CHAPTER II

REVIEW OF RELATED LITERATURE:-

"Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation, man builds upon the accumulated and recorded knowledge of the past"\(^{22}\).

For any worthwhile study in any field of knowledge, the researcher needs an adequate familiarity with the library and other resources like Internet, which provides latest information and knowledge from all over the world and that too within minutes. Only then will an effective search for specialized knowledge be possible. The search for reference material is a time consuming but very fruitful phase of a research programme. Every investigator must know as to what sources are available in the field of enquiry, which of them he/she is likely to use and where and how to find them.

In the field of education as in other fields too, the researcher needs to acquire up-to-date information about what has been thought and done in the particular area from which the researcher intends to take up a problem for research. But it is found that generally the extent of importance, up-to-date information regarding educational research and ideas possessed by educational workers in very limited.

Availability of adequate information and possession of sufficient familiarity with it, however, are not one and the same.

\(^{22}\) John W. Best, Op Cit, Page 36-3\(^{rd}\) Edition.
thing. Availability of adequate information about educational thought and research does not by itself result in possession of its knowledge by the researcher.

The researcher must apply himself / herself keenly to the task. He/she may be very keen to possess up-to-date information regarding his/her field, and may try hard to be posted up-to-date, and yet fail to get enough information due to the non-existence of sources of such information. In our country the researcher quite often comes across the later handicap.

Part – 1 Review of Related Literature:-

“Effective Teacher”

The teacher plays a pivotal role in teaching learning process. To highlight this process Bossing (1963) quotes Brown that “The teacher is, by all odds. The most influential factor in high school education, curriculum, organisation, equipment as they are, count for little or nothing except as they are vitalized by the living personality of the teacher”. Similarly Judd (1935) pointed out that the teaching staff of any educational institution is its most essential item of equipment. Providing suitable teachers for American High Schools is a task so colossal that our civilization is staggered in its effort to meet the demand ... our stability or inability to provide competent teachers will determine the success or failure of the
American experiment of universal secondary education. A study of Brubacker (1926), states that the forward movement in human welfare became possible only from correct teaching civilization advances in accordance with the quality of teaching service. The influence of the great teacher extends through many generations, doing high service beyond the limits of his natural life. It transcends geographical and rational boundaries. The great teachers Socrates and Jesus bear testimony to this fact.

Few would deny that good teaching is the focal point of our educational system. If an ample supply of effective teacher could be attracted to our schools, the likelihood of attaining desirable educational objectives is substantial. On the other hand, if teachers are incompetent or are misfits, excellent material resources in the form of buildings, equipment, and textbooks are likely to be ineffective, if not wasted.

Yet, inspite of universal reorganization of the importance of the teachers, relatively little progress has been made in defining. "Good teaching" or in specifying the distinguishing characteristics of competent teachers personnel decision are constantly being made by teacher education institutions in admitting students and by school boards and administrators in selecting and promoting teachers, but there is little agreement about the relative importance of qualifications such as intelligence, formal education, pedagogical training, interests and various personal and social characteristics.
Despite an enormous amount of available literature on the subject of teacher effectiveness, no universally accepted formula can be given to define an “Effective teacher”.

Teaching is effective to the extent that the teacher acts in ways that are favorable to the development of basic skills, understandings, work habits, desirable attitudes, value judgments, and adequate personal adjustment of pupils. But this sort of definition is very general and abstract and is not easily translatable into terms relating to specific teacher behaviors. For educators and layman, alike, disagree widely on aspects of learning that should be emphasized and on the role the teacher should play in a learning situation.

Furthermore, it seems reasonable to suspect that learning emphases and teacher roles vary in relation to the characteristics of the pupils taught, to grade level, and to field of learning (subject matter). An aloof, rigorously academic teacher might be well suited to teach bright academically minded, well adjusted high school students, but he might be entirely unsuited to teach certain younger children vitally in need of sympathy and understanding above all else. According to Gerlad (1977) effective teaching is a “niche” i.e. appropriate situation in which to operate. So, if there is a mismatch between the personal factors and the situation effective and happy teaching relations are unlikely to prosper.

According to Deckson (1980) “Teaching effectiveness is a demonstrated repertoire of competencies involved with:

1) Teaching plans and materials.
2) Classroom procedures.
3) Interpersonal skills.
4) Learner reinforcement involvement reflected in teacher behaviour”.

Considerations such as the above are extremely important in approaching the study of teacher behaviour. Disagreement and ambiguity with respect to the description of teacher effectiveness are to be expected and cannot be entirely avoided because competent teaching undoubtedly is a relative matter. A person’s concept of a good teacher seems to depend on;
a) His acculturation, his past experience, and the value attitudes he has come to accept.
b) The aspects of teaching which may be foremost in his consideration at a given time, and
c) Characteristics of the pupils taught.

A description of competent or effective teaching must, therefore, be considered to be relative — relative to perhaps three major sets of conditions:

i. The social or cultural group in which the teacher operates, involving social values which frequently differ from person to person, community to community, culture to culture and time to time;
ii. The grade level and subject matter taught; and perhaps.
iii. Intellectual and personal characteristics of the pupils taught.
It is not surprising, then to note the difficulties that have confronted, those seeking to establish criteria of teacher effectiveness; the dearth of testable hypotheses produced in research which have been undertaken by various researchers and the general lack of understanding of the problem of the characteristics of effective teacher. However, the existing literature advocates that effective teachers have the attributes which can be described into general and specific intentions for improving the instruction.

1. General Intentions for Improving the Instruction:-

According to Callahan (1975),

"The knowledgeable teacher is aware of the need for consistently and specifically improving instruction as a means of upgrading student achievement"

The teacher in the beginning generally has a particular need for bettering himself, and the conscientious experienced teacher is often plagued by a vivid awareness of his own deficiencies. However, the type of improvement coupled with intermittent guilt feelings at not having done a better job or characterized by sporadic attempts to improve is not the kind of improvement that produces the required improvement.

Attaining instructional excellence is a complicated process. The teacher must have a basic command of his subject matter. He must keep abreast of his field and be able to communicate his knowledge effectively to others at their
level of comprehension. He must have a thorough acquaintance with psychological principles and be able to make practical use of them in teaching. Above all, the teacher must desire to improve. He would do well do devise, then follow, a carefully constructed plan for improvement. In a quest for betterment, consistency is a key concern. Without consistency, the teacher will soon find that the cumulative effect of his efforts is diminished, continuity is thwarted, and improvement moves forward at an unsteady pace.

The individual instructor can develop his own programme for self-improvement by:

a) Identifying what comprises effective teaching,
b) Identifying personal weaknesses in teaching,
c) Establishing a systematic program of self-appraisal,
d) Devising and identifying procedures that will lead to improvement.
e) Using the suggestions of other professionals – teachers, supervisors, and administrators.
f) Making effective use of student opinions,
g) Identifying and using rating scales and other devices in self-appraisal;
h) Appraising the subject-matter competence,
i) Carefully analyzing his personality;
j) Appraising the effectiveness of his methods;
k) Evaluating student teacher relationships.
l) Analyzing the effect of membership and participation in professional organizations.
m) Recognizing the benefits of additional graduate work.
n) Recognizing the benefits of additional types of in-service training.

2) Specific Practices for Effective Teachers:-

Although most sincere teachers are interested in improving their instructional competence, only a minority of them, unfortunately, are willing to pay the price of planned improvement that calls for systematic evaluation by others; honest, structured self-appraisal, and consistent effort. This minority, however, has developed a wide range of successful improvement practices. An examination of several of these will be useful.

The attempt to discover with specific exactness what comprises effective teaching is a never ending quest. During the past few years, for example, there have been repeated attempt to analyze teaching in order to establish a justifiable basis for merit pay. None of these efforts has resulted in a conclusive scientific statement concerning the precise nature of effective teaching. There is, however, general agreement among teachers and people concerned with teacher appraisal that certain characteristic are indispensable for an effective teacher:

i) He is intelligent.
ii) He has command of the subject.

iii) He knows how to communicate his subjects to students.

iv) He is able to establish and reach objectives.

v) He uses methods effectively.

vi) He is able to modify student behaviour.

vii) He varies instruction to hold student interest and to allow for individual difference.

viii) He understands and likes students.

ix) He is able to motivate students.

x) He can accurately appraise students readiness for learning.

xi) He plans effectively.

xii) He has an effective teaching personality

The relative importance of these traits poses a dilemma for those wishing to make an objective appraisal of instruction. It is more important, for example, that a teacher be highly intelligent or that he be in command of his subject matter? Does a teacher's outgoing personality have a greater effect on student learning than does his careful planning? Although the relative importance of such characteristics is still to be discovered, all are important for effective teaching.

In identifying characteristics of effective teachers various attempts have been made by different educationists.

Charter and Wales (1929), for the first time attempted to point out that there are twenty-five traits of an effective teacher which can be described as under:
Traits of Effective Teachers:

1. Adaptability
2. Attractiveness, personal appearance.
3. Breadth of interest (interest in community, profession, pupils)
4. Carefulness (accuracy, definiteness, thoroughness)
5. Considerateness (Appreciatively, courtesy, tact, sympathy kindness)
6. Co-operation (helpfulness, loyalty)
7. Dependability (Consistency)
8. Enthusiasm (Alertness, animation, inspiration)
10. Forcefulness (Courage, decisiveness, firmness, purposefulness).
11. Good judgement (discretion, foresight, insight, intelligence)
13. Honesty.
14. Industry (patience, perseverance)
15. Leadership (initiative, self confidence)
16. Magnetism (approachability, cheerfulness, optimism, sense of humor, sociability, Pleasing voice)
17. Neatness (Cleanliness)
18. Open-mindedness
19. Originality (Imaginative, resourcefulness)

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20. Progressiveness (ambition)
21. Promptness (dispatch, punctuality)
22. Refinement (conventionality, good taste, modesty, morality, simplicity)
23. Scholarship (intellectual curiosity)
24. Self control (Calmness, dignity, poise, reserve).
25. Thrift.

John Steinbeck (1974), said, "That great teachers had three things in common "They all loved what they are doing. They did not tell, they catalyzed a burning desire to know. Under their influence, the horizons sprung wide and feat went away and the unknown became known. But most important of all, the truth, that dangerous stuff, became beautiful and very precious".

