CHAPTER - I

Introduction and Conceptual Framework
CHAPTER - I

INTRODUCTION AND CONCEPTUAL FRAMEWORK

1.1. INTRODUCTION

Teacher is a vital single factor in the system of education. Of all the human factors in the school system, the teacher occupies the key position. It is only through him that the ultimate process of education takes place. Without the manpower of teacher no educational system can be conceived. In the words of Prem Kirpal (1957) "He (Teacher) is being recognized as the most crucial factor in any educational system. Upon his training, his dedication and his efficiency, stands the whole structure of education. He is the key to the quality of Education" (Aggarwal, J.C., 1967, P.63). The teacher acts as the pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning. He not only guides the individual, but also, so to say, the destiny of the nation.

1.2. TEACHER – THE NATION BUILDER

The teacher has been described as the builder of the nation, the maker of history, the maker of man and much more. A good teacher is a powerful and abiding influence in the formation of character. It is the teacher who constitutes the real dynamic force in the school and the educational system. It is true that school building, curriculum, co-curricular and guidance activities and textbooks hold a very vital place in the educational programme, but they will as such be of no avail until and unless vitality is infused into them by the teachers. It is the teacher whose energy and forceful personality has a direct and indirect impact on the coming generations and it is the teacher who broadens the outlook of the youth put in his charge, thus demolishing the international and geographical barriers in the process. It can be, therefore, asserted that the progress of the nation and mankind depends substantially on the teacher.

A close study of the lives and works of great teachers and high educational dignitaries indicates that these luminaries from the very beginning were committed to high ideals and superior academic norms, which placed the stamp of excellence on their achievements in the field of education. Many of them made noble efforts for strengthening and enriching the educational curricular programmes. They, in fact, were
the cultivated minds and integrated personalities, inspired and infused by the high ideals of our great and ancient heritage, willing and ready to work in the service of the nation. In the words of Kakkar, S.B. (1995) "Teachers represent the ideals and aspirations of the nation and owe to it the moral and mental accountability of equipping the youth for active participation in the high enterprise of creating a social order which shall dispense equal justice to all and sundry" (P. 81).

Education, therefore, is the sacred instrument for building the nation. Teacher’s is the most crucial job of moulding the character of individuals and thereby of shaping the society itself. Education is a medium through which he will direct human energies and human capacities to the advancement of human well being. The nature and character of education imparted by him decides the future of the nation.

1.3. TEACHER EDUCATION IN TAMILNADU

Since, education is considered to be a crucial factor for the development of the individual as well as the society in which he lives, the teachers’ role is of paramount importance. The teachers’ subject mastery and the depth of understanding of human behaviour along with the skill of disseminating information decide the proficiency of the teacher to be successful in his career. Therefore, teacher preparation is a task well taken-up by the government to produce competent teachers to realize the goals of the society.

In the beginning, that is, after independence, teacher preparation was meant as the task of giving necessary training to the aspirants. Therefore, the certificate issued for the qualified candidates through teacher training schools was termed as TTC, i.e., Teacher Training Certificate. Similarly for graduates, the degree awarded through teacher training colleges was B.T., i.e., Bachelor of Training. Only a few decades back, the trend in teacher preparation was changed from the concept of ‘training’ to the concept of ‘education’. In the case of training, the aspirant is treated as a trainee to be trained to do certain specific tasks so that he or she may become a skilled worker. A teacher of this category is supposed to be trained to do what is expected to be done in specific situations as a soldier is trained; or a carpenter is trained.

But when ‘teacher training’ is treated as a specific form of education, it forces the preparation of teacher not as a skilled worker but as a professional. Therefore, the ‘concept of teacher’ itself gets widened and more comprehensive. In the process of
going through teacher education, the aspirant is treated more of a participant than a
trainee. Obviously, therefore, there must be more thinking and innovation in the teacher
making process. Such a shift in training programme is evident in the change in the
names of the centres of teacher preparation, i.e., Teacher Training Schools changed into
Teacher Training Institutes; and Teacher Training Colleges into "Colleges of Education".
Likewise, the titles of the certificates are also changed from TTC to D.T.Ed. (Diploma in
Teacher Education) and from B.T. to B.Ed. (Bachelor of Education). Because of this,
the perspectives of the aspirants are widened during the course of teacher preparation and
there is some sort of experiential theory being built-up demanding an intelligent
interpretation of one’s experiences. With such a visible change in the structure, content
and process, teacher preparation courses were offered through some 60 Teacher Training
Institutes and about 22 Colleges of Education in the state of Tamilnadu until 2003.
However, when the floodgate for starting Teacher Training Institutes and Colleges of
Education was opened in the year 2003, Tamilnadu witnessed a mushroom growth of
Teacher Training Institutes and Colleges of Education, overflowing with more than 650
Teacher Training Institutes and around 600 Colleges of Education. All these institutions
though function under the control of Southern Regional Committee (SRC) of NCTE,
Tamilnadu Teachers Education University and Government of Tamilnadu, the staggering
number, it seems has brought in certain evils likely to pull down the quality of teacher
preparation.

