CHAPTER - 1
INTRODUCTION

Education in a broad sense refers to a process of an all round development. It is also defined as any act or experience that has a formative effect on the mind, body and character of an individual. Some of the goals and objectives of education are individual development, transformation and acquisition of values that promote development. It aspires to achieve these through modernization and community participation.

The field of Education has drawn from various disciplines and incorporated facts and principles of psychology. Walter B Kolesnik defines Educational Psychology as ‘A study of those facts and principles of psychology that help to explain and improve the process of education.’

Lindgren pointed out that educational psychology is concerned with three significant aspects; the learner, the learning process and the learning situation.

The process of development in education would revolve around characteristics and quality of teacher, student, student-teacher interaction and situations in which it occurs. The importance of education and its effect on individual is widely known and therefore extensive research and attempts are ongoing in this field to broaden existing knowledge and research.
1. **RATIONALE OF PRESENT STUDY:**

Research in the field of education has focused quite a lot on factors affecting quality of learning taking place in school. From numerous findings gathered, it was clear that teacher quality is one of the most important factors affecting student learning. Moreover, it was also concluded that having an excellent teacher can result in a considerable growth in student learning compared to one with poor quality of teaching. (Hanushek 1992; Sanders and Rivers 1996). Recently, developing a differential model of teacher effectiveness has gained considerable attention.

Research into the field of teacher effectiveness has also undergone many changes with new models emerging in order to explain the concept. While research in western countries has thrown considerable light on teacher effectiveness, a lot needs to be achieved in this area in India. The current focus (in India) of researchers, policy makers and practitioners with regard to teacher education is on the development of professional competencies, and on the most effective ways of achieving higher levels of commitment and motivation for higher-level performance of teachers. (Rajput and Walia, 2001). The present study will add on to the current stream of research in the nation and contribute to policy reforms and educational development.

The present study focuses on effects of assertiveness, emotional intelligence and locus of control on teacher effectiveness. Several reasons indicating the importance of the study and justification for the choice of this topic can be explained as under:
1.1 Role of teacher in present educational system:

The role of teacher in the process of education is vital. From our ancient times, ‘guru’ was considered to be worthy of utmost respect, admiration and worship. Teacher was looked upon as giver of knowledge, talent and skills that are essential for living a healthy, happy and successful life. The role of a teacher thus encompasses several duties and obligations which have undergone some changes over centuries.

In our present times, the basic role of a teacher has remained the same along with quite a few more additions with changes in the social and cultural context in which learning and teaching take place. Schools in urban areas have changed and grown from providing basic knowledge and skills to more elaborate and modern facilities. This has been a response to grow in demands made by parents for getting the best possible learning and training for their children. With increasing expectations and demands, it is obvious that teachers are also loaded with numerous functions and tasks.

Students spend a major chunk of their day in schools with teachers, friends and classmates. The influence these have on a student are significant. Teachers have the responsibility of being a good role model for their students. The characteristics of teacher as an individual are imitated and learnt by students through observation. The way teachers behave in class, their language, non-verbal communication; problem solving skills, emotion regulation, conflict resolution, time management, lesson preparation and lot of other such skills are observed by students. A teacher who
successfully displays these is a good role model for students as he/she directly or indirectly conveys the appropriate modes of behaviour to their students. It is worth asking then that ‘to what extent does a teacher possess characteristics that foster positive growth in students?’ An investigation into the characteristics of teachers would throw some light on this question.

An attempt to understand factors affecting quality of teaching would also lead us to consider personality factors such as locus of control, emotional intelligence and assertiveness along with type of communication, teaching skills and work experience.

An effective teacher is responsible for reviewing and improvising lesson plans, mode of instruction, teaching material and resources. What is the relationship between taking control over and responsibility for improving teaching skills and quality of teaching? The results of the present study will also answer such similar questions.

Classroom management is another important skill required for teacher effectiveness. The teacher as a leader also affects process of change that is essential for development. The extent of assertiveness, taking initiative, communicating effectively and a tendency to nurture a sense of co-operation in classroom will determine the level of effectiveness of teacher as a leader.