He also said - As I have examined the lives of the great teachers of history and great teachers of today, it has seemed to me that great creative teachers share with a the great people in all other fields of human endeavor certain common characteristics of these, I believe that the most essential characteristics are the following:-

1. They perform miracles.
2. They inspire their students (followers, disciples, etc.) to creative and independent thinking and action which may at times get out of hand.
3. They are continually in danger of ‘crucifixion’. This, in fact, was the fate of two of history’s greatest teachers – Socrates and Jesus Christ.

The analogy provided by the popular rock opera Jesus Christ Superstar (Webber & Rice, 1970), enables us to elaborate the picture of great teachers. From it, I was able to list the following additional characteristics that appear to apply to great creative teachers.

1. Examines and exploiters twist their “every word around some other way”.
2. They are eager to get their students “going” while they can still support and encourage them.
3. They are considered dangerous by “Public”.
4. Some consider them miracle wonder men – some, heroes or fools.
5. Those in authority dare not leave them to their own devices.
6. Many of their associates fear their own elimination.
7. Their publics make excessive demands upon their time and resources.
8. They frequently feel there’s too many of you; there’s too little of me.
9. Their closet friends and loved ones are helpless to protect them.
10. Ultimately some of their admires and disciplines despise them and betray them.
11. They are blamed for letting their followers get out of hand and are held responsible for the independent action of their followers.

12. They reach a point when they lose their inspiration at least temporarily and feel sad and tired.

13. To reach a point when they say, “Let them hate me, hit me, hurt me, nail me to their tree”.

14. Their fans not only demand miracle, they demand inappropriate miracles.

15. There are times when they are scared to finish what they started. But they go ahead and do it any way.

16. Finally, they are always in danger of being crucified.
Teacher Effectiveness – An Insight

By

Dr. S. Santhana Krishnan, Lecturer,

Teaching is one of the oldest professions. Teaching is an art, a science and skill, because teaching can be studied objectively and scientifically. It is a process of development. Teaching is purposeful activity. Teaching is an intricate, complex, conscious and deliberate activity.

Most teaching, at the school and college level, has followed a convention as ‘talking tradition’. Teaching is a system of actions, which induce learning through interpersonal relationship. As far as teaching profession is concerned, the basic and fundamental needs arise from three aspects – the teacher, the learner, and the school. Good teaching means more than entertaining in front of the class. Effective teaching means teaching which produces maximum learning out come.

The goal of education is to engender learning in the most desirable and effective ways possible, and would seem to require additional science of Technology of teaching. It aims to achieve the goals of education and it influences learning. Educology means the theoretical study of teaching skills or the theory of teaching practice.

Teaching and learning are closely related and teaching learning are closely related and teaching-learning is considered as one concept. Teaching is varied in style, tempo
and strategies with an order of logical operations involved in it. Teaching is an activity with four phases: a curriculum planning phase, an instructing phase, a measuring phase and an evaluative phase.

The ultimate goal of teaching is to bring all round development of a child. A theory of effective teaching is prescriptive. It is prescriptive means in the sense it sets forth rules concerning the most effective ways of helping learners to achieve knowledge and skills.

The main objective of teaching is not to explain the meaning but to knock at the door of the mind, so said Rabindranath Tagore. From this point of view, teaching should not be regarded as merely a job or even a profession.

The problem of the teaching effectiveness is complex that no one knows that the complex teacher is. It is otherwise called ‘effective teaching’, ‘criteria for competence’ and ‘ability to teach’. an effective teacher may be understood as one who helps development of the basic skills, understanding proper work habits, desirable attitudes, value judgements and adequate personal adjustment of the students.

Teacher effectiveness concerns with those outcomes, which reflect the agency of the teacher and the objectives of education. It points to the effects of a teacher in a classroom situation. The teacher ability or competence or effectiveness is comprised of one or more abilities of a teacher to produce agreed-upon educational effects in a situation or context.
In its broadest meaning, competence is an individual ability to produce agreed-upon results. Teacher effectiveness can be determined through the formative experiences, teacher properties, teacher behaviours, immediate effects and long term consequences. The teacher effectiveness has been evaluated in terms of student achievement and attitude as the product criterion.

A good teaching is the main criterion of an effective teacher. Teaching efficiency is considered as the process factor. The effective teacher never stops experimenting to discover what best suits his own particular needs and those of his students. The effective teacher can apply teaching methods that are easier, quicker, better, safer, more rewarding, less labour, intensive and more suitable.

It may be stated that pupils' growth is the most relevant criterion for teacher effectiveness. Educationists, administrators and psychologists know well about the importance of effective teaching. The effectiveness could be achieved with the help of skillful teachers well-planed syllabus, necessary infrastructural facilities, trained laboratory techniques and open library system.

The effective teachers can teach different methods of teaching using different media, using variety of audio visual aids and applying unconventional techniques. The fulfillment of education's goals could be achieved only through quality education. Thus, the teacher and the quality of his teaching are of paramount importance.
No aspect of education has been discussed with greater frequency with as much deeper concern, or more educators and citizens than that of teacher effectiveness – how to define it? And how to detect and remove obstacles to its achievement?

But the earlier studies, which reveal the competence of teacher, are inconclusive and piecemeal and little is presently known for certain about teacher excellence. It is not an exaggeration to say that we do not today know how to select, train for, encourage or evaluate teacher effectiveness.

To attempt to determine the merit of any individual’s teaching behaviour is thus to deal with a many sided problem, involving not only a large number of variables but also the question of what weight each variable is to be given in assessing the teacher effectiveness. A theory of effectiveness and good instruction, in short, is concerned with how, what one wishes to teach can best be learned with improving rather than describing learning.

The effectiveness concerns only those outcomes that reflect the agency of the teacher and the objectives of education. According to Rabindranath Tagore a teacher is throughout a student. He should be up-to-date in his knowledge. Effective teacher must know his content as well as his students.

The word ‘teacher’ refers to a person who is truthful (T), energetic (E), affectionate (A), cooperative (C), humble (H), efficient (E), and resourceful (R). The term effectiveness refers
to some criteria. The effectiveness of a teacher can be ascertained by employing some criteria. Teaching is effective to the extent that the teacher acts in ways that are favourable to the development of basic skill, understanding work habits, desirable attitude, value judgement and adequate personal adjustment of pupils.
Part-II  Review of related literature from Internet

Enhancing your teaching effectiveness

Source Unknown

Accurately assessing your students' developmental state can direct your planning and impel your teaching. For instance, recognizing a 16-year-old's concern about his appearance and his standing among his peers may promote your rapport with him and eliminate learning barriers.

Keep in mind that chronologic age and developmental stage are not always related. Throughout life, people move sequentially through developmental stages, but most people also fluctuate somewhat among stages, often in response to outside stressors. These stressors can cause a person to regress temporarily to an earlier stage. Sometimes a person may not achieve the task expected of his chronologic age. So you will need to address your students at their current developmental stages, not at the stages at which you would expect them to be because of their chronological ages.

In some situations, hopefully most, you will have time to sit down and develop a formal teaching plan. In others, you will be confronted with a "teachable moment" when the student is ready to learn and is asking pointed questions. Invariably, these moments seem to come at the most inopportune times. At times like these, you face the dilemma: to teach or not to
teach. Having a knowledge of basic learning principles will help you take best advantage of these moments. Here are some principles proven to enhance teaching and learning.

**Seize the moment**
Teaching is most effective when it occurs in quick response to a need the learner feels. So even though you are elbow deep in something else, you should make every effort to teach the student when he or she asks. The student is ready to learn. Satisfy that immediate need for information now, and augment your teaching with more information later.

**Involve the student in planning**
Just presenting information to the student does not ensure learning. For learning to occur, you will need to get the student involved in identifying his learning needs and outcomes. Help him to develop attainable objectives. As the teaching process continues, you can further engage him or her by selecting teaching strategies and materials that require the student's direct involvement, such as role playing and return demonstration. Regardless of the teaching strategy you choose, giving the student the chance to test his or her ideas, to take risks, and to be creative will promote learning.

**Begin with what the student knows**
You will find that learning moves faster when it builds on what the student already knows. Teaching that begins by comparing the old, known information or process and the new, unknown one allows the student to grasp new information more quickly.
Move from simple to complex
The student will find learning more rewarding if he has the opportunity to master simple concepts first and then apply these concepts to more complex ones. Remember, however, that what one student finds simple, another may find complex. A careful assessment takes these differences into account and helps you plan the teaching starting point.

Accommodate the student's preferred learning style
How quickly and well a student learns depends not only on his or her intelligence and prior education, but also on the student's learning style preference. Visual learners gain knowledge best by seeing or reading what you are trying to teach; auditory learners, by listening; and tactile or psychomotor learners, by doing.

You can improve your chances for teaching success if you assess your patient's preferred learning style, then plan teaching activities and use teaching tools appropriate to that style. To assess a student's learning style, observe the student, administer a learning style inventory test, or simply ask the student how he or she learns best.

You can also experiment with different teaching tools, such as printed material, illustrations, videotapes, and actual equipment, to assess learning style. Never assume, though, that your student can read well -- or even read at all.
Sort goals by learning domain
You can combine your knowledge of the student's preferred learning style with your knowledge of learning domains. Categorizing what the students need to learn into proper domains helps identify and evaluate the behaviors you expect them to show.

Learning behaviors fall in three domains: cognitive, psychomotor, and affective. The cognitive domain deals with intellectual abilities. The psychomotor domain includes physical or motor skills. The affective domain involves expression of feeling about attitudes, interests, and values. Most learning involves all three domains.

Make material meaningful
Another way to facilitate learning is to relate material to the student's lifestyle -- and to recognize incompatibilities. The more meaningful material is to a student, the quicker and easier it will be learned.

Allow immediate application of knowledge
Giving the student the opportunity to apply his or her new knowledge and skills reinforces learning and builds confidence. This immediate application translates learning to the "real world" and provides an opportunity for problem solving, feedback, and emotional support.
Plan for periodic rests
While you may want the students to push ahead until they have learned everything on the teaching plan, remember that periodic plateaus occur normally in learning. When your instructions are especially complex or lengthy, your students may feel overwhelmed and appear unreceptive to your teaching. Be sure to recognize these signs of mental fatigue and let the students relax. (You too can use these periods - to review your teaching plan and make any necessary adjustments.)

Tell your students how they are progressing
Learning is made easier when the students are aware of their progress. Positive feedback can motivate them to greater effort because it makes their goal seem attainable. Also, ask your students how they feel they are doing. They probably want to take part in assessing their own progress toward learning goals, and their input can guide your feedback. You will find their reactions are usually based on what "feels right."

