CHAPTER I

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1.1. INTRODUCTION

"The destiny of India is being shaped in her class rooms. The shape, undoubtedly, will depend on what goes on in the class rooms and how does it go on?. In other words, quality of teaching will be determined by quality of teaching behaviour featuring the class rooms. The quality of teaching behaviour, in its turn, depends upon the level of equipment of teachers with necessary skills in designing and handling teaching behaviours. This can be successfully accomplished through understanding teaching behaviours, their effectiveness in terms of corresponding pupil outcome and their adoption by the master designing and architect - the teacher."


Since independence, India has been attempting to raise the living standard of her inhabitants. The success of such efforts, depends to a great extent on the quality of human resources which, in turn, is influenced by the standard of education in the country. The very shape of India's future depends on the quality of education imparted. The specific role of education in accelerating the pace of allround development, particularly economic, social, technological and industrial developments has been well emphasized and recognised in the successive national plans.
Education assumes the full burden of bringing men "up-to-date". It determines the way of life. Education implies insight, experience and adjustment on the part of man as he is stimulated towards growth and development. Thus education is an essential base of good life. The role of education lies in the development of those potentialities. Froebel (1842) said that "Education is a process through which child makes it internal and external". To develop the child, the teacher plays the most prominent role in moulding the habits, taste and characters of the pupils.

1.2. TEACHER

Teacher is the pivot of the educational system. She must possess certain definite qualities because she is to guide the pupils by her own example. Definitions and views expressed by various educationists on teacher are given below.

"The teacher is a person employed in an official capacity for the purpose of guiding and directing learning experiences of pupils in an educational institution, whether public or private".

- Good (1959).

"Without good teachers, even the best of system is bound to fail. With good teachers, even the defects of a system can be largely overcome".

- Humayun Kabir.
"A good teacher must know how to arouse the interest of the pupil in the field of study for which she is responsible. She must herself be a master in the field and be in touch with the latest developments in her subject. She must herself be a fellow traveller in the exciting pursuit of knowledge".

- S. Radhakrishnan.

"The right kind of teacher is one who possesses a vivid awareness of her mission. She loves not only her subject, but also loves those whom she teaches".


"A good teacher in our recognised school, will endeavour to win the love and confidence of her pupils and establish her prestige on sincerity, integrity, hard work and a sympathetic handling of their problems".


### 1.3. TEACHER AND THE NATION

The quality of a teacher should be a matter of deepest social concern. The nation needs teachers who superbly fit their important task. It needs teachers who respect personality, who are community-minded, who act reasonably, who know how to work co-operatively with others. It needs teachers who live in the world as well as in the school and in the classroom who function as good democratic citizens in all these situations. And it also needs teachers
who love their work, who are skillful in evaluating for themselves how effective they are in discharging their duties and who are continually increasing their status as persons, citizens and professionals.

The National Commission on School Teachers (1983-1985) has described the role of the teacher in the context of the present needs of India as:

"The teacher must actively and feelingly associate herself as an essential and responsible partner in the great tasks which face the nation. The teacher will indeed prepare students for examinations, and open to them the world of knowledge. But, these will count for little unless she has helped them become persons of character. There is the personal aspect of character building to develop qualities like honesty and integrity and there is the social aspect which defines natural character. Such a character identification must not be based on cultural and religious traditions of any one group but must find acceptance by all sections of the people".

1.3.1. TEACHER: A CHANGE AGENT

The place of the teacher in the society is of vital importance. She acts as the pivot for the transmission of intellectual and technical skills from generation to generation. She is the destiny of the nation. This places a special responsibility on teachers at all levels of education.
The personality of the teacher is a significant variable in the class-room. The impact of a teacher is surely not due to what she knows or even what she does, but in a very real sense to what she is. That is why the question who would teach has always been a matter of major concern. Thus, the role of schools and teachers in shaping the future of nation is very important. All committees and commissions on education have emphasized the importance of the role of the teacher in education. According to the Common Wealth Report (1974):

"The teacher has a major role in educational development whether she approaches her work actively or passively. She can influence development adversely by opposing innovation or merely remaining mute in the face of a growing need for reform; on the other hand, she can participate actively as a initiator herself or an interpreter of the plans devised by others". Similarly, the research done by Harris (1960) supports that learning is related to the kind of human relationship found in the class-room.

The education commission (1964-66) in India has emphasized the importance and role of the teachers in the following words:

"Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. Nothing is
more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective.

1.4. TEACHER EFFECTIVENESS

Effectiveness, implicitly, incorporates various connotations in its meanings. This concept, when analysed, unfolds various dimensions. As such a study of effectiveness reveals vital issues in the understanding of human beings. An ideal effectiveness is always considered to be the apex of perfection to be desired and worked for by all of us in our respective areas of engagements. Effectiveness may be taken as one’s hold on the circumstances as well as on herself, befitting the best of her total adjustment. It is related to her power of influencing the environment. In this context, effectiveness is known to be spontaneously accepted prevalence of one’s personality by her co-workers, subordinates and all that which falls within the net of her “life space”. Briefly said, effectiveness is the index of a successful life.

The term teacher - effectiveness is very ambiguous and it is difficult to define. It is a relative term. It consists of two words. Teacher and effectiveness.

The term teacher effectiveness will be used to refer to the results of a teacher gets or to the amount of
progress the pupils education makes. One implication of this definition is that teacher effectiveness can not be defined, and can be assessed, in terms of behaviour of pupils, not the behaviour of teachers.

Teacher effectiveness will be regarded not as a stable characteristic of the teacher as an individual but as a product of the interaction between certain teacher characteristics and other factors that vary according to the situation in which the teacher works. The effective teachers can teach using different methods of teaching, using variety of audio - visual aids and applying unconventional technique. Effective teaching is also called "Teacher effectiveness" "Criteria for competence" and "ability to teach".

"Teacher effectiveness is an area of research which is the characteristic of teachers, teaching acts, and their effects on the educational outcomes of class room teaching".