Academic curriculum, though necessary is not enough for an all round development of students. With growing incidences of violence in school, problems such bullying, discipline issues are now demanding more attention from all those who are responsible in the development of youth. Appropriate expression of anger,
character building and strengthening of moral values have become extremely important. Therefore, an emphasis on social curriculum and its teaching is now becoming common in schools. Various social skills like assertiveness, protecting one’s own and others’ rights, cooperation, empathy, and the like are being taught to students in order to inculcate them in students. Teachers should therefore be aware of and practice these in their regular academic sessions. To what extent do teachers possess these characteristics in themselves so that they can be practiced and taught in classroom?

While referring to students belonging to the adolescent age group, there are a different specific set of problems that are a part of their life. Peer pressure, identity crisis, need for independence and a shift in thoughts, values along with a change in biochemistry, (due to changes in hormones) and emotions are experienced by adolescents. During these times, they require appropriate guidance which a teacher can easily give if she/he shares a good rapport with students. For this it is important that the students have trust and faith on the teachers. To what extent do students look up to their teachers for guidance and support? Teachers’ personality characteristics are again an important factor to consider.

1.2 Need for recognizing obstacles to quality teaching:

While a lot of burden related to teaching is put on teachers’ shoulders there are other factors related to teaching that have to be considered while assessing the quality of teaching. Frequently teachers face problems such as low motivation and low job satisfaction, complaints related to school as an organization,
problems with their colleagues and other staff members. Teacher attrition, burnout and high levels of stress are other set of problems faced by lot of schools. When these become increasingly debilitating to a teacher it can ruin the normal course of teaching.

An inquiry into the causes of these factors would provide solutions to these problems. The present study while measuring assertiveness, emotional intelligence and locus of control and their relation to teacher effectiveness would provide useful information to overcome them.

1.3 Modifications in teacher education programs:

The impact teacher behaviour can have on students is very wide in scope. Therefore any teacher education program in order to be effective should consider aspects such as behaviour awareness, training in classroom skills, communication: both verbal and non-verbal, time management and others. The present study with data obtained related to some of these aspects would help in designing and planning teacher education programmes and professional development workshops taking place in school for its staff members. It is very important that teachers learn about these essential skills so that their role and performance is enhanced: eventually leading to teacher effectiveness. It will also discuss differences in teacher quality in rural as well as urban areas in state of Gujarat.

1.4 General implications:

Abraham Lincoln said, "The philosophy of the school room in one generation will be the philosophy of the government in the next." The school classroom is thus an important place for students to
know how their behaviour is affecting those around them and vice versa. What students learn in class is later reproduced outside in the larger world. Educators thus have a huge responsibility on their shoulders of preparing students in such a way that will make society a better place to live in for all.

It is essential that the process of education be ever growing and dynamic enough to incorporate positive changes based on research evidences. Researchers in the field of education are expected to give more attention to issues that affect the society and can be dealt with right at the school level.

2. **DEFINITIONS:**

A brief description of Teacher effectiveness, assertiveness, locus of control and emotional intelligence is required in order to understand the significance of present study.

- **Assertiveness:**

  Assertiveness is a particular mode of communication. Assertiveness was developed in the second half of the 20th century and was used as a behavioural skill to deal with anxiety by psychologists such as Joseph Wolpe and others. It has also been widely used by behaviour therapists and cognitive behaviour therapists.

  - **Dornald’s Medical Dictionary** defines assertiveness as: “a form of behaviour characterized by a confident declaration or affirmation of a statement without need of proof; this affirms the person's rights or point of view without either aggressively threatening the rights of another (assuming a position of dominance) or submissively permitting another to ignore or deny one's rights.”
- **Oxford English Dictionary** defines it as: ‘To state an opinion, claim a right, or establish authority. If you assert yourself, you behave in a way that expresses your confidence, importance or power and earns you respect from others.’

- **Calberti and Emmons** (1974) Assertive behaviour is “Behaviour which enables a person to act in his own best interests, to stand up for himself without undue anxiety, to express his honest feeling comfortably, or to exercise his own rights without denying the rights of others.”

Assertiveness reflects confident affirmation of one’s rights without letting someone else threaten one’s rights or suppressing your own rights by being passive. Assertive people communicate their rights in a way that will not show aggression and thus express themselves effectively without hurting anyone. This way of communication is very important to maintain comfortable relationships. An assertive person expresses his opinions and lets the other person know how he/she feels and does not even hurt others. While a person who is aggressive ends up hurting others and therefore creates unpleasant feelings for them on the other hand one who is passive fails to express his opinions and rights.