The spurt in the launching of too many institutions of teacher preparation in too
short a time has caused an imbalance in the educational system. The scarcity of qualified
staff and the non-availability of required number of Heads of Institutions with sufficient
experience to guide and head are found to be imposing problems to be reckoned with.

In this context, the enriched curriculum and subsequently fairly long process
involved in the present teacher education programmes may not be helpful to bring out
teachers of desired behaviour. However, when the Tamilnadu Teachers Education
University and the Government get into more rigorous means of controlling the
functioning of these institutions, the otherwise negative factors may be stalled to realize
the envisaged goals of teacher education.
1.4. TEACHER’S MULTIFARIOUS ROLES IN PUPIL DEVELOPMENT

The quality of education depends upon various factors. The teacher is, however, the most important factor for quality improvement. He not only imparts knowledge to his students, but also acts as an agent of social change and moulds the character of students. He is the backbone of the society. The teacher plays an important role in shaping and moulding the character of students. The personality of the teacher is a significant variable in the classroom. That is why the question who would teach has always been a matter of major concern. Thus the teacher has to play the following roles to be successful in his profession.

Confidant

A teacher is expected to win the confidence of the students, so that they express their feelings truly, if need be in private.

Democrat

A teacher is expected to observe democratic values so as to prepare his students for a democratic way of life.

Detective

A teacher acts as a detective to find out the shortcomings of the students committing of offences and law breaking tendencies also.

Ego-supporter

A teacher is supposed to build up and maintain a healthy strong ‘ego’ and self-concept among students.

Equalizer

A teacher should treat all students on the basis of equality. He should work for developing an egalitarian outlook in students.

Facilitator of Learning

A teacher works for the promotion of significant learning in his students.
Friend and Philosopher

A teacher must perform the role of a friend and philosopher to his students.

Group Leader

As a leader of the social group in the class, he must develop a suitable climate and cohesion.

Guidance Counsellor and Helper

A teacher provides an academic career and personal guidance to his students.

Initiator

A teacher is supposed to play the role of an initiator by exploring the new technology to the best advantage of the students and the progress of education. He should play the role of an innovator of educational ideas, practices and systems.

Role Model

A teacher is envisaged to behave in a manner where by traits exemplified by him may be evaluated by his students.

Judge

A teacher evaluates the academic and other performance of the students in an impartial manner. He is expected to settle disputes among students in an objective manner.

Limiter or Reducer of Anxiety

A teacher can help the students, to control their impulses and reduce anxiety about their conduct and performance in different problematic situations.

Moral Educator

His important function is to inculcate in his students, the attitudes and moral values cherished by the society.
Parent Surrogate (Parent Substitute)

A teacher can play the role of ideal parents by treating students with affection and care.

Rationalist

A teacher should set an example of a rationalist by basing his actions on reason.

Reformer

His entire work consists of bringing about appropriate changes in the overall development of his students.

Resource Person

A teacher is expected to serve as a resource person for his students as he possesses knowledge of the subject matter and skills, better than his pupils.

Secularist

A teacher should play the role of a secularist by having an open mind on the beliefs of students.

Upholder of the Norms and Values

A teacher must present the norms and values of society in a dignified manner.

Therefore, the need for good teachers need not be stressed because it is only good teachers who help for the progressive functioning of the school and also for furtherance of the educational progress of the educated.

Horace Mann says "The great agent in carrying the big work of reform into our schools is the teacher himself. Essential requisites in a teacher’s character are love of children and a love of work” (S.K. Murty, 1985, P. 59).

1.5. THE MASTER TEACHER

Kakkar, S.B. (1995) remarks "Teachers’ command, power, and influence over their wards are in the most strategic position to lead the youth to the path of peace and good will, and to maintain equilibrium and stability” (P. 83). India’s great past has
always stood in good stead. It has taught them limitless tolerance and serenity of the mature mind and an integrating pacifying love for all living things. This superior quality that has been inherited from the past could guide them in their struggles. Teachers can revive these virtues of India’s hoary past to bring about peace and equanimity.

A teacher’s life is always challenging, making heavy demands on his creativity and innovativeness and the seriousness with which he accepts the hazards of his profession. Many such opportunities do come to all. A master teacher, as has been observed, seeks to evoke the best depth in his students. This leads to their spontaneous and integrated development of students. According to Somnath Saraf (1999) “The teacher must undoubtedly be bound by curriculum and must teach subjects which he is called upon to teach, but it has to be admitted that the curriculum imparted by him would have the most powerful influence of his personality” (P. 76).

