CHAPTER III

METHODOLOGY
CHAPTER-III

METHODOLOGY

STATEMENT OF THE PROBLEM AND HYPOTHESES

The school is considered as second home in its influence on the development of children personality. It is the chief continuing and supplementing institution in which children develop sound mental health and good personality. Responsibility of making students as true citizens of the country lies on the shoulder of the teachers. Being the knowledge builder of society, the teachers of today shoulder the burden of adapting the individuals to the concept of a world society. As the world widens into a global society, extraordinary pressures beset the learner’s heart and importance of emotional intelligence in an individual is felt. The teachers unless they are extremely sensitive and trained in sensitized teaching, they cannot produce a truly learned student/knowledge society (Kapila Shobini, 2012).

Character development is to be the foundation of a society wherein, selfishness, violence and out of control of emotions tear apart the goodness of the life of people. Children are to be taught, the ability to read emotions in others, to value others’ needs, to care for fellow human beings, to show compassions and to exercise self restraint. These are qualities that possess proven benefits and are relevant to and appreciated in all human societies. An individual who has control over urge of emotions will be able to take another person’s perspectives, which leads to tolerance and acceptance of differences. These capacities are crucial in an increasingly pluralistic democratic world. This can lead to the development of a community wherein people live together in mutual respect and peace. Working on the emotions for positive gain and encouraging emotional growth of children in classroom has become more crucial now, than ever before. Researchers show that academically successful people had higher levels of emotional competencies. For helping students to acquire the skills of emotional competencies, in the first place, teachers need to be
trained in emotional intelligence, to manage their own emotions and those of others
(Sreekala Edannur, 2010).

Emotional intelligence is a set of abilities such as conception, emotional appraisal, expression, management, regulation and utilization of emotions. As emotional intelligence is acquisitive and of social origin, parents and children thus expose their interactions.

Emotional Intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for motivating emotions well in ourselves and in our relationships. It is the ability to perceive accurately, appraise and express emotions, generate feelings that facilitate thoughts and an ability to regulate emotions to promote growth. It is also defined as an array of non-cognitive capabilities, com0etencie3 and skills that influence one’s ability to succeed in coping with environmental demands and pressure.

Emotional Intelligence is described as a type of social intelligence involving recognition and management of emotions and feelings in self and others. Singaravelu (2007) reported that there is necessity to develop the emotional competencies of student teachers, which in turn helps them to develop the same among their students.

Teacher stress is defined by Kyriacou as “the experience by a teacher of unpleasant emotions, such as tension, frustration, anxiety, anger, and depression, resulting from aspects of work as a teacher”. In recent years, steadily increasing costs and consequences of teacher stress has received growing concern. To reduce the negative effects stress has on teachers, more attention needs to be placed on this growing epidemic. Teacher stress is caused by environmental factors as well as individual characteristics. Major environmental factors include poor working conditions, scarcity of resources, heavy workloads, and student behavior. Individual characteristics include gender, age, personality, and the ability to cope (Guglielmi and Tatrow, 1998).

In teaching profession, the sources of occupational stress are daily interaction with the students, parents and co-workers pressure due to reform efforts, inadequate administrative support, poor working conditions, lack of participation in decision making, the burden of paper work and lack of resources.
Consequences of occupational stresses are experienced as strain in some form. Lee and Ashforth (1996) defined strain as affective feeling states of the individual characterized by depleted emotional resources and lack of energy. There are many ways to explain the feeling of strain. Lazarus’ Transactional theory uses the concept of strain to explain the pain which is experienced by individuals when environmental factors are perceived as overtaxing and exceeding their ability to cope with them (Lazarus and Folkman, 1984).

Strain is associated with various psychological and physiological reactions. Psychological strain refers to a particular form of emotional distress arising in response to a situation involving perceived threat to a person’s well-being. Strain may also be manifested in terms of physiological or somatic disturbances. Somatic disturbances include stomach complaints, ill health, sleep disorders, complaints, and low back pain. In more serious manifestations, work-related stressors are associated with hypertension and cardiovascular disease (Landsbergis et al., 2001).

Perceived stress and resulting strain could have a definite effect on teacher performance. Mentally healthy teachers use coping strategies to alleviate stress, thereby preventing burnout and to ensure efficiency in teaching. It was found that majority of the primary school teachers in south west, Nigeria engage in watching television as a strategy for coping with stress. Only “exercise” was indicated by high school teachers as an effective way of coping. Reveals that there is no organized method to redress the problem rising from stress. As a result, the most commonly used coping strategies are “social support” task strategies and home / school relationships.