Reward desired learning with praise
Praising desired learning outcomes or behavior improves the chances that the students will retain the material or repeat the behavior. Praising your students' successes associates the desired learning goal with a sense of growing and accepted competence. Reassuring them that they have learned the desired material or technique can help them retain and refine it.
Enhancing Teaching Effectiveness

Report of Task Force I: Teaching

University of Mississippi

May 1995

In recent years the public has increasingly demanded that universities assume accountability for the quality of their academic programs. As a comprehensive state university, the University of Mississippi has a special responsibility to foster a climate that enhances both teaching and research. Recognizing these challenges, the Executive Committee of the Faculty Senate asked Chancellor Gerald Turner to form four task forces to continue the work begun with the Undergraduate Experience Report. The Report was a response to the 1991-92 decision by the Mississippi Goals Task Force to recommend a top priority of improving undergraduate education.

The purpose of this report is to provide recommendations from Task Force I, Teaching, one of the four groups formed by the Chancellor to examine specific aspects of the undergraduate experience. Beginning with the ideas provided in the prior reports, the Task Force also considered practices at other universities as well as local conditions.

The mandate of Task Force I is the evaluation and improvement of undergraduate instruction. The major objectives are to recommend: a process to improve the quality
of teaching, particularly at the undergraduate level; methods for identifying and rewarding teaching excellence; and a resource to provide faculty development opportunities. This report proposes initiatives for the development, evaluation, and reinforcement of teaching efforts at the University of Mississippi (see Figure 1).

**Implementation Trial**

The major disclaimer attached to these proposals is that the Task Force views these specific recommendations as valid ideas that may still be open for suggestions and change. Thus, a three-year trial is provided as a means to test actions here that have been shown to achieve positive results elsewhere. Whereas research successes must continue and be counted, the time for discussions of teaching effectiveness must yield to actions for improvement. As the 1988 Teaching Methodology Evaluation Committee concluded, "The faculty may continue to debate the merits of the vehicle and methods proposed, but it is essential that the evaluation process begin now." At the end of the three-year period, this committee or its complement, should evaluate the trial and recommend modifications, improvements or discontinuance.

**Interdependencies and Constraints**

At times, it is difficult to separate development of teaching effectiveness from support for that effort. Improvement in the infrastructure, such as technology equipment/instruction,
physical comfort and cleanliness of class rooms, repair of
desks, etc. is an essential component of enhancing effective
teaching, but these areas are the responsibility of a separate
task force. As the ideas and reports from three other task
forces are blended with this one, modifications are bound to
occur.

According to the Mississippi State Institutions of Higher
Learning, FY 1991 Faculty Activity Report, the University of
Mississippi had one of the lowest average costs per credit
hour taught in the state, a surprising distinction for a
comprehensive university. "This lower cost at the University of
Mississippi was due primarily to the large number of credit
hours generated per full-time equivalent position." (Faculty
Activity Report, FY 1991) This statement means that classes
are too large and/or that there are too few faculty positions at
the University of Mississippi (in areas of need) as compared to
other state supported institutions. The faculty work hard to
provide a quality education to a large number of students while
also producing impressive scholarly contributions. Although
not part of the specific recommendations in this report, the
reduction of class sizes, while maintaining instruction from
qualified faculty, should be recognized as a major objective for
the University.

One final qualifier is warranted. A definition of teaching
effectiveness is not provided in this report. Granted, the
questions are essential—for example: "Who is an effective
teacher? What are the characteristics of an effective teacher? Which methods convey the content most effectively? How do effective teachers organize their courses, enhance interactions, or exhibit enthusiasm?" Inevitably, the answers to these questions will vary by subject, topic, and time. Thus, this report seeks to provide a process for enhancing an evolving art. The specific evaluation forms, developmental approaches, and rewards will change as the University of Mississippi continues to target instructional improvement as a major goal.

Organization

The report includes four sections: evaluation procedures, rewards, developmental programs, and miscellaneous issues. Specific recommendations for implementing ideas are provided; however, Task Force Implementation Committees will probably be needed. Task Force I has attempted to narrow the focus. The University community must continue the process. Faculty at a comprehensive university are expected to create and disseminate new knowledge by being productive in research and scholarship and by providing service to their discipline and community. However, teaching is central to the expansion of knowledge and faculty should be expected to have an interest in developing their individual teaching skills and in the effectiveness of the larger instructional process. The ideas in this report are offered to foster these interests in teaching.
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I. Evaluation of Teaching Effectiveness

Assumptions:

a multi-faceted approach is needed that includes both student surveys, self-evaluation, and peer review

the evaluation process has two purposes--

a formative purpose of improving instruction
a summative purpose of supporting promotion and tenure decisions

student surveys are necessary and are reasonably reliable and valid

Analysis:

Although student surveys are reasonably reliable and valid, they should not be the only instrument for evaluating teaching effectiveness. Student surveys, by themselves, are not very practical for the purpose of improving teaching skills and do not evaluate the correctness of the presentation. Interaction with and counseling by other "master professors" is needed. Since a summative purpose is also involved (personnel decisions), and since there are some causes of bias in student survey results, independent types of evaluation are needed. Self-evaluation by the individual faculty member and evaluation by experienced and capable members of the department are needed to assess the development of the faculty member as a teacher in the context of the department's mission.

Summary of Recommendations:

Continue to use student surveys

Initiate a annual self-evaluation statement

Initiate an annual peer review of all probationary faculty

It is suggested that faculty create and maintain a teaching portfolio for use in self- and peer-review processes.
"Unless faculty members are willing to leave the evaluation of teaching to students, who possess only a limited view, or to administrators, who often don't have the time or necessary background, then they must be willing to invest their time in efforts in peer evaluation of teaching" (J. A. Centra, quoted in Collaborative Peer Review: The Role of Faculty in Improving College Teaching)

Explanation of Recommendations:

1. Student Surveys:

This procedure is in place and the new forms have raised few objections. A student survey is desirable because it gives a voice to the students, because the survey can conveniently evaluate the entire faculty, and because these surveys are generally reliable (i.e., consistent) and valid (i.e., actually measure effectiveness) (Cohen, 1981; Marsh, 1984; McKeachie, 1979). There are some biases that must be appreciated. Higher ratings are given by more motivated students (in elective courses) and by students in smaller classes. There is also some variation by academic field, with courses/faculty in fine arts and humanities usually receiving slightly higher rating than those in social sciences, which in turn are rated higher than those in math and science. Students expecting to receive higher grades also tend to give higher evaluations. These correlations, however, do not seriously compromise the validity of the surveys.
The student surveys do not provide a direct mechanism of improving the effectiveness of a faculty member. At present, the Deans and Chairs review the evaluation summaries and may read the written comments. The Chairs are now responsible for consulting with faculty members who may receive less than acceptable evaluations. The extent to which the survey results are used for personnel decisions is not clear and may differ among departments and schools.

**Recommendation:** These surveys should continue essentially as they are now done. The General Academic Affairs Committee of the Faculty Senate should be charged with periodic review of this evaluation form. The results should be returned to the faculty members in a more timely manner. An attempt should be made to correlate the student responses with their self-reported anticipated grades. Departments should again be urged to add questions that are pertinent to their discipline.

The results of these surveys should remain confidential (except for their use in the evaluation of the teaching portfolios and tenure/promotion review). If students wish to publish their own evaluation of faculty members, they should be encouraged to do so. However, the results of the University's student surveys are part of the personnel record of the faculty members and should not be published.
2. Self-Evaluation:

Several universities have found self-evaluation of teaching to be very useful. Annual "reflective statements" by faculty enable them to focus on teaching goals, to respond to previous evaluations/criticisms, and to validate the importance of teaching at a personal level.

Recommendation: As part of maintaining a teaching portfolio (see section IV), a 1-2 page reflective statement on teaching accomplishments and self-evaluation should be included. This would counter the "tally" mentality (i.e., listing of courses taught, number of students, meeting time, etc) of the current activity report with regard to teaching, would put teaching in a more positive light, and would recognize the personal and individual nature of teaching. This reflective statement should be required of all non-tenured faculty and should be recommended for all faculty. For non-tenured faculty, these reflective statements should be included in the composite teaching portfolio, which would then become part of the tenure and promotion dossier. These self-evaluations would chronicle the growth of the faculty member through his or her own eyes and would provide evidence about his or her views on the importance of teaching (i.e., a joint formative and summative function). For tenured faculty, it such reflective statements (as part of a teaching portfolio) could be weighed heavily in considerations for various campus-wide teaching awards.
3. Peer Review:

Some form of peer-review and consultation by experienced and capable faculty is needed within each department. Whereas teaching is often considered to be a personal matter that is difficult to evaluate, another view holds that effective teaching of a particular discipline is the mission of a department and that faculty should nurture one another as they often nurture the research careers of junior faculty. According to this view, we can evaluate effective teaching just as easily (or with equal difficulty) as we evaluate research and scholarly accomplishments.

Recommendation: All probationary faculty members will prepare and update annually a teaching portfolio; tenured faculty will be urged to also prepare portfolios. (See section IV for a description of components of a teaching portfolio.) To entice tenured faculty to participate, the various campus-wide teaching awards should be based on evaluation of teaching portfolios and new teaching awards should be initiated (see following section). A procedure will be developed within each department for the annual peer-review of these teaching portfolios. The "Stanford" model will be followed, in which faculty will be encouraged to include their more flattering evidence in their teaching portfolios. The emphasis of the peer-review will be formative, that is, on stimulating an interest
and appreciation for teaching effectiveness and on the development of teaching skills through mentoring-type interactions between experienced teachers and junior faculty.

During a 3-year transition period, the peer-evaluation process will be phased in and be made specific for all departments. Following this transition period, the entire peer-review process will be evaluated from a university-wide perspective. Following successful implementation of the teaching portfolio and peer review process, the tenure and promotion guidelines of departments may need to be modified to take such evaluation procedures into account.

A suggested procedure for peer-evaluation within a department is described in the following paragraphs. Each department should be allowed to modify these recommendations to meet the specific functions and complications of its discipline. Any significant variations from the teaching portfolio/self-evaluation/peer-review process should be approved by the respective dean and the Vice-Chancellor for Academic Affairs.

Peer Evaluation: Each department could establish a Teaching Effectiveness Counselor (TEC). The department’s faculty should elect a small set (i.e., two, or more in the case of large departments) of its tenured faculty to be submitted to the appropriate Dean. The Dean should then select from these names the person to be appointed for a term (say three years)
as Teaching Effectiveness Counselor in that department. (The reason for the Dean's input is that he/she is privy to the evaluations of the faculty members, thus avoiding the appointment of the lesser qualified teacher as TEC. In the case of large departments, two TECs may need to be selected.)

