CHAPTER – I

INTRODUCTION

1.1 INTRODUCTION

Education is the basic stone which helps a society to achieve progress and development. The development of a nation is based upon its educational development. In a democratic state, education performs the two fold functions of contributing individual fulfillment and the enrichment of social life. Education helps a nation to attain unity, integrity, democracy, equality of opportunity and overcome its diversity.

India has a long history and has a good cultural background. At the same time, India is known for its cultural difference that is unity in diversity variety of languages, different culture, style of dressing, religions, demography etc. At the same time people of India have the unity feeling that is all are Indians. According to Raina (1992) “In a country like India, which is full of variety in physical, social, economic and cultural aspects, any attempt at understanding the way education operates, at a national level provides a very global view which is too comprehensive and complex to reflect such variations peculiar to local contexts”.

Secondary Education Commission (1952-53) stated the importance of education. The commission states that “education is the training of character to fit the students to participate creatively as citizens in the emerging democratic social order, the improvement of their practical and vocational efficiency so that they may play their part in building up the economic prosperity of their country and the development of literary, artistic and cultural interests of pupils which are
necessary for self-expression and for the development of the human personality”. Indian Education Commission (1966) reads that “Education is the most important single factor is achieving rapid economic development and technological progress and in creating social order found on the value of freedom, social justice and equal opportunity.”

International Dictionary of Education (1978) defines education as “the total process developing human ability and behaviour”. UNESCO states school as “organized and structured instruction designed to communicate a combination of knowledge, skills and understanding valuable for all the activities of life”. In these definition education is the process which is a process to develop human behaviour and which helps to develop all activities of the life. Good (1973) defined “education is the aggregate of all process by means of which a person develops abilities, attitudes and forms of behaviour of positive value in the society in which he lives”. Good give importance to the changes of person through the process of education.

Himabindu (2012) says “the ultimate aim of any education is to make a man of good character and useful citizen of the universe”. We can achieve the aim of education through the quality of education, quality of teachers and quality of teaching learning process.

**School – A Social Unit**

Report of the Education commission (1964-66) stated that “the destiny of India is now being shaping in her classroom”. It means that our educational institutions are molding the Nation through students. The Commission also stated that “on the quality of a number of people coming out of our schools and colleges
will depend on success in the great enterprise of national reconstruction whose principal objective is to raise the standard of living of our Pupil”. Thus, the commission gives stress to the creative utilization of man power through educational uplift and national development. It is the sum of the proper functioning of the educational system and which aims to the growth of all people of a nation. Thus, the Constitution of India ensures the privilege to the people for free and compulsory education up to the age of fourteen.

Educational development is based on the educational opportunities provided to the people and the process of creative education. In India educational opportunity on the eve of independence was inadequate. Lack of public educational institutions, teachers and curriculum are the main problems and it is affected to economy and social reconstruction of our nation. Education Commission (1964-66) observed that “Social and national integration is crucial to the creation of a strong, united country, which is an essential pre-condition for all progress. It had a varied content – economic, social cultural and political – and its different facts are closely interconnected”. Society can attain educational development through proper planning, functioning and monitoring of the process. The commission also reads that “Indian Society is hierarchical, stratified and deficient in vertical mobility. The social distance between the different classes, and particularly between the rich and the poor, the educated and the uneducated, is large and is teaching to widen”. The commission gives stress to education as a means of social reconstruction.

School is considered as a small society. Morish (1972) says “the school is an institution with its peculiar form of organization but it is also a type of society”.

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The students of a school show the features of a society. The cultural background, religion, beliefs, dress style, economy of parents are some differences of the students in a class.

School education is an important stage in the life of a student. The child started formal education from the school. The child acquires knowledge from his/her teachers, friends and surroundings which changes his/her mind and rebuilds his ideas. School education helps a child to acquire knowledge develop his/her mind understanding social structure and mold his/her personality. Bhatia and Ahuja (2009) say that “Children are a malleable phase of student life the impression formed at this time become lasting. During this period efforts should be made to include virtues like truth, non-violence, sacrifice, love and tolerance in the minds of the children”. Thus the period of school education helps the children to become good citizens.

**Teacher – The Centre of Change**

Teacher occupied an important place in the process of education during the Vedic period. The teacher was called ‘Guru’ or ‘Acharya’ and he was respected as God by the students. Pantanjali compared the teacher with an umbrella and the umbrella gives shelter to his students. During the Buddhist period of Indian Education (from 600 BC to 600 AD), teachers were called ‘Acharya’ or ‘Upadhya’. The devoted teachers in that period give knowledge, spiritual help and guidance to his students and consider Antevasika (i.e., disciple living with his teacher) as his son.