Against this backdrop, the present investigation was envisaged with the aim to study the impact of Gender, Type of Institution and Social Status on Emotional intelligence, Personal strain and Coping strategies.

As per the suggestions made by the NCERT expert committee in the Annual meet (2012), an attempt is also made to examine the (i) impact of independent variables on Teacher Performance (ii) impact of experience on Emotional Intelligence, Personal strain, coping and Teacher performance. (iii) relationship of Teacher performance with Emotional Intelligence, personal strain and coping
strategies and (iv) the relation between Emotional Intelligence and personal strain and personal strain and Coping strategies and formulated the following objectives.

OBJECTIVES

➢ To study the effect of Gender, Type of Institution and Social Status on the Emotional Intelligence among High School teachers.

➢ To study the effect of Gender, Type of Institution and Social Status on the Personal Strain among High School teachers.

➢ To study the effect of Gender, Type of Institution and Social Status on the Coping strategies among High School teachers.

➢ To examine the impact of Gender, Type of Institution and Social Status on Performance among High School teachers.

➢ To study the effect of Experience on Emotional Intelligence, Personal Strain, Coping Strategies and Performance among high school teachers.

➢ To study the relationship among Emotional Intelligence, Personal Strain and components of Personal Strain, Coping Strategies and Performance of high school teachers.

In order to realize the objectives of the study, the following Hypotheses were formulated. Findings of several studies revealed that few factors have significant positive impact on enhancing the level of teachers emotional intelligence, while some are non significant on Emotional Intelligence. It was found that the extent of Emotional Intelligence among teachers is significantly affected by their own personality, attitude along with age, experience, qualification and training.

Petrides and Furnham (2000) suggested that males score higher on self estimates of Emotional Intelligence than do females, because females may tend towards self-derogation on self report measures. Thingujam (2000) found that women scored significantly higher than men in emotional intelligence. Mohana Sundaram (2004) revealed that men and women teacher trainees did not differ in their Emotional Intelligence. Suresh (2005) attempted to find out the emotional intelligence among
school teachers' and reported that men and women teachers do not differ in their Emotional Intelligence. Arutha Jyothi (2013) reported no significant difference in Emotional Intelligence of B.Ed. teacher trainees with respect to their gender and type of institution, i.e., Government and private schools. Thilagavathy (2013) has found that there is a significant difference in emotional intelligence of male and female teachers and also found that there is no significant difference between Government and Private school teachers. Sampath Reddy (2009) revealed that open category teachers are better than the other categories i.e., backward category and scheduled caste. Also found that backward category teachers are better than the scheduled caste teachers with regard to their emotional intelligence. Jaidka (2012) reported no significant difference between scheduled caste and non scheduled caste teacher trainees in their Emotional Intelligence.

Hence it was hypothesized that:

**Hypothesis-1(A): There would be significant impact of Gender, Type of Institution and Social Status on the Emotional Intelligence of high school teachers.**

**Hypothesis-1(B): There would be significant interaction effect among Gender, Type of institution and social status on the Emotional Intelligence of high school teachers.**

Women report more strain symptoms and health related behaviors. Symptoms such as depression are more likely to be diagnosed in women than men. This may be the result of different cultural expectations of men and women.

Osipow, Doty and spoken (1985) reported that gender was not found to be a major contributor to differentiations in stress, strain and coping whereas age appeared to be an important contributor. Alkhodher and Al-Naser (2001) reported no significant differences among measures of stress or strain between male and female teachers. The results were supported by Alexander; Monk and Jonas, (1985) also.

According to Mariya Aftab and Tahira Khatoon (2013), nearly half of the secondary school teachers in their study experienced less stress towards their job and males display more occupational stress towards job than the females. Moreover, the trained graduate teachers are found to have higher occupational stress than post-

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graduate and untrained teachers. Teachers with an experience of 6-10 years face occupational stress the most, and 0-5 years the least; while those falling in the remaining two groups slide in between these two. Chaplain (1995) and Romano and Wahlstrom (2000) found different sources of stress amongst teachers in their studies and both the studies found that female teachers experienced more stress than male teachers. Lath (2010) findings revealed no significant differences in the job stress experienced by male and female teachers.