For each full-time faculty member within a department, the TEC will be responsible for coordinating an annual peer review by a three-membered review team, which will be comprised as follows.

a) the TEC

b) a tenured faculty member recommended by the reviewed faculty member

c) a tenured, anonymous faculty member (who may be from outside the department)

The purpose of the second faculty member is to insure that sub-disciplines are represented and, possibly, to provide input from someone who teaches similar types of classes. The purpose of the third reviewer is to give the evaluation the characteristics of a standard peer review.

The review team will evaluate the teaching portfolio of the faculty member. This evaluation should be done separately and should use a simple evaluation form. (Example shown in the Addendum; the exact form will need to be developed, and departments may develop their own.) Whether there are a
series of items to be evaluated or a single summary evaluation, there should be some uniformity in the rating. For example, the evaluation by reviewers should have ratings of "excellent," "competent," and "needs improvement." The TEC will summarize the reviews and will consult with the faculty member in what should be a constructive manner. Some specific suggestions for improving teaching effectiveness may be indicated by the TEC. After the consultation, the TEC will provide a written report to the department chair. The faculty member may provide a rebuttal to the TEC's report and may solicit independent evaluations by other faculty members. This report should be completed before April 1. The chair will include these reports in the candidate's tenure and promotion dossier and refer to them during the annual review of all probationary faculty members.

The consultation with the TEC and other faculty members should be a continuing process to help the development of the faculty member. In some cases, a recommendation may be made for the faculty member to attend other teaching effectiveness workshops, to seek help with English speaking skills, etc (also, see the proposed Programs to Develop Faculty Teaching Effectiveness).

The above process should apply to all faculty members, including full-time instructors and the chairs (in which case the TEC reports to the appropriate dean). Only the TEC for each department gets a bye (but the TEC may wish to undergo
evaluation by a TEC from another department). (For a ten-member department, the TEC would have to coordinate and evaluate nine faculty portfolios. The other tenured faculty would be required to review about 3 portfolios, on average, each year, in addition to preparing their own portfolios.) Graduate instructors and teaching assistants should be evaluated by a separate process.

*Phase-in Procedure:* For a three year period, the above process should be phased-in.

In Year 1 each department should be required to decide upon its own plan of self- and peer-evaluation, as well as the specific components of a teaching portfolio. The departments may choose to follow the procedure outlined above, or they may make modifications. Changes should be approved by the appropriate dean and the VC for Academic Affairs. In all cases, a department's plan must include student-, self-, and peer-evaluation components. Certain faculty members (perhaps members of this committee), or perhaps whole departments, should be encouraged to take the lead by developing their teaching portfolios and developing their peer review process in Year 1. During Year 1 it will be necessary to provide instruction and encouragement to departments regarding these new ventures. The VC for Academic Affairs should be responsible for providing the needed leadership.
In Year 2 all probationary faculty should be required to develop a teaching portfolio and departments should be required to implement peer-review of these probationary faculty. Tenured faculty may also participate fully in the teaching evaluation process in Year 2. New teaching awards should be initiated in Year 2 and the teaching portfolios should be used in the selection of these awardees.

In Year 3 all faculty are expected to participate in the teaching evaluation process. While many senior faculty may prefer not to participate, the positive aspects of the evaluation process and the new teaching awards may entice most senior faculty to do so.

At the end of the three year transition period, the entire teaching evaluation process should be evaluated and fine-tuned as needed. The success of the program should be assessed in terms of student and faculty opinions about teaching effectiveness and in terms of the demonstration of support by the Lyceum and deans for the importance of teaching.

After the teaching portfolio and peer review process have successfully been implemented, departments should be advised to review their guidelines for tenure and promotion in order to remove some of the vagueness that is often found in the description and weighting of teaching.
II. Enhancing the Reward System for Teaching

Assumptions:

Excellence in teaching is valued by the University and should be rewarded.

Rewards for teaching will encourage faculty to achieve excellence in pedagogy.

State support for universities will remain limited, and the public will continue to expect university faculty to be more accountable in the area of teaching.

Analysis:

The above proposed procedures for student, self, and peer evaluation should provide a means of evaluating teaching effectiveness, should focus more attention on the importance of teaching, and should promote a culture in which effective teaching is appreciated and valued. We now honor and reward faculty members for outstanding achievement in research. With implementation of the above procedures and with a renewed appreciation of the value of teaching at this university, we should be better able to identify excellent teachers. Just as we reward excellent researchers, the university should recognize and reward excellent teachers for similar reasons.
The present climate is one in which the public is calling for a greater accounting of the activities of university faculty. The public has some understanding of what is meant by teaching, but the public has little appreciation for the benefits of research and scholarship. Thus, rewards given by the university for excellence in teaching should be good for public relations. Also, faculty must realize that they cannot expect improvement on the current levels of support for research.

**Summary of Recommendations:**

The teaching portfolios should be used in the selection of campus-wide teaching awards.

A new set of teaching awards should be created to recognize excellence in pedagogy.

The teaching portfolios should be used in tenure and promotion considerations.

**Explanation of Recommendations:**

1. The teaching portfolio and peer review process should be used in the selection of recipients for campus-wide teaching awards. At present there are teaching awards in various schools, plus the Elsie Hood teaching award and the Burlington Northern award. Some effort should be made to standardize the school awards in terms of the selection process and monetary value (to the extent possible,
recognizing that they are funded from various sources). Also, it should be realized that there are relatively fewer awards available for Liberal Arts faculty, due to the size of the College and the lack of a single alumni or professional group. Any new awards should be open to the Liberal Arts faculty.

2. A set of new teaching awards, perhaps called "Master Teacher" or "Five Star Teacher," should be created. The Sesquicentennial fund raising efforts should promote these teaching awards as a major initiative. To have a broad effect across campus, there should be at least 5 new awardees announced per year. Two specific suggestions have been made about the selection and award mechanism.

a) One suggestion is that the recipients receive a $2000 bonus for each of five successive years and that they retain the title "Master Teacher" thereafter. Initial year expense would be $2000 times the number of awardees. If a level of N = 5 each year is achieved, then the maximum steady-state annual cost would be $50,000 (25 awardees per year after the 5th year), assuming no retirements or moves. As a condition of receiving this award, the recipients may be asked to give a presentation on some topic related to teaching (i.e., to stimulate interest in teaching and to be involved in the development of teaching skills in others) and/or to serve as teaching mentors for younger faculty.
b) A second suggestion is to consider 30 nominees each year for 5 "Five Star Teacher" awards. The 30 nominees would be asked to prepare a teaching portfolio, which would be evaluated by a selection committee. The top five teachers would be given $5000 awards (for one year) and the other 25 nominees would be given $1000 "Master Teacher" awards. Once a faculty member has received the top award, he or she would be ineligible for a 5 year period (and would comprise the selection committee for either the 30 nominees or the 5 awardees). This plan would also require $50,000 per year and would broadly spread the awards.

3. The teaching portfolio and peer evaluation process should be used in tenure and promotion considerations. The more detailed teaching evaluation procedures should enable a faculty member to make his or her case regarding teaching effectiveness. A hidden goal of the above evaluation processes is that new faculty will reach the conclusion that teaching does count, that it can be evaluated with some validity, and that good teaching is expected.

4. Departments should be urged to consider modifying their tenure and promotion guidelines to include the above teaching portfolio and peer review process and to remove some of the vagueness that often exists in the descriptions of expectations in teaching.
5. It is suggested that one award (perhaps among the above awards, or a separate award) be earmarked for instances in which a team of faculty have achieved excellence in teaching. Such a "team" award may be given to an entire department (as evidenced by an outstanding assessment of learning by students in a program), to a group of faculty who teach parallel sections of a course or a series of courses, or to a group of faculty who have worked together to improve teaching effectiveness in some innovative manner.

III. Programs to Develop Faculty Teaching Effectiveness

Assumptions:

If provided resources, stimuli, and a valid evaluation process, faculty will try to improve their teaching effectiveness.

If developmental resources and programs are available, the teaching effectiveness of virtually all faculty members can be improved.

Analysis:

The proposed evaluation mechanism, involving student-, self-, and peer-evaluation components, is designed to assess the general effectiveness of individual teachers. The proposed new teaching awards and other enhancements in the reward system are designed to provide impetus for improving teaching effectiveness. The third essential part of the overall
plan is to provide assistance (i.e., developmental programs) to faculty who wish to improve their teaching skills. The proposed Teaching Effectiveness Counselors (TECs) should provide some assistance to faculty members in improving their teaching skills. However, faculty members are likely to have some reservations about turning to departmental colleagues for advice, in view of departmental politics and the fear that seeking help may lead to unfavorable opinions regarding tenure, promotion, and merit raise decisions. Also, it is important to demonstrate to our supporters and the public that the University is making a concerted and common effort toward the development of teaching effectiveness. For these reasons, there should be some centralized office that serves the general purpose of promoting and providing resources for improvements in teaching. A variety of suggested functions of this office are listed below. In many cases, the proposed functions will not involve much capital; instead, most of the functions can be implemented with modest changes in structure and focus.

**Summary of Recommendations:**

Establish a Coordinator of Teaching Effectiveness and a Steering Committee. This Coordinator will be the administrative contact for the Faculty Technology Development Center, will oversee the activities of the departmental Teaching Effectiveness Counselors, will coordinate the selection process for the new teaching awards,
and will serve as a resource person and coordinator for a number of functions related to the development of teaching effectiveness.

**Explanation of Recommendations:**

Described below are several functions that are envisioned to be carried out by the proposed Coordinator of Teaching Effectiveness. It is initially proposed that the Vice-Chancellor for Academic Affairs assume responsibility for initiating and coordinating these functions and that, as part of the phased-in development of the overall program, the role be assigned to either the Associate Vice-Chancellor for Academic Affairs or that a faculty member be selected to fill the role of "Coordinator." As the overall teaching effectiveness effort expands, it is suggested that this position may develop to a level that is similar to that of the Director of Research. To guide the evolution of and operation of this "Coordinator," it is recommended that a steering committee be established. After the end of the three year phase-in process, this committee, in conjunction with the Vice-Chancellor, should make recommendations for the continued operation and structure of this "Coordinator" position. Careful consideration should be given as to whether or not the coordination of specific operations could be decentralized.

