CHAPTER I

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Education is the backbone of a progressing nation and the teacher is the pivot in any system of education, as he/she has a key role to play in this total process. The success of an educational process depends to a large extent on the character, ability and effectiveness of teacher who is the corner-stone of the arch of education. Teachers are an important formative force in the development of a society. It is only the effective teacher who can in some measure be worthy of the trust that is placed on him by society. Surely an efficient teacher can and does bring about desirable changes in the student and deserves to be called a nation builder. "A teacher affects eternity; one can never tell where his/her influence stops". So observed the historian-philosopher, Henry Adams. For many teachers this is earnestly to be hoped; with regard to others it is a despairing thought.

A pre-requisite factor which would assure for teachers to be effective would be the amount of satisfaction he/she gets from the profession. The quality of education has also undergone change. The qualitative changes caused by
education have also been reflected in the society.

Psychologically, though, the teaching is a profession like any other professions, it is characterised by a special aspect about itself, because of which it ceases to be a profession and becomes a mission.

The existing norms for the selection of teacher trainees, do not put any strict measures or scrutiny of the candidates while admitting them to the training programme. Hence even people who are not really interested in the teaching profession and do not have a proper aptitude also get qualified to teach and join the schools. These persons who join the teaching profession by chance find it difficult to perform their expected roles to the fullest excellence. They become a problem to both the school authorities and children.

The well-being of the country depends on getting more and more better persons into teaching profession. It seems reasonable to assume that good teachers - those who are skillful in developing understanding of the world in which man lives, insightful with respect to the ways and means of stimulating intellectual appetites and capable of patience, understanding and sincere feelings. For others, may pave the way for an enlightened and productive society. Poor
teaching, contrariwise, would seem to be a significant contributor of its unfortunate share to the perpetuation of ignorance, misunderstanding and intellectual and cultural stagnation.

**Role of the Teachers:**

Kothari Commission (1964-66) observed that the destiny of India is now being shaped in her class-rooms. The architect of this destiny are the teachers who mould the personality and the character of the students in the class-room. The teacher occupies an important and unique place and is the heart and soul of any educational institution without proper well-qualified teachers even the best buildings richest curricula, up-to-date library and the most extensive equipment will be of no use.

In Barr's words the teacher is simultaneously thought of as a director of learning, as a friend and counsellor of pupils, as a member of a group of professional persons, as a citizen participating in various community activities.

Shah (1967) in his study on the role of the secondary teachers found that a number of diverse functions were expected by the pupils, parents, principals, management members and community leaders. The analysis of the data revealed
that: (i) all role definers show a high consensus with respect to the diffusiveness of the teachers' functions, (ii) good citizenship training is regarded as one of the important functions of the teachers, (iii) professional educators look at the teachers' functions in terms of intellectual growth whereas the non-professional groups are more concerned with individual character building, (iv) most of the respondents expect the teacher to prepare the young to adjust themselves and accept rational changes in socially approved patterns of behaviour ideas and beliefs.

There have been both good and poor teachers since the beginnings of man's social life. Some of the really notable teachers have been immortalised by history and the number of competent teachers in the schools today probably is sizeable. But, since usually very little is known about such teachers or what makes them effective, professional education has not been able to take advantage of an understanding of their characteristics and modes of performance to the end of improving teacher training and teacher selection procedures.

Educators seem to be in disagreement with respect to the specific contributors to effective teaching. Those associated with licensing groups (eg., state departments
of education) believe good teaching to be a result of the teacher's training in certain college or university courses. Some believe it to be a matter of the teacher's "dynamic personality", and some are convinced it is revealed in the discipline the teacher is able to maintain in the classroom. Disagreement and ambiguity with respect to the description of teacher effectiveness are to be expected, and cannot be entirely avoided, because competent teaching undoubtedly is a relative matter. A person's concept of a "good" teacher depends, first, on his/her acculturation, his/her past experiences, and the value attitudes he/she has come to accept, and second, on the aspect of teaching which may be foremost in his consideration at any given time one pupil, therefore, may differ widely from another pupil in his/her assessment of the essential attributes of an effective teacher. If one pupil is relatively bright, academically minded, well adjusted, and independent, he may value most the teacher who is serious, rigorously academic and perhaps even relatively impersonal. If the other pupil, on the other hand, is more sensitive and requires considerable succor, he may find the teacher just described not at all to his/her liking and literally "impossible". In the mind of this pupil, the better teacher may very well be one who is somewhat less exacting from
an academic standpoint but who is characteristically sympathetic, understanding and the like.