- Flanders and Simon (1969).

"An effective teacher may be understood as one who helps development of the basic skills, understanding proper work habits, desirable attitudes, values, judgements and adequate personal adjustment of the students".

- Ryan (1960).
"Competent teaching is assumed to be made up of a collection of modular skills and a chain of performances on such modules constitutes effective teaching performance". - Travers (1975).

1.5. TEACHER EDUCATION AND TEACHER EFFECTIVENESS

Teacher education is closely related to Teacher effectiveness is undeniable. "Teacher education and teacher effectiveness" explores newer avenues and possibilities of teacher education in the difficult but challenging task of how to teach effectively. Teacher educators are, therefore, intimately related to teacher effectiveness and as such, the avenues of effective teaching and the strategies adopted for that purpose necessitate orientation and re-orientation with changing needs and priorities in teacher education. Teacher effectiveness which determines the nature and perspectives of teacher education and teacher development, depends on a cycle of positive relationship which may be characterized as follows:
The above figure 1.1, showing the pupil - reactions in and outside the classroom. Teacher effectiveness in relation to Teacher education and teacher development is dependent on the following parameters:

1. How far are the behavioural patterns of teachers conducive to advancement of learning?
2. How are parental and family behavioural patterns in cohesion with better teaching in and outside the class-room?

3. How are teachers assisted by social behavioural patterns in implementing and evaluating better strategies in teaching?

4. How is the teaching-learning environment in positive and close relationship with better teaching effectiveness?

5. How are the behavioural patterns of teacher-educators in conjoint and communicated role to usher forth new directions in teacher effectiveness and teacher development?

6. How far are the in-service and pre-service teachers successful in discharging their duties and assignments and to what extent are the teacher educators justified to the former in lending a strong and dependable accomplishment?

7. How far do teacher-pupils and teacher-educators enjoy a real and living climate of sharing and communicating experiences in teaching both theoretically and in practice to have the best outcome of effective teaching?

Teacher education should, therefore, consider the following as essential features of teacher effectiveness.
1.5.1. PRONENESS TO DEVELOPMENTS

A planned cycle of activities preceded by intensive survey work in exploring and identifying teaching priorities, teacher abilities, proficiencies and teaching climate consolidates the plan for teacher effectiveness and teacher development. As such, a good rapport well-backed by appreciation to personal and instructional skills may substantially enhance teacher effectiveness. For better teacher effectiveness, teacher education is that it should be developmental in approach and operation. All changes in teacher behaviour and teacher effectiveness, therefore, necessitate continuous and cautious observation - a fact often ignored in day to day teaching and learning variations in and outside the class room.

1.5.2. RECIPROCITY

As regards this, the following parameters necessitate appropriate attention.

1.5.2.1. QUALITATIVE POSITION OF PUPILS

It allows healthy promotion of teaching. Teachers really enjoy a superior atmosphere of teaching where lessons become vibrant and very effective because learners readily react to every learning item. Even the short comings of teaching are automatically replaced by enlightened expositions derived from pupils.
1.5.2.2. CLASS ROOM ENVIRONMENT AND PEER ENVIRONMENT

Teachers very often feel helpless in constrained atmosphere but it is undeniable that good class room environment always awaits effective and sincere teaching. In spite of the best efforts directed towards effective teaching, absence of adequate and clean peer environment leads to passive and mechanical teaching often affecting the personality and the techniques adopted by efficient teachers as well.

1.5.2.3. TEACHER INVOLVEMENT

Dull and drab teacher environment will more often affect effective teaching. The reasons are

a) Teachers often suffer from complexities in teaching environment.

b) Apathy and ignorance often find a favourable atmosphere in vulnerable and polluted teaching environment.

c) The relationship among teachers is greatly affected in indisciplined teacher environment.

1.5.2.4. PUPIL RESPONSE

A dull and passive class room situation can not involve pupils with good and satisfactory responses, where effective teaching becomes a myth. A casual approach to pupil responses under such adverse circumstances affects the teacher effectiveness.
1.5.2.5. INDIVIDUAL DEVELOPMENT

Admittedly, teacher education should pay greater attention to cultivation of creativity amongst teachers and teacher-educators, than mere application of traditional methods and principles of teaching. This also pre-supposes the following for effective teaching.

a) A revaluation and re-orientation of text books in terms of creativity.

b) Provision of better library facilities specially for the purpose of stimulating creative and critical thinking.

c) Arrangements of occasional group discussions, seminars, symposia etc for healthy dissemination of creativity amongst teachers and learning clienteles.

d) A comparative approach to creativity for effective teaching.

e) Exercise of creativity by means of participation in pupil oriented programmes of creative activities.

f) Occasional self-endeavour in assessment of involvement in newer avenues of creativity for effective teaching.

With creativity in teacher effectiveness, aesthetic awareness also plays a vital role in qualitative teacher education.

1.6. CONCEPTUAL MODEL OF TEACHING

Figure 1.2 has provided some knowledge about improving student teaching practices and teacher effectiveness.
Figure 1.2 CONCEPTUAL MODEL OF TEACHING.

1.7. A SEVEN VARIABLE MODEL FOR TEACHER EFFECTIVENESS

Figure 1.3 has been said that the central problem in understanding teacher effectiveness is establishing relationship between teacher behaviour and teaching effects. Figure 1.3 shows that "A seven-variable-class model for teacher effectiveness".