Among the administrative and resource functions of the Coordinator of Teaching Effectiveness include the following:
1. Coordinate, instruct, and counsel the departmental Teaching Effectiveness Counselors (holding training sessions for the evaluation of teaching portfolios, maintaining a manual describing these evaluations, overseeing the annual peer review process);

2. Organize gatherings of faculty for the purpose of stimulating discussions related to teaching (e.g., monthly luncheons of a dozen randomly selected faculty, hosted by "star teachers", or promote some type of "faculty lounge");

3. Coordinate the service of "star teachers" as mentors and as presenters of seminars (i.e., on the philosophy of teaching, etc.);

4. Organize the selection process for the new teaching awards and all campus-wide teaching awards;

5. Coordinate a videotaping service for faculty;

6. Serve as a counselor and resource person for faculty as they develop their teaching portfolios (also described in the above manual);

7. Serve as the administrative contact person for the Faculty Technology Development Committee (providing a voice for the FTDC and assisting in its promotion to faculty);

8. Serve as resource person for deans, chairs, and faculty on a variety of issues related to teaching effectiveness, including
serving as a consultant in decisions related to the use of dean's faculty development funds for the improvement of teaching skills.

9. Collect and create information related to teaching effectiveness and disseminate such to faculty, particularly new faculty members. (For example, see in the Appendix a list of Hints for Teaching Effectiveness.)

IV. The Teaching Portfolio

There is an increasing use across the country of teaching portfolios as part of a procedure for the evaluation and development of teaching skills by university faculty (The Teaching Portfolio: Capturing the Scholarship in Teaching, AAHE, Washington (1991). Reasons for developing teaching portfolios include the following.

Portfolios

capture the complexities of teaching;

place responsibility for evaluating teaching in the hands of faculty;

can prompt more reflective practice and improvement;

can foster a culture of teaching and a new discourse about it.

The teaching portfolio will include information, statements, and artifacts related to a faculty member's teaching efforts. A faculty member should maintain information about each
course he or she teaches as a "composite" portfolio. As part of the peer-review process (see section I), a faculty member should update his or her portfolio for one course that he or she has taught during the current academic year. Preferably this course will be a 100-200 level course. Student survey data will be provided for all courses taught (and surveyed) during the preceding year, including graduate level courses.

**General Components of a Teaching Portfolio**

1) A background statement about the instructor's role within the department and university (including rank, research, service, and graduate advising activities/commitments, number of course taught, etc.) and information about the course (typical enrollment, role in the department's curricula, etc).

2) Evidence of organizational and teaching skills, including a syllabus (required) and the following optional entries; a list of assignments, an example test, handouts, a video tape of teaching, a report of a classroom observation by another faculty member, student survey information (for all courses taught), post-course student evaluations, and written comments.

3) Evidence regarding the evaluation of student performance and the extent of learning, including explanation for any unusual grade distribution, results of standardized
examinations, example of graded paper, evidence for performance feedback to students, evidence for improvement by students.

4) A reflective statement by the faculty member (see section I) on teaching goals (responses to criticisms, perceived personal development, etc.) and necessary explanations for the above artifacts.

5) Evidence regarding out-of-classroom interactions with students.

6) Evidence that the faculty member remains contemporary with his or her discipline and is actively performing scholarly activities commensurate with the professorate and with his or her role as a mentor of upper level and graduate students (not applicable to full-time instructors).

The above evidence and artifacts should represent the "best work" of the faculty member ("Stanford" model). A faculty member should maintain a teaching portfolio file (possibly a computer file) for all courses taught. Once created, the faculty member need only update his or her composite portfolio each year (and for each new course). Whereas the composite portfolio may become a large collection of artifacts, for the purpose of peer evaluation (see section I) the faculty member should submit a condensed version of his or her portfolio with information pertaining to a single course. A page limit to the
submitted portfolio should be considered, in order to ease evaluation and to prompt the faculty member to select the most relevant information.

In the Addendum is listed some specific suggested entries for a teaching portfolio.

V. Miscellaneous Problems Related to Teaching Effectiveness

Our Task Force discussed a number of other problems that border on the issue of teaching effectiveness at this University. Several of these are raised in this section without specific recommendations. Rather, our intent is to highlight these issues, point out their linkage with teaching effectiveness and call for further attention.

1. Class sizes. There is an obvious loss of academic "intimacy" with students and a restriction in the teaching process (i.e., inhibiting essay or other subjective questions on tests) in very large classes. The manageable class size may differ from one discipline to another, and the use of recitation sections in combination with lectures may be effective in some cases.

2. Increased use of instructors. Many instructors are very dedicated and capable teachers, but the University's employment of instructors in lower level courses is a situation of concern. Some departments, which have a heavy
dependence on graduate instructors, now diligently train and evaluate these instructors. Such efforts, and the oversight mechanism regarding qualifications, should continue.

Related to the above two concerns is the desire to place the most effective faculty instructors in entry level undergraduate courses.

3. **Effectiveness of teaching by alternate methods.** The University should evaluate the effectiveness of such alternate formats as self-paced courses and sequential (i.e., sequence of faculty instructors) courses, particularly in cases where these formats are used for lower division courses. The concern is that some formats minimize or inhibit the development of student-faculty interactions and short-change the teaching process.

4. **One-month summer sessions.** Even if the number of contact hours are the same, the reduced time to read and digest material and the hectic pace often results in a diminished learning experience. The University should carefully weigh the economic constraints and academic concerns of the present summer sessions.

5. **Assessments.** The success of the efforts proposed herein and the degree of support by the administration should be assessed (after a three year period, as recommended), and
this assessment should be correlated with the recently
developed efforts toward assessing the extent of learning.

Appendix

Possible Items for Inclusion in a Teaching Portfolio Suggested
Portfolio Evaluation Questionnaire Self-Evaluation of Teaching
(suggested form)

(Suggested form)

Self Evaluation of Teaching
Teaching Effort and Evaluation Summary Sheet

Instructor: _______________________________ Course:
_________________________ Semester: ________ Year: ______
New course ______ Old course ______

Below is a checklist of suggested materials. Please indicate
which you have included.

Syllabi

Assignments

Written work (e.g. journal summaries, term papers)
instructional/media materials quizzes/tests (descriptions of
nature and number) summaries of ratings and comments from
student course evaluations formal self-evaluation (e.g. self-
analysis checklists) peer-evaluations (e.g. classroom
observations, video tapes, evaluation of teaching portfolio)
1. (For old courses) Description of modifications in goals, materials, assignments, tests, evaluations, etc.

2. Help resources provided for students (e.g. old exams, papers, lectures)


4. Evaluation of modifications and/or informal research (what worked, what will you change, how did your results influence you?)

5. Other features of teaching

Possible Items for Inclusion in a Teaching Portfolio
(adapted from The Teaching Portfolio: Capturing the Scholarship in Teaching)

I. Products of Good Teaching:

1. Students' scores on teacher-made or standardized tests, possibly before and after a course has been taken as evidence of learning.

2. Student laboratory workbooks and other kinds of workbooks or logs.

3. Student essays, creative work, and project or field-work reports.

4. Publications by students on course-related work.

5. A record of students who select and succeed in advanced courses of study in the field.

6. A record of students who elect another course with the same professor.
7. Evidence of effective supervision of Honors, Master’s or Ph.D. theses.

8. Setting up or running a successful internship program.


10. Documentary evidence of help given by the professor to students in securing employment.

11. Evidence of help given to colleagues on teaching improvement.

II. Material From Oneself:

Descriptive material on current and recent teaching responsibilities and practices.

12. List of course titles and numbers, unit values or credits, enrollments with brief elaboration.

13. List of course materials prepared for students.

14. Information on professor’s availability to students.

15. Report on identification of student difficulties and encouragement of student participation in courses or programs.

16. Description of how films, computers or other non-print materials were used in teaching.

17. Steps taken to emphasize the interrelatedness and relevance of different kinds of learning.

Description of steps taken to evaluate and improve one’s teaching.
41. Honors or recognition such as a distinguished teacher award or election to a committee on teaching.

42. Requests for advice or acknowledgement of advice received by a committee on teaching or similar body.

Other sources:

43. Statements about teaching achievements from administrators at one's own institution or from other institutions.

44. Alumni ratings or other graduate feedback.

45. Comments from parents of students.

46. Reports from employers of students (e.g., in a work-study or "cooperative" program).

47. Invitations to teach for outside agencies.

48. Invitations to contribute to the teaching literature.

49. Other kinds of invitations based on one's reputation as a teacher (for example, a media interview on a successful teaching innovation).

Suggested Portfolio Evaluation Questionnaire

Name of Instructor: ________________ Date: __________

Course considered: __________________________

(Give comments and/or evaluate with an A-F scale.)

1. Are student evaluations appropriate for the course being taught? (Considering course size, student clientele, course difficulty, history of the faculty member) ______
2. **Is the course well organized?** (reflected in syllabus, clear delineation of goals, testing schedule, effective use of time)
   
3. **Does the instructor have effective presentation skills?**
   (reflected in lecturing skills, verbal fluency, enthusiasm for material, use of audiovisual aids, responsiveness to students' questions)
   
4. **Is the course content at an appropriate level and extent?** (choice of textbook, reading list, consistent with related courses, knowledge of material by instructor)
   
5. **Is there appropriate and fair testing, evaluation, and feedback to the students?** (exams and assignments returned in a timely manner, appropriate range of grades, instructive and clear feedback given to students)
   
6. **Is the instructor accessible and helpful to students and tolerant of their opinions?** (Help sessions, office hours, encouraging of questions and opinions, concern for students, service as advisor to students and student groups)
   
7. **Do the instructor's students display appropriate learning outcomes?** (reflected in standardized tests, success in other courses and endeavors, improved skills)
   
8. **Miscellaneous.** (design of new courses or instructional materials, use of innovative approaches, assistance to colleagues and graduate students, obtaining funds or equipment for teaching, etc)

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**Overall Evaluation of Teaching Effectiveness**

*(circle)*

**Excellent Competent Needs Improvement**
Part-III  Review of Related Research

1. Sharma R.A.

“A study of the Relationship of Predictors of Teacher-Effectiveness at elementary level and follow-up after one year of training D. Phil. Edu, Meerut University, (1971)”.

The investigation aimed at studying the relationship between characteristics possessed by teachers and teacher effectiveness with a view to predicting teacher success.