The concept of competent teaching must, therefore, be considered to be relative to at least two major sets of conditions: (1) the social or cultural group in which the teacher operates, involving social values which frequently differ from person to person, community to community, culture to culture and time to time, and (2) the grade level and subject matter taught.

One very important reason why effective or ineffective teachers cannot be described with any assurance is the wide variation that exists in tasks performed by teachers and in value concepts of what constitutes desirable teaching objectives.

Everyone has his/her own views about what good teaching is, and most people tend to think that they know what good teaching is. However when one gets down to specific cases, things that seem simple and clear can turn out to be frustratingly difficult and ambiguous.

One problem is lack of agreement about criteria of what good teaching is. One teacher produces good learning gains but uses authoritarian class-room management methods
that frighten many children and turn off most of the rest. Another teacher is very warm and child-oriented, so that his/her students love him/her and love school generally. However, they do not learn very much compared to children taught by the first teacher, which of these two teachers is better? The answer depends upon our general values and our specific opinions on such issues as the roles of teachers and students and the nature of schooling.

Even with clear criteria, though, fair and objective judgements are hard to make because of inconsistencies and complexities. For various reasons, most of them still unknown, many teachers are inconsistent from one year to the next in the degree of success they achieve in producing student learning gains, in the emotional responses they produce in students, and in their own emotional reaction and general behaviour in the class-room.

Many of the most inconsistent teachers are new teachers who are learning on the job and changing gradually over a period of years. However only a minority of experienced teachers who might be expected to have settled into predictable patterns of behaviour actually do show consistency in their relative success in producing student learning gains from one year to the next (Brophy, 1973).
Teachers probably are somewhat more consistent in their general affective behaviour (Warmth, enthusiasm, student orientation, authoritarian punitiveness and the like). However, teachers' moods and morale can be affected by agreeable or disagreeable aspects of their personal lives outside the school, and also by factors inside the school such as the number and kinds of students in their classes in a particular year, the arrival of a new principal or the adoption of a new curriculum. Thus, even though most teachers have fairly well established reputations around the school which describe what they are like, research on student attitudes has shown that they have surprisingly low stability. From one year to the next, a teacher who is popular this year may not be popular next year (Good and Grouws, 1975).

**Complexity of Teaching Behaviour**

Teaching is a social function in a social context, its aim being to guide desirable growth in others. It involves a social relationship, the interaction of teacher and pupil. A school is an organized community of learners and teachers, ordered to facilitate their communication. The social function of teaching can be analysed from a
variety of points of view, all inter-related but each with its own implications for determining teacher competencies and in turn with implications for the ordering of teacher education.

Since teaching is essentially a social function, the class-room teacher must understand and be skillful in guiding the dynamics of group behaviour. The teacher must also be skilled in ways of organizing and directing the activity of large and small groups to ensure maximum individual participation. All these skills require an acute sensitivity to the actions, motivation and feelings of students.

The kind of teaching which produces no effect on the behaviour of student fails in its objective of guiding the students towards educative learning experiences. If a teacher has rich learning experiences to offer to his/her students, the motivation of students to learn can be expected to be higher. It is this variety and organization of learning experiences that call for a systematic approach to teaching which is known so well as method of teaching. Many methods of teaching have been developed keeping in view the individual differences at the teachers' level, individual differences at the learners' level, which include their interests, abilities, aptitudes and capacities.
Further, the learning situations themselves are unique as supportive factors for learning which themselves offer diversity and variety for teaching-learning process. It is for this reason it is said that there is no single method of teaching.

The predictability of teacher effectiveness is affected by the multi-dimensionality of the criterion. There is accumulating evidence that prediction can be accomplished with better than chance results for specified dimensions or components of the criterion. On the other hand, the prediction of over-all teacher effectiveness is possible only to the extent that some general agreement can be reached regarding the dimensions comprising overall effectiveness and how they should be combined to form a composite.

Teacher Effectiveness:

Since efficiency of an educational system is primarily determined by the efficiency of teachers, the identification of able and efficient teaching personnel constitutes are of the most important of all educational concerns. Although an educational system may have excellent material resources if the teachers are incompetent or indifferent to their
responsibilities, the whole programme is likely to be ineffective. This points to the need for efficient teaching personnel in our educational institutions.