International Dictionary of Education (1978) defined teacher as “one who teaches, especially a person employed”. Good (1973) defined teacher as “an
employed in an official capacity for the purpose of guiding and directing the learning experience of pupils or students in an educational institutions”. In the first definition stress is on ‘teaching’, and in the second the stress is on ‘learning’. Himabindu (2012) says “the quality of education depends much on the effectiveness of the teacher, as teacher is considered to be the hub of the teaching learning process”. It is pointed out that the teacher is the center of learning process.

According to Mahesvari (2000) “teachers have always played a crucial role in preparing communities and societies towards exploring new horizons and achieving higher levels of progress and development. They are the prime agents of change”. Rao and Rao (2011) says that “a teacher is not merely a person who aims at creating a stall of educationists. He is also the possessor of a certain expertise in doing so, lack of which justifies others in saying he is no teacher.” This means that the role of the teacher is very important and teaching is a skilled job and the teachers shape the future of a country through the children in his/her class.

Teacher is considered as parent, friend and guide to the students. Proper training and experience helps a person to become a good teacher and he can guide the students in to real goals. The qualities of a teacher viewed by pupils are regular, punctual, good teaching, kind, good advice, equal treatment of all students and guidance to pupils (Thakkur, 1976). Teaching has its own dignity in every society because the job of a teacher is a service to the mankind. Teacher plays a dominant role in the educational system. The content, classroom, use of audio-visual materials are related to teaching but the teacher give correct and apt directions to students. The teacher gives directions to life, correct the mistakes,
realize the capacity of a child, know his/her problem, gives mental and emotional support and lead him/her to the correct way. Dhar (2000) says “in recent years teacher is gaining more and more significance and it has been realized that he/she is the ultimate key to educational change and school improvement.”

“The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers” (NPE, 1986). The National Curriculum Framework (2005) gives more importance to the teacher than anything else. The qualities of a teacher are as follows:

**Teachers need to be prepared to**

- care for children, and should love to be with them.
- understand children with social, cultural and political contexts.
- be respective and be constantly learning,
- view learning as a search for meaning out of personal experience, and knowledge generation as a continuously evolving process of reflective learning.
- view knowledge not as an external reality embedded in textbooks, but as constructed in the shared context of teaching – learning and personal experience.
- own responsibility towards society, and work to build a better world.
- appreciate the potential of productive work and bands on experience as a pedagogic medium both inside and outside the classroom.
- analyse the curricular framework, policy implications and texts.

**Teaching**

Teaching is an interactive process. It is an art as well as science. Aggarwal (1996) points that “teaching is an important part of the process of education. Its
special function is to impart knowledge, develop understanding and skill. He also argued that teaching is the process by which the teacher brings the student and the subject matter together. He further stated that “teaching is the complex art of guiding students through a variety of selected experiences towards the attainment of an appropriate teaching-learning process. Chand (1990) notes that “the teacher becomes a learner for he has to study the minds of the young, their ways of looking at things, their habits, their difficulties, likes and dislikes.”

For a long time, teaching is considered as the process by which the teacher brings knowledge to the students and the subject matter together. In ancient period teacher is considered as the centre of the teaching learning process and the assumption that the teacher is teaching the students. Thaittriopanishad called the teacher as Acharya.

“Acharya Purvarupam
Anthevasy Uttararupam
VidyaSandhi
Pravachanas Sandhanam
Ity Abhividym”

(Thaittriopanishad 1.4.1)

Dhar (2000) explains that “the equality, range and flexibility of teachers classroom are closely linked with their professional growth and the way they develop as people and as professionals.” This means that teachers also change their attitudes and should attain knowledge and get needed competencies. According to Mishra (2007) “through the art of thoughtful questioning teachers can extract not only factual information, but aid learners in connecting concepts, making inferences, increasing awareness encouraging creative and imaginative thought, aiding critical thinking process and generally helping learners explore deeper levels of knowledge, thinking, and understanding.” It means that a creative
teacher can plan creative work and lead students to new areas of knowledge. He is a leader, give directions and make suggestions to improve the personality of the learner.

