CHAPTER -II

REVIEW OF RELATED LITERATURE
2.1 Introduction

The review of the related literature is an essential aspect of any research work. This is an exacting task, calling for a deep insight and clear respective of the overall field. It is a crucial step which invariably minimizes the risk of dead ends, rejected topics, wasted efforts, trial and error activity, approaches already discarded by previous researchers, and even more important erroneous findings based on faculty research designs. It provides a greater understanding of the problem and its aspects and ensures the avoidance of unnecessary duplication. It enables to compare the data on the basis of which a researcher can evaluate and interpret the significance of area’s findings and in addition contributes to the scholarship of the investigator.

Also these review is literature fruitful source of objectives. With these objectives a study has been made on the teaching effectiveness which has found that very few studies have been undertaken, hence the researcher has made an attempt on the related area "Cognitive and Non-cognitive Correlates of Secondary School Teachers Effectiveness". The review has influenced to
take up this study which is presented in the form of the abstracts in the present chapter.

2.2 Previous Studies

Barr (1929) in his study selected good and poor teachers on the basis of supervisory ratings and on the assumptions that, in the larger schools system, the employing officers were more critical in their selection of teachers and that the lower salaries of smaller system attracted poor teachers as compared with poor teachers, were more vigorous, enthusiastic and happy, less attractive, more emotionally stable, more pleasant and sympathetic and displayed a keener sense of humour with high motivation power. There were no disciplinary problems. Good teachers asked fewer fact questions and more thought questions than the poor teacher.

Cattell and Eber (1931) made an assessment of teaching ability of the attributes which constitutes the irreducible personality revealed in this research, the first twelve in order of importance are:

i) Personality
ii) Will power
iii) Intelligence
iv) Sympathy
v) Tact
vi) Open mindedness
vii) Enthusiasm (for the job)
viii) Knowledge of psychology
ix) Knowledge of pedagogy
x) Class room technique
xi) Perseverance
xii) Industriousness

Tiedman (1940) produced evidence to indicate that when the student disliked his schools it was largely because of the teachers. In his study he found that the teacher who was disliked by students was the domineering, authoritarian person. The older the student, the more intense the dislike. The evidence indicate that when the student disliked the school it was largely because of the teachers.

Brookover (1940) study showed that a student who had high degree of person to person interaction with a given teacher also tended to rank that teachers high with respect to general teaching competence as measured by rating scale.
Bush (1942) studied that the teacher-pupil relationship was the most important factor as the cause of successful teaching. And reported surprising inconsistencies between teacher perception of their report with students and actual attitude of those students towards the teachers. Author concluded that, generally speaking those teachers who knew most about their students and who were sympathetic and accepting with respect to individual abilities and needs of children had the best chance of establishing good relationship with a majority of students in their classes.

Lamke (1951) selected poor and good teachers on the basis of composite ratings by their principals and two observers. He compared the qualities of good and poor teachers on the basis of Cattell's 16 PF test and a paired comparison scale based on Cattell's 20 surface traits. This analysis suggested that good teachers were gregarious, adventurous, frivolous and more interested in opposite sex and also had above average emotional responses and strong artistic and sentimental interests. They were more talkative, cheerful, placid, frank, quick, polished and cool. Poor teachers, on the other hand, were likely to be more conscious, emotionally unstable, lacing artistic and sentimental interests.

Jensen (1951) employed the technique of critical incidents to determine the behaviour patterns of good and poor teachers. The researcher collected
reports from qualified persons supervisors, teacher educators, student teachers, public school teachers and principals, and formulated a set of critical behaviour that appeared to be associated with effective and ineffective teachers. It was indicated, for instance, that effective teacher were alert, cheerful, fair and impartial. They tended to exhibit their own mistakes. They were able to stimulate pupils by their teaching techniques. They were helpful and had no disciplinary problems. They were usually sympathetic democratic and courteous. They were also generous in praise and blame.

Scates (1952) studied Guiding Principles in the Study of Teacher Effectiveness.

The search for what is basically significant goes on alike in Physical science and in education. For example, researchers in acoustics, working for the Bell Telephone Company, are seeking the common elements which identify a spoken word regardless of whether it is uttered by a child or an aged person, or by persons with different accents and cultural influences. Similarly, research workers in education are seeking to identify those aspects which are basic to any particular type of effective teaching. Further, just as there are many words and phrases in language to suit different occasions and purposes, so also research workers in education expect to find many different forms of effective teaching to suit varying personalities, purposes, and
circumstances. The researcher is able to state in the end that the essential nature of the research problem, is notable for its breadth and perspective; it should help researchers in this field obtain a clearer conception of their work.

Symodas (1954) observed that two extreme groups of teachers could be differentiated on three well defined bases, namely, i) The superior teachers liked children while the inferior ones disliked children; ii) The superior teachers were personally secure and self assured, while the inferiors suffered from inadequacy, and iii) The superior teachers possessed good and well integrated personality organization while the inferior teacher tended to be personally disorganized.

In Schultz and Ohilson's (1955) study the best and poor student teachers were selected by the team judgement of students teachers supervisors. Both were made to respond to strong vocational interest blank. It was found that the best student teachers took interest in working with people and selecting occupations which involved teaching.

Shukla (1956) study revealed a list of qualities which constituted good teaching personality. The qualities were intelligence, cheerfulness, sociability, politeness, sense of humour, cooperatives, self-confidence, reasoning ability, organizing ability, teaching ability, ability to maintain discipline, ability to get on well with pupils, higher educational qualifications, scholarship, knowledge
of the subject, capacity to take pain, concentration, experience in teaching, desire to cooperate with parents proficiency in the medium of instruction, love and sympathy for pupils, interests in extra curricular activities, pleasing manners, sense of responsibility and a good moral character.

