Education is a powerful instrument of social and economic change. There is a strong demand for improving education qualities in school in India and most other countries. In view of the significance of the role of teachers in education, policy makers recommended that the teachers should accept the responsibility and be accountable for maintaining good standards of education. They should contribute positively in a constructive manner.

In the words of Pt. Jawahar Lal Nehru, "In final Analysis no subject is of greater importance than that of education. It is men and women in the country that make and build a nation and it is education that is supposed to build those men and women. The process of education therefore must help of build men and women suited to the age and tasks they have to perform".

1.1 NEED AND IMPORTANCE OF THE STUDY

The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively but in critical measure, upon the quality of their education. The quality of education in its turn depends upon the equality of its teachers.

The skill and abilities of the higher education teachers are an important ingredient in any quality enhancement programme. It is they who implement all the programmes and policies of education to make it successful. Thus, teacher's performance is a crucial input in the field of education.
It is generally agreed that the goodness of an educational programme to a large extent is dependent on the quality of teachers available to implement it. The problem of identification of effective teacher is therefore, of prime importance for realising desirable educational goals.

An effective teacher may be understood as one who helps in the development of basic skills of understanding, proper work habits, desirable attitudes, value judgment and adequate personality of the students. Moreover, effectiveness is not a state that once achieved, stays with a teacher for ever after. He needs to constantly work on it.

In the morden scenario, the role of teacher has been changing due to the pressure of social and economic changes. The expected role of teacher has assumed new dimensions. Thus to perform successfully, the teacher should be a learner. He must add to his competencies and commitments which will give him confidence and satisfaction. Only the competent and committed teachers can bring about excellence among their students, can channalize their energies in a fruitful direction and prepare them to face the everchanging competitive world which would in turn lead to their harmonious development and make a positive contribution towards creation of competent human capital.

The teacher is the keyman on whom depends the future of the student and the mankind. He plays an important role in shaping and moulding the personality of the students.

The key determinant of pupil's achievement is the quality of classroom instruction generated by committed and competent teachers, who possess a thorough subject matter base, an appropriate profeciency in pedagogical skills and high motivation level.

>2<
Hence in the fast changing global, there is an urgent need to have competent and committed teachers who can cultivate a new generation of individuals who have the power of thinking and perceiving and also to find out those factors which are related to effectiveness of teachers.


1.1.1 Utility of the Study - The present study will be useful in various ways. It has been seen that the teacher who are more committed and competent are more effective.
From the teachers point of view the study will be useful because the results which will be obtained can inform others, how competency affect their effectiveness. This can help them to improve own skills.

From the point of view of colleges competent and committed teachers will be an asset to any college. They will do the college proud by being a good employer or employee or entrepreneur.

Society will also get benefits from the results as the result can be transferred to other courses.

1.2 STATEMENT OF THE PROBLEM

"A Study of Teacher Effectiveness in Relation to Teacher's Role Commitment and Teaching Competency."

1.3 DEFINITION OF IMPORTANT TERMINOLOGY

1.3.1 Teacher Effectiveness

Teachers effectiveness plays a pivotal role in the teaching learning process. It, being the hub of the whole programme, needs close observation and critical Analysis, as the enrichment in effectiveness may have a direct bearing on the learning outcome of the pupils.

Education is a tripolar process. At one end, stands the educator, on the second, the educed and the third, the content what transpires between the teacher and the taught is education. It is basically affects modification in the natural endowment of the child who is learner. Modification as net result or outcome of education requires two factors :-

(1) One who bring out the modification
(2) The other in whom this modification is brought out.
The teacher while engaged in the process of educating not only transmits some curricular contents, rather transfers his own personality. The transference is either automatic or deliberate. Generally the transference of personality is unintentional, but there is little denying the fact that it does take place. Thus in the educative process, the communication of subject matter between the two, the teacher and the learner, takes place. The outcome of this academic exercise is the modification or change for the better in the learner.

Thus teacher effectiveness can be defined as, "A relationship between teachers, pupils and other personas concerned with the educational understanding, all effective by limiting and facilitating aspects of the immediate situation".

The present study intends to measure six categories of teacher's effectiveness: -

1. **Academic** abilities like motivation, teaching skills related to components of teaching.
2. **Professional** competence including knowledge, co-curricular activities and classroom managerial skills.
3. **Social** skill like pupil relations, manipulative and verbal skill needed in teaching.
4. **Emotional** skill like advising and guiding.
5. **Moral** integrity like keeping self-control and discipline.
6. **Personality**, composed of personal qualities like co-operation, cheerfulness, consideration emotional stability, humour, missionary zeal, good dressing sense, punctuality and proficiency etc.
1.3.2 Teacher's Role Commitment

The strength of any profession depends upon the degree of commitment of its members. Teaching is no exception. The teacher's role is his behaviour pattern following certain rules and norms, concerned with imparting knowledge, values, balanced emotions, skills and guidance etc. for betterment of student and also for attaining the goals of education.

The important question, however, is not one of commitment, but rather one of commitment to what. Anyone who lives according to his philosophy could be considered a committed person. It is not necessary for all men or even a majority of them, to agree with a person's philosophy in order for the person to be committed or dedicated.