**Teacher Education**

The quality of education provided to the people by a nation is important to the development and the progress of the country. Effective educational process based on the quality of teachers, their knowledge, teaching competency and teaching skills. It is related to the needs of the country. Reddy (1998) says that “the education which a nation provides for its teachers is integrally related to the nature of its society and the functions and responsibilities that the society assigns to its schools.” Teachers needed academic qualification and training to fulfill the needs of the students in the classroom. Training helps a person to develop skills. Reddy (1998) “any significant change in methods of teaching requires a change in the teachers role and skills; the traditional role of the teacher as the source of knowledge and center of attention may no longer be appropriate”. Training helps a person to design learning materials, learning resources, know students capacity and problems in learning develop the qualities and teaching competency. The Education Commission after Indian independence gives stress to the quality of teaching profession.

The Education Commission (1964-66) observed “A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions.”
In teacher education two types of training is needed to an individual. The first is the pre-service teacher training and the second is the in-service training of teachers. Dhar (2000) explains that “Teacher’s competence and performance are based on the quality of pre-service and in-service teacher education, which provides the basic professional capability.” Pre-service education helps to develop his skills and molds his personality on the basis of psychology and sociology and educational philosophy. In pre-service education the students needed academic qualification to get admission as a teacher trainee and he is evaluated by teacher educators, other trainees and school teachers. This continuous evaluation helps the trainee to overcome his faults.

The Education Commission (1964-66) gives stress to in-service education of teachers. “In all profession there is a need to provide further training and special courses of study, on a continuing basis, after initial professional preparation. The need is most urgent in the teaching profession because of the rapid advance in all fields of knowledge and continuing evaluation of pedagogical theory and practice.”

In-service training is important to a teacher to modify his behaviour, to know the needs of the society, changes in the field of education, teaching strategies, innovations in teaching and personal development. Refresher courses, cluster training, evaluation training and workshops are conducted by education department and SSA, to refresh the teaching ability and teaching competency of teachers. Thus Naik (1988) says “the chief efforts of teachers to upgrade their profession have thus far been devoted mainly to improving the conditions under which they perform their traditional functions”.

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1.2 PROBLEM OF THE STUDY

In Dictionary of Education (1973) teacher effectiveness is defined as “the ability of the teacher to relate the learning activities to the developmental process of the learners and to their current and immediate interests and needs”. Good (1973) defines effectiveness as “use of a plan for instruction or presentation which causes a desired change in the learners behaviour” In Encyclopedia of Educational Research (1969) the term teacher effectiveness used to refer to the results a teacher gets or to the amount of progress the pupils make toward some special goal of education’. Encyclopedia of Indian Education (2004) defines “teacher effectiveness refers to the effects of teaching by a teacher on the pupils he teaches. It, therefore, refers to the progress the pupils make in achieving specified educational objectives as a result of the teacher”. The above definitions explain teacher effectiveness and the effective teaching performance of the teacher and its positive impact on students’ learning. Effective teaching leads students to progress and help them to attain important goal of education. Here the term effectiveness refers to the teaching ability of the teacher. The studies on teacher effectiveness by Biddle and Dunkin (1974) focus largely on the direct effects of teaching, such as changes in pupil knowledge or attitudes.

Teacher performs different activities in a school. Teaching, guiding, give inspiration to students, helps to attain the goals are some of his duties in an institution. The New Teacher Centre (2009) defined effective teacher as “a teacher whose students achieve acceptable rates of student’s growth”. In this definition they denote that ‘acceptable rate’ means at least one grade level in academic year. They also used another term ‘highly effective teacher’. It means that the students
have more than one grade level in an academic year. The above definition states that student learning is the product of teacher’s efficiency. When students get high grades, the society measure that teaching is good and when students get lower grades the society criticizes the teachers. But “… student achievement data alone does not provide school leaders the information they need to produce continuous improvement within their schools. It is important to not only identify effective teaching, but provide teachers guidance and support to become more effective” (NTC, 2009). According to this point of view teacher effectiveness is not from what the teacher does but what changes can occur to the learner. But the learner’s change is depends on the ability of the student’s previous knowledge and classroom activities. The classroom activity of a teacher is called teacher performance.

Das (2004) also differentiates teacher effectiveness and teacher performance. “Teacher performance refers to teacher’s classroom behaviours while teacher effectiveness refers to change in learning of pupils taught by the teacher”.