Therefore, though the mastery of his subject and communication skills do enable a master teacher to be efficient in his teaching, his primary role is to build character, instill wisdom and enable his students to imbibe their culture. The products of the schools will be the future decision-makers and they can hardly forget the source which has made them what they are. Recent researches on mentor relationships have shown how tremendous is the role of master-teacher in the development of values, talent and creativity.

Though all the subject masters have almost equal opportunity to influence their students, in practice, it may be seen that the language teachers in general and English teachers in particular have greater opportunity to deal with students and as such they are able to wield greater influence on them. The main reason for this occurrence may be attributed to the nature of the subject, the nature of the students being taught and the nature of conceptions prevalent in the society regarding the importance of learning English as well as the difficulty of teaching English.

1.6. THE ENGLISH TEACHER AND THE ENGLISH LANGUAGE TEACHING

Of all the teachers in a school teaching different subjects, the teacher teaching English is marked separate for the uniqueness of the subject. Though English has been with us for several decades since the coming of the British, it is still a frightening task for
most of the learners of English. The Government of Tamilnadu realizing the importance of learning English has come forward to give English almost equal status to that of the mother tongue. Once after independence, English was introduced at the upper primary stage, later on introduced at the III standard and now as in the case of the mother tongue, the children in Balwadi (Nursery) itself are exposed to English. However, the teaching of English is considered a little difficult, monotonous at all stages, be it pre-primary or upper primary or higher secondary. At all stages teaching of English is stated to be not very realistic or successful. That’s why, most of the teachers of English face criticism due to large number of failures in the subject and also due to lack of acquiring necessary skills for using English for the purpose of listening, speaking, reading and writing. The experts in English language teaching lay special emphasis on teacher preparation suggesting the key role to be performed by the English teacher in the classroom accepting the argument of the people who zero on the English teacher for the inadequate mastery of their wards in English.

The studies on Status of English in Tamilnadu in nineties by Expedit Olimani (1999) and Franklin Roy Prabaharan (1998) have shown that it is just moderate at the junior as well as secondary levels in the schools in Tamilnadu. Thereafter, the various steps taken by the Government seem to have equipped the teachers with all necessary skills and abilities so as to be successful in instilling their language skills in their students. Recently, the Government of Tamilnadu has taken up measures to orient the English language teachers with the latest strategies such as Communicative Language Teaching (CLT), Activity Based Learning (ABL) and Activity Learning Method (ALM) to be adopted for imparting mastery level learning in English. Some of these efforts with the application of such innovative methods have brought forth success in teaching at different levels.

In all such experiences what is focused on the preparation of English language teacher is his competence. An English teacher capable of interacting with the students easily and interestingly according to varied situations arising out of using the written or print materials; listening to recorded messages; reacting orally to different stimuli and presenting the replies graphically to queries for revealing knowledge, intentions and feelings is regarded as a competent one. The parents, the administrators and the management look for only such teachers for their wards and for the institutions. But, in
fact, the competency in dealing with the subjects alone may not bring credit to the teacher. The teaching part encompasses about 50% of the teachers’ role inside the classroom. The remaining 50% comprises segments of numerous capabilities and qualities bordering around cognitive, affective and psychomotor domains of the individuals. While the prowess in teaching leaps out of one’s cognitive realm, all those humane characteristics values and virtues flow smoothly from the other domains giving the ‘wholeness’ to the teacher. That is, the teacher of English is not expected to be only competent but he should cherish wholesomeness with all fine qualities along with the cultivated skills of teaching so as to be an effective teacher of English. Therefore, an ideal teacher of English, i.e., the master English teacher needs to be an Effective Teacher.

1.7. TEACHER EFFECTIVENESS

Teacher effectiveness is the effective linkage of teacher competence and teacher performance with the accomplishment of teacher goals. It mainly depends on the teacher characteristics such as knowledge base, sense of responsibility, and inquisitiveness; the student characteristics such as opportunity to learn, and academic work; the teaching factors such as lesson structure, and communication; the learning aspects such as involvement and success; and the classroom phenomena such as environment and climate, and organisation and management (Rao and Kumar, 2004, P. 73).

Apart from this, teacher effectiveness includes the efficiency on the part of the teacher to bring about attitudinal change in their pupils. Developing a favourable attitude towards subjects of study should be one of the important objectives of instruction at any level of education. This, besides depending on the nature of the subject and aptitude of the learners, depends to a large extent on the teachers who teach the subject. The teaching techniques employed by teachers go a long way in the development of such favourable attitudes.

Moreover the task of a teacher is to make an individual socially and vocationally efficient being. It means that an educated person must have a knowledge of the fundamental skills, social and civic understanding. For this, it is important to depend more on the quality of teachers than on the quantity of teachers. Therefore the question: Who is an effective teacher? is being raised.
The main function of a teacher is to create a good learning environment in the class. An effective teacher can create the environment that motivates the students to learn more and more.