Hence it was hypothesized that:

**Hypothesis- 2(A): There would be significant impact of Gender, Type of Institution and Social Status on the Personal Strain of high school teachers.**

**Hypothesis- 2(B): There would be significant interaction effect among Gender, Type of Institution and Social Status on the Personal Strain of high school teachers.**

Some of the vocational symptoms of strain are behavioral reactions to stressful work situations. These include boredom, dread, lack of interest and poor concentration. These symptoms may have a direct effect on the organization. Job dissatisfaction may result in lowered productivity levels.(Ghreman,1981; Sutherland, Fogarty and Pithers, 1995)

Vocational strain scores for elementary school counselors were in the average range for both the genders. Least preferred coworkers working in public agencies reported higher vocational strain scores than least preferred coworkers in private practice (Trivette, 1993).

Hence it was hypothesized that:

**Hypothesis- 3(A): There would be significant impact of Gender, Type of institution and Social Status on the Vocational Strain (component-A of Personal Strain) of high school teachers.**

**Hypothesis- 3(B): There would be significant interaction effect among Gender, Type of Institution and Social Status on the Vocational Strain of high school teachers.**
Pithers and Soden (1999) found that vocational teachers who reported more congruence between their personality and their job scored significantly lower on psychological strain than individuals who reported less congruence between their personality and occupation. Abrol Kapil, K. (1990) findings indicate that the teachers were suffering from interpersonal and psychological strain.

Hence it was hypothesized that:

Hypothesis- 4(A): There would be significant impact of Gender, Type of Institution and Social Status on the Psychological Strain (Component-B of Personal Strain) of high school teachers.

Hypothesis- 4(B): There would be significant interaction effect among Gender, Type of Institution and Social Status on the Psychological Strain of high school teachers.

Trivette (1993) found that interpersonal strain scores for elementary school counsellors were average for both men and women. Counsellors with one child had higher score for interpersonal strain than counsellors with two children. Interpersonal strain may result from occupational stress.

Hence it was hypothesized that:

Hypothesis-5(A): There would be significant impact of Gender, Type of Institution and Social Status on the Interpersonal Strain (Component-C of Personal Strain) of high school teachers.

Hypothesis-5(B): There would be significant interaction effect among Gender, Type of Institution and Social Status on the Interpersonal Strain of high school teachers.

Ryan (1996) found that professors working as program preparing counselors displayed lower physical strain than those who worked in a mental health agency and counselors in private practice scores lower than those working in agency settings.

Among vocational teachers, women scored significantly higher than men when reporting amounts of physical strain (Pithers and Soden, 1999).
Hence it was hypothesized that:

**Hypothesis- 6(A): There would be significant impact of Gender, Type of Institution and Social Status on Physical Strain (Component-D of Personal Strain) of high school teachers.**

**Hypothesis- 6(B): There would be significant interaction effect among Gender, Type of Institution and Social Status on the Physical Strain of high school teachers.**

Evidence from the research efforts on science teachers stress suggests, strategies such as meditation, relaxation and engagement in leisure time activities for palliating stress (Betkoushi, 1981; Penny, 1982). Coping resources in the female teachers were significantly higher than that in the male teachers. Coping resources in the primary school teachers were significantly higher than that in the secondary school teachers (Wang Z, Lan Y, Wang M, 2001).

Khan et al., (2005) indicated that both male and female teachers used the same strategies to cope with job strain. Significant difference was not found to exist between the male and female teachers on different types of coping strategies, except use of humour. Teachers have adopted a range of coping strategies most tend to be functional or active and some are dysfunctional or passive (i.e. self-distraction and use of humour).

Hence it was hypothesized that:

**Hypothesis 7(A): There would be significant impact of Gender, Type of Institution and Social Status on “Recreation” coping of high school teachers.**

**Hypothesis 7(B): There would be significant interaction effect among Gender, Type of Institution and Social Status on “Recreation” coping of high school teachers.**

It was found that counselors who had participated in stress management courses reported significantly higher levels of self-care than counselors who did not (Sowa et al., 1994). Counselors with two children had lower scores for self-care than
counselors with no children. Counselors aged 56 and up, scored higher on self care than counselors aged 32 to 39.9 and 40 to 47.9 (Trivette, 1993).

The study of Yang et al., (2011) revealed that Self-care was associated with vocational strain and psychological strain, and inversely associated with physical strain.

Hence it was hypothesized that:

Hypothesis- 8(A): There would be significant impact of Gender, Type of Institution and Social Status on “Self-Care” coping of high school teachers.