1.3 CONCEPTUAL FRAMEWORK

Teacher Effectiveness

In education teacher effectiveness, teacher competency, teacher performance and teacher competence are used as Synonym. In many studies the term ‘effectiveness’ is used as success, competence, and similar ideas about teacher. Roy (1967), Singh (1978), Mann (1980), Passi and Sharma (1982), Wangoo (1984), Khanna (1985), Wali (1985) used success and competence in the same meaning. Reddy (1998) points out that “teacher effectiveness refers to the
effect that the teacher’s performance has on pupils. It is the bottom line. Like teacher effectiveness depends in large part on the context in which the teacher performs. In addition it depends on the responses pupils make on what pupils do.” Reddy also give importance to teacher performance and its effect on students.

According to Das (2004) teacher effectiveness refers to “the effect of teaching by a teacher on the pupils he teaches. It therefore, refers to the progress the pupils make in achieving specified educational objectives as a result of the teacher’s teaching.” This definition also points teacher’s effect and the achievement of students.

Glathorn (1987) used teacher development similar to teacher competency. Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically. Teacher development is marked by four types of growth-growth in knowledge, growth in skill, growth in judgment and growth in the contributions teachers make to a professional community (Little 1992). The six type of development according to Leithwood, (1992) are developing survival skills, becoming competent in the basic skills of teaching, expanding one’s instructional flexibility, acquiring instructional expertise, contributing to the professional growth of colleagues and exercising leadership and participating in decision making. Glathorn explains three groups of factors that influence teacher development are those involving the teacher as a person, those relating to the context in which the teacher lives and works and those involving specific interventions to foster teacher development (Glathorn 1987).
According to Das (2004) “teacher competence refers to the set of knowledge, abilities and beliefs a teacher possess and brings to the teaching situation. Each specific type of competence is called competency. He also says that teacher’s performance in the class is thus dependent on the teacher’s competencies.

According to Reddy (1998) “there are four terms often treated as synonymous- teacher effectiveness, teacher a performance, teacher competence and teacher competency.” Teacher competency will be defined here as any single knowledge, skill, or professional value which a teacher may be said to possess, and the possession of which is believed to be relevant to the successful practice of teaching.” In this definition he gives importance to the competency and ability of teaching. Teacher competence is defined in terms of repertoire; how competent a teacher depends on the repertoire of competencies he or she possesses. Teacher grows in competence with training and experience, and he can solve the professional problems related to teachings.

Collins (1990) established five criteria for an effective teacher. They are committed to students and learning, knows the subject matter, is responsible for managing students, can think systematically about their own practice and is a member of the learning community. Collin’s criteria covered all aspects of learning and instruction. Wenglinsky (2000) also give importance to teacher effectiveness on the basis of teaching-learning process in the classroom. He denotes that planning, preparation, presentation and the classroom interaction are the way to effectiveness. The success of the teacher is the result of his creative activities in the classroom with the students.
Sammons and Bakkum (2011) on the basis of review of research identified a number of characteristics of effective teachers.

- They teach the class as a whole
- They present information or skills clearly and animatedly
- They keep the teaching sessions task oriented
- They are non-evaluative and keep instruction relaxed
- They have high expectation for achievement (give more homework, pace lessons faster and create alertness)
- They relate comfortably to students (reducing behaviour problems)

Teacher performance refers to what the teacher does on the job rather than to what he or she can do; it is, therefore, specific to the job situation (Reddy 1998). Teacher performance is the performance of a teacher differs in different situations and it is based upon the competency of the teacher.

Teacher effectiveness is defined differently but its aspects are same. Teacher effectiveness is the effect of a teacher’s teaching, classroom behaviour, abilities of the teacher, skill of teaching, professional growth of colleagues and learning outcome of students. However, the research studies conducted in the area of teacher effectiveness focused on all or some aspects such as teacher competence, teacher performance and teacher efficiency.

Teaching efficiency is teacher’s beliefs in their capabilities to organize and orchestrate effective teaching learning environment. It is related to the general teaching competency of a teacher. The effectiveness of teaching is ultimately manifest in the pupils.
The above stated definitions and research findings describe what is teacher effectiveness and what are its components. The following assumptions can be formulated from this review.