**SCHOOL AND COMMUNITY CONTEXTS**

- a. Physical equipment
- b. Cast of characters
- c. Laws and customs
- d. Needs and ideas of community members

**Classroom situations**

- a. Physical equipment
- b. Social incidents

**Formative experience**

- a. Training
- b. Socialization
- c. Ascribed positions

**Teacher properties**

- a. Skills
- b. Motives
- c. Habits
- d. Knowledge

**Teacher behaviours**

- a. Traits
- b. Responses to environment

**Immediate effects**

- a. Overt pupil responses
- b. Covert pupil responses

**Long term consequences**

- a. Achievements or adjustment of pupils
- b. New ideas in education
- c. Aggrandizement of the profession

Figure 1.3 : A SEVEN - VARIABLE - CLASS MODEL FOR TEACHER EFFECTIVENESS

1.7.1. FORMATIVE EXPERIENCES

Formative experiences for the teacher includes everything she has encountered prior to her classroom performance and by extension, the unique ways she has been treated because of her sex, ethnic membership, and so on. Certain variables, however, seem to be more likely to affect teacher effectiveness than others.

The most obvious example of these is teacher training. It has been assumed that additional hours of education add up to a more competent teacher. Investigators, also have examined that effects of a major part in education, in the fifth five year plan. Inservice training programmes, teachers college versus arts and science background, plus a variety of specific training programs, prior teacher experiences in terms of residence, family, religion, school experience, prior relationship with teachers and so on.

Each of the formative experiences may affect the competence of the teacher. The exact conditions under which each experience will relate to later's effectiveness have not yet been explored in a systematic fashion.

1.7.2. TEACHER PROPERTIES

A region of psychological traits, motives, abilities or attitudes are said to relate to the competence of teachers. Such properties are laid within the teacher and are not amenable to direct observation in the same way that behaviour can be observed.
Contemporary American ideology stresses the alterability of teacher properties such as warmth, authoritarianism, hostility and even intelligence and physical aptitudes are influenced by early learning and can be altered through appropriate educational experiences.

There are several difficulties with the teacher-property concept. The lack of an agreed upon method for measurement has led to fruitless controversy as to which method is really measuring the property in question.

1.7.3. TEACHER BEHAVIOUR

There are endless dimensions of behaviour to be observed. However, a general classification of teacher behaviours appropriate to the study of effectiveness has not been advanced - nor does it seem likely that a satisfactory system will be produced in the next decade.

1.7.4. IMMEDIATE EFFECTS

The immediate effects of teacher behaviour are played out in the class room or school. For the investigators, the immediate effects have concentrated on pupil response to the teacher, including both overt and covert pupil reactions.

Just as teacher behaviours are a part of the class room situation for the pupil, pupil behaviours form part of the class room situation for the teacher. Some investigators have focused upon those qualities of pupil
behaviour that occur with high frequency and that can be readily observed - such as rates of deviancy, facial expressions, amount of interaction, and the like. The emphasis is upon immediate pupil response to a single behavioural act performed by the teacher and often many hundreds of ratings of pupil response may be obtained within the span.

1.7.5. LONG-TERM CONSEQUENCES

It will be desirable to know the long-term consequences of teacher activity on pupil, school and community. Those who study teacher effectiveness have the broad goal of discovering teacher qualities that lead to differences in the lives of pupils, whether these differences are reflected in professional achievement, adjustment to the vicissitudes of life, attitudes towards other, or out and out financial success.

1.7.6. SCHOOL AND COMMUNITY CONTEXTS

The societal arena in which class room education is played out includes physical settings, such as buildings, desks and chairs and other paraphernalia such as black boards and chalk, text books, audio-visual aids and more recently television and teaching machines, a cast of character, established patterns of behaviour and agreed upon definitions of social events. In general, each of these elements constrains, class room interaction and is not under the teacher’s control.
School operation is also largely constrained by law and custom. The day is organised into classes of a given length, with given titles and assigned curricular pupils pass from one subject to the next in a predictable fashion. Much of the community-school interplay has yet to be examined for impact on teacher effectiveness. There is no investigator known, however who has suggested a method for differentiating the contextual variables that should, or should not, be investigated for effects on effectiveness.

1.7.7. CLASS ROOM SITUATIONS

Class room situation contains both physical and social elements. However, this situation is generally under the control of the teacher and at least, some portion of any teacher effectiveness determination must relate to her appropriate manipulation of class room situations. However, situations can also vary in terms of social dimensions. Excluding subject matter designations (generally not under teacher control) teachers may set up the class as a lecture, a discussion, a seminar or a free-for-all. Teacher effectiveness must also involve the ability of the teacher to manipulate class room situations. Thus, teachers might prove competency either because they could setup appropriate situations or because they responded appropriately to naturally occurring situations. As yet, however, no method for classifying class room situations has proved widely effective.
1.8. A BASIC FRAMEWORK FOR THINKING ABOUT EFFECTIVE TEACHING

Figure 1.4 shows that the basic framework for thinking about effective teaching.

Figure 1.4: A BASIC FRAMEWORK FOR THINKING ABOUT EFFECTIVE TEACHING

Until the 1960's research on effective teaching was largely dominated by attempts to identify attributes of teachers, such as personality traits, sex, age, knowledge and training, which might have a bearing on their effectiveness.

Since 1960, however, research on effective teaching has focused fairly and squarely on activities in the classroom in particular on the interaction between teacher and pupils.

Figure 1.4 shows that the basic framework for thinking about effective teaching. This overall framework of context - process - product has provided the basis for almost all research on effective teaching reported over the last few decades, although it has been elaborated in a number of different ways. Such research has raised a number of very important points concerning both our understanding of these three classes of variables and how research can obtain some evidence of the contribution made to effectiveness by different aspects of the teaching situations.

1.9. MODELS FOR THINKING ABOUT EFFECTIVE TEACHING

In considering the "what" and "how" of effective teaching, three models have emerged which reflect contemporary thinking about effective teaching. Figure 1.5 shows that the models for thinking about effective teaching. These three models are in fact complementary and are in essence consistent with each other.
**Figure 1.5**  THREE MODELS FOR THINKING ABOUT EFFECTIVE TEACHING

1.9.1. SURFACE LEVEL OF ANALYSIS

Model 1 derives primarily from research studies and theorizing about effective teaching. There are two main complementary constructs which appear to be the crucial determinants of effectiveness.