Scruggs has defined teacher effectiveness as the degree to which the teacher produces effects or to the extent to which the teacher causes the attainment of educational objectives. The effects supposed to be produced on the pupils by the teacher were measured in terms of growth of pupils in achieving educational objectives attitudes of pupil towards the teacher, and the behaviour of pupils in the class-room. The behaviour of teacher was considered a factor influencing or related to teacher effectiveness.

**A Model for Teacher Effectiveness**

A variable system of seven classes is suggested by Biddle (1964) as a system of cause and effect relationships in teacher effectiveness. These variables are discussed below:
**Sequence Variables**

1. **Formative Experiences**: For the teacher include whatever was encountered prior to class-room performance as also the unique ways in which the teacher has been treated because of her sex, ethnic membership, nationality and marital status.

2. **Teacher Properties**: A legion of psychological traits, motivates, abilities and attitudes, are said to relate to the competence of the teachers.

3. **Teacher Behaviour**: The totality of teacher behaviour as a product of interaction between situation demands and personal factors.

4. **Immediate Effects**: of teacher behaviour are seen in both overt and covert student reactions.

5. **Long Term Consequences**: Effectiveness is also studied in terms of differences in lives of students in areas of professional achievement, adjustment to the vicissitudes of life and financial success.
Contextual Variables

1. School and Community Context: The elements in societal arena constrain class-room interaction and have influence over effectiveness in teaching. The variables in context of school and community are physical settings, a cast of characters, established patterns of behaviour, and agreed upon definitions of social events.

2. Class-room Situations: The ability of teacher to manage class-room situations should be a dimension of teaching effectiveness. The teacher control of distribution of seats and automated learning are taken to influence learning.
School and Community Contexts

a) Physical Equipment
b) Cast of Characters
c) Laws and Customs
d) Needs and ideas of community Members

Class-room Situations

a) Physical Equipment
b) Social Incidents

Formative Experiences → Teacher Properties → Teacher Behaviours → Immediate Effects → Long-term Consequences

a) Training
b) Socialization
c) Ascribed positions

a) Skills
b) Motives
c) Habits
d) Knowledge

a) Traits
b) Responses to Environment

a) Overt pupil Responses
b) Covert pupil Responses

a) Achievements or Adjustment of pupils
b) New ideas in Education
c) Aggrandizement of the Profession

Fig. 1: A seven-variable-class model for teacher effectiveness. Variables listed in each class are examples.

Salient features of methodology in effectiveness research may be seen in Figure 2 which is organised around a recommended set of methods for each variable class. As a rule, measurements by a priori classification, behavioural observation and objective instruments are to be advocated over measurements made by existing records, self reports and rating.
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<th>Teacher Behaviours</th>
<th>Immediate Effects</th>
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**Fig 2.** Techniques recommended for measuring teacher effectiveness variables.

**Source:** Biddle B J and W J Ellena (1964) "Contemporary Research on Teacher Effectiveness", Holt, Rina harat and Winston, Inc.
Teacher effectiveness was first perceived by researchers as a consequence of characteristics or personality traits of teachers. Attempts were thus made to identify these characteristics. Research on the characteristics or personality traits of effective teachers is best characterised by the common wealth teacher training study in which six major characteristics were found most important. These were: good judgement, self-control, considerateness, enthusiasm, magnetism and adaptability. Such studies essentially culminated with the classic study of Ryans (1953).

A technique frequently found in earlier studies was the simple listing of qualities or merits of teachers by authorities. Reference can be given of the studies made by Reudiger and Strayer (1956), Clustaad (1962) and Monroe (1963) respectively.

Rapp mentions six broad generalizations in consideration of effective teaching. These generalizations refer to curriculum methodology and attitudes of the teacher and the taught.

1. The method of teaching must be appropriate to students, subject matter and the teacher.
2. The teacher should meet the needs of the students through the objectives of the course.

3. The improvement of instructions depend on the attitudes, determination and philosophy of the teachers and the administrators to foster effective teaching.

4. Objectives of all courses should be re-assessed and related in terms of the changing nature of the knowledge and of student learning and behaviour.

5. Experiments should be carried on constantly to explore new ways for the presentation of learning material.

6. Constant evaluation should be carried on by the teacher covering such areas as preparation and background of the teacher, personality of the teacher, method and techniques of the teacher, and the attitude and the educational philosophy of the teacher.