1. There are four terms often treated as synonymous. They are:
   - Teacher effectiveness
   - Teacher competence
   - Teacher performance
   - Teacher competency

2. An effective teacher must have the following qualities
   - Educational qualification
   - Training
   - Commitment
     - Analytical Thinking
     - Confidence
     - Flexibility
     - Proper planning of the subject matter
     - Impartial / Creative use of Teaching Aids
     - Creative use of Teaching Aids.
     - Participation in school Activities
     - Leadership and participating in decision making
     - Is fair in marking and grading
     - Participation in professional development Activities
     - Action Research
The above stated qualities are important factors to an effective teacher. A competent teacher can teach, guide and direct students in the proper way. A teacher can’t perform effectively in his class without these qualities. The stage of secondary education is a transition stage in the life of a student. The students have various psychological and sociological problems in this period. Secondary education is also is a terminal stage because the achievement score of the secondary education (standard X) is the basis of a student’s future education. Proper guidance and instruction helps them to achieve higher grader in their examination (Scheerns and Bosher 1977).

Many studies revealed that student achievement score is an evidence of teacher effectiveness. Proper planning and instruction helps a teacher to perform effectively. Education commissions in India give importance to the status of teachers but also give stress to the duty of a teacher. Thus the investigator selected the present topic for his investigation.

The effective and efficient functioning of a school depends primarily on the quality and commitment of its human resources. A large number of studies are conducted in the field of teacher effectiveness but at the same time the number of studies related to teacher effectiveness is less when it is compared to school effectiveness.

**Teacher Characteristics**

Medly (1982) proposed top six of twenty five characteristics of teachers:
1) adaptability 2) consideration 3) enthusiasm 4) good judgment 5) honesty 6) magnetism.
Hurt (1936) identified the mostly mentioned characteristics of teachers. They are: 1) has teaching skills 2) cheerful, good natured, patient, not irritable 3) friendly, uncompanionable, not aloof 4) is interested in pupils, understand them 5) is impartial, does not have teacher’s pets 6) if fair in grading and marking.

Das (2004) gives importance to four characteristics of a good teacher. They are: 1) make greater demands of students 2) has more teaching skill 3) has more knowledge of subject matter 4) has better discipline.

In his study Weimer (2012) points the teacher qualities are: 1) approachable 2) presents material well 3) makes subject interesting 4) helpful 5) knowledgeable.

Feldman (1988) conducted meta-analysis of 31 studies and found that students emphasized the following teacher characteristics. They are: 1) Interesting 2) having good elocutionary skills 3) being intellectually challenging 4) motivating students, 5) setting high standards 6) encouraging self-initiated learning the. Feldman give more importance to the skills of a teacher. Weimer (2012) asked teacher, students and administrators about the three good characteristics, they said three – cultivate thinking skills, stimulate interest in the subject and motivate students to learn.

Vogt (1984) related teaching effectiveness to the instructions to different students of different abilities Collins (1990) established five criteria for an effective teacher. They are i) committed to students and learning ii) know the subject matter iii) is responsible for managing students iv) can think systematically about their own practice v) is a matter of the learning community. Weriglinsky (2000) also give importance to classroom teaching and learning; Frieberg (1989)
had the opinion that effectiveness is the performance of a teacher in the classroom. Markley (2004) says “teachers must have adequate knowledge of the techniques and methods that are related to their profession and must understands that students learning must increase over the course of the year”.

“Effective teaching is a par excellence attribute of quality education” (Broker, 2013). It also continued that “an effective teacher not only imparts the entire educational curricula allotted to her in the best and most efficient manner but also ensure the optimum development of the students.” The researcher gives stress to the efficiency in optimum in teaching for the development of the students.

Center for Teaching Quality (2011) defined that ‘rather rationally, granted, the proposal focuses on results for students and this is a good thing.’ The CTQ also used an instrument by the examinees five broad standards leadership, establishment of a respectful environment, content knowledge, facilitation of learning and reflection on practice. The study also denotes that ‘while curricular expectations are increasing, the needs of students are also becoming more and more complex’. The 21st century teacher should perform an active designer of knowledge and keep children through the world of knowledge.

Brayan Hassel pointed four essentials of teacher effectiveness were given as follows.
The following model adopted by Bryan Hassel (2009) represents teacher effectiveness with its deeper competencies.