It is obvious that teachers who are capable as individuals, who can flexibly fill new roles in working with students, and who are dedicated and active in seeking better educational opportunities for students are very much regarded. Hence, teacher effectiveness comes to mean as the total impact the teacher has on the pupils. Some teachers have lasting influence over the students, it is because of the impact of the teachers over the three domains of the students - cognitive, affective and psychomotor.

(i) Cognitive Domain

This is traditionally the most central domain in education because it is concerned with intellectual learning and mental activities associated with knowing and thinking. Educational outcomes in this domain can be further sub-divided into six levels, depending upon the complexity of the mental processes involved in their manifestation. These six levels in the order of increasing complexity are

(i) Knowledge,
(ii) Comprehension,
(iii) Application,
(iv) Analysis,
(v) Synthesis and
(vi) Evaluation.

(ii) Affective Domain

Whenever the educational process involves the students’ feelings, emotions or attitudes, the specific domain involved is the affective domain.

The theoretical foundations of this domain provides a hierarchical structure for classifying educational objectives in the affective domain. There are five categories to show the degree of internalization of a behavioural outcome associated with the objective. In other words, the categories are designed to show the level of sincerity, conviction or commitment to an attitude which produces an emotional action. The broad categories of this structure are described as follows:
i) Receiving  
ii) Responding  
iii) Valuing  
iv) Organizing  
v) Characterization  

These terms indicate whether or not the student is acting “from the bottom of his heart” or his reaction is merely “skin-deep”.

(iii) Psychomotor Domain

Learning in the psychomotor domain is involved in the development of physical skill and dexterity. This domain is most relevant in physical education, trade education such as carpentry, dress making, food preparation, etc. The objectives and outcomes of education in this domain can again be classified in a hierarchical structure. The categories of this structure have been described as follows:

i) Perception  
ii) Set  
iii) Guide Response  
iv) Mechanism  
v) Complex Overt Response.

Physical skill manifestations can be located in one or the other of these classes based upon the attributes of speed, accuracy, dexterity and efficiency of effort demonstrated in executing a given task.

Therefore, educational outcomes can be classified under three domains - cognitive, psychomotor and affective. The cognitive domain is concerned with intellectual activities, the psychomotor domain with physical and manual skills, and the affective domain deals with feelings, attitudes, and emotional behaviour. All the three domains are needed in total education. In fact, there are classroom situations which produce outcomes in more than one domain. Hence, the teacher behaviour that causes such a wholesome development in students may be termed as teacher effectiveness.
1.8. CRITERIA TO IDENTIFY THE EFFECTIVE TEACHER OF ENGLISH

From experience, one can state that the effectiveness of a teacher depends on

1. Pre-existing teacher characteristics,
2. Teacher competencies,
3. Teacher performance,
4. Pupil’s learning experience,
5. Pupil learning outcomes,
6. Teacher training,
7. External context,
8. Internal context, and
9. Individual pupil characteristics.

The Effective Teacher

Moreover researchers have identified certain characteristics invariably found in an effective teacher of English:

❖ Ability to Motivate High Academic Engagement and Competence
   Most students were engaged in academic activities most of the time, even when the teacher left the room.

❖ Excellent Class Management
   Teachers in the most effective classrooms managed student behavior, student learning, and instructional aids and specialists well, using a variety of methods (Misra, R.C., 2007, P. 62).

❖ Ability to Foster a Positive, Reinforcing, Cooperative Environment
   These classrooms were positive places. The rare discipline problems were handled constructively. Students received a lot of positive reinforcement for their accomplishments, both privately and publicly, and students were encouraged to cooperate with one another (Thomas, P. 2002, P. 71).

❖ Teaching Skills in Context
   Word-level comprehension, vocabulary, spelling, and writing skills were typically taught in the context of actual reading and writing tasks (Chowdry and Rao, 2004, P. 32).
An Emphasis on Literature
The students selected books from extensive classroom collections. The teachers read literature and conducted author studies.

Much Reading and Writing
Teachers set aside 45 minutes for language arts, providing long, uninterrupted periods for reading and writing. Both the students and teachers read daily to themselves, to a buddy, to a group, to an adult volunteer, or to the class as a whole. Everyone wrote daily in journals (Prasad, R., 1994, P. 92).

A Match between Accelerating Demands and Student Competence
The teachers set high but realistic expectations and consistently encouraged students to try more challenging (but not overwhelming) tasks.

Encouraging Self-Regulation
Teachers taught students how to self-regulate and encouraged students to choose appropriate skills when they faced a task rather than wait for the teacher to dictate a particular skill or strategy.

Connections across Curricula
Teachers made explicit connections across the curriculum – providing students with opportunities to use the skills they were learning. Reading and writing were integrated with other subjects (Ediger and Rao, 2003, P. 24).