**Measurement of Teaching Effectiveness**

The general approaches to the measurement of a criterion of teacher effectiveness involve the evaluation of either:

a) teacher behaviour in process.
b) a product of teacher behaviour.
c) concomitants of teacher behaviour.

Measures of concomitants of criteria of teacher effectiveness could be either (a) concomitants such as inventory responses, biographical data, and the like, which have been demonstrated to be reliably related to an accepted criterion or (b) concomitants such as professional education courses, photographed appearances and test and inventory scores reflecting presumably "desirable" knowledge and personal traits which are assumed but not demonstrated to be associated with an accepted criterion. Frequently these have been employed in the studies of teacher effectiveness.

The true measure of a teacher's effectiveness can only be measured in terms of his students' learning. People can philosophize on what a teacher should do, can isolate characteristics of famous teachers, can debate the merits of each but what really counts is what and how much the student learn. The primary responsibility of a teacher is to facilitate learning. Regardless of all the grand and glorious characteristics a teacher may have, unless the students learn he is not a good teacher.
There are four main reasons for measuring teaching effectiveness. In order of importance, they are: to help improve teaching, to develop some standards of acceptable performance, to help make decisions on promotions and to help make salary changes based on merit.

The task of identifying effective teachers or effective teaching is crucial to teacher education, certification, selection and promotion and in so far as teaching contributes to the total social welfare - to ultimate human survival.

No standards exist which are commonly agreed upon as the criteria of teacher effectiveness. The dearth of adequate effectiveness criteria is largely responsible for our ignorance of the factors which account for success in teaching.

Teacher effectiveness as a concept has no meaning apart from the criterion measures or operational definitions of success as a teacher. These measures should possess four basic attributes: (a) relevance, (b) reliability, (c) freedom from bias, and (d) practicability (Mitzel, 1957).
Relevance:

This, as a criterion attribute, is the product of a rational analysis of the job functions and the job objectives. In so far as a criterion measure reflects the behaviours required in the achievement of job objectives, it is relevant.

Reliability:

Reliability as an attribute of a criterion measure - like reliability as a characteristic of a test - is necessary, but not sufficient. An estimate of its reliability is essential, if any use is to be made of a criterion measure.

Freedom from bias:

This, in a criterion measure, is always a desirable attribute. Bias occurs when some systematic effect lowers or raises the criterion values, for some category of subjects. In teacher-competence evaluation, sources of potential criterion bias include: school differences; grade differences; and student differences in initial ability, interest and motivation. Uncontrolled biasing factors lead to spurious results; hence the importance of a continuous effort to minimize bias.
Practicality:

Practicality is related to convenience and economy, but it is probably the least essential of the four criterion attributes.

An appraisal of the teacher effectiveness research, however, leaves one with the impression that this attribute has too often been placed ahead of relevance, reliability and freedom from bias.

It is also possible to analyze the criterion of teacher effectiveness from the point of view of its dynamic nature.

A Classification of Criteria:

Teacher effectiveness criteria are frequently classified on the basis of methodology used in obtaining the criterion measurements. Student teaching marks, principals' ragings or observations of teacher behaviour are typical categories in such schemes. Teaching effectiveness criteria can be classified according to goal proximity as: (a) product criteria, (b) process criteria, (c) presage criteria.
Product Criteria: Product criteria depend for definition upon a set of goals towards which teaching is directed. These goals are most economically stated in terms of changes in behaviour on the part of students. Ryan has presented cogent arguments for assessing teaching competency in the light of effects on students. These effects are variously called student gains, student growth or student changes, but they all involve measurement of change in student behaviour, a portion of which logically can be attributed to the influence of individual teachers.

Considering the theoretical importance of product criteria in the assessment of teacher effectiveness, it is surprising that so few studies have used some measure of student growth as the operational definition of teacher competence.

In 1956 Mitzel and Gross found only twenty studies which had used a student growth criterion to measure teacher effectiveness in elementary or secondary schools.

Process Criteria: Consist of those aspects of teacher and student behaviour which are believed to be worthwhile in their own right. They are not necessarily directly related
to the primary goals of education, though their presence in the class-room is sometimes looked for because of their assumed mediating effects on product criteria.

Process criteria are most often described and measured in the class-room in terms of conditions, climates, or typical situations involving the social interactions of students and teacher.

