CHAPTER I

INTRODUCTION

Need and significance of the present investigation - statement of the problem and definition of terms - objectives of the study - major hypotheses - methodology in brief - organization of the report.
NEED AND SIGNIFICANCE OF THE PRESENT INVESTIGATION

The importance of a teacher in the educational process is indisputable. The entire edifice of education is shaky if the teacher is weak and ineffective. An effective teacher is the principal factor contributing to educational improvement. As Ryan (1960) observes, 'If competent teachers can be obtained, likelihood of attaining desirable education outcomes is substantial'; on the other hand, 'if the teachers are misfits or are indifferent to their responsibilities, the whole programme is likely to be ... wasted'.

Many people believe that the teacher's personality is the most critical factor in successful teaching. If the
teacher displays warmth, empathy, enthusiasm, and humour, he is much more likely to be successful than if he lacks these characteristics. Interest in the effect of teacher's personality and mental health on the learning environment has recently increased and with these has come an awakening in understanding and improving teacher effectiveness.

Even though there is universal recognition of the importance of effective teachers, relatively little progress has been made in defining 'effective teaching' or specifying the distinguishing characteristic of effective teachers. It may be mentioned in this context that since teacher effectiveness is a variable term, no universally acceptable definition can be attributed to it.

Review of researches revealed that several instruments have been designed to measure teacher effectiveness but with extremely limited success. Barr (1961) observed, 'as yet we do not have adequate dimension of teaching efficiency and consequently no satisfactory means of measuring this variable...' Biddle (1964) too, remarked, 'the problem of teaching effectiveness is so complex that no one knows who the competent teacher is'.
Keeping in view, the crucial role being played by a teacher and on the basis of the available literature in the area, this investigation made an earnest attempt to study certain aspects of teacher characteristics in relation to teacher effectiveness. With a satisfactory description of distinguishing characteristics of effective teachers in hand, it should be possible to plan teacher education curricula in such a way that prospective teachers are provided with educational experiences and situations that will alter their attitudes and behaviour in the desired directions. Knowledge of desirable characteristics would make it possible to admit such persons to teacher educational institutions as would be most likely to become successful teachers. Suitable behaviour changes can be effected with the existing teachers as well, if necessary.

STATEMENT OF THE PROBLEM AND DEFINITION OF TERMS

The present investigation is intended to throw adequate light in the area of teacher efficiency as related to other variables. The topic for the study has been stated as:

"IMPACT OF MENTAL HEALTH STATUS, TEMPERAMENT, AND ALIENATION ON TEACHER EFFECTIVENESS".
Here, the term 'Mental Health Status' is explained as follows: From a positive point of view, the term refers to the satisfactory adaptation to the requirements of group life, whereas it has reference to the absence of symptoms of maladjustment, considering the negative point of view. The five variables of mental health status used in the investigation are: Attitudes toward the Self, Integration, Autonomy, Perception of Reality, and Environmental Mastery.

'Temperament', as used in the investigation, is the characteristics of an individual, including feelings, moods and emotional attitudes that he tends to exhibit consistently, or which tends him to behave in a peculiar or particular way in a situation. The five variables of temperament used for the study are: Inferiority, Self-sufficiency, Sociability, Stability, and Objectivity.

'Alienation' indicates the degree of feeling of being isolated. This is explained for the purpose of the present investigation in terms of five variables, viz., Powerlessness, Meaninglessness, Normlessness, Isolation, and Self-estrangement.

The term 'teacher effectiveness' represents the various aspects related to the teacher's ability to teach
effectively in the classroom by creating better emotional atmosphere, better teaching methods and pleasant teacher-pupil relations, and also his academic and other personal qualities useful in the teaching-learning situation. For the present investigation, the term indicates the scores yielded by the check-list on Teacher Effectiveness.

OBJECTIVES OF THE STUDY

The following are the important objectives of the investigation:

1. To develop a tool or measure of Teacher effectiveness, with the help of which another person, say, a colleague, a senior teacher, a superior, or somebody who is competent and experienced can evaluate the efficiency of the teacher concerned.

2. To construct and standardize a comprehensive psychological test for measuring mental health status, temperament, and alienation, in terms of suitable subtests or component variables.