The major criteria for identifying an effective teacher of English are as follows:

The first one is the ‘product’, or what students learn. Persons who prefer this criterion think that the best test of teacher effectiveness is how much and how well students achieve. This includes achievement in all domains-cognitive, affective, and psychomotor. Examples of this kind of criterion are:

(i) Students gain in knowledge about English and related abilities.
(ii) Students gain in psychomotor skills related to listening, speaking, reading and writing.
(iii) Students gain in interests, attitudes, personality integration, and other affective characteristics related to learning English.

The second criterion is the ‘process’. In this regard judgements about teacher effectiveness are made in terms of what the teacher does, what the students do, the
interactions between student and teacher, irrespective of student achievement. Examples of this kind of criterion are:

(i) Teacher behaviours, such as explaining, questioning, leading a discussion, counselling, evaluating, etc., in terms of teaching English.

(ii) Student behaviours, such as courtesy, industriousness, attentiveness, conducting an experiment, leading a discussion during the English class.

(iii) Student - teacher interactions, such as teacher - directed and student - directed exchanges, and warmth. The use of process criterion involves making observations of teacher and student behaviours during instruction in the English classroom.

The third criterion is ‘presage’. As its name implies, presage is partly a predictive factor. Examples for this kind of criterion are intellectual abilities of the teacher, amount of college work completed in the teaching major, grade-point average in college, personal characteristics and others. This can be assessed indirectly from college records, tests and ratings outside the classroom.

Thus, an effective teacher of English can be identified through the formative experiences, teacher characteristics, teacher behaviours, immediate effects and long term consequences on students of English (S. Santhana Krishnan and M.A. Nightingale, 1994, P. 8).

It may therefore be concluded that effective teachers of English ought to be in great demand in schools, which strive for building up a wholesome personality in students.

1.9. PERSONALITY

Personality means the impact that an individual produces on the persons interacting with him. This may be due to his appearance, his way of communication, the way he holds himself or it may be because of his kind and generous nature. Behaviour is the mirror of personality. Hence, the same personality is described differently by different observers.
The integrated form of various characteristics of an individual refers to his personality. Everyone has a personality. Different persons have defined the word personality in different ways.

According to Allport (1937), \textsuperscript{16} "Personality can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations, and behaviors in various situations" (P. 184).

According to Munn (1975), \textsuperscript{17} "personality may be defined as the most characteristic integration of an individual’s structure, mode of behaviour, interests attitudes, capacities, abilities and aptitudes" (P. 96).

\textsuperscript{18} Allport (1937) states that personality is a dynamic organisation within the individual of those psycho-physical systems that determine his unique adjustment to his environment (Mangal, S.K., 1984, P. 283).

In short, personality is the total quality of attitudes, interests, capacities, aptitudes and behaviour patterns which are manifested in individuals in different environments. Each person has a unique personality of his own.

The Type Theory

Those who describe personality in terms of type hold that it is possible to classify individuals into well-defined groups on the basis of some psychological or physical characteristics, which they exhibit.

Karl Jung divides individuals into two types \textit{introverts} and \textit{extroverts}. An introvert is more interested in the inner world of thoughts and feelings than in the outer world of affairs and actions. He does not easily mix with others. An introvert particularly centres his attention more on himself. He does not have much interest in things of the outer world. He hesitates in coming before others. He is devoted to duty. He takes special care of time. He does not like gossips. He is not tactful in worldly matters. He fears starting any work. In a sense, he may be more capable than an extrovert in some situations because he can keep himself engaged in a work for a long. An introvert does not care about pleasing the world. He goes on doing his work without paying much attention to criticism by others.
On the other hand an extrovert does not want to do any work, which displeases other. It is not difficult for him to do even some mean work to please others. The nature of an extrovert is to keep himself engaged in worldly affairs. He is fond of going here and there and talking loudly about one thing or the other. It is very easy for him to be undutiful. He is never alone. In every work he requires a companion. The extrovert expresses his ideas with utmost ease. He is more self-confident than the introvert.

An individual may have traits of both introversion and extroversion. In some persons, some traits are more dominant than others. Even the same individual may be more introverted in one situation and more extroverted in another. Moreover, a person may have many other traits. Jung himself was aware of the inadequacy of the classification he made. That is why he suggested a third type namely an ambivert who is somewhere in the middle of introvert and extrovert. An ambivert is neither interested in himself nor in others. Jung has further elaborated his concept. He has classified the introvert and extrovert each in four types - thinking type, feeling type, reasoning type and intuitive type.

According to Eysenck (1989), the typical extrovert is sociable, likes parties, has many friends, craves excitement, acts on the spur of the moment, and is impulsive. In contrast to these characteristics the introverted person tends to be quiet introspective, reserved, reflective, distrustful, of impulsive decisions, and to prefer a well-ordered life to one filled with chance and risk (P. 294).

