levels of commitment (high and low)
  - Academic stream and levels of commitment (high and low)
  - School type, academic stream and levels of commitment (high and low)

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

3.4 HYPOTHESES

3.4.1 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
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

3.4.2 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
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

3.4.3 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
H16.3 Parents
H16.4 Society
H16.5 Nation
H16.6 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

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

3.4.4 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.

3.4.5 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.

3.4.6 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.
3.5 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.