1. Active Learning Time

2. Quality of Instruction

1.9.1.1. ACTIVE LEARNING TIME

It refers to the amount of time spent by pupils actively engaged in the learning task and activities designed to bring about to educational outcomes desired.

1.9.1.2. QUALITY OF INSTRUCTION

It refers to the quality of the learning task and activities in terms of their appropriateness and suitability for bringing about the educational outcomes desired. In essence, Model 1 equates effective teaching with maximizing active learning time and quality of instruction.

1.9.2. A PSYCHOLOGICAL LEVEL OF ANALYSIS

A psychological level of analysis attempts to make clear the relationship between process variables and educational outcomes by focusing on the relationship between the process variables and the psychological conditions necessary for learning to occur. A vast number of psychological concepts, principles and processes have been identified as underlying aspects of effective learning.
1.9.3. A PEDAGOGICAL LEVEL OF ANALYSIS

The pedagogical level of analysis has emerged largely from the perspective of effective teaching employed by teacher educators. Model 3 is based as far as possible on the ways of teachers themselves think and talk about their own teaching and the ways teachers attempt to offer advice to student teachers and how entrants to the profession. It is interesting that recent research on effective teaching is now adopted this same general approach to thinking about effective teaching, but has attempted to elaborate it through studies focusing on 'teachers' and 'pupils' perceptions of teaching.

1.9.4. HOW PUPILS LEARN

The essence of effective teaching lies in the ability of the teacher to set up a learning experience which brings about the desired educational outcomes. Pupil learning can be defined as changes in pupils behaviour which take place as a result of being engaged in an educational experience. The continuous development of the quality of teaching, stems from teachers thinking critically about their teaching and the processes lie at the heart of their consideration of pupil learning itself.

1.10. MARKS OF EFFECTIVE TEACHING

1. Effective teaching enables the child to learn himself.
2. An effective teacher stimulates through her personality and her activities of the pupils.
3. Effective teaching involves careful planning of the instruction. The teacher carefully studies the mental make up of the children before taking up instruction.

4. An effective teacher keep up democratic ideals, content, methods and objectives in her teaching.

5. Effective teaching prepares the child to adjust himself to his environment.

6. A good teacher aims at improving her modes and techniques steadily. She also helps the child to make suitable progress in life.

7. A good teaching depends upon the use of appropriate techniques and methods. It is both diagnostic and remedial.

1.1. CHARACTERISTICS OF EFFECTIVE TEACHER

An effective teacher differs from an ineffective teacher by certain specific characteristics. The following few major characteristics are summarised from the research studies of David Ryans (1960) Bayers (1972) Torranee and Parant (1966) Flanders (1968) Raths (1971) Roseshine and Funst (1973) and may others.

1. An effective teacher considers that success is achieved only through hard, sincere work and sacrifice not by chance. She is of the opinion that failure can be overcome by efforts.
2. She develops a positive attitude towards the school, the curriculum, the pupil etc.

3. She is self confident and cheerful and has varied interests and hobbies.

4. She has better pupil relationship. She has qualities like organising capacity, responsibility and understanding etc.

5. She possesses a good academic back ground.

6. She has greater intellectual ability.

7. She prepares her subject matter better, uses various method and activities in the class room situation.

8. She is friendly to the students and she is more sociable and democratic.

9. She listens her students and allow them to display their ideas, accepts their valuable suggestions.

10. She has attractive personality and she shows good judgements and reasoning power.

11. An effective teacher can teach using different methods of teaching, employing a variety of audio-visual aids and applying unconventional techniques.

12. She should have moral prestige and she should have intellectual depth.

13. She should have a sense of humour and she should be a person of all round personality.

14. She should be confident and at ease when teaching.
15. She has good relations with the pupils and manages the class well and plans the lessons well.
16. She explains points clearly to the pupils level and has a genuine interest in the subject.
17. She pays attention to revision and examination.
18. She conveys high expectations for work of the pupils.
19. She tries to make lessons interesting and easy, whenever possible.
20. She stimulates and motivates pupils to think independently.
21. She should be creative, constructive, innovative and helpful in criticism of pupils.
22. She should be resourceful in providing the varied experiences to the students.
23. She should be flexible, alert and democratic in nature.

1.12. TEACHERS OF DIFFERENT CATEGORIES

Kumaresan (28th March 1995 in Hindu) said that teachers working in colleges and schools may be classified into three categories viz. extra-ordinary or brilliant teachers, average teachers and indifferent teachers.

Extra-ordinary or brilliant teachers are those who take genuine interest in their profession and stimulate their students' thinking. Very often, they resort to innovative ways of presenting the subjects they handle. Clarity and creative interest are the hall mark of their
exposition of a subject they teach. Further, they do not confine to the prescribed syllabus of the subject only but go beyond it and sustain interest in the subjects taught.

Naturally, their students become self confident and acquire independent thinking which enables them to have full grasp of the subjects they learn. Examinations are faced by them with a sense of relish and challenge. Such teachers are found to be great scholars who refer not only to the prescribed books on the syllabus but also, other interesting and standard works related to the prescribed syllabus and disseminate the ideas they have gathered from these works in their classes.

Average teachers are those who struck to the syllabus prescribed on a subject and take the line of the least resistance while teaching their students. They strictly confine themselves to the prescribed syllabus and books, preferably notes and never go beyond them. Their students should be satisfied with what they acquire in attending their classes.

Indifferent teachers are those who do not go well prepared to take their classes. They go to their classes just to while away their time. They expect their students to study their subjects by themselves and fend for themselves in the examination halls. They are least bothered about the academic welfare of their students.
Precisely, teachers of first category are born and natural teachers, those of second category achieve teaching capacity by dint of industry, while those of the third category have teaching profession thrust upon them. Naturally, the educational institutions which abound in teachers of second and third categories suffer on account of decline in standards of education as well as in discipline and run the risk of earning bad reputation.