Hypothesis- 8(B): There would be significant interaction effect among Gender, Type of Institution and Social Status on “Self-Care” coping of high school teachers.

Mc Donald and Korabik (1991) found that female were more likely to talk to others about their problems and seek social support when they experienced stress. Yue (1995) reported that Social support was found to be significantly and negatively connected with all of the occupational stress measures and that job dissatisfaction was significantly and positively related to need deficiency, work load and work strain.

Coping mechanisms were found to be utilized less by younger workers than by older workers, with the exception of social support which appears to remain relatively stable throughout the life span.

Hence it was hypothesized that:

Hypothesis- 9(A): There would be significant impact of Gender, Type of Institution and Social Status on “Social Support” coping of high school teachers.

Hypothesis- 9(B): There would be significant interaction effect among Gender, Type of Institution and Social Status on “Social Support” coping of high school teachers.

Folkman and Lazarus (1988) found that individuals who engage in rational, planful problem-solving are less likely to communicate hostility than those who use confrontive coping. Sowa et al., (1994) found that counselors who reported high
occupational stress did not report lower levels of Rational/Cognitive Coping resources. Wu, Wang, Li and Zhang (2006) assessed the impact of intervention measures to reduce the occupational stress and found that the scores of the recreation, self-care and rational cognitive coping of the teachers in the study group significantly raised and were significantly higher than those of the teachers in the control group.

Hence it was hypothesized that:

*Hypothesis- 10(A): There would be significant impact of Gender, Type of Institution and Social Status on “Rational/Cognitive” coping of high school teachers.*

*Hypothesis- 10(B): There would be significant interaction effect among Gender, Type of Institution and Social Status on “Rational /Cognitive” coping of high school teachers.*

Malik, Dharmender (2005) reported no significant difference in the level of performance of male and female senior secondary school teachers and teachers having teaching experience of 10 years or more with those having teaching experience of less than 10 years.

Up to certain limits, individual performance improves with certain levels of stress. After a point, stress becomes dysfunctional and reduced performance is experienced. Impact of certain stressors on an individual depends on his physiological, psychological and social predisposition. These include individual personality factors, gender, age, life stage, career and environmental factors such as social support (Gherman, 1981; Jonas and Bright, 2001). The research evidence showed that there was no significant difference between Schedule Caste and Non-Schedule Caste teacher trainees in their emotional intelligence and teaching Competency/performance (Jaidka and Viplove Passi, 2012).

Hence it was hypothesized that:

*Hypothesis-11(A): There would be significant impact of Gender, Type of Institution and Social Status on the Performance of high school teachers.*
Hypothesis-11(B): There would be significant interaction effect among Gender, Type of institution and social status on Performance of high school teachers.

Bansibihari et al., (2004) conducted a study on emotional intelligence of secondary school teachers and found that emotional intelligence developed and increased with the increase in the experience of teachers.

Malik, Dharmender (2005) found no significant difference between the levels of performance of Senior Secondary School Teachers having teaching experience of 10 years or more with those having teaching experience less than 10 years.

Mohan Reddy and Kishore (2011) and Swarnalatha (2011) revealed that teachers with below 10 years of teaching experience having more stress than above 10 years experience teachers.

Anish Korla and Sumith Sharma (2013) reported that teachers differed in occupational stress, Psychological strain and coping resources. Length of teaching experience had no effect on occupational stress, psychological strain and coping resources of teachers.

Hence it was hypothesized that:

Hypothesis-12: There would be significant impact of Experience on (a) Emotional Intelligence, (b) Personal Strain, (c) Coping strategies and (d) Performance of high school teachers.

There is a general agreement that learning is a lifelong process and an educator’s best practice involves dedication to lifelong learning and a commitment to personal and professional growth. It is found that there is significant positive relationship between emotional intelligence and professional development of secondary school teachers. (Samir Kumar Lenka and Ravi Kant, 2012).

Prarthna (2011) suggest that teaching competency/performance and one's work performance is influenced positively by emotional intelligence. David and Roy (2010) and Khurram and Shazad (2011) reported moderate relation between emotional intelligence and teaching competency. The positive sign on the correlation
score indicate that emotional intelligence had significant correlation with teacher performance (Wibowo, Danang Mukti, 2010).

Hence it was hypothesized that:

**Hypothesis-13: There would be significant positive relation between Teacher Performance and Emotional Intelligence of High School teachers.**

Memeon (2008) reveals that significant negative correlation was found between teacher stress and job performance and also between teacher stress and teacher efficacy/performance.