**Introversion and Extroversion**

Eysenck has developed two questionnaires to measure people along the dimensions of introversion, extroversion. Hence, Eysenck suggests that a basic dimension of personality involves whether people tend to be unsociable, quiet and passive (introverts) or sociable, outgoing and active (extroverts).

Kretschmer claimed that there are three main types, the pyknic (short and fat), the athletic (muscular), and the aesthetic (tall and thin). The pyknic type was credited with such personality traits as extroversion, the athletic type with energy and aggressiveness and the aesthetic with a tendency toward introversion. In one study 50 per cent of the pyknics were rated as extroverts and 30 per cent were rated as introverts. Typologies of
personality are now gradually being replaced by the method of describing personality in
terms of traits.

**The Trait Theory**

Since human behaviour consists of a good number of behavioural aspects which
can easily be identified and marked, there is a possibility to list out such distinct
behavioural aspects.

Cattell, R.B. (1990) propagated a two-tiered personality structure with sixteen
“primary factors” (16 Personality Factors) and five ‘secondary factors’ (P. 101).

Eysenck and Eysenck (1985) believed just three traits – extraversion, neuroticism and psychoticism – were sufficient to describe human personality (P. 39).

Differences between Cattell and Eysenck emerged due to preferences for
different forms of factor analysis, with Cattell using oblique, Eysenck orthogonal,
rotation to analyse the factors that emerged when personality questionnaires were
subjected to statistical analysis. Today, the Big Five factors have the weight of a
considerable amount of empirical research behind them, building on the work of Cattell
and others.

One of the often studied traits in different categories of individuals, are the ones
listed out by Cattell. He was successful in listing out 16 distinct traits and also identified
the contrasting ones for each one of the 16 traits listed. The notion about these traits is
that an individual could be on both the extremes for a particular trait or he may fall in
between these two extremes. For example, Cattell has labelled the first trait as
‘Reserved’ in one extreme and ‘Outgoing’ as the other one at other extreme. That is,
when ‘reserved’ is at the beginning of the continuum, the ‘Outgoing’ would at the end of
continuum. Therefore, the individuals may fall at the extremes on either side or in
between these two extremes. Such classification of the behavioural aspects as traits
lends itself to a detailed description of individual’s prominent personality traits.
Therefore, the investigator assumes that the personality type as well as the personality
traits of an individual will greatly influence him to the extent of affecting his perceptions
and judgements.
Another important affective characteristic that very much inferences an individual in different life situations is his self. It is often regarded as how good or poor one thinks about himself.

1.10. SELF-ESTEEM

How positively or negatively, one feels about oneself is Self-esteem. It is a very important aspect of personal well-being, happiness and adjustment (John P. Hewitt, 1998, P. 9).

According to John W. Santrock (2006), “Self-esteem refers to an individual’s overall view of himself or herself. Self-esteem is also referred to as self-worth or self-image. For example, a child with high self-esteem might perceive that she is not just a person but a good person” (P. 91).

Importance of Self-Esteem

High self-esteem is related to many positive behaviours and life outcomes. People with high self-esteem are happier with their lives, have fewer interpersonal problems, achieve at a higher and more consistent level, are less susceptible to social pressure, and are more capable of forming satisfying love relationships (John P. Hewitt, 1998, P. 10). In contrast, people with poor self-images are likely to try to make themselves feel better when they experience negative moods in response to perceived failures in their lives (Alters and Schiff, 2005, P. 33). This may be one reason why they are more prone to psychological problems such as anxiety and depression, to physical illness, and to poor social relationships and under achievement (John P. Hewitt, 1998, P. 10).

The following are some of the qualities of People with Strong Sense of Self-esteem:

- They have a high moral and ethical sensitivity.
- They have strong sense of family.
- They are far more successful in interpersonal relationship.
- They are productive on the job.
- They are far lower in incidents of drug addiction and alcoholism.
- More likely to get involved in social and political activities in their community.
They are far more generous to charitable institutions and give more generously to relief causes.

Teachers’ Self-esteem

The teacher with high self-esteem is likely to produce children with high self-esteem. There is ample evidence to show that people who have positive attitudes towards themselves are also likely to have positive attitudes towards others (Denis Lawrence, 2006, P. 74). It has been understood that all teachers are in a position to enhance self-esteem while teaching. Where teachers have high self-esteem and are genuine empathetic and accepting and have status in the eyes of the child, they will automatically provide self-esteem enhancing the ethos in the classroom. There is much evidence to support the idea that self-esteem plays a significant role in successful learning.

As it has already been seen that an effective teacher can easily be noted among the so-called competent and incompetent ones, though there is difficulty in judging the effectiveness in the true sense. The successful practising of an effective teacher may be jeopardized in not so healthy school environment. Several studies (VanderHelm and Sue, 2006; Watkins, Eleanor, 2006; Woods, Denise, 2006; Black, Victor, 2007) have shown that teachers are able to come out of their best depending upon the environment that prevails in an institution. Therefore, any investigation that aims at quantifying teacher performance or teacher behaviour cannot afford to leave out the essential school characteristic - school robustness.