### EFFECTIVENESS: Including Behaviors

**Four Essentials:**

1. **Behaviors correlated with valued outcomes**
   - Identify teachers who achieve highest outcomes
   - Measure behaviors (level and frequency) that set them apart from average & low performers
   - Expert opinion, focus groups, consensus *sound* good . . . but are poor substitutes for analysis of actual behaviors linked to outcomes

2. **Rigorous measurement to assess teachers**
   - Invest in reliability: great tools & processes

3. **Dynamic improvement**
   - Not just a one-time project
   - Continuously improve identification & measurement of outcome-linked behaviors

4. **Look beneath the surface**
   - Deeper competencies that distinguish performance even with same “practices”

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![EFFECTIVENESS: Deeper Competencies](image)

Adapted from “The Iceberg Model” in Spencer & Spencer, *Competence at Work*, p. 31.
The effective and efficient functioning of a school depends primarily on the qualities and efficiencies of its teachers. Educational development of the stage is very important because it is the transition stage of child’s life. The fifth all India Survey (1992) reads that “The stage of secondary education and more so of higher secondary education is a terminal stage for some and transition stage for others. In both of the situations this stage turns out to be most important for the future of an individual.” Effective and creative teachers can lead students to attain all goals related to education at the secondary level.

In the present study teacher effectiveness refers to needed competence in the roles and functions as a teacher in school environment.

**Job Satisfaction**

Job is the work done by a person in a particular situation. Job satisfaction is the satisfaction of a person when who perform a job in a pleasurable manner. According to Dictionary of Education (1981) job satisfaction is “the extent to which each person in an organization obtains satisfaction from the process and context of his work”. International Dictionary of Education (1978) defines job satisfaction as “extent to which a person is pleased or satisfied by the content and environment of his/her work or is displeased or frustrated an in adequate working conditions and tedious job content”. These two definitions denote that job satisfaction is the product of the proper completion of his work. Bullock (1952) defines job satisfaction as “an attitude which results from a balancing and summation of many specific likes and dislikes experienced in connection with the job”.

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Every work has its own objectives, pattern of work and goal. But the place of work, ability of the work, ability of the worker, features of the job are different and the job satisfaction also will change. Job satisfaction of teachers are also based on the educational qualification, students, authority, colleagues and the society. Super (1951), McClelland (1961), Varoom (1964) were analysed job satisfaction and formulated the theories of job satisfaction. Super (1951) analysed the vocational ability and the needs of an individual and its relation to socio-economic factors. Later this argument is evaluated by others (Salomone 1966) and they gave stress to the general ability of a person. This theory considered individual differences and explains that abilities and individual differences are affecting the functioning and finishing of a work. Maclelland (1960) give importance to the special needs of a person and he concludes that the involvements of the individual and job fulfillment are influenced by his needs. Varoom (1964) says that the ability of the worker determine him to continue in that job. If a person is more engaged in his job, it shows that the process in the job fulfill his needs.

Studies of job satisfaction of teachers revealed that teacher’s job satisfaction is the product of teacher’s work involvement, personality of the teacher, organizational climate of the institution, student’s behaviour, student achievement, parents, salary, other benefits, leisure time, colleagues, strength of students in the class and job security. Lalsangliani (1991), Naik (1990) proved that salary, terminal service benefits, attitude of students were influences job satisfaction. Ray (1990), Reddy and Subramanyan (1990) were found that job satisfaction is related to age, sex, and attitude of teachers towards students. Sekhar
and Ranganathan (1988), Thriveni (1988) were investigated the relationship between job satisfaction and sociological factors.

Aggarwal (1988) studied the adjustment problems of more effective and less effective teachers and found that social factors and emotional factors are more influenced the job satisfaction. Shankar (1989), Kaur (1991) studied teacher competency and its relation to job satisfaction. Kukereti (1992) investigated the psychological correlates of successful teacher’s and the study found a positive correlation between teaching success and teaching aptitude.


*Job Dimensions*

Studies on job satisfaction revealed that job satisfaction is the product of many things. Theories of job satisfaction of Maslow (1943), Two factor theory of
Herzberg and Snyderman (1959), Valance Theory of Varoom (1964) and Stogdill’s Theory are also consider the dimensions related to a job. On the basis of these theories and studies on job satisfaction we can reveal the following job dimensions are related to teachers.

i) Recognition: Credit for work and criticism, from students, colleagues, authority and parents.

ii) Work: variety in work, help in work, interest, success in work, leisure time, and progress, promotion.

iii) Salary: Enough salary for all expenses, salary related to work, payment of salary.

iv) Colleagues: helpful, recognition, oneness, friendliness

v) Authority: encouraging, proper direction, supervision

vi) Benefits: leave, pension,

In this study the investigator gave importance to job satisfaction of the teacher to know whether it had a correlation with other two variables, teacher effectiveness and school organizational climate.