Examples of process criteria based on teacher behaviour would be the extent to which teachers discipline students effectively, maintain rapport with students, or individualize instruction consistent with students capacities and achievements.

Presage Criteria: This is so-called here because of their origin in guessed predictions, are from a logical standpoint completely removed from the goals of education.

Precedent forces their consideration as criteria, since the bulk of the research on teacher competence has employed dependent variables which fit into this category. In a sense they are pseudo-criteria, for their relevance depends upon the assumed or conjectured relationship to other criteria, either process or product, characteristically,
presage criteria lack chronological proximity to the interplay of behaviour in the classroom.

Such concepts as teacher intelligence, personal adjustment and character have come to be regarded by many as appropriate criteria for teacher effectiveness on the basis of their common self-appeal.

Thus it is "common sense" which dictates that the most effective teachers are the ones who are most intelligent, are most adequately adjusted and have the greatest strength of character.

When it comes to classroom behaviour, interaction patterns and teaching styles, good or effective teachers seem to reflect more of the following behavioural patterns and teaching styles:

1. Willingness to be flexible, to be direct or indirect as the situation demands.

2. Ability to perceive the world from the students' point of view.

3. Ability to personalize their teaching.
4. Willingness to experiment, to try out new things.

5. Skill in asking questions.

6. Knowledge of subject matter and related areas.

7. Provision of well-established examination procedures.

8. Provision of definite study helps.

9. Reflection of an appreciative attitude.

10. Use of conversational manner in teaching informal, easy style

**Genesis of the Problem:**

In India at present there is an over-supply of teachers i.e., people who are desirous of entering the profession is much more than the positions available - pointed out Adval (1977). In the light of unemployment problem that exists in our country, teaching profession seems to be the shortest avenue to reach the goal of a 'job', for the Indian youth. Hence regardless of their
interests and attitude, more young men and women go (forced to) in search of teaching profession.

Hence it is evident that even though the number of persons seeking for teaching profession is more - "there is a great shortage of educationally qualified and competent teachers" - Adval (1977).

Anderson and Hunka (1963) spotlight problem areas in research on teacher effectiveness. They discuss studies which have used predictor or criterion variables and conclude that this research has reached a dead end. Attempts to build a theory of teaching from a statistical description of what is happening fail to prescribe what should be happening. Even examples of the best of teaching may not provide the theoretical basis for the most effective teaching.

Gage (1965) allows for the selection of five global characteristics which seem to be components of effective teaching. The five he selects are: (1) Warmth, (2) Cognitive organization, (3) Orderliness, (4) Indirectness, (5) Problem solving ability
Training for Effective Teaching:

Effective teaching is not simply a matter of implementing a small number of 'basic' teaching skills. Instead, effective teaching requires the ability to implement a very large number of diagnostic, instructional, managerial and therapeutic skills, tailoring behaviour in specific contexts and situations to the specific needs of the moment.

Effective teachers not only must be able to do a large number of things, they also must be able to recognize which of the many things they know how to do, applies at a given moment and be able to follow through by performing the behaviour effectively.

In short, effective teaching involves orchestration of a large number of factors, continually shifting teaching behaviour to respond to continually shifting needs.

Teachers who seriously tried to implement an approach that featured concepts such as indirect teaching, discovery learning, independent learning, avoidance of structured lessons and the like, probably would be hopelessly ineffective if they were working with children in the early elementary grades, particularly in low SES schools.
Optimal teaching behaviour in the lower grades will differ from optimal teaching behaviour in higher grades; optimal teaching within a given grade will differ by the SES level of the school in communities where schools are segregated along SES lines and, even within individual class-rooms, optimal teaching behaviour will differ for different students depending upon their levels of cognitive development and achievement. Effective teachers will be aware of these differences and will tailor their teaching to each specific students' individual needs. Teachers who fail to do this and instead attempt to teach the whole class with a single method will fail with some of their less competent students, because they move too fast and expect too much, and also will be relatively unsuccessful with some of their most competent students, because they will be providing insufficient variety and challenge.

Teachers role definitions for themselves and expectations for their students are among the most fundamental teacher characteristics associated with teaching success. The most effective teachers appeared to have realistic and correct expectations concerning their students, being neither gushingly romantic nor cynically discouraged. They recognized real differences between students' present capacities and
achievement levels, but they use this information to plan learning experiences that will optimally assist students in moving forward, not merely to label the students or to provide excuses for failing to teach them properly.