Jones (1956) found that using a composite rating derived from practice teaching grades, placement bureau ratings and the principals ratings. Margaret Jones divided a group of teachers into good and poor teachers. The data gathering device consisted of numerous test including Guilford – Zimmerman Temperament Survey Technique (general acidity restraint ascendance, sociability and emotional stability). The data seemed to indicate that some characteristics were common to good and poor teachers, while other characteristics appeared to differentiate good and poor teachers. It appeared for example, that the degree of emotional stability was almost equal among good and poor teachers. Good teachers, however, seemed to be characterized by a preference for quickness of action and efficiency of production. They seemed to be more flexible in numerical abilities and disposition. Significant differences among good and poor teachers in academic ability were indicated. Good teachers in Jone’s study were superior to poor teachers in intelligence, knowledge of subject matter and professional knowledge. Good teachers were somewhat more sociable and dominant than poor teachers.
Ryans (1960) based his findings on the responses of teachers to a teacher's characteristics schedule. High teachers were found to be intelligent and social with interest in music, painting, creative literacy affairs. They were generous, emotionally stable and critical in their appraisals of other persons. They were less intelligent, emotionally less stable and represented older age group.

Barr (1961) in his work gives a summary of 83 studies related to teacher effectiveness and it correlates. This work summaries studies and investigations undertaken and completed between 1940 and 1960.

Barr found that good teachers as compared with poor teachers were more vigorous, more enthusiastic and happier, less attractive, more emotionally stable, more pleasant, sympathetic and democratic, possessed a better speaking voice and displayed a keener sense of humour.

Anand (1961) in his study suggested that the teachers of Mathematics and English were ranked higher than the teachers of Drawing. Pupils' ranks also agreed more for qualities like expression, sympathy, loveliness, beauty, etc., In the case of principal's ratings also the analysis of variance was worked out which suggested significant differences between principal's rating and qualities.
Heil and Washbume (1962) made a study of teacher effectiveness to determine if the influence of teacher behaviour is responsible for change in children and if these pupils changes have any relationship with the types of teachers. The researchers found that work-oriented, orderly and self-controlling teachers were liked more by high scorer, these type of teachers were found specially effective with opposing and wavering children also.

Bond and McComas (1963) studied Role Consensus and Teacher Effectiveness Social Forces.

Role expectations and role performances of vocational agriculture teachers as perceived by the teachers and their school administrators were analyzed. Teachers were rated on their job effectiveness according to selected criteria. Teachers rated "high" in effectiveness and their school administrators had greater agreement on role perception than did teachers rated "low" and their school administrators. Job satisfaction of the teacher was positively related to teacher effectiveness and to consensus on role definition. Both teachers and administrators had greater agreement on role expectations than on role performances for the teacher's role.

Ryans (1964) study of teacher characteristics, was a massive research work, involving approximately one hundred separate studies and over 6000 teacher in 1700 schools and 450 school systems participated in various
phases of investigation. One of the major objectives of the study was to compare characteristics of various groups of teachers. This objective and its corresponding findings are related to the present study of the investigator. Major findings of Ryans on the comparative aspect of the study "High" teachers compared with low teachers.

There was a general tendency for "High" teacher (teachers related high with respect to overall classroom behaviour) to be extremely generous in appraisals of the behaviour and motives of other persons; to possess strong interest in reading and literacy affairs, to be interested in music, painting and the arts in general; to participate in social groups; to enjoy pupils relationships, to prefer non-directive class room procedures; to manifest superior verbal intelligence; and to be superior with respect to emotional adjustment. On the other hand "low" teacher (teachers rated low with respect to overall classroom behaviour) tended to be restrictive and critical in their appraisals of other person; to prefer activities which did not involve close personal contacts; to express less favourable opinion of pupils, to manifest less high verbal intelligence; to show less satisfactory emotional adjustment and to represent older age groups.

Biddle and Ellena (1964) in their study included the following in teacher effectiveness as cognitive experiences a) Training b) Socialization c)
Ascribed position (i) Teacher preparation ii) skill, iii) Motives iv) Habits and v) knowledge d) Teacher behavior i) Trait ii) Immediate effect (external and internal change in the behaviour of students) e) long term consequences (Adjustment of pupil and new ideas in life education)

Hall (1964) in his study concluded that fully certified (trained) teacher were more effective when pupils, achievement scores were used as an effectiveness criterion.

Comb (1964) concluded that a good teacher was primarily a unique personality and was first and foremost person had a competence to be sure but not a common set of competencies like everyone else.

Febel (1966) found that student teachers in an open climate school perceived the efficiency of the student teaching situation more favorably than the student teachers in a closed climate school.

Deva (1966) in his study collected the data from 546 student teachers preparing for the B. T. Examination of Agra University and concluded that intelligence, as a predictor, was of negligible importance. Kindness, effective questioning and fluent expression were the most important characteristics of efficient teacher. Good scholarship had been found to be another important
characteristic of teaching efficiency followed closely by good use of material aid.

Sergent's (1967) research was also supportive of these findings that the teacher of schools having open climate rated high on teacher satisfaction as well as school effectiveness as compared to those of schools having closed climate. Thus, it was found that i) there was a significant rank order correlation between school openness and teacher agreement on the context of this openness and ii) There was no significant relationship between faculty size and school climate.

Kulandaivel and Rao (1968) analyzed the qualities of a good teacher. A checklist was developed for data collection