1.11. SCHOOL ROBUSTNESS

The term ‘School Robustness’ refers to ‘the healthy atmosphere prevailing in the school’. The environment should be such that it is conducive to students and teachers development in accordance with the ideals of their society. The school environment has a great influence on the child and the teacher. The school is an essential organ of the society. It does not have a separate existence from the society, because, it is an arena of the society existing for its development. All the students of the school are the constituents of the society.
Therefore, the school needs to be a healthy one to develop the future citizens as healthy individuals. Unless, the school is healthy or robust, the society cannot have healthy or robust individuals. The robustness of a school is determined by the environment that prevails in the school.

Therefore, School Robustness is defined as “the robustness of the practices being followed in the school for achieving the set goals” (Rani, D.S.A, 1998, P. 35).

According to Silvestine, J. (2004), “The total health of an institution with regard to the physical features, social characteristics, emotional behaviour of the human factors and the learning environment may be termed as School Robustness” (P. 17).

Therefore, the investigator defines the concept ‘School Robustness’ as a characteristic feature of a school depicting the strength of school environment comprising School Climate and School Culture.

School Environment

As school administrators struggle with reform to improve students’ academic performance, their concerns must encompass more than instructional change, i.e., school culture and school climate – two factors of a school’s environment that can either impede or support learning.

The terms school culture and school climate describe the environment that affects the behavior of teachers and students. School culture is the shared beliefs and attitudes that characterize the district-wide organization and establish boundaries for its constituent units. School climate characterizes the organization at the school building and classroom level. It refers to the “feel” of a school and can vary from school to school within the same district.

School Culture

School culture reflects the shared ideas – assumptions, values, and beliefs – that give an organization its identity and standard for expected behaviors. These ideas are deeply imbedded in the organization and, to a great extent, operate unconsciously. They are so ingrained that they are often taken for granted. Understandings shared by teachers, staff, and students structure their responses to demands made from outside (e.g., by parents and the community), and from inside (e.g., by the central administration and its
communication of directions from the school board and state and central governments). School culture is based on past experience, which provides a template for future action based on “how we do things in this organization.”

**Components of School Culture**

> Culture is reflected in an organization’s atmosphere, myths, and moral code. The characteristics of a school district’s culture can be deduced from multiple layers:
> - Artifacts and symbols: the way its buildings are decorated and maintained
> - Values: the manner in which administrators, principals and staff function and interact
> - Assumptions: the beliefs that are taken for granted about human nature.

As a school culture develops over time, it is maintained by several practices:

**Common beliefs and values that key individuals communicate and enforce**
- Heroes and heroines whose actions and accomplishments embody these values
- Rituals and ceremonies that reinforce these values
- Stories that reflect what the organization stands for (retrieved from outreach.msu.edu/bpbriefs/issues/brief31.pdf).

**School Climate**

School climate reflects the physical and psychological aspects of the school that are more susceptible to change and that provide the preconditions necessary for teaching and learning to take place. School climate is evident in the feelings and attitudes about a school expressed by students, teachers, staff and parents – the way students and staff “feel” about being at school each day. School climate is a significant element in discussions about improving academic performance and school reform. It is also mentioned in discussions of potential solutions to problems such as bullying, inter-student conflicts, suicide, character education, and moral education.

Moos (1979) defines School climate as the social atmosphere of a setting or learning environment in which students have different experiences, depending upon the protocols set up by the teachers and administrators (P. 81). Moos (1979) divides social environments into three categories:
- Relationship, which includes involvement, affiliation with others in the classroom, and teacher support.
- Personal growth or goal orientation, which includes the personal development and self-enhancement of all members of the environment.
- System maintenance and system change, which includes the orderliness of the environment, the clarity of the rules, and the strictness of the teacher in enforcing the rules.

Moos (1979) advises that "although the specific types of educational environments needed depend in part on the types of people in them and on the outcomes desired. [at least] we need to focus on relationship, personal growth, and system maintenance and change dimensions in describing, comparing, evaluating, and changing educational settings". (P. 96)

**Components of School Climate**

Although there is no consistent agreement in the literature on the components of school climate or their importance, most writers emphasize caring as a core element. However, some place safety foremost, defining school climate as “an orderly environment in which the school family feels valued and able to pursue the school’s mission free from concerns about disruptions and safety” (retrieved from www.outreach.msu.edu/briefs/issues/brief31.pdf).