Effective teachers also had realistic and appropriate role definitions. That is, they recognised and accepted the fundamental notion that their primary responsibility as teachers is to teach. They viewed failure as feedback telling them that new or different approaches were required, not as indicators that the student could not learn. Thus, they spent little time rationalizing learning failures, responding instead with renewed effort to circumvent the problem through alternative approaches.

Although effective teachers typically were affectionate and student oriented, they tended to place the personal relationship aspects of teaching. Secondary to the instructional aspects. They operated as professionals who saw their role as providing the students with what the students needed, in contrast to attempting to use relationships with students to satisfy their own emotional needs.

Effective teachers not only felt themselves to be in control of the situation and defined their role as one of
doing whatever was necessary in order to meet their goals; they followed through with appropriate behaviour. Much of the behaviour that distinguished the most effective teachers from the less effective ones was behaviour that could be called "pro-active".

Pro-active behaviour included such things as obtaining, storing and preparing for use when needed special materials that are useful in helping a child who is having difficulty with a particular concept.

This concept of the effective teacher involves considerable dedication and professionalism.

Well adjusted college students who have appropriate role definitions of what teaching involves, who want to become good teachers, and who apply themselves appropriately, can acquire the skills that will make them consistently effective.

Teaching is partly an art, because of the limited knowledge base relating teacher behaviour to student outcomes. Successful teachers makes use of diagnostic skills to determine what principles apply to a particular situation and then following up with problem solving skills that will enable them to reach their goals.
The knowledge base that would be required to make teaching truly an applied science does not yet exist and in contrast to the qualifying procedures used in other professions, teaching presently is not amenable to a qualifying procedure or accountability device capable of assessing teaching skills validity. Judging teacher effectiveness on the basis of observed behaviour ultimately might be feasible, but not until the required knowledge base has been built up.

Researchers and others concerned with the measurement of teacher effectiveness should concentrate their effort on discovering cause and effect relationships that will help build up a knowledge base concerning effective teaching. This is in contrast to activities designed to discover the characteristics of an effective teacher.

Teaching is in need of a knowledge base to specify relationships between teacher behaviour and student outcomes, including appropriate qualifications and elaborations which take into account situational context differences. If and when a sufficient knowledge base of this sort is developed, we can expect teaching to evolve more clearly into an applied science, teachers to become more consistent in their process behaviour and in their product
outcomes, and teaching effectiveness to be accessible to valid measurement.

It is time for educators to abandon concepts of teaching based on the idea that successful teachers are those who have mastered a few techniques or who have acquired a few specific characteristics.

Instead, attention should be turned to the development of a knowledge base linking specific situations with specific teacher behaviours and specific student outcomes. Ultimately, this will lead not only to more effective teaching, but also to a more appropriate conceptualization of teaching, the orchestration of specific behaviour to meet the requirements of specific situations.

The training programmes for teachers should re-examine their own goals and techniques in view of the changing concept of effective teacher and restructure its programme in the light of these changes.

Because subjective ratings by principals, supervisors, or curriculum experts are notoriously unreliable, it is essential to operationally define teacher effectiveness by some reliable and objective methods. The criterion is
teacher success in producing student learning gains on standardized achievement tests.

Most writers agree that success in teaching students the fundamental tool skills traditionally taught in the early grades is an important, if not the most important, aspect of the teachers' role.

Equating effective teaching with the ability to produce learning gains on standardized tests of student achievement of fundamental tool skills in language arts and mathematics in the early grades seemed more likely to be acceptable to a larger number of people than equating teaching effectiveness with student content mastery at the higher grade levels would be.

Rosenshine and Furst (1971) have identified eleven teaching behaviour that have reasonable support as being effective. They are:


2. The variety or variability of techniques, instructional activities and materials used by the teacher.

3. Teacher enthusiasm.
4. The orientation of the teacher towards the task of teaching often the degree of business like manner in the learning situation.

5. The opportunity provided by the teacher for the students to learn what was specified.

6. The indirectness of the teacher, such things as using students ideas in discussion, acceptance of students feeling and using praise or encouragement.