As the idea of commitment expresses itself in a particular profession, the basic argument presented here applies. A committed physician is one whose behaviour is determined by his philosophy of what is meant by the practice of medicine consequently, a committed teacher is one whose behaviour is consistent with his philosophy of education.

Thus the teacher's role commitment is a dynamic aspect of his status. The term 'role commitment' consist of two words 'Role' and 'Commitment'. 'Role' has been defined as sequence of teaching actions performed by a person in an interactive school situation. 'Commitment' is the proper customary function to make a pledge or promise or obligation for work. Thus Role Commitment means a promise to perform sequence of teaching action in an interactive institutional situation.
The present study intends to measure the following six domains of teacher's role commitment:

(1) Towards Students
(2) Towards Parents
(3) Towards School
(4) Towards Society
(5) Towards Nation
(6) Towards Own Profession

1.3.3 Teaching Competency

Teaching constitutes one of the major tasks of a teacher. Competency over his task of teaching is the essence of a successful educational system. There has been no consensus regarding the meanings of the terms "Teaching" and "Competency" and hence "Teaching Competency" itself.

Teaching competency has been defined as more than more teacher effects or pupil outcomes. It includes knowledge, attitude, skill and other teacher characteristic (Haskew, 1956, Wilson 1973) Some others perceive teacher competence as teacher behaviours that produce intended effects (Medley and Mitzel 1973, Biddle 1964).

Rama defines teaching competency as "The ability of a teacher manifested through a set of overt teacher classroom behaviours which is a resultant of the interaction between the presage and the product variables of teaching within a social settings. Thus the term 'teaching' can be defined as a set of observable teacher behaviours that facilitate or bring out pupil learning and 'teaching competency' means an effective performance of all observable teacher behaviour that bring about desired pupil outcomes."

>7<
Westra (2001) explain a schematic view of competence.

In other words, teaching competence involves effective use of various teaching skill. In this research work, teaching competency will include teaching skill regarding the following:-

1. Introducing a lesson
2. Fluency in questioning
3. Probing questioning
4. Explaining
5. Stimulus variation
6. Silence and non-verbal cues
7. Pacing the lesson
8. Using audio-visual aids
Thus competencies provide an opportunity to perceive what it implies to be a successful teacher. Such a concept of professional success in both about what the teacher does applying his technical knowledge, skills and abilities and how he does it? While interacting and communicating with others in teaching learning sites.

Competencies can be used to help improve a professional's individual performance by modeling the behaviour that ensure high performing teacher's success in undertaking various teaching takes effectively. These competencies provide a roadmap to superior performance.

1.4 OBJECTIVE OF THE STUDY

(1) To find out the effectiveness of teachers.
(2) To find out the role commitment of teachers.
(3) To find out their teaching competencies.
(4) To find out the extent of relationship between teacher effectiveness and teacher's role commitment.
(5) To find out the extent of relationship between teacher effectiveness and teaching competency.

(6) To find out the extent of relationship between teacher's role commitment and teaching competency.

(7) To suggest measures to enhance teacher effectiveness.

1.5 MEANING OF HYPOTHESIS

Etymologically hypothesis is made up of two words "hypo" (less then) and thesis which means less then or less certain than a thesis. It is presumptive statement of proposition or a reasonable guess based upon the available evidence, which the researcher seeks to prove through his study.

The hypothesis is precisely defined as a tentative proposition suggested as a solution to a problem. The hypothesis is a powerful tool in research process to achieve dependable knowledge. It helps the researcher to relate theory to observation and observation to theory.

According to John W. Best- "The research hypothesis is a formal affirmative statement predicting a single research outcome, a tentative explanation of the relationship between two or more variables. For the hypothesis to be testable, the variables must be operationally defined. That is the research specifies what operations were conducted or tests used to measure each variable." Thus the hypothesis focuses the investigation on a definite target and determines what observations or measures as to be used.

* Koul, Lovesh ibid Page-72
* Best, John ibid Page
A hypothesis is, therefore, a shrewd and intelligent guess, a supposition, inference hunch, provisional statement or tentative generalization as to the existence of some fact, condition or relationship relative to some phenomenon which serves to explain already known fact in a given area of research and to guide the search for new truth on the basis of empirical evidence. The hypothesis is put to test for its tenability and for determining its validity.

1.5.1 Importance of Hypothesis

The importance of hypothesis is generally recognised more in the studies, which aim to make predictions about some outcome. In experimental research, researcher is interested in making predictions about the outcome of the experiment or what the result are expected to show and therefore the role of hypothesis is considered to be of almost importance.

In the historical or descriptive research, on the other hand the researcher is investigating the history of a city or nation, the life of a man, the happening of an event or is seeking facts to determine the status quo of some situation and thus may not have a basis for making a prediction of result. A hypothesis therefore may not be required a such fact studies. Hillway (1964) is of the view that when fact finding alone is the aim of the study, a hypothesis may not be required.