Assertiveness has been applied to numerous fields in order to ensure effective communication and maintain healthy relationships. Industries, inter personal relationships, disorders and their management, family therapy are a few of them. Assertiveness has also proved to be advantageous in the field of education: especially teacher-student interaction.
Assertiveness has a major role in student as well as teacher functioning. With students, assertiveness helps in confidence building, appropriate self-expression and to overcome bullying. With teachers, it helps in effective classroom management and achievement of educational objectives. The concept of assertive discipline was introduced in 1970’s by Lee and Canter and has since then been used successfully to manage classroom disruption and its adverse effects on teaching. Classroom disruption is one the major problems teachers face whether it is in primary, middle or secondary sections of school. A highly skilled and qualified teacher is also helpless if he/she is not able to manage a fair amount of discipline in classroom that will allow disruption free interaction between students and teachers. The types of discipline problems would vary with age and individual characteristics of students.

Assertiveness is also important for a teacher to control and overcome bullying both inside and out of class. A study done by Crothers, Laura M and Kolbert, Jered B on a comparison of teachers’ and students’ views on bullying and anti-bullying interventions indicated that both students and teachers believe that it is important for teachers to teach assertive techniques to students in order to overcome bullying. Studies on how teachers can prevent bullying also mention importance of assertiveness in students, fostering democratic environment in class, teaching difference between aggressiveness and assertiveness. Teaching assertiveness skills to students thus becomes an important part of the social curriculum for teachers. Specific social skills are required to be taught and demonstrated to students in order to make them socially and academically successful. These skills include cooperation,
assertion, empathy and responsibility. The Responsive Classroom approach was introduced in 1980’s by classroom teachers. It involves bringing together social as well as academic learning. Applying assertiveness skills in classroom settings is important in order to make classroom practices more effective. Students can overcome problems of bullying, conflicts and standing up for their own rights with the help of these skills. An assertive teacher is thus a model for students to learn and practice assertiveness skills. The more it is emphasized and made significant in class the greater are the chances for students to realise its importance and use it in their daily interactions.

Assertive communication also involves stressing or emphasizing certain aspects of the content to be conveyed during explanation or discussions in classroom. Therefore assertiveness in classroom context would also reflect stressing meaning or explanation of the topics being discussed in class. Students can thus understand what exactly the teacher wants to convey with proper use of intonation and assertion in speech.

An assertive teacher is also an effective leader. An effective leader is able to clearly communicate roles and responsibilities of group members and guide the process of learning through appropriate instructions and rewards. Several studies also indicate that a right balance of assertiveness in leader personalities is required for effective leadership. Any of the extreme: too aggressive or submissive may be viewed as a weakness by colleagues and subordinates.
Assertiveness can also be a dominant factor in level of job satisfaction experienced by teachers. Several factors related to non-assertiveness can lead to low levels of teacher effectiveness and therefore result in low levels of job satisfaction subsequently. A non-assertive teacher may not be able to manage class effectively, or be too imposing on students to foster a democratic environment in class, either of which can lead impair learning in class.

A study done by John W JL Lounsbury et al (2007) on personality traits of IT professionals and level of job satisfaction indicate that assertiveness was related to high levels of job and career satisfaction. A non-assertive teacher may also face problems related to communication with fellow staff members and management. They may not be able to stand up for their own rights or communicate their thoughts in a way that leads to solutions or conflict resolution.

Assertiveness is also important when it comes to dealing with parents of students. In parent-teacher meetings or conferences, teachers have to communicate with parents and let them know certain important aspects related to student performance; their weak areas, suggestions for improvement, role of parents in improving student behaviour and the like. All these aspects require tactful yet firm way of communication. Assertiveness can help teachers to meet this need.

Assertiveness is also related to level of stress and burnout experienced by teachers. Stress and burnout experienced by teachers can have multiple causes. When stress results from
reasons like inability to express thoughts, ideas, disappointments, anger; the obvious solution is assertiveness training for teachers. Teaching assertiveness techniques to teachers can help them overcome some of these problems and reduce the level of stress experienced by them.