It was found that the variables accounted for seventeen twenty and twenty percent of variance of the three criterion variables, respectively. The sex variable, as a predictor was found to be relevant for predicting personality aspects, but not necessarily for classroom ratings. As regards classroom verbal interaction analysis, it was found that the teacher talk seemed to have negative correlation with scores on the Teaching Aptitude Test and Academic grades, whereas the teacher indirect influence seemed to have a high positive association with scores on the Teaching Aptitude Test and academic grades and at the same time pupil talk seemed to have a high association with academic grades and scores on the teaching aptitude test and little association with age and socio-economic status. On the whole, the combination of five predictors, i.e.: teaching aptitude, academic grades, socio-economic status, teaching experience and age, in order of their arrangement, appeared to be sound predictors of teacher effectiveness.
2. Singh S.K.

"A study of some personality variables related to teaching effectiveness, Ph.D. Education Patiala University, (1976)".

The major objective of the study was to examine the relationship between some personality variables and teaching effectiveness.

The major findings of the study were as follows:

i) The needs of superior average and inferior teachers were clearly distinct from each other and superior teachers were distinct from the other two in the needs viz., cognition, dominance, autonomy and construction.

ii) The inferior teachers were distinguishable in not possessing the need of exhibition, which was most prominent in the average teachers. Other most prominent needs of the average teachers, were exposition and play.

iii) Prominent needs of inferior teachers were succorance, deference and play.

iv) The most prominent needs of superior teachers were nurturance, achievement counteraction and aggression.

v) The organisation pattern of superior teachers was generally logical and that of inferior teachers was emotional.
vi) The interpersonal relation as regards social behaviour and adjustment were of very high degree in superior teachers but they were very low in inferior teachers.

vii) The inferior teachers lacked self-confidence, in teaching and solving problems. The average teachers had self-confidence but had adjustment problems.

viii) The superior teachers had more strength of imagination while inferior teachers were weak in the imagination.

ix) The average teachers were more entangled in family problems and were more sensitive to them, but the inferior teacher were less sensitive to such problems. The superior teachers were less entangled in family problems or were able to solve them quickly.

x) The superior teachers used more literary language than average and inferior teachers.

xi) The inferior teachers were distinguishable from the other two by their need of acquisition.

3. Grewal S.S.

"Intellectual and personality correlates of teacher effectiveness at the Higher Secondary School stage, Ph.D. Edu. Panjab University (1976)".
Hypotheses:-

i. The measures of attitude, interests, pupils' ratings of teachers and colleagues ratings of teachers are the interrelated criteria of teacher effectiveness.

ii. The measures of intelligence and personality traits cluster in specific constellation with the criterion measures of teacher effectiveness to explain common factor variance.

iii. The measures having communality appear on common factors. Thereby justifying the factorial validity of different tools used in this study.

iv. The predictors correlate significantly with the criterion measures of teacher effectiveness in a bivariate analysis.

v. The conjoined effect of predictors on the four criterion measures taken one at a time, is higher than any of the individual correlations in a bivariate analysis and the predictors contribute differently to the criterion measures of teacher effectiveness.

Findings:-

i) The four criterion measures of teacher effectiveness were not orthogonal to each other and observed 'R' was very high.

ii) The measures of intelligence and personality traits clustered in specific constellations with the criterion measures of teacher effectiveness.
iii) The hypothesis that similar type of measures fall on the common factor was confirmed.

iv) The hypothesis that the predictors correlate significantly with the criterion measures of teacher effectiveness was confirmed partly in a trivariate analysis.

v) Main predictors of teacher effectiveness were home, health, social, emotional and total adjustments, dominance, submission and verbal and non-verbal intelligence.

4. Gupta R.C.

"Prediction of teacher effectiveness through personality test, Ph.D., Edu, Banaras Hindu University (1976)".

The Major hypotheses were:

i) Teachers in the ‘high’, ‘average’ and ‘low’ categories put according to their scores on the teacher effectiveness measures can also be differentiated on the basis of their 16 PF score profiles.

ii) Some of the sixteen personality factors will be significantly correlated with the composite teacher effectiveness used and on the basis of these relationships, it is possible to develop a 16 PF specification, equation and linear qualification grid for predicting teacher effectiveness.
Major Findings:-

i) The high effective teachers differed significantly from the general population with respect to nine personality factors out of sixteen. They were more affecto-thymic (A+), more intelligent (B+), having more ego strength (C+), more surgent (F+), more sentiment (Q3+1), less-suspicious (L-), less guilt prone (O -), and less radical (Q -).

ii) The low effective teachers were less intelligent (B-), and were having lower self-concept control (Q3-) compared to general adult population.

iii) In comparison to average effective teachers, high effective teachers were significantly more intelligent (B+), emotionally stable (C+), assertive (E+), conscientious (G+), adventurous (H+), determined (I+), and had higher self-concept control (Q3+), and they were also less suspicious (L-), less experimenting and radical (Q-), less self-sufficient (Q2-), and less tense and frustrated (Q4-).

iv) In comparison to low effective teachers, the high effective teachers were more warm hearted (A+), intelligent (B+), emotionally stable (C+), assertive (E+), surgent (F+), adventurous (H+), and self controlled (Q3+1), and they were less suspicious (L-), imaginative (M-), apprehensive and guilt, prone (O-), experimenting and radical (Q1-), and self-sufficient (Q2-).
v) The average effective teachers, in comparison to low effective teachers were more outgoing (A+), surget and happy go lucky (F+), controlled and socially precise (Q3+), and less imaginative and more practical (M-).

5. Sofat S.L.

"Construction and standardization of self evaluation scale of teaching effectiveness of secondary school teachers Ph.D. Edu., Punjabi University, 1977".

Objectives:-

i. To find out the relationship of self-evaluation by the teacher with his external evaluation by principals or head masters, and,

ii. To find out the difference in the teaching effectiveness of teachers in relation to sex, experience, subject taught category and school category.

Findings:-

i. The correlation coefficient between the scores of teachers’ self-evaluation and external evaluation by students and headmasters was positive and significant.

ii. Women teachers were more effective than men teachers.
iii. The teachers working in Govt. and Private schools were equally effective.
iv. Teachers working in Urban schools were more effective than those in rural schools.
v. Teachers working in girls schools were more effective than those working in boys or co-educational schools.
vi. Teachers working in boys and co-educational schools were equally effective.
vii. More experienced and less experienced teachers were equally effective.
viii. Science and non-science teachers were equally effective.
ix. Socio-economic status of teachers affected their teaching effectiveness.

6. Gupta U.

"Job Involvement and Need Patterns of Primary School Teachers in relation to Teaching Effectiveness Ph.D., Edu., Allahabad University, 1981".

Objectives:-

i) To find out the interrelationship between job involvement and personal factors, psychological needs and teaching effectiveness.

ii) To find out the difference between male and female primary school teachers with respect to job
involvement and personal factors, psychological needs and teaching effectiveness.

iii) To find out the differences between rural and urban primary school teachers on job involvement and personal factors, psychological needs and teaching effectiveness.

iv) To find out the differences in the relationship of job involvement and personal factors, psychological needs and teaching effectiveness with respect to male/female as well as rural / urban primary school teachers,

v) To find out the differences in the relationship of teaching effectiveness and personal factors psychological needs and job involvement (personal and situational)

vi) To find out the differences between the teachers of minimum and higher qualifications on psychological needs, job involvement and teaching effectiveness,

vii) To find out the differences between the teachers of minimum and higher qualifications and the relationship of job involvement, psychological needs and teaching effectiveness as well as the relationship of teaching effectiveness and personal and situational job involvement, and
viii) To investigate the contribution of personal factors, psychological needs and personal and situational job involvement to teaching effectiveness.

Findings:-

i. In the case of rural males and urban females, job involvement was not significantly correlated with personal factors, while in the case of rural females and urban males age and experience were significantly and positively correlated with job involvement but income was not significantly correlated with job involvement.

ii. In the case of rural males, job involvement was not significantly correlated with psychological needs excepting n-aggression. With regard to rural female teaches, job involvement was not significantly correlated with any of the fifteen psychological needs. Among urban males, job involvement was significantly correlated with n-nurturance, n-endurance, n-heterosexuality, and n-aggression but not significantly correlated with the remaining eleven needs. Regarding urban females, job involvement was significantly correlated with n-exhibition, n-succorance, n-nurturance, and n-endurance.

iii. As regards rural females and urban males, job involvement was not significantly correlated with teaching effectiveness while in the case of rural
males and urban females, it was significantly and positively correlated with teaching effectiveness.

iv. In the case of rural males/females and urban females teaching effectiveness was not significantly correlated with any of the personal factors. Among urban males, teaching effectiveness was significantly and positively correlated with age and experience and negatively with income.

v. In the case of rural males, teaching effectiveness was not significantly correlated with any of the fifteen psychological needs. Regarding rural females, teaching experience was positively correlated with n-affiliation and negatively with n-autonomy. With regard to urban males, teaching experience was significantly and positively correlated with n-change and n-endurance and negatively with n-exhibition and n-heterosexuality.

vi. Teaching experience in rural males, was positively and significantly correlated with job involvement (personal and situational) while there was no significant correlation in the case of rural females and urban males but in the case of urban females, they were positively and significantly related (personal).

vii. In the case of rural males and females, urban males and females and rural and urban females,
there existed significant difference between the groups on job involvement (personal situational as well as total); in the case of rural and urban males, there existed no significant difference between the two groups on situational and total job involvement but significant difference existed on personal job involvement.

viii. There existed significant differences between rural males and females, urban males and females, rural and urban females, and rural and urban males on teaching effectiveness.

ix. In the case of rural males and females, and urban and rural males there existed no difference between the groups on all the personal factors as related to job involvement.

x. Among rural males and females there was no difference between the two groups on all the psychological needs as related to job involvement in the case of urban males and females there was no difference between the two groups on all the psychological needs in relation to job involvement excepting n-order and n-aggression. With regard to rural and urban females, no difference existed between the two groups on all the psychological needs except n-endurance in relation to job involvement while in rural and urban males there
was no difference on all the needs as related to job involvement, excepting n-dominance.

xi. In the case of rural males and females and rural and urban females, there existed significant difference between the groups on teaching effectiveness with regard to job involvement while in the case of urban males and females, and rural and urban males there was no difference.

xii. In rural and urban males no difference existed between the two groups on any of the fifteen psychological needs in relation to teaching effectiveness.

xiii. In the case of rural male group, rural female group, urban male group and urban female group, no significant difference existed on teaching effectiveness.

7. Wali M.N.

“Factorial study of the teaching correlates of Teaching Effectiveness, Ph.D. Edu. BHU, 1985”.