Several aspects of a school’s physical and social environment comprise its climate. One organization identified the following eight areas:

- Appearance and physical plant
- Faculty relations
- Student interactions
- Leadership/decision making
- Disciplined environment
- Learning environment
- Attitude and culture
- School-community relations
The comprehensive view summarized below, defines school climate in terms of four aspects of the school environment:

1. A physical environment that is welcoming and conducive to learning. It keeps the environment healthy in the following ways:
   - School building contains a limited number of students.
   - Students are, and feel, safe and comfortable everywhere on school property.
   - Classrooms are orderly.
   - Classrooms and grounds are clean and well-maintained.
   - Noise level is low.
   - Areas for instruction and activities are appropriate for those uses.
   - Classrooms are visible and inviting.
   - Staff members have sufficient textbooks and supplies.

2. A social environment that promotes communication and interaction. It keeps the environment healthy, thus,
   - Interaction is encouraged. Teachers and students actively communicate. Teachers are collegial. Student groupings are diverse. Parents and teachers are partners in the educational process.
   - Decisions are made on-site, with the participation of teachers.
   - Staff are open to students’ suggestions; students have opportunities to participate in decision-making.
   - Staff and students are trained to prevent and resolve conflicts.

3. An affective environment that promotes a sense of belonging and self-esteem. It becomes healthy in the following ways:
   - Interaction of teachers and staff with all students is caring, responsive, supportive, and respectful.
   - Students trust teachers and staff.
   - Morale is high among teachers and staff.
   - Staff and students are friendly.
   - The school is open to diversity and welcoming to all cultures.
   - Teachers, staff, and students are respected and valued.
   - Teachers, staff and students feel that they are contributing to the success of the school.
There is a sense of community.

The school is respected and valued by teachers, staff, students, and families.

Parents perceive the school as warm, inviting and helpful.

4. An academic environment that promotes learning and self-fulfillment. The health of the environment is achieved as follows:

- There is an emphasis on academics, but all types of intelligence and competence are respected and supported. Teaching methods respect the different ways children learn.
- Expectations are high for all students. All are encouraged to succeed.
- Progress is monitored regularly.
- Results of assessments are promptly communicated to students and parents.
- Results of assessments are used to evaluate and redesign teaching procedures and content.
- Achievements and performance are rewarded and praised.
- Teachers are confident and knowledgeable

(retrieved from www.outreach.msu.edu).

It may thus, be concluded that the term ‘School Robustness’ has come to mean a major psycho-socio characteristic of a school formed of the components - school culture and school climate, which in turn, encompasses all men and materials, their utility and usability; the principles and practices followed and being followed, and the goals realized and being pursued for greater satisfaction of students, parents, teachers, administrators and at large the community.

1.12. NEED FOR THE STUDY

There is no dearth of studies in the field of education focusing on the climate of different types of educational institutions (Johnson et al., 1996; Kuperminc et al., 1997; Freiberg, H.J., 1998; Hanna, J.W., 1998; McEvoy and Welker, 2000; Kuperminc et al., 2001; Hoy et al., 2002). The basic level of education is offered through schools of different types spread over the entire region of a community or a country. Since, school is vital for imparting education, the environment of the school otherwise more technically, the climate prevailing in the school, is crucial for the entire process of education. The researchers (Shore, R., 1995; Taylor, D.L. and Tashakkori,
A., 1995; Haynes, N.M., 1998) have also brought forth findings in support of suitable climate for effective teaching and learning. Researches have also shown that varied organizational climates helpful for building up a healthy atmosphere are found to be factors responsible for strengthening School Robustness.

According to Misra, K.S. (1993) “The school helps or causes hindrance in the way of effective teaching by the teacher through the manipulation of school climate. The implication is that administrators, community members and teachers must try to help in the establishment of a conducive climate, in which, the effective teacher may be able to steer the boat and activate the gray matter to drive the appropriate energy that will propel the boat” (P. 109)

From this, it is clear that by studying School Robustness, one can identify the nature of teaching and learning possible in those schools. The different types of schools such as Government, Government Aided and Private are found to be different in their organizational climates. Moreover, the teachers teaching different subjects also seem to be substantially different in their personality characteristics. Therefore, it is possible to assume that the teachers of different subjects may be different in their effectiveness in teaching which may be influenced by the personality as well as their background characteristics such as gender, length of experience, the family status etc. Because of such differences among the teachers working in the same school as well as in different types of institutions, one may be prompted to think that the concept School Robustness is a product of all these factors. Hence, in order to verify the assumption regarding the nature of School Robustness, the investigator being a teacher of English has chosen to take up the following study focusing on the teachers teaching English at the secondary level:

SCHOOL ROBUSTNESS AS PERCEIVED BY ENGLISH LANGUAGE TEACHERS IN THE SECONDARY SCHOOLS IN RELATION TO THEIR EFFECTIVENESS IN TEACHING ENGLISH, SELF-ESTEEM AND PERSONALITY TYPE

25
1.13. REFERENCES


34. www.outreach.msu.edu/bpbnefs/issues/brief31.pdf


36. Ibid, P. 79.


38. Ibid.