❖ **Locus of Control**:

Locus of Control is an important concept and theory in the field of social and personality psychology developed by Julian B Rotter in 1954. Locus is a Latin word meaning ‘place’ or ‘location’. (locus can be *internal or external*). **Philip Zimbardo** defined it as: “A locus of control orientation is a belief about whether the outcomes of our actions are contingent on what we do (internal control orientation) or on events outside our personal control (external control orientation).” (Zimbardo, 1985, p. 275)

Locus of control refers to the extent to which an individual believes whether the events in his/her life are controlled by external or internal factors. An individual who believes that his life events are a result of internal factors like his own efforts, his actions or his plans and their implementation would have an internal locus of control on the other hand an individual who believes that his life events are controlled by external factors like destiny, family members or friends and relatives would have an external locus of control.

Rotter had initially named the concept ‘Locus of Control of Reinforcement’. He believed that behaviour was guided by rewards and punishments and this would later determine the beliefs and causes people have of their actions. Within the social learning perspective, Rotter used the term ‘generalized expectancy’ of internal versus external control over behavioural outcomes.
Rotter further noted that the role of value of reinforcement that an individual has also affects behaviour. If reinforcement is not viewed as valuable then there are less chances of desired behaviour being displayed.

While Rotter’s concept of locus of control was unidimensional in nature, ie. A person could be inclined towards either internal or external locus of control, an alternative model of the concept was given by Hannah Levenson in 1973. According to Levensons’s model, there are three aspects to a locus of control;

1. Internal
2. Chance
3. Powerful others.

Each of these three aspects may operate independently and simultaneously.

An individual’s locus of control stems from social and cultural factors through the means of social learning, past experiences in family and those around.

Since its development, the concept has been used and applied to various fields of psychology. Health psychology has been using the concept in areas such as weight loss, dieting, addiction, management of diabetes, addiction and HIV. It has also been used in mental health to deal with problems such as depression. Recently fields such as education, sports, industrial and organizational psychology and psychology of religion have applied the concept for further research and development.
The application of locus of control in the field of education is of particular relevance here. In case of teachers as well as students, locus of control is related in a number of ways to performance, motivation and achievement. Czubaj (1996) identified locus of control as an important factor affecting motivation in teachers. Teachers with an internal locus of control rate high on motivation levels and are also more likely to teach students ways of increasing their motivation.

Several studies demonstrate the existence of positive outcomes associated with high internal locus of control. Individuals with an internal locus of control demonstrate better adjustment skills with their environment than their counterparts. (Lefcourt, 1976; Phares, 1976).

Laboratory studies done on teachers have shown that teachers with internal locus of control are able to apply effective teaching strategies than those with external locus of control (Berman, McLaughlin, Bass, Pauly and Zellman, 1977; Rose and Medway, 1981; Sadowski and Woodward, 1983).

Teacher Locus of Control is also linked to their job attitudes and perception of organizational characteristics. Those with internal locus of control have positive job attitudes such as intrinsic and extrinsic satisfaction, role clarity, commitment and a feeling of job challenge. (Chang, Y.C, 1994).

Locus of control also seems to be associated with the kind of approach to discipline or guidance a teacher provides in class to students. According to Henderson, (1982) internal locus of control
was related to a ‘less custodial attitude’ and to ‘less intrusive discipline styles’ (Martin and Baldwin, 1986). On the other hand, Lorenz, J. R (2000) found that those with external locus of control tend to use more of ‘custodial attitude to discipline/guidance.’

Studies done on locus of control on students show that internal locus of control in students was related to spending more time on studies, working harder and earning better grades. Thus it is related to better academic achievement. (Shammen, 2004; Williams, 1990; Trylong, 1987; Amadi, 2010)

A high Internal Locus of control in teachers has also been positively correlated with reflective thinking. (Norton, J. L, 1997) Reflective teachers are able to respond positively to individual student needs, critically view their own aims, objectives and review their teaching plans and strategies. Thus it can be said that those teachers who believe that they are responsible for the outcomes of their behaviour are also reflective.