Most historical or descriptive studies, however, involve not only fact finding but also interrelation of fact to draw generalizations. If the hypothesis are not constructed, a research may waste mush time and energy in gathering extensive empirical data and then find that he can not state facts clearly and detect relevant relationship, between variable as there is no hypothesis to guide him.
THE IMPORTANCE OF HYPOTHESIS MAY BE SUMMARIZED AS UNDER

(1) Hypothesis provide direction to research, they represent specific objective and thus help to researcher to determine the type of data needed to test the proposition. The hypothesis tell the researcher specifically what he needs to do and findout in his study. They help in the selection of relevant facts and variables that the researcher needs in his study.

(2) Hypothesis provide a basis for selecting the sample and the research procedures to be used in the study. The statistical techniques needed in the Analysis of data and relationship between the variables to be tested are also implied by the hypotheses furthermore the hypothesis help the research to delimit his study in scope so that it does not become broad or unwieldy.

(3) Hypothesis provide the researcher with rational statements consisting of elements expressed in a logical order of relationship which seek to describe or to explain condition or event that have not yet been confirmed by facts some relationship between the element or variables in hypotheses are known facts and transcend to known facts to give reasonable explanation for known conditions. The hypothesis enable the researcher to relate logically known facts to intelligent guesses about unknown conditions.

(4) Hypothesis provide the bases for reporting the conclusions of the study. The researcher will find it very convenient to test each hypothesis separately and state the conclusion that are relevant to each. On the basis of these conclusions, he can make the research report interesting and meaningful to the reader.
1.5.2 Different forms of Hypothesis

Research hypothesis are classified as being directional or non-directional.

**Directional**- The hypothesis which stipulate the direction of the expected difference or relationship are termed as directional hypothesis.

**Non-Directional**- A research hypothesis which does not specify the direction of expected difference or relationship is non-directional hypothesis.

A research hypothesis can be stated in a number of different forms:-

(1) **The Dedicative Forms**- It generally states a relationship between variable that the experimeter expects will emerge.

    OR

    It generally states a relationship between the variables concerned.

(2) **The Null Form**- It states that no significant differences exists between the variables concerned. The no difference statement assures that the two groups will be tested and found to be equal.

(3) **The Prediction Form**- It is used by the researcher to state principles which he actually expects to emerge from the experiments.

(4) **The Questions Form**- It state the declarative hypothesis in a questions form.
1.5.3 Hypotheses of the Study

(1) There is no significant relationship between academic dimension of teacher effectiveness and role commitment in the group of professional courses teachers.

(2) There is no significant relationship between professional dimension of teacher effectiveness and role commitment in the group of professional courses teachers.

(3) There is no significant relationship between social dimension of teacher effectiveness and role commitment in the group of professional courses teachers.

(4) There is no significant relationship between emotional dimension of teacher effectiveness and role commitment in the group of professional courses teachers.

(5) There is no significant relationship between moral dimension of teacher effectiveness and role commitment in the group of professional courses teachers.

(6) There is no significant relationship between personality dimension of teacher effectiveness and role commitment in the group of professional courses teachers.

(7) There is no significant relationship between academic dimension of teacher effectiveness and role commitment in the group of general courses teachers.
(8) There is no significant relationship between professional dimension of teacher effectiveness and role commitment in the group of general courses teachers.

(9) There is no significant relationship between social dimension of teacher effectiveness and role commitment in the group of general courses teachers.

(10) There is no significant relationship between emotional dimension of teacher effectiveness and role commitment in the group of general courses teachers.

(11) There is no significant relationship between moral dimension of teacher effectiveness and role commitment in the group of general courses teachers.

(12) There is no significant relationship between personality dimension of teacher effectiveness and role commitment in the group of general courses teachers.

(13) There is no significant relationship between academic dimension of teacher effectiveness and teaching competency in the group of professional courses teachers.

(14) There is no significant relationship between professional dimension of teacher effectiveness and teaching competency in the group of professional courses teachers.

(15) There is no significant relationship between social dimension of teacher effectiveness and teaching competency in the group of professional courses teachers.
(16) There is no significant relationship between emotional dimensions of teacher effectiveness and teaching competency in the group of professional courses teachers.

(17) There is no significant relationship between moral dimensions of teacher effectiveness and teaching competency in the group of professional courses teachers.

(18) There is no significant relationship between personality dimension of teacher effectiveness and teaching competency in the group of professional courses teachers.

(19) There is no significant relationship between academic dimension of teacher effectiveness and teaching competency in the group of general courses teachers.

(20) There is no significant relationship between professional dimension of teacher effectiveness and teaching competency in the group of general courses teachers.

(21) There is no significant relationship between social dimension of teacher effectiveness and teaching competency in the group of general courses teachers.

(22) There is no significant relationship between emotional dimension of teacher effectiveness and teaching competency in the group of general courses teachers.

(23) There is no significant relationship between moral dimension of teacher effectiveness and teaching competency in the group of general courses teachers.

>16<
(24) There is no significant relationship between personality dimension of teacher effectiveness and teaching competency in the group of general courses teachers.

(25) There is no significant relationship between role commitment and teaching competency.

1.6 DELIMITATION OF THE STUDY

(1) The study is delimited to Kanpur Nagar only.

(2) The study is delimited to C.S.J.M. University Institutions only.