### 1.13. DIFFERENCE BETWEEN EFFECTIVE AND INEFFECTIVE TEACHERS

<table>
<thead>
<tr>
<th>Effective teacher</th>
<th>Ineffective teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Alert, appears enthusiastic.</td>
<td>Is apathetic, dull, appears board.</td>
</tr>
<tr>
<td>2. Appears interested in pupils and class room activities.</td>
<td>Appears uninterested in pupils and class room activities.</td>
</tr>
<tr>
<td>4. Self controlled, not easily upset.</td>
<td>Loses temper, is easily upset.</td>
</tr>
<tr>
<td>5. Recognizes and admits their mistakes.</td>
<td>Is unaware and fails to admit own mistakes.</td>
</tr>
<tr>
<td>6. Is fair impartial and objective in treatment of pupils.</td>
<td>Is unfair or partial in dealing with pupils.</td>
</tr>
</tbody>
</table>
8. Helps pupils with personal as well as educational problems.

9. Accepts pupils efforts as sincere.

10. Encourages pupils to try to do their best.

11. Classroom procedure is planned and well organised.

12. Classroom procedure is flexible within over all plan.

13. Anticipates individual needs.


15. Is clear and through in giving directions.

16. Encourages pupils to work through their own problems and evaluate their accomplishments.

Seems unaware of pupils personal needs and problems.
Is suspicious of pupil motives.
Makes no effort to encourage pupils to try to do their best.
Procedure without plan, disorganised.
Shows extreme regidity of procedure in ability to depart from plan.
Fails to provide for individual differences and needs of pupils.
Demonstrations and explanation are not clear and are poorly conducted.
Directions are incomplete, vague.
Fails to give pupils opportunity to work out their own problems or evaluate their own works.
1.14. DETERMINANTS OF TEACHER EFFECTIVENESS IN HIGH AND HIGHER SECONDARY SCHOOLS

Three elements should be examined as the determinants of the teacher's effectiveness

1. Teacher
2. Pupil and
3. Curriculum.

1.14.1. TEACHER

In the determination of his effectiveness, teacher herself, beyond any doubt, plays a decisive role. Indeed, some people go to the extent of holding the teacher alone responsible for whatever effectiveness is found in the profession. The teacher's role may further be studied as under:

a. Personality components
b. Behaviour
c. Qualifications and
d. Job satisfaction.

1.14.1.1. PERSONALITY COMPONENTS

In the teaching learning situation, teacher has been very rightly recognized to occupy the pivotal position. The modification of behaviour is ultimately to be found in healthy attitudes, good habits, standard values, fine temperaments and as a whole in the sound character development of students.
Teaching effectiveness cannot be judged in a vacuum. It is to be related to the achievement of goals, envisaged in terms of the aims of education embedded in the nation's philosophy of life. A teacher's success depends largely upon the capacity to reflect the national philosophy in her own life and action, and to initiate the child into it.

1.14.1.2. BEHAVIOUR OF TEACHERS

Behaviour is the mirror of personality. It is the personality in action.

1.14.1.3. QUALIFICATION OF TEACHERS

A teacher who teaches, should be reasonably expected to have a good academic record to set an example for her students. Besides this, professional qualification making an entry into the teaching point. Teaching is a service profession. To ignite the interest and intellect of pupils, a teacher must possess well-rounded education, a mastery of subject matter, an understanding of child development and an insight into the learning process.

1.14.2. PUPIL

The teacher functions for the development of desirable behaviours pattern amongst the pupils. She works on the already acquired attitudes, values, habits and temperaments brought from homes by the students. Moreover, teachers effectiveness further gets momentum when they got the due response from their students.
1.14.3. CURRICULUM

Includes courses of studies as well as the condition of work in which the teacher has to work. It may be because of their non-participation in the curriculum decisions, that the teachers have always been found to be very critical of what so ever the curriculum asked to cover.

1.15. THE MEASUREMENT OF EFFECTIVENESS VARIABLES

1.15.1. THE EFFICIENCY MOVEMENT

Early in the 1900s, scientific management swept the country, with "efficiency" as its catchword. Fredrick winslow, Taylor’s pioneering work for the Bethlehem steel company and other industries in the 1890s - with his emphasis on Standardisation, systematization and stimulation laid the foundation for the "the efficient age" (Kaujonan 1913).

During the period from about 1905 to 1915, books were published on such topics as efficient philanthrophy, efficient living, efficient democracy, and the spiritual sources of efficiency, in addition to many publications on efficiency in industry. Early in this period the president of Ohio University devoted a baccalaureate address to efficiency (Jelka, 1907). He remarked that the word "strenuous" was being supplanted by "efficient" and said that the meaning of "efficient" is composite with the significance of the good, the strenuous, and the "intelligent".
The social survey, the school, and the rise of measurement in education were related movements by the obvious analogy to scientific management in industry.

In 1912, also the measurement movement was identified by the organized teaching profession in the first report to the National Council of Education of its committee on standards or test for measuring the efficiency of schools or school systems.

1.15.2. TEACHER RATINGS

E.C. Elliott, Professor at the University of Wisconsin, released in 1910 the provisional plan for the measure of merit of teachers. This was highly influential (Boyce, 1915, pp. 78-81). The form proposed by Elliott seems to have been a genuine social. It was a score card so widely copied that it now appears common place. It included seven headings, physical efficiency, moral native efficiency, administrative efficiency, dynamic efficiency, projected efficiency, achieved and social efficiency. Each of several sub items under each heading was assigned a maximum value, the points totaled 1000 for the score card as a whole.

1.15.3. SURVEYS OF THE USE OF TEACHER RATINGS

Boyce, 1915 a land mark report on teacher rating in public school systems in the survey of the practice, compiled by A.E. Boyce, published (1915) by the National society for the study of education. The magic word
“efficiency” in the title identified it with the forward-looking educational thinking of the day.

1.15.4. EVALUATION FORMS USED IN 1961-62

The Research Division of the National Education Association in November 1961 sent a questionnaire on personnel practices to a large number of school Superintendents. The inquiry includes a request for copies of forms used in the evaluation of teachers.