7. Use of criticism by the teacher.

8. Teacher use of structuring comments such as advanced organisers and set inducting techniques.

9. Teacher use of higher order questions.

10. Teachers ability to probe or help students probe into answers.

11. The perceived difficulty of the course as noted by students, inducing challenge and the standards set by the teacher.
Measured intellectual abilities, achievement in college course, general cultural and special subject matter knowledge, professional information, student teaching marks, emotional adjustment, attitudes favourable to students, generosity in appraisals of the behaviour and motives in other persons, strong interest in reading and literary matters, interest in music and painting, participation in social and community affairs, early experiences in caring for children and teaching, history of teaching in family, size of school and size of community in which teaching, cultural level of community and participation in vocational activities, all appear to be characteristics of the teacher which are likely to be positively correlated or associated with teacher effectiveness. Although much educational research has been conducted, not much of it has been designed to identify effective teaching behaviour. Many studies were confined to questionnaires or other methods of collecting data on teacher opinions. Few such studies were concerned with teacher effectiveness and those that were tended to use criteria such as ratings by principals or supervisors or designations by someone else, that the teacher involved was a "master teacher". This approach has one fatal weakness: ratings of teaching effectiveness and designations of individuals as "master" teachers are notoriously
unreliable. Different raters use different criteria and tend to be biased in making their ratings, so that ratings rarely agree with much consistency, certainly not enough to justify their use as criteria for characterizing teachers.

Even research using more objective criteria of effectiveness, such as teacher success in producing student learning gains, has been rather unproductive. One reason for this is that much of it has focussed on attempting to validate new curricula or methods.

Many research did not practically include observations of the teachers' class-room behaviour, and therefore, did not produce information about the relationships between teacher behaviour and student outcomes. Among studies which did include systematic teacher observations, an additional problem is that a large proportion were conducted in laboratory experiments or in micro-teaching studies requiring a future teacher to present a short video-taped lesson to a few class-mates. Such studies have yielded certain consistent relationships between teacher behaviour and student outcomes but these relationships have not held up as well in the class-room as they have in the laboratory.
There is a particular shortage of data on teacher behaviour in naturalistic teaching situations.

The absence of solid data on effective teaching has usually misguided activists from advocating change, often writing in purple prose laden with moralistic zeal or righteous paternalism.

For education in our country the following questions seem to be of significant importance - what kind of persons are needed as teachers for the schools in our country? What quality should these persons possess? What qualities should the school authorities look for in the teachers? All these questions point to the need for locating who are good effective teachers and how are they different from poor ineffective teachers.

As pointed out by Ebel, et al, "Teacher effectiveness is an area of research which is concerned with relationships between characteristics of teachers, teaching acts and their effect on the educational outcomes of class-room teaching.

Thus researches in education, if are to be beneficial for the welfare of the country, should be focussed on improving the quality of teaching. As the education commission,
1966, says "of all different factors which influence the quality of education and its contribution to national and development, the quality competence and characters of teachers are undoubtedly the most significant". The quality of education chiefly depends on the quality of teachers. Chamberlian and Kindred (1950) have said, "It is important that the individual who is considering teaching as a life career should understand what is required by him and know what he possesses, the interest and competencies basic to success in this field of work".

**Aptitude and Effectiveness**

Much of the current educational practice is an attempt to discover human potential. Teacher and school administrators are busy making judgements regarding teacher potential. A large variety of carefully developed and standardized instruments are now available which can yield useful data on the basis of which judgements are made. Current as well as predictive of human potential in a wide variety of areas may be made. It is this predictive human potential in a certain area which is called aptitude.

Aptitude tests are the measures of aptitude. An aptitude test is a device or a technique "designed to
indicate a person's potential ability for performance of a certain type of activity of a special kind".

An aptitude test measures the present performance which is symptomatic or indicative of one's ability for future accomplishment in a particular work or job.

The aptitude towards teaching is definitely a determinant upon which the effectiveness rests. There are demographic factors like the ecological and environmental situations in which a teacher functions, which contribute or come in the way of a comfortable life of a teacher. The rural and urban differentiation, the level of schooling at which one is functioning. The very sex of the teacher and the length of experience one has all these, have a telling effect on the effectiveness of a teacher in his/her profession.

The report of Education Commission (1964-66) also highlights the need and importance for effective teachers. It states that "of all the different factors which influence the quality of education and its contributions to national development, the quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply fo
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".