Results of Lokanadha Reddy and Vijaya Anuradha (2012) explored that reinforce the need to inculcate emotional intelligence and enhance job performance among higher secondary teachers to reduce their occupational stress and further to improve their job performance.

Hence it was hypothesized that:

**Hypothesis-14: There would be significant negative relation among teacher performance, personal strain and different components of personal strain among High school teachers.**

Vijaya Lakshmi (2008) suggests that coping strategies can be used by teachers to alleviate stress thereby preventing strain ensuring productivity and efficiency of teaching.

Lewis et al., (2011) reported the relationship between their choices of specific management techniques to cope in classroom management. Results showed that coping strategies play a significant role in mediating the relationship between teachers' concern and their use of classroom management techniques.

Rannath Kishan (2012) found that there is a significant relationship between coping strategies ad teacher effectiveness/performance.

Hence it was hypothesized that:

**Hypothesis-15: There would be significant positive relation among teacher performance, Recreation, Self-Care, Social Support and Rational/ Cognitive Coping of High school teachers.**
Nikolaou and Tsaousis (2002) reported a negative correlation between emotional intelligence and stress at work indicating that high scores on emotional intelligence suffered less stress related to occupational environment.

Findings of Anuradha Mehta (2013) reported that there is significant effect of emotional intelligence in reducing occupational stress in teachers. Hence it was hypothesized that:

_Hypothesis-16: There would be significant negative relation among Emotional Intelligence, personal strain and different components of personal strain among High school teachers._

Abrol Kapil (1990) conducted a study on strains experienced and coping strategies used by teachers. Social support was used by teachers suffering from interpersonal and psychological strains. Social support and cognitive coping was used to deal with felt stress.

Pithers et al., (2002) found significant negative relationship between personal resources (Recreation, self care, social support, rational/cognitive) and occupational strain in vocational teachers. Hence it was hypothesized that:

_Hypothesis-17: There would be significant negative relation among personal strain, Recreation, Self-Care, Social Support and Rational/Cognitive Coping among High school teachers._

MATERIALS, SAMPLE AND METHOD

Population:

Population for the present study consists of teachers working in various Government, Private and Government Residential schools. Both men and women teachers belong to different social status (i.e., Scheduled Caste, Scheduled Tribe, Backward Caste and Open Category) were taken from 4 districts namely Chittoor, Kadapa, Kurnool and Anantapur districts of Rayalaseema region in Andhra Pradesh.
Sample:

Out of 1620 teachers available, 1034 are men and 586 are women teachers. Among the population of 1620 teachers, 720 teachers are selected by quota sampling method in such a way that they fit into a 2 x 3 x 4 factorial design with a sample of 30 in each cell.

**DISTRIBUTION OF THE SAMPLE:**

<table>
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<th>Social Status</th>
<th>Government Schools</th>
<th>Private Schools</th>
<th>Government Residential Schools</th>
<th>Total</th>
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<td></td>
<td>Men</td>
<td>Women</td>
<td>Men</td>
<td>Women</td>
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<td>120</td>
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</tbody>
</table>

**VARIABLES:** The following variables are studied to test the hypotheses.

**Independent Variables:**

- Gender (Men and Women)
- Type of Institution (Government, private and Govt. Residential Schools)
- Social status (OC, BC, SC and ST)

**Dependent Variables:**

- Emotional Intelligence
- Personal strain
- Coping strategies
- In addition to these Experience and Teacher performance were also taken in the present research.
SECTION-1

Gender
Type of Institution
Social Status

Emotional Intelligence

Personal Strain
SECTION-2

(1) Gender  Type of Institution  Social Status

TEACHER PERFORMANCE

(2) Experience

Emotional Intelligence

Perceived Stress

Coping Strategies

Teaching Performance
CORRELATIONS

(3)

(4)

Emotional Intelligence

Personal Strain

Personal Growth

Coping
TOOLS:

1. EMOTIONAL INTELLIGENCE SCALE:

"Emotional Intelligence Scale" developed by Nutan Kumar Thingumjam and Usha Ram (1999) was used to assess Emotional Intelligence of teachers.

Emotional Intelligence scale consists of 33 statements related to our daily life with a five point scale i.e.,

5. Strongly Agree;
4. Agree;
3. Neutral;
2. Disagree;
1. Strongly Disagree.

The minimum and maximum possible scores on the scale ranges from 33-165. Low scores indicate low Emotional Intelligence and high score indicates high Emotional Intelligence. The reliability for the Telugu version of the scale was found to be 0.68, using test-retest method (Appendix-1).