Teacher stress essentially stems from a feeling of lack of control in work place. As noted by Lef Court and Phares (1976), an internal locus of control was related to getting relevant information from environment and better adjustment, those with external locus of control would experience more of perceived stress than their counterparts. A study done by Sadowski, Blackwell and Willard (1986) on student teachers showed that those with internal locus of control showed less perceived stress and better performance. These individuals tend to focus more on their work and are less anxious or stressed about their work than their counterparts.
A study done on teacher burnout and locus of control by Lunenburg, Fred C., Cadavid, Victoria (1992) indicated that those teachers who have an external locus of control also tend to be experiencing more burnout than those with an internal locus of control. Those teachers who believe that they have little control over the events their life also tend to think that they cannot do much to deal or cope with the stressful events in their life.

The above mentioned studies and examples indicate a strong link between internal locus of control and positive characteristics in teachers. These characteristics are desirable in an effective teacher and in order to achieve the goals and objectives of teaching. Therefore it can be said that any efforts directed towards changing locus of control form external to internal will result in better performance and effective teaching. Lefcort (1976) in is work mentioned that it is possible to modify an individual’s locus of control. Hence more interventions and programs should focus on identifying and modifying teachers’ locus of control in such a way that can beneficial to the educational objectives at large.

- **Emotional Intelligence**:

Emotions are an integral part of living beings and are therefore very important for our daily lives and functioning. Emotions are a major source of information for the social world around us and help us in our interactions with those around us whether it is in family, with friends, colleagues or others. They guide our behaviour and decisions and determine the fate of our social relationships. Hence its importance in our interpersonal relationships and adequate functioning as social beings is worth investigating from a scientific point of view.
Early references to emotional intelligence were made in literature related to evolution. For survival and adaptation to environment, emotional intelligence was considered to be an essential feature in a living being. In the 1900’s Thorndike used the word ‘social intelligence’ in his work as a skill in order to understand and deal with others. In 1940, Weschler also realized the importance of considering non-cognitive factors to measure and understand intelligence. In 1983, Howard Gardner with his work on multiple intelligences was also in support of the opinion that intelligence is multifaceted and requires certain non-intellective factors also for its understanding. Both interpersonal and intrapersonal skills are needed to deal effectively with others.

Emotional intelligence has been defined in number of ways by different theorists. There are three important models of emotional intelligence: 1. Ability Model. 2. Mixed Model. 3. Trait Model.

1. **Ability Model**:

Given by Salovey and Mayer; emotional intelligence is defined as “The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth."

This model considers emotions as an important source of information for making sense of and understanding the social environment. Individuals may vary in this ability and therefore have differences in their emotional intelligence. The model proposes four types of abilities under emotional intelligence.

i. Perceiving emotions: the ability to recognize or detect emotions in self and others.
ii. Understanding emotions: the ability to comprehend emotional language, to understand slight differences in emotions and describe how emotions evolve over a period of time.

iii. Managing emotions: the ability to regulate emotions in self and others

iv. Using emotions: the ability to use emotions in a way to facilitate cognitive tasks such as thinking or problem solving.

2. Mixed Model:

Proposed by Daniel Goleman this model explains emotional intelligence as consisting of several skills and competencies that can be learnt and developed in order to achieve intended goals. He believes that people are born with a general emotional intelligence that will later determine their learning of emotional competencies. The core skills involved in emotional intelligence according to Goleman are as under:

i. Self-awareness – the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions.

ii. Self-management – involves controlling one's emotions and impulses and adapting to changing circumstances.

iii. Social awareness – the ability to sense, understand, and react to others' emotions while comprehending social settings.

iv. Relationship management – the ability to inspire, influence, and develop others while managing conflict.
3. **Trait Model**:

Proposed by Konstantin Vasily Petrides, this model views emotional intelligence as "a constellation of emotional self-perceptions located at the lower levels of personality". Emotional intelligence is thus viewed as self-perceptions of emotions and includes behaviour, self-perceived abilities and is measured by self-report.

A lot of debate and criticism exists related to the nature and explanation of emotional intelligence. However this does not minimise the need for investigating the application this concept has in various fields such as organizational behaviour, education, counselling and therapy, effective leadership and numerous similar areas.

Nelson and Low (2003) stressed the importance of emotional intelligence in a healthy functioning of an individual. They stated that emotional intelligence is one of the few important factors that determine success in an individual. Emotional intelligence has been used in the field of education to improve both teacher and student achievement.