The National policy resolution on Education (1964-66) highlighted that "of all the factors which determine the quality of education and its contribution to national development, the teacher is undoubtedly the most important. It is by this personal qualities and character, his/her educational qualifications and professional competence, that the success of all educational endeavour must ultimately depend". Hence studies that probe into the different aspects of the causes of effective teaching and teaching aptitude are very important, as they can contribute to the selection of good teachers.

In this connection, the researcher has selected the present problem, to compare the students ratings of teaching effectiveness with the teaching aptitude of secondary school teachers, so that it may be of help to the present basic problem in education.
Need for the Study:

A major issue in the present day education is the question of what constitutes good and effective teaching. Biddle and Ellena (1964) accepted that nobody knew what a competent teacher was.

According to Ryans, two questions, like what constitutes effective teaching and what are the distinguishing characteristics of competent teachers?...... Unfortunately no universally accepted definite answers can be given".

The questions raised while considering this crucial aspect of teacher effectiveness are: Do teachers know how to teach? and do they create interest and motivation in the students to learn?

A thorough enquiry into the modes and ways the teacher employs to impart knowledge, understanding and skills are necessary. According to Quarashi (1961) authoritarian teachers are more effective in teaching researches in the area of teaching effectiveness are varied in content methodology and criteria of teaching success.

Teacher effectiveness was first perceived by researchers as a consequence of characteristics or personality
traits of teachers. Attempts were thus made to identify these characteristics. Research on the characteristics or personality traits of effective teachers is best characterised by the common wealth teacher training study in which six major important characteristics were found. These were: good judgement, self-control, considerateness, enthusiasm, magnetism and adaptability.

If the measure of the effectiveness of teaching is the quality and quality of learning, all teaching methods should be founded on knowledge of what is the nature of learning and what factors affect learning. The teacher needs to find out which methods produce the largest amount of learning in a more economic way. An appropriate method of teaching can be selected only on the basis of what material could be learnt and how. Considering the multiplicity of variations in teachers, students and materials to be learnt, it is obvious that there cannot be any one best way of teaching - there may be many 'best ways' of both teaching and learning. Many provocative and recurring questions have been asked about what constitutes effective teaching and what characteristics make competent teachers. Though some research on teacher effectiveness has been done, only less of it has been done in India.
Educational Research and Innovations Committee (ERIC, 1974) highlights the need for action-oriented research in this area of effectiveness of teachers.

Ryan (1967) points out that obtaining capable teachers is an intrinsic interest and obligation of education. If competent teachers can be obtained, the likelihood of attaining desirable educational outcome is substantial.

Growing consciousness about the limitation of research on teacher effectiveness and the compelling need to achieve the much needed break-through to meet the emerging challenge of teacher effectiveness stimulated concerted attempts to salvage the complicated situation.

The present study not only adds to filling a 'research gap' pertaining to the study of the effectiveness of teachers but also it offers pointers in selecting effective teachers. Also the present study will be useful to improve the effectiveness of teachers by a process of feedback that can be developed based on the students' ratings of teacher effectiveness. The study is also useful to reallocate teachers to teach the subjects in which they have been rated to be as more effective. The
study is also useful to identify the items most liked in the teacher effectiveness scale by students. This will have far reaching implication for planning or restructuring teacher educators' training or re-training programmes. The study also helps to find out if teaching aptitude is related with teaching effectiveness.

Therefore, it becomes very necessary to explore empirically the factors affecting the teaching effectiveness and teaching aptitude of school teachers. Hence, the present investigation was taken up with the following objectives in view.

Objectives of the Study:

1. To study the extent of teaching effectiveness among urban secondary school teachers.

2. To study teaching effectiveness as rated by their students.

3. To estimate the extent of influence of aptitude in teaching of teachers on their teaching effectiveness.
4. To estimate the extent of teaching effectiveness among the government, private and corporation secondary school teachers.

5. To analyse the differential effect of sex, age, teaching experience, marital status and qualification of teachers on their teaching effectiveness.

With the above objectives in mind the problem under investigation may be stated as follows:

**Statement of the problem:**

"Teaching Effectiveness of urban teachers (as rated by their students) in relation to their teaching aptitudes".

The focus of the problem is to study teaching effectiveness in terms of four components namely Human Relation Dimension, Content Dimension, Instructional Dimension and Evaluative Dimension of urban teachers in relation to their teaching aptitude.

In the next chapter, a Review of Related Literature would be presented.