In the present study the investigator considered job satisfaction as an important factor of teacher effectiveness. Job satisfaction is the result of job involvement and academic and organizational conditions of the institutions. Hence the investigator considered job satisfaction also as an important influencing factor of teacher effectiveness.

School Organizational Climate

Generally school refers students, teachers, building and place for teaching and learning. The school is a combination of many other characteristics.
According to Sarma (2004) school is the nucleus of learning and epicenter for
development of any society or nation”. School is a small social structure and this
structure shows the social difference and diversity of abilities of pupils coming
from different socio-cultural communities. At the same time it also promulgates
the unity features of nationality, integration, uniqueness and cultural equality.

Every school has its own structure. The curriculum, syllabus, teaching
strategies, textbooks, working time, work pattern of teachers and examination are
equal to all schools but it have also have many other differences. Sarma (2004)
says “each school has its own anatomy on which the contours of school can be
mapped”. It is that typical portrait of schools that could be called as a school
climate. The school climate is also called as school organizational climate. Halpin
(1966) says that “an alogously, personality is to the individual what organizational
climate is to the organization”. Halpin and Croft constructed an Organizational
Climate Description Questionnaire (OCDQ) which includes the items related to a
school. This test consists of 64 items and they give importance to eight factors;
four factors to teachers and four factors to principals’ behaviour. The factors of
teacher behaviour are disengagement, hindrance, esprit (morale) and intimacy. The
factors and assigned to the principles are aloofness (formal and informal character
of the principal), production emphasis, thrust and consideration (Halpin, 1966).

Halpin also suggested eight climate factors and introduced six school
climates. The identified school climate factors are open, autonomous, controlled,
familiar, parental and closed. These factors are closely related to teacher’s work,
satisfaction of job, motivation to work, freedom, hardworking, social relationship
and friendly.
Later studies conducted by researchers also show the school organizational climate and its importance. Mittal (1989) studied teacher’s motivation to work and organizational climate of the school. Chakraborti (1990) investigated organizational climate and leadership behaviour of the headmasters. Usha (1989) Jaijothi (1992) also give importance to administrative style and leadership behaviour.

The factors of school organizational climate are related to the job satisfaction, and teacher effectiveness. If the teachers are effective also, it increases the rate of the job satisfaction of the teacher. Usha (1989), Mahashabde (1990) were studied the relationship between school organizational climate and job satisfaction of teachers. Prakasam (1990) Sarma (1991), Sharma (1982) Solanki (1992) studied the leadership behaviour of the head of the institution with other factors. The findings of the studies show that school organizational climate has influence on teacher and student behaviour pattern.

1.4 NEED AND SIGNIFICANCE OF THE STUDY

Teaching is a profession and where teachers perform the pivotal role. The society demands faithful result from students and teachers gave food and light to the children. Only an effective teacher can do his work perfectly to change the behaviour of the child.

Rao and Rao (2011) notes that the secondary teacher should know the objectives before the nation in terms of economic, social, political and cultural growth. Our country needed good children to mould future India. Good and competitive children are the product of good teachers. Thus teacher evaluation helps teachers to know their drawbacks and became good and effective teachers. Thus, the researcher selects the present problem for his study.
Mart (1936) identified the most frequently mentioned characteristics of teachers liked best by the students as (1) has teaching skills (2) cheerful, good natured, patient, not irritable (3) friends, companionable, not aloof (4) is interested in pupils, understand them (5) is impartial, does not have teachers pets, and (6) is fair in grading and marking. The top six teacher characteristics by Medley (1982) are adaptability consideration, enthusiasm good judgement, honesty and magnetism. The above stated features are the qualities of a competent teacher. Thus the researcher aims to know the level of competency of high school teachers. The structure of teacher effectiveness provided by Medley (1982) is also given as follows.

**Structure of Teacher Effectiveness (Medley, 1982)**

The present study broadly follows the above theoretical structure.

Secondary Education Commission (1952) notes that “of all the factors which determine the quality of education and its contribution to national development, the teacher is undoubtedly the most important. It is on his personal qualities and character, his educational qualification and professional competence that the success of all educational endeavor must ultimately depend”. The quality and effectiveness of the teacher uplift children and direct them to wisdom, modify the school system and strengthen our society and nation.
Many studies were conducted in relation to teacher effectiveness. All studies were give importance to teaching skills, personal qualities of the teacher, planning of the subject matter, knowledge of the teacher and their interaction with the students. At the same time school organizational climate, teachers involvement in professional development activities, job satisfaction of the teacher are also enrich and influence teacher effectiveness.