Emotion Regulation Ability (ERA) is an important dimension of emotional intelligence and has been studied in order to understand its relationship with performance in workplace. Individuals high on ERA tend to show effective strategies and competencies in managing emotions of self and others. (Mayer and Salovey; 1997). Those with lower ratings face difficulties related to strategies that help manage and regulate emotions. For example strategies such as acceptance, reappraisal and mindfulness practices are effective in dealing with unwanted emotions but strategies like rumination and
suppression are ineffective. (Gross, 1998). A study done by Brackett M; Palomera R; Kaja J; Salovey P and Reyes M in 2010 showed that ERA was positively associated with job satisfaction and personal accomplishment.

Evidences of teachers’ and middle level leaders’ EI on teacher job satisfaction are also available indicating that a positive association between job satisfaction and teachers’ and middle level leaders’ EI (high EI scores) exists. (Wong and Kelly, 2010)

Emotional intelligence in teachers also seems to be associated with factors such as better classroom management and teacher retention. (Goad, 2003 and Justice, 2003)

Emotional intelligence then also becomes an essential skill that needs to be passed down to students falling under all age ranges. An emotionally intelligent teacher who has a reasonably good repertoire of skills for perception, regulation and expression of emotions can demonstrate and model these to students.

Maintaining a healthy environment in classroom is important if learning has to take place at an optimal level. Emotional intelligence for proper conflict resolution and fair treatment to all is needed. Those classrooms where emotions are taken to an extreme level due to failure to regulate them will result in an uncomfortable and fearful atmosphere which is not conducive to learning.

Teachers also need to identify emotions in students in order to understand their needs and recognize those aspects that remain unsaid. For example, a student who is a victim of bullying, one who is not able to cope with demands in classroom, those who come from disturbed family backgrounds or any small upsetting event that may be a reason for pre-occupation for the student.
Teacher Effectiveness:

Teacher effectiveness has been studied and explained in several ways. Some of them focus on teacher characteristics, while some argue that teacher characteristics do not operate individually and therefore a number of other factors such as; classroom practices and student achievement also provide a measure of teacher effectiveness.

Vogt defined teacher effectiveness as ‘ability to provide instruction to different students of different abilities while incorporating instructional objectives and assessing the effective learning mode of students.’

Collins (1990), pointed out at the following five criteria for an effective teacher: (a) is committed to students and learning, (b) knows the subject matter, (c) is responsible for managing students, (d) can think systematically about their own practice, and (e) is a member of the learning community (Clark, p. 11).

Hay McBer (2000) based on a large scale study in UK, provided clusters of characteristics that help in defining teacher effectiveness. These clusters include: professionalism, thinking/reasoning, expectations and leadership.

Anderson (1991) defined it as ‘an effective teacher is one who quite consistently achieves goals which either directly or indirectly focuses on the learning of their students’

Dunkin (1997) considered that teacher effectiveness is a matter of the degree to which a teacher achieves the desired effects upon students. He defined teacher competence as the extent to which the
teacher possesses the requisite knowledge and skills, and teacher performance as the way a teacher behaves in the process of teaching.

Wenglinsky (2000) pointed at the importance of classroom practices such as extent to which critical thinking, higher order thinking and active participation are encouraged and developed in class by teachers. The more these are practiced, the greater is the effectiveness.

One more approach to measuring teacher effectiveness is student achievement: also known as ‘value-added approach’.

Goldstein (2001) asserted, “In secondary schools, it is very difficult to ascribe the progress of any one pupil in a given subject to the teacher of that subject”. It also depends on impact of other teachers, students, student background and school setting.

Other measures of teacher effectiveness include: principal observations, students evaluations, portfolios, peer evaluation, self-report and the like.

The concept of teacher effectiveness remains a complex phenomenon which is subject to multiple ways of understanding and a lot of debate related to how it can be measured.

Studies on teacher effectiveness and various personality characteristics have been carried out by many researchers like Kumar and Mutha, (1983); Khatal M, (2010). Effects of factors such as stress, job satisfaction, burnout, anxiety, motivation and the like on teacher effectiveness also have been discussed by many researchers.

A brief review of these studies along with three other factors involved in this study will be discussed in the next chapter.