This study of teaching effectiveness sought to find out the relationships between various demographic and social correlates (such as age, caste, rural–urban background) academic background of teachers (experience, qualifications), motives, values, needs, job satisfaction and teaching effectiveness, and to extract factors from these correlates.
For this purpose, Edwards’ Personal Preference Schedule, the Sherry-Verma Personal Values Questionnaire, Ahluwalia’s Teacher Attitude Inventory as well as a teacher’s personal data sheet were used. Two tools, a Job Satisfaction Inventory and a Teacher Effectiveness Scale were developed by the investigator. Test-retest and split-half correlation coefficients were 0.86. Validity was found out by correlation with parts of existing inventories. The teaching effectiveness scale depended on principals’ ratings. Validity was established by finding r with marks obtained by students of a teacher as well as by other criteria. Split-half reliability was 0.96 and test re-test (after a gap of two weeks) was 0.63. A sample of 129 science and mathematics teachers in the age range of 25 to 60 teaching in 15 secondary schools of Varanasi division was taken. The tools were administered to them individually. The principals rated them on the Teacher Effectiveness Scale. All nominal variables were also quantified and a 66 x 66 correlation matrix was prepared. Correlation co-efficients of the background variables with criterion variable were calculated.

Findings were:

1. Correlation co-efficients for educational qualification, salary, experience, family education and sources of income were significant.

2. Correlation coefficients for attitude to educational process, identity with the job, democratic value,
family prestige value, and a few needs were significant.

3. Six factors emerged from out of correlation matrix, and they were designated as professional dignity (grade, salary, etc.), altruistic temper, professional involvement, democratic temper, family background and humility.

Implications for teacher preparation, such as inculcating proper values, proper selection and giving due importance to family background have been drawn on the basis of the study of the six factors.

8. Subbarayan P.A.


The major objectives were:

(i) To develop and standardize a teacher effectiveness battery,

(ii) To compare the ratings of students, colleagues and self, and self and students,

(iii) To find the relationship between research and publication ability and teacher effectiveness, and

(iv) To find the relationship between teacher effectiveness and self-concept. Hypotheses formulated for verification in this study were:
1. Students’ ratings of teachers do not correlate significantly with the rating of colleagues.

2. Colleagues’ ratings of teachers do not correlate significantly with the self-ratings of teachers.

3. Students’ ratings of teachers do not correlate significantly with the self-ratings of teachers.

4. There is a significant relationship between a teacher’s effectiveness and his ability to do research and publish his findings.

5. There is significant relationship between teacher effectiveness and self-concept.

The standardized student evaluation form was administered to a group of 521 final year postgraduate students. The 91 identified effective teachers, as per students’ choice, were rated by two of their colleagues; the selection of colleagues being random. The 69 teachers who were evaluated as effective teachers, both by students and colleagues, were administered the self-evaluation ratings scale. The tools used were the Visakha Teacher Effectiveness Battery (VTES), Saran’s Self-concept Inventory (SC-1), Research and Publication index Card (RPIC), Student Evaluation Form, Colleague Evaluation Form, and Self Evaluation Form.

Major findings were:

1. Students’ ratings of teachers significantly correlated with colleagues’ ratings of teachers.
2. Colleagues' ratings of teachers significantly correlated with the self-ratings of teachers.

3. Self ratings of teachers significantly correlated with students' ratings.

4. Teacher effectiveness as rated by colleagues and self significantly correlated with teachers' ability to do research and publish findings. But no relationship was found between teacher effectiveness as rated by students and teachers' ability to do research and publish.

5. The relationship between teacher effectiveness and his self-concept was significant.

6. Male and female teachers did not differ significantly in respect of teacher effectiveness.

7. Teachers who had 15 or more years of experience did not differ from those of less experience in general factors of teacher effectiveness, but significant difference was reported in respect of professional factors.

8. Teachers of 45 years or above did not differ significantly from those who were below 45 years of age.

9. Professors, readers and lecturers did not differ significantly from one another in respect of teacher effectiveness.
9. Tharyani D.K.

"A study of the Important Factors Affecting Teacher Effectiveness of B.Ed. Students, SCERT, Pune 1986".

The objectives of the study were:

1. To examine the role of IQ, attitude, academic achievement, and content knowledge factors on the teacher effectiveness,

2. To examine and identify the factors favourable for high teacher effectiveness, and

3. To examine and identify the factors responsible for low teacher-effectiveness.

Ninety-three student-teachers of K.K. College of Education, Pune, formed the sample for the present study. On the basis of the average of the 20 practical lessons given during one year, 20 high achievers and 20 low achievers were selected for the present study. A seven point rating scale prepared by the K.K. Teachers College was used for measurement of teacher effectiveness. An attitude scale prepared by the same college was used for measurement of attitude of teachers towards pupils. The NVTI was used for measurement of IQ. A content test in all the methods was administered. The examination results were collected as indicators of students’ academic achievement. The percentile rank score and rank difference coefficient of correlation were used for analysis of data.

The findings of the study were:

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1. The IQ of teacher trainees was found to be a useful predictor.
2. Teachers' attitude towards their pupils did not show any significant relationship with teacher behaviour in the case of high achievers.
3. In the case of low achievers, it showed a negative significant relationship.
4. Students' knowledge in their respective subject areas was found to be the best predictor.

10. Prakasham D.

"A study of Teacher Effectiveness as a Function of School Organizational Climate and Teaching Competency, Ph.D. Edu., RSU, 1986".

The objectives of the study were:
1. To study the effect of school organizational climate on teacher effectiveness,
2. To study the effect of teaching competency on teacher effectiveness, and
3. To study the effect of school organizational climate on teaching competency.

The sample of the study consisted of 800 teachers teaching in classes IX, X and XI of different higher secondary schools of Raipur and Bilaspur districts of Madhya Pradesh, along with 92 principles of these schools. In all 504, teachers were teaching in government schools, 73, in local body schools, 163 in private, non-Christian schools, and 60 in
Christian schools. The relevant data were collected by employing the School Organizational Climate Description Questionnaire by Moti Lal Sharma, the General Teaching Competency Scale by B.K. Passi and M.S. Lalitha, and the Teacher Effectiveness Scale by Parmod Kumar and D.N. Mehta Mean, T-values, coefficient of correlation, ANOVA and F-ratios were computed for analyzing the data.

The findings of the study were:

1. Teachers working in an open school climate were better in teaching competency and teacher effectiveness than those employed in schools with autonomous, familiar, controlled, paternal and closed climates.

2. Teachers working in schools situated in industrial areas were found better in teaching competency than teachers working in semi-urban and rural, areas whereas teachers of semi-urban and rural areas were better in teacher effectiveness than the teachers of industrial areas. However, teachers working in schools situated in urban areas were better than teachers of all other areas on both teaching competency as well as teachers effectiveness.

3. No significant difference was found in the teaching competency and teacher effectiveness of the teachers working in government and non-government schools in global terms. However, teacher working in schools run by local bodies were found better in teacher effectiveness and teaching competency than those
working in government schools, Christian schools and non-Christian schools.

4. No significant difference was observed between male and female teachers on the tests of teaching competency and teacher effectiveness on the global scale, though female teachers were found moderately better in teaching competency under all types of variations, whereas, they were found moderately better than male teachers in teacher effectiveness only under Christian management. In other types of variations no significant differences were observed in the teacher effectiveness of male and female teachers.

5. A positive and significant relationship was observed in the teacher effectiveness and teaching competency of teachers in different types of organizational climates.

6. The main effect of teaching competency was found significantly higher than territorial variations on school organizational climate.

11. Padmanabhaiah, S.


The objectives of the study were:-

1. To estimate the general level of dissatisfaction among secondary school teachers,

2. To find out the influence of personal and demographic variables on teachers’ job satisfaction or dissatisfaction,
3. To find out the relationship between job satisfaction and job-related variables, job satisfaction and (job discrimination index and job involvement), and general satisfaction variables (family satisfaction and life satisfaction),

4. To identify the personality factors which influenced the level of job satisfaction of teachers,

5. To develop and instrument for measuring teaching effectiveness,

6. To find out the influence of personal and demographic variables on teaching effectiveness,

7. To find out the relationship between teaching effectiveness and each one of the job related variables and general satisfaction variables,

8. To identify the personality characteristics that contributed to or affected teaching effectiveness, and

9. To develop multiple regression equations in order to predict job satisfaction and teaching effectiveness with the help of different groups of independent variables.

A total of 960 secondary schools teachers (from 180 schools situated in both rural and urban areas) from all the three regions of the state served as subjects for the study. In all, 180 heads of institutions and 2160 students were used for obtaining the ratings on the teaching effectiveness of 960 teachers included in the sample.

The tools used included:

1. A job satisfaction scale,
2. A job discrimination index,
3. A family and life satisfaction scale, and
4. A rating scale to measure teaching effectiveness – all
developed by the investigator after establishing the
validity and reliability of the instruments. Data were also
collected using an adapted version of,
   a. Lodhal and Kejner's Job involvement scale.
   b. Cattell's 16 PF questionnaire and
   c. Scheier and Cattell's Neuroticism Scale
      Questionnaire (NSQ). The data were analysed
employing appropriate statistical techniques like
chi-square, critical ration, and F-ratio, and Multiple
R.

The major findings were:
1. The teachers in general (72 percent) were dissatisfied
   with their job.
2. The teachers in general were satisfied with the factors
   of job satisfaction – HM, suitability, students and co-
   teachers and were dissatisfied with factors like policy
   matters, physical facilities, management policies,
nature of work and activities of others.
3. All the personal and demographic variables, except the
   variable ‘Qualifications of the teachers’, could
   significantly influence the level of satisfaction with
   various job factors but not the total job satisfaction.
4. Male and female teachers were not significantly different in the level of their overall job satisfaction/dissatisfaction.

5. There was no significant different between the teachers working in rural and urban areas in their level of satisfaction/dissatisfaction with their job as a whole. But the two groups were significantly different in their level of dissatisfaction with policy matters and management policies.

6. The teachers working in high schools were significantly more dissatisfied with physical facilities than those working in junior colleges. This may be due to very poor physical facilities existing in most of the high schools.

7. Married and unmarried teachers were significantly different in their level of satisfaction with only three job factors, viz., policy matters, suitability and students.

8. The three groups of teachers with low, average and high discrimination indices were significantly different in the level of their satisfaction with all the jobs factors as well as with a their job as a whole.

9. Among the 16 personality factors described by Cattell, Factors C,L,N and Q₂ and the other personality factors, Neuroticism of the teachers, could significantly influence their level of job satisfaction.