Teacher evaluation is done by teacher educators, parents, teachers themselves, students, authorities, public legislatures and researchers. These groups have different objectives to teacher evaluation. In Kerala the responsibility of teacher evaluation is given to the Deputy Director of Education, District Education Officer, Assistant Education Officer, Headmaster and Principal of concerned schools. But their evaluation procedure is incomplete and irregular because of the lack of time and administrative problems. If the teachers are evaluated, the result may help teachers and education department to plan proper and remedial measures for teaching. This led the investigator to the present problem.

As a teacher, the investigator noticed that many secondary school teachers struggled with over-work pattern, poor working condition in the school and stress from the authorities. Gradually they became passive in their work and no place in the heart of the students. Another reason is that many teachers are unable to keep good relationship with colleagues, parent teacher association and School Support Group (SSG) and they do not know what actually happens in the school community. It is essential to know the problems of these teachers and take remedial measures to cooperate them with school activities.
On reviewing research studies on teacher effectiveness, the investigator found that a number of organismic and environmental factors are contributing to teacher effectiveness. Personal factors related to the teacher, teachers’ family background, school organizational climate, job satisfaction, in-service training, and motivation from parents and authorities are influencing teacher effectiveness.

The Government of India introduced programmes like: Operation Black Board, Minimum Level of Learning (MLL), District Primary Education Programme (DPEP), Sarva Siksha Abhiyan (SSA), Rashtriya Madhyamik Siksha Abhyan (RMSA), all aims to ensure the qualitative development of our schools. Thus the researcher selected the problem for the present research study focusing on teacher and school related factors and its relationship with teacher effectiveness of secondary level.

1.5 TITLE OF THE STUDY

The present study is titled as “A study of the Relationship between Individual and School Related Factors and Teacher Effectiveness at Secondary Level”.

1.6 OPERATIONAL DEFINITION

Individual Factors

In the present study individual factors are teacher related factors. They are: (i) reasons for choosing teaching as a career, (ii) teachers job satisfaction.

School Related Factor

In the present study the term school related factor stands for school organizational climate.
Teacher Effectiveness

In this study teacher effectiveness refers to the needed competencies in the roles and functions as a teacher. Thus, the researcher primarily focuses on the performance of a teacher as assessed by the individual teacher and his/her students.

Secondary School

Secondary school is any school having grades at VIII, IX and X in a formal school system of Kerala state with students in the age group usually ranges from 13-16 years.

1.7 OBJECTIVES OF THE STUDY

The following are the objectives of the study.

i. To study the level of teacher effectiveness at secondary level on the basis of:
   a. assessment by the individual teacher
   b. perception of his/her students

ii. To find out the level of job satisfaction of selected secondary school teachers.

iii. To study the organisational climate of selected secondary schools.

iv. To find out the relationship between
   a. Student perception and teacher effectiveness
   b. Job satisfaction of teachers and teacher effectiveness
   c. Organisational climate and teacher effectiveness

v. To predict teacher effectiveness at secondary level on the basis of factors contributing to teacher effectiveness at secondary level.
1.8 RESEARCH QUESTIONS

1. What is the level of teacher effectiveness among secondary school teachers?

2. How the students perceived their teachers’ effectiveness?

3. What is the level of job satisfaction of selected teachers at secondary level?

4. What is the organisational climate existing in the selected secondary schools?

5. Is there any relationship between students perception and teacher effectiveness?

6. Is there any relationship between job satisfaction of teachers and teacher effectiveness?

7. Is there any relationship between organisational climate and teacher effectiveness?

8. What is the contribution of selected individual factors and school related factors on prediction of teacher effectiveness?

1.9 HYPOTHESES OF THE STUDY

The following null hypotheses have been formulated for the study.

i) There is no significant relationship between the individual teacher’s self-assessment of teacher effectiveness and the perception of students about the teacher.

ii) There is no significant relationship between
   a) The reasons for choosing teaching as a career and teacher effectiveness.
   b) The job satisfaction of teachers and teacher effectiveness.
   c) The school organizational climate and teacher effectiveness.
1.10 LIMITATIONS

The study has been delimited with respect to method, area and sampling. Some of the delimitations of the study are listed as follows.

1. The study has been limited to only the Government and aided secondary teachers of Kerala.

2. The study has been limited only to selected variables such as teacher effectiveness, job satisfaction and school organisational climate related to secondary school teachers.