1.15.5. TEACHER CHARACTERISTICS STUDY

Concurrently with the observation and analysis of teacher behaviour, the study attempted to develop questionnaire for tapping other teacher characteristics that could not be efficiently assessed by direct observation in the teacher’s classroom. There were direct - inquiry, self-appraisal questionnaire developed to obtain estimates of:

a. Teacher’s attitudes.

b. Teacher’s educational view points.

c. Verbal intelligence and

d. Teacher classroom behaviour.
1.16. TECHNIQUES RECOMMENDED FOR MEASURING TEACHER EFFECTIVENESS VARIABLES

Many different types of measurements have been used for the assessment of effectiveness variables. A sizable literature also has appeared to deal with the adequacy of various techniques. Unfortunately, much of this literature has confused the measuring technique with the variable being measured. As a result, a measurement may appear in one author’s treatment as a cause of effectiveness, while another may treat the same measurement as a “direct indication” of effectiveness or even criterion.

A review of the forms of measurement in use and a discussion of their application to effectiveness variables is pertinent. Techniques recommended for measuring teacher effectiveness variables are shown in Figure 1.6.
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Figure 16 TECHNIQUES RECOMMENDED FOR MEASURING TEACHER EFFECTIVENESS VARIABLES.

1.17. PERSONALITY DIMENSIONS

1.17.1. PERSONALITY

Personality means the total psychological social reaction of an individual, the synthesis of her subjective, emotional and mental life, her behaviour and her reaction to the environment, the unique or individual traits a person cannoted to a less degree by personality than by the term character. Personality is the behaviour of the individual in a situation.

Mathematically,

\[ P = B \times E \]

where \( P \) - Personality, \( B \) - Behaviour, \( E \) - Environment

The term personality actually comes from the Latin word “Persona” which means masks used by actors on the stage, but personality in the modern usage of the term means the real individual and not the disguised individual personality.

Personality has been provided in terms of many variables such as outward appearance, one's role in life, the totality of one's quality, characteristics, how people affect others, how they understand and view themselves and their pattern of inner and outer measurable traits.
1.18. DEFINITIONS OF PERSONALITY

"The dynamic organisation within the individual of those psychological systems that determine her unique adjustments to her environment is as good as any other"

- Allport.

"Personality consists of the organisms response to stimuli in its adoption with an environment through the medium of nervous system".

- Waston.

"Personality is the sum total of all the biological innate dispositions, impulses, tendencies, appetites and instincts of the individual and the dispositions and tendencies acquired by experience".

- Morton Prince.

"Personality as a stable and enduring combination of a person's various physical and mental aspects".

- Eysenck.

"Personality as the pattern of the individuals total behaviour".

- Gestaltist.

"Personality as a dynamic totality of system".

- Lavin.

We can conclude that the correct definition of personality takes into consideration of these factors.
1. Dynamic nature of personality

2. Its integrated behaviour and

3. Its nature emerging as a result of interaction between integrated potentialities and environmental influence.

1.19. NATURE OF PERSONALITY

Personality is something unique and specific. Everyone of us is a unique pattern in ourselves. No two individuals not even the identical twins, behave in precisely the same way over any period of time.

1. Every one of us has specific characteristics for making adjustments.

2. Personality is self-consciousness.

3. Personality includes everything about a person.

4. It is not just a collection of so many traits or characteristics which is known as personality.

5. It is an organisation of some psychophysical systems or some behaviour characteristics and functions as a unified whole.

6. Personality is not static. It is dynamic and ever in process of change and modification.

7. Every Personality is the product of heredity and environment. Both contributes significantly towards the development of the child's personality.

8. Learning and acquisition of experiences contribute towards growth and development of personality.
9. Every person's personality has more distinguishing feature that is, aiming to an end towards some specific goals.

Indeed, this short and concise explanation of the term has a wide meaning. It draws a beautiful portrait of an individuals' totality. It may be understood to mean as the sum total of one's way of behaving towards oneself and others as well.

1.20. DIMENSIONS OF PERSONALITY

1.20.1. DOMINANCE

Individuals whose personalities are characterised by dominance or ascendance will more frequently be found to occupy or emerge in leadership role. The primary desires prevalent in such persons are for, power, prestige and material gain. Some of the behavioural components of this variable are to control one's human environment, to influence or direct the behaviour of others by suggestion, reduction, persuasion, or command.

1.20.2. NEUROTICISM

This concept implies a heightened sensitivity to stressful environmental situations, a low degree of stress and tolerance. Neuroticism has been summarised in terms of four major categories viz. excessive and conflicting motivations, emotionality and instability, inadequate coping procedures and low self-esteem.
1.20.3. EMPATHY

This variable, otherwise known as interpersonal sensitivity has been considered important for people in leadership positions. This involves the realisation and understanding of another person's feelings, needs and sufferings. It is a self-conscious effort to short and comprehended accurately the presumed consciousness of another person.

1.20.4. NEED - ACHIEVEMENT

This implies a desire, or tendency to complete with a standard of excellence where,

i. Winning or doing well is the primary concern

ii. Affective concern over one's goal attainment, and

iii. There is no competition with others but involves meeting a self-imposed requirement of a good response.

Any performance in its outcome or the capacity to produce it, is viewed, experienced and judged within a frame of reference based on various standards of excellence. Therefore, the need to achieve in definitive terms means striving to increase, or keep as high as possible one's own capability in all activities in which a standard of excellence is thought to apply and where the execution of such activities can, therefore, either succeed or fail.
1.20.5. EGO-IDEAL

The ego-ideal is composed of all the fantasies which portray the person as a hero, accomplishing great deeds on achieving recognition. Taken together, at any stage of a person's life, they represent his highest hope, the dramatization of himself as a person of destiny. Failure to actualize his instituted fantasy depresses him. The ego-ideal usually consists of a composite of internalised examples.

1.20.6. INTROVERSION

The introvert tends to be self-oriented and artistic introspective. Her interests run toward the intellectual and artistic end she shows more concern for abstract than for reality. Her extreme concern for internal matters may result in insufficient attention to practical affairs, and her values are more apt to be idealistic or sentimental than realistic. She tends to behave in a serious, quiet, constrained, even inhibited manner and avoids social gatherings and personal involvements. The introvert tends to be highly ego-involved an achievement or in competitive situations and thus vulnerable adventure in high risk situations. Resignation or withdrawal from the stress situation is the natural response of the introvert.

1.20.7. SELF-CONFIDENCE

To be a leader in any situation, an individual must appear to make positive contribution to the group. According to some, self-confidence has a positive
relationship with leadership. Therefore, self-confidence is an important variable as it indicates the extent of assurance one possesses about one's capacities and abilities is not only confronting problem situations but also in finding solution to them.

1.20.8. DOGMATISM

It is a closed way thinking which could be associated with any ideology regardless of content: an authoritarian outlook on life, on intolerance towards those with opposing beliefs, and a sufferance of those with similar beliefs. To say that a person is dogmatic or that her belief-system is closed is to say something about the way she believes and the way she thinks not only about single issues but also about new work of issues.

1.20.9. PESSIMISM

It is a tendency to look upon a future with uncertainty, disbelief or disdain accompanied, sometimes, by expectation of negative happenings regardless of actualities of the situation. These nine variables constituted the personality inventory and a test intended to measure or reveal the characteristics of an individual's personality.
1.21. FACTORS INFLUENCING THE DEVELOPMENT OF PERSONALITY

We can broadly classify these factors into two classes.

a. Personal factors and
b. Social factors.

1.21.1. PERSONAL FACTORS

Mainly lie within the individual and not in the environment. We include all the internal factors like physical structure of an individual including physique, sex, nervous system and glands etc. Her intelligence, motivation, emotional reactions, attitudes, interest, temperament and sentiments etc.

1.21.2. SOCIAL FACTORS

All the external factors like the influence of home, school and family, parents, parental attitude, size of the family and birth order, socio-economic status and the culture, school environment, society etc., find place in this category.

1.22. THE SCHOOL AND PUPIL PERSONALITY

Home influences to shape the personality of the individual during early years of life. Next to home, the school is probably the most powerful factor that shapes the development of the individuals' personality. It is here that the growing child learns to react in wide social context, to develop her natural potentialities and to control and direct her basic temperament. So, the school environment
must be such that it fosters desirable behaviour in children shaping of personality in the desired direction may be pursued by

1. Attention of specific aspects of the school environment.

2. Giving attention to total school atmosphere.

1.22.1. THE TEACHERS IMPACT ON PUPIL PERSONALITY

The most important influence exerted on the pupils in the school is that of the teacher. The teacher sets the tone of the classroom and establishes the mood of the group. As an authority figure, she provides direction to the pupils' behaviour. Buhler tried to study the impact of the teachers on the development of personality of children. If the teacher is well liked by her pupils, she becomes a model for them and they consciously imitate her behaviour. On the other hand, if the teacher is disliked by children, they may still unconsciously absorb her manners and attitudes. Buhler further reports that a dominating teacher may force an already shy child to become more withdrawn. A teacher who has social class prejudice may generate negative attitude towards learning in those children. Similarly, teachers having colourless and drat personality may cause pupil to be restive and inattentive.

1.22.2. CURRICULUM AND PERSONALITY

The curriculum should be such that every child gets an opportunity to develop her potentials to the maximum
extent. Kamett finds from study that children with less intelligence can do better if the instruction and curriculum are so appropriate that children can complete on their own level. Hoyt reports from his studies that children who appear to be academically inefficient when the primary curricular emphasis is on work skills. The school curriculum also influence the motivation of unusually able students.

1.22.3. TEACHING METHODS AND PERSONALITY

The methods adopted in the school influence the pupils personality development. A highly competitive structure of school life fosters competitive attitudes in the pupils. Similarly, if children are to acquire democratic values and principles, democratic methods should be practised by the teachers in dealing with pupils.

1.23. RELATIONSHIP BETWEEN TEACHER EFFECTIVENESS AND PERSONALITY DIMENSIONS

In the teaching - learning situation, teacher has been very rightly recognised to occupy the pivotal position. Learning aims at the moulding of students in a preconceived desired direction. This modification of behaviour is ultimately to be found in healthy attitudes, good habits, standard values, fine temperaments and as a whole in the sound character development of students. That is to say, learning is to facilitate the students to imbibe a character which should reflect their personality as enshrined in the aims and objectives of schooling, i.e. education.
Within the school periphery, teachers are expected to create the "set-up" to enable the students to "pick up" the goal of learning. In this performance of their duty, very obviously, teachers can’t be successful, i.e., effective, merely by telling the students whatever is written in the books. Perhaps this "telling" business can be successfully carried out by any one capable of reading the materials of prescribed course of studies. But the teachers are skilled professionals in education, whereas others constitute the unskilled labour force who have intruded into the teaching profession. Teachers in the true spirit of their professional duties are called upon to make this "telling" only a means to achieve the ends of character building of their students. Truly, this is the great task facing them, which earns them the title of 'builders of the Nation'.