3. To categorize subjects into high, average, and low effective teachers on the basis of the distribution of scores on teacher effectiveness, so that they can be
compared and studied using the different component variables of mental health status, temperament, and alienation.

4. To compare the different groups of teachers categorized on the basis of age (upto 40 years, 40 to 50 years, and 50 years or above), sex (male and female), religion (Hindus, Christians, and Muslims), locale (rural and urban), teaching experience (upto 15 years, and 15 years and above) and type of management of the institution (Government and Private) for the variable teacher effectiveness.

5. To find the relation between teacher effectiveness and the variables of mental health status, temperament, and alienation.

MAJOR HYPOTHESES

The major hypotheses formulated for the study are given below:

1. There will be significant differences among the high, average, and low effective teachers for the variables of mental health status, temperament, and alienation used in the study.

2. The variable teacher effectiveness will correlate significantly with the component variables of mental
health status, temperament, and alienation, selected for the study.

3. There will be significant differences among various categories of teachers classified on the basis of sex, locale, type of management, teaching experience, age, and religion for teacher effectiveness.

METHODOLOGY IN BRIEF

(a). Sample:

The sample for the study consisted of 324 teachers (140 males, and 184 females) selected from various educational institutions (schools and colleges) in Tamil Nadu state. While selecting the sample, due consideration was given to factors such as age, sex, religion, locale, teaching experience, and type of management of institution, for stratification.

The subjects were classified as high, average, and low groups using the mean and standard deviation of the distribution of scores obtained by the whole sample (N = 324) in the "Check-list on Teacher Effectiveness". This classification was done as follows: (1) those obtained scores greater than mean + \( \frac{1}{2} \) standard deviation
formed the high group; (2) those getting scores between mean + $\frac{1}{2}$ standard deviation and mean - $\frac{1}{2}$ standard deviation formed the average group, and (3) those getting scores below mean - $\frac{1}{2}$ standard deviation formed the low group. The high group consists of 110 teachers, the average group consists of 118 teachers, and the low group consists of 96 teachers. These groups are called high effective teachers, average effective teachers, and low effective teachers.

(b). Tools:

The tools used for the study are as follows:

1. MTA Test of Personality for measuring the variables of Mental Health Status, Temperament, and Alienation (developed by B. Krishna Prasad, H. Sam Sananda Raj, and P.N. Muthiah, 1993).

2. Check-list on Teacher Effectiveness (developed by B. Krishna Prasad, H. Sam Sananda Raj, and P.N. Muthiah, 1993).

3. Personal Information Schedule (developed for the present investigation).
(c). Procedure for Data Collection:

After obtaining permission from the authorities, the investigator met the subjects (teachers) and collected all the relevant data individually, as explained below:

Rapport was established with each teacher before the commencement of data collection. The Personal Information Schedule was got filled in first. The MTA Test of Personality was administered then.

An appointment was also made with each teacher for observing him or her while teaching, so that the check-list on teacher effectiveness could be filled in by the investigator. It may be mentioned here that for this purpose, expert opinion was sought from superiors like headmasters or principals whenever necessary. The fact that the investigator was a teacher educator evaluating the teaching work of prospective teachers, for the purpose of university examinations for more than one decade was of immense help for him to fill in the Check-list on Teacher Effectiveness.

The responses were scored as per instructions, and were consolidated for analysis using computer facilities.
(d). Statistical Techniques Used for Analysis:

The test of significance for the difference between means of large independent samples (t-test), Analysis of variance (ANOVA), and Pearson product-moment method of correlation (r), were the important statistical techniques used for analysis of the data.

ORGANIZATION OF THE REPORT

The present investigation is reported under five Chapters. The need and significance of the study are presented in chapter I, along with the objectives, major hypotheses and a brief note on the methodology of the investigation. The theoretical overview of the various key concepts, viz., Mental Health Status, Temperament, Alienation, and Teacher Effectiveness are given in Section A under Chapter II, while Section B of the chapter deals with related studies conducted in the area.

Development of psychological tests and the plan and procedure for the investigation, including details of the sample, variables and statistical techniques used for analysis are presented in Chapter III.

Chapter IV contains the results of analysis, and interpretation. The summary of the study, conclusions, implications, and suggestions for further research are presented in Chapter V.