2. PERSONAL STRAIN QUESTIONNAIRE:

Personal Strain Questionnaire, one of the domains of Occupational Stress Inventory, developed by Samuel H. Osipow and Arnold R. Spokane (1987) was administered to the sample.

Personal Strain Questionnaire Consists of 40 statements divided under 4 scales namely vocational strain, Psychological Strain, Interpersonal Strain and Physical Strain. Each of the four scales consists of 10 statements with 5 point rating scale i.e.,

1. Rarely or never true;
2. Occasionally true;
3. Often true;
4. Usually true and
5. True most of the time.
Methodology

The minimum and maximum possible score on each of the 4 scales ranges from 10 to 50.

DESCRIPTION OF THE FOUR SCALES

- **Vocational strain** (VS): measures the extent to which the individual is having problems in work quality or output. Attitudes toward work are also measured.

- **Psychological strain** (PSY): measures the extent of psychological and/or emotional problems being experienced by the individual.

- **Interpersonal strain** (IS): measures the extent of disruption in interpersonal relationships.

- **Physical strain** (PHS): measures complaints about physical illness or poor self-care habits.

The higher the value of the score on each of the 4 scales, the more strain. The reliability for the Telugu version of the questionnaire was found to be 0.71 (Appendix-2).

3. COPING RESOURCES QUESTIONNAIRE:

To measure the coping strategies of teachers, "Personal Resources Questionnaire", one of the three domains of the "Occupational stress Inventory" developed by Samuel H. Osipow and Arnold R. Spokane (1987) was administered.

The Questionnaire consists of a total of 40 statements divided into 4 scales namely Recreation, Self-Care, Social Support and Rational/Cognitive coping. Each of the 4 scales consists of 10 statements with a 5 point scale i.e.

5. True most of the time
4. Usually true
3. Often true
2. Occasionally true
1. Rarely or never true.
The minimum and maximum possible score on each of the 4 scales ranges from 10 to 50.

**DESCRIPTION OF THE FOUR SCALES:**

- **Recreation (RE):** measures the extent to which the individual makes use of and derives pleasure and relaxation from regular recreational activities.
- **Self-Care (SC):** measures the extent to which the individual regularly engages in personal activities which reduce or alleviate chronic stress.
- **Social Support (SS):** measures the extent to which the individual feels support and help from those around him/her.
- **Rational/Cognitive Coping (RC):** measures the extent to which the individual possess and uses cognitive skills in the face of work-related stresses.

The higher the value of the score on each of the 4 scales, the more the preference for that particular coping. The reliability for the Telugu version of the questionnaire was found to be 0.73 (Appendix-3).

**4. TEACHER PERFORMANCE SCALE:**

To measure the performance of teachers “Teacher Effectiveness Scale” developed by “Umme Kulsum (2009)” was modified by the researcher P. Sudhamayi to suit local conditions and administered. The scale covers five areas namely

1. Knowledge of the Subject matter
2. Preparation and Planning for teaching
3. Classroom Management
4. Teacher Characteristics
5. Interpersonal Relations
The scale consists of 10 statements with a 5-point scale i.e.,

5 - Very Good
4 - Good
3 - Average
2 - Poor
1 - Very Poor

The minimum and maximum possible score ranges from 10-50. Low score indicates low performance and high score indicates high performance.

Criterion related validity has been established for the scale based on the correlation between the ratings of the head of the institution/ headmaster and individual teacher ratings (r = 0.84).

METHOD:

The researcher collected the list of schools from the District Educational Officers and Principles in the Rayalaseema Region of Andhra Pradesh i.e., Chittoor, Kadapa, Kurnool and Anantapur districts. The researcher personally visited schools with prior permission from the High school Head Masters/correspondents/principals. Teachers were contacted during their leisure time. After establishing rapport, questionnaires (including general information form) were administered with necessary instructions. Subjects were asked to answer the statements, by putting a ‘tick (√) mark’ against an appropriate number on a 5 point-scale that describes their feelings/opinions. Responses of the subjects were scored with the help of scoring key for each variable.

The Performance each teacher is the average score of individual teacher rating and the rating given by the head of the institution.

The collected data were analysed applying descriptive statistical techniques such as Means, Standard Deviations, Pearson Product Moment Correlation and Inferential statistics such as Analysis of Variance (ANOVA).