Character formation is a slow and steady process of assimilation of desirable attitudes and healthy values in one’s personality structure. This process is explicitly important for the impressionable minds of children in their formative stage of character development during school-going age. The inculcation or the modification of attitudes and values in one’s character is a matter of reinforced practice. The reinforced practice follows the nature of experiences one is exposed to or one comes across in one’s daily routine. Moreover, the experiences are found to be more vulnerable and penetrating when they are actually
provided by someone through her mode of living. The concrete and visible experiences are life-enduring. Bernard (1961) has rightly remarked:

"Each teacher must see it that individual responsibility is assumed for the enhancement of the profession. Our first responsibility is to develop those personal traits that will count towards maximum effectiveness, friendliness, enthusiasm, optimism, initiatives and resourcefulness are worthy of continuous cultivation". Teachers by virtue of their dominant position in the teaching - learning situation, leave a formidable impression on students. Their personality remains the mainspring of vital experiences for children. The effectiveness of teachers in the character formation of students, essentially depends upon the teachers own character. The truth of the maxim, "Example is better than precept, goes absolutely unchallenged and true here than any where else. Teachers need fundamentally to practice those traits which the society wants to instill amongst the upcoming citizens through the schools. To present children with a pattern of traits worthy of emulation, teachers will have to observe the highest standards of conduct in public and private life.
1.24. RELATIONSHIP BETWEEN TEACHER EFFECTIVENESS AND PUPIL ACHIEVEMENT

Achievement is one of the most important concepts for the classroom teachers. Achievement means the academic status of a child in different school subjects at any particular time. Achievement tests as the name signifies are employed for measuring the amount of success or achievement of individual in a specific field or area of accomplishment. In the school situations an achievement test is used as a tool for measuring the nature and extent of students' learning in a particular subject or a group of subjects. How far a particular student has been able to learn and acquire or has been benefited from the learning experiences given to him is ascertained with the help of their tests.

Therefore, achievement tests are essentially past-oriented. They give evidences of what has been learned or acquired by an individual by testing his present ability.

1.25. PURPOSES OF ACHIEVEMENT TEST

Achievement test generally solve three purposes. The purpose of a survey test is to supply information as to the extent to which the pupils have met the established norms. Such a test comprises of items that include learning materials covered in a particular subject field or subject unit. Such tests are prepared to assess the attainment or understanding in a given field of knowledge or skill.
Robert L. Ebel defines an achievement test as one designed to measure a student's grasp of knowledge or his proficiencies in certain skills.

Diagnostic test is administered to discover the respective strength and weaknesses of individual learners in a subject area or unit. Such test provide information about pupil's deficiencies and point the way for remedial work. They also diagnose the problems in the teaching-learning process.

Prognostic test determines a pupil's or a class readiness for beginning or advanced learning in a specific subject areas. They predict future success of an individual or a class super states. Achievement tests give better differential predictions of success in specific subject.

1.26. RECOMMENDATIONS OF COMMISSIONS AND COMMITTEES FOR IMPROVING TEACHER EFFECTIVENESS AND PERSONALITY DIMENSIONS

One of the most important reforms needed in education is to improve teaching and evaluation. The existing conditions in this regard are extremely unhappy. Most of the teaching till comparatively recently, has been dominated by a syllabus which is many years out of date. However, our educational system has been criticised on many accounts, particularly for its quality.

Accepted the key role of the teachers and reported that "we are however, convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community.

The reputation of a school and its influence on the life of the community invariably depends on the kind of teachers working in it".

1.26.2. EDUCATION COMMISSION (1964-66)

The historical education commission (1964-66) has also recommended honourable status of the teachers and observed - of all the different factors which influence the quality of education and its contribution to national, the quality competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective. Gandhi (1970) has also accepted them (teachers) as "custodian of future". No educational system can thrive well without the help of competent teachers. However, the entire edifice of education is shaky if the teacher is incompetent. An efficient or effective teacher is amongst the foremost factors
contributing to educational refinement and improves education.

One of the most important reforms needed in education is to improve teaching and evaluation. The existing conditions in this regard are extremely unhappy. Most of the teaching till comparatively recently has been dominated by a syllabus which is for many years out of date.

Infact the position in many institutions remarks unchanged still. Changes are needed on the following lines.

- a mere flexibility in the courses offered and more freedom of choice by the students.
- a marked reduction in the amount of formal instruction and a corresponding increase in tutorial work, group discussion, seminars and in independent study and
- a change in the character of teaching to discourage cramming drastically and to stimulate curiosity, problem-solving ability and originality.

1.26.3. THE NEW EDUCATION POLICY IN INDIA (1989)

The status of the teacher reflects the socio cultural ethos of a society. The government and the community should endeavour to create conditions which will help to motivate and inspire teacher on constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs, capabilities of and the concerns of the community.
The existing teaching methods which are largely based on rote memory, lectures and reproduction should be replaced by new teaching methods which awaken curiosity, encourage self study habits and promote problem solving skills.

It is necessary to recognize the importance of problem solving exercises and seminars, discussions in the case of science subjects and case studies, tutorials and seminars in the case of social sciences. Therefore, be adequate time explicitly allocated in the time table for tutorials, seminars, self study sessions etc.

It is suggested that a formal lecturing should not constitute more than two thirds of the teaching-learning situations.

1.26.4. RAMAMURTHI REVIEW COMMITTEE ON TEACHERS (1990)

Teachers have to play a crucial role in the process of social transformation. They have to shoulder complex tasks as active participants in national development. It is in this context that the social status of teachers, the national conditions of their life and the environment of their work have significance. However, increase in material benefits is not sufficient unless the level of professional competence does not rise along with betterment of material conditions, the status of teachers will not improve. Pursuit of excellence and establishment of reputation as a teacher go a long way in giving high status to teachers even if material benefits are not at par with other profession.
1.26.5. NATIONAL POLICY ON EDUCATION (1996)

National Policy on Education (1986) calls for a substantial improvement in the conditions of work and the quality of work and the quality of teacher's education. The policy also emphasizes the teachers' accountability to the pupils, their parents, the community and to their own profession.

The emphasis under the programme will be, training in the use of operating black board materials and orienting the teachers towards minimum levels of learning strategy with a focus on teaching of language, mathematics and environmental studies under the DIETs.

It has the following objectives.

1. To create mechanism for determination and maintenance of standards of teacher education.

2. To regulate institutions of teacher education with a view to phasing out sub-standard and malpractising institutions.

1.27. CONCLUSION

The next chapter deals with a review of related researches.