10. Among the 11 personal and demographic variables studies, only five—region, designation, age, experience
and size of the family of the teachers could significantly influence the level of teaching effectiveness.

11. The multiple correlation between job satisfaction and the four independent variables – job discrimination index, job involvement, family satisfaction and life satisfaction – put together was 0.373.

12. The multiple correlation between teaching effectiveness and job satisfaction, job involvement, life satisfaction was 0.078.

13. All the four variables – job satisfaction, job involvement, life satisfaction and family satisfaction – put together could obtain a multiple correlation of 0.109 with teaching effectiveness.

14. Out of 35 variables studied only a few possessed significant coefficients of correlation with teaching effectiveness.

The educational implications are:

1) The government should extend the fringe benefits such as medical reimbursement, travel concessions to the teachers and higher educational facilities to their children free of cost.

2) There should be more intensive in-service training programmes which would enable all the teachers to know the recent developments in the practice of teaching.
3) The authorities should extensively involve senior teachers in policy-making with regard to the conduct of examinations and preparation of textbooks.

12. Dr. R. Karpaga Kumaravel:-

"An Empirical Study of Elementary School Teachers, 1996".

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Teacher Effectiveness:-

An effective teacher may be defined as one who helps in development of basic skills, understanding, proper work habits, desirable attitudes, value judgement of the students. (Ryan – 1969).

Most studies tend to emphasize qualities such as knowledge and skills in instruction, and personal qualities and attitudes that are useful when working with students (cashin, 1995, Braskamp, Brandenburg & Ory, 1984). When personal
qualities are emphasized, effective teachers are described as enthusiastic, approachable, open, imaginative and possessing a sense of humour.

Objectives:-
1. To know the level of teacher effectiveness in the Dindigul District with respect to elementary school teachers.
2. To ascertain the relationship between teacher effectiveness and –
   a. Age
   b. Sex
   c. Marital Status
   d. Teaching experience
   e. Community
   f. Educational Qualification.
3. Study the difference, if any, in the mean teacher effectiveness in terms of the following institutional variables viz.,
   a. Type of Management.
   b. Medium of Instruction
   c. Locale
   d. Teacher pupil ration.

Hypothesis:-
The following hypothesis were framed for the present study:-
1. Teacher effectiveness is not adequate in Dindigul District with respect to elementary schools.

2. There exists no significant difference in the mean teacher effectiveness in terms of the following demographic variables viz.
   a. Sex
   b. Age,
   c. Marital Status,
   d. Teaching Experience,
   e. Community,
   f. Educational Qualification.

3. There exists no significant difference in the Mean teacher effectiveness in terms of following institutional variables viz.,
   a. Type of Management.
   b. Medium of Instruction.
   c. Locale
   d. Teacher pupil ratio.

Methodology:-

The study was conducted in two phases. In the first phase, a tool for measuring teacher the related literature. In the second phase, the scale was administered on the subjects selected for the study and data were collected.

Sample:-

The subjects for the study consisted of 183 teachers of elementary schools who were randomly selected in Dindigul
District. They were divided into groups in terms of age (above 35 & below 35) male and female; married and unmarried, teachers having experience above 10 years and below 10 years. Schedule caste and non-schedule caste, degree holders and non-degree holders government aided, and private school teachers, Tamil medium and English medium teachers, rural and urban school teachers and above forty and below forty with respect to teacher pupil ratio.

**Tool used for the study:**

Teacher-effectiveness scale developed by Pramond Kumar and Mutha (1976) was made use of in this study. This scale carries sixty-eight positively worded and highly discriminating items. These items include the following teachers behavior categories.

1. Information source.
2. Motivator.
3. Disciplinarian.
4. Advisor and guide.
5. Relationship with pupils, fellow teachers, headmasters and parents.
6. Teaching skill.
7. Co-curricular activities.
8. Professional development
10. Classroom management.
11. Personality characteristics.

The reliability and validity of this five-point scale were 0.82 and 0.77 respectively.

**Statistical Technique used:**

The mean teacher effectiveness of the total sample was 308.9, which is 90%, and hence the null hypothesis namely, teacher effectiveness is not adequate in Dindigul District. With respect to elementary school teachers is rejected. This indicates that teacher effectiveness is adequate in Dindigul District with respect to elementary schools.

**Conclusion:**

The present study reveals that the primary school teacher of Dindigul District have adequate effectiveness. Teachers differ in their effectiveness with respect to the variables teaching experience, community, type of management and local teachers having experience less than 10 years are more effective than teachers having experience of more than 10 years and this possibly implies that the changes in the last decades in teachers education like the establishment of DIET's has improved the quality of teaching among the different types of management, the government school teachers are more effective than aided schools teachers. The rural teachers have more effectiveness than urban teachers and this may be due to the existence of cordial
relationship with the community this implies that through community involvement the effectiveness of teachers can be enhanced. Special workshops for effective community participation may be offered in-service for teacher and village educational committee members and for future teachers the aspects improving community participation may be included in their pre-service teacher education.

13. William Dharma Raja:-

“To measure, the teacher effectiveness in Boys Higher Secondary Schools in Tuticorin District of Tamil Nadu State” 1997.

Specific Objectives:-

To study the teacher effectiveness in terms of

a. Marital Status of the respondents.
b. Management of the school where the respondents work.
c. Locality of the school where the respondents work.
d. Religion of the respondents.
e. Cadre of the respondents.
f. Subjects handled by the respondents.
g. Qualifications of the respondents.
h. Classes handled by the respondents.
Findings:-

The findings of the study revealed that in teacher - effectiveness, the teacher did not differ significantly with respect to his/her marital status, religion cadre, subjects handled, classes handled, qualifications and nature and locality of the school where he/she was placed.

The above mentioned review were referred by the Researcher because they served as a guiding light for the present study. The reviews can be summarized as follows:

Summary:-

Review of the Related Research
1. Sharma R.A.:-(1971)

In the year 1971 he conducted a study about the relationship between characteristics possessed by teachers and teacher effectiveness. He concluded that the combination of five predictors, i.e.: Teaching aptitude, academic grades, socio-economic status, teaching experience and age, in order of their arrangement, appeared to be sound predictors of teaching effectiveness.


In his study of some personality variables related to teaching effectiveness concluded that inferior, average and superior teachers differed in their needs.

He conducted a study on Intellectual and personality correlates of teacher effectiveness at the Higher Secondary School stage, Ph.D., Edu., Pan University 1976. From this study he concluded that the four criterion measures of teacher effectiveness were not orthogonal to each other and the observed R was very high. Main predictors of teacher effectiveness were home, health, social, emotional and total adjustments, dominance, submission, and verbal and non-verbal intelligence.


In the year 1976 conducted a study on prediction of teacher effectiveness through personality test. The teacher were differentiated into categories such as high average and low. From this study it was found that the high effective teacher differed significantly from the general population with respect to nine personality factors out of sixteen. They were more intelligent whereas low effective teachers were less intelligent and were having lower self-concept control compared to general adult population. In comparison to average effective teachers, high effective teachers were more intelligent.

5. Sofat S.L. (1977):-

Constructed and standardized a self evaluation scale of teaching effectiveness of secondary school teachers, from this study he concluded that C.R. between the scores of teachers' self evaluation and external evaluation by students and Head
masters was positive and significant. Women teachers were more effective than men teachers. Compared to the rural teachers urban teachers were more effective. Experience doesn't count for teaching effectiveness teachers differed on the basis of the type of school like boys' school, girls' school or co-educational school. Subject also is not a criterion for teaching effectiveness.


In the year 1981 conducted a study on job involvement and need patterns of primary school teachers in relation to teaching effectiveness. He concluded that there existed no significant difference between the teachers on the basis of sex and area (urban or rural) with regard to teaching effectiveness.


In the year 1985 he conducted a factorial study of the Teaching Correlates of teaching effectiveness. He concluded that six factors emerged from out of the correlation matrix and they were designated as professional dignity (grade, salary, etc), altruistic temper, professional involvement, democratic temper family background and humility.


In the year 1985 conducted a study on relationship between teacher effectiveness, Research and publication and self concept; he found that the factors like age, designation, teaching experience do not differentiate the teachers. Significant correlation was found between the ratings by
colleagues and the teachers themselves with teachers' ability to do research and publish the findings. But no relationship was found between teacher effectiveness as rated by students and teachers' ability to do research and publish.

In the year 1986, he conducted a study of the important factors affecting teacher effectiveness of B.Ed. students. He concluded that the I.Q. of teacher trainees was found to be a useful predictor teachers' attitude towards the pupils did not show any significant relationship with teacher behaviour in the case of high achievers whereas with regard to low achievers negative significant relationship was shown. The best predictor found was the students knowledge in their subject matter.

10. In the year 1986 Prakasham D. conducted a study of teacher effectiveness as a function of school organizational climate and teaching competency. He concluded that the female teachers working under Christian management were better than the male teachers with regard to teaching effectiveness. The other criteria as on which the teachers effectiveness was tested on the basis of industrial areas, semi urban areas, urban and rural areas, Govt. and Non-Govt. schools. The main effect of teaching competency was found significantly higher than territorial variations on school organizational climate.
Studied job satisfaction and teaching effectiveness of secondary school teachers in the year 1986. He found that about 72% of the teachers were dissatisfied with their job; though they were satisfied with the factors of job satisfaction like H.M., students, co-teachers. But they were dissatisfied with factors like policy matters, management policies, nature of work, etc. Male and female teachers didn’t differ with regard to job satisfaction/dissatisfaction neither they differed on the basis of urban or rural areas. All the four variables – job satisfaction, job involvement, life satisfaction and family satisfaction – put together could obtain a multiple correlation of 0.109 with teaching effectiveness.

12. Dr. R. Karpaga Kumaravel in the year 1996 conducted an empirical study of elementary school teachers, his study reveals that the primary school teachers of Dindigul District have adequate effectiveness more experienced teachers are more effective, Govt. school teachers as compared to private school teachers are more effective. He suggested to offer in-service workshops for effective community participation and also to improve the pre-service teacher education.

In the year 1997 he conducted a study to measure the teacher effectiveness in Boys' Higher Secondary Schools of Tuticorin District of Tamil Nadu State. His study revealed that
in Teacher Effectiveness the teacher did not differ significantly with respect to his/her marital status religion, cadre, subjects handled, classes handled, qualifications and nature and locality of the school where he / she was placed.

The above presented reviews served as a great help to the researcher in taking up the present project for her study. One or the other aspect of each review guided the researcher to work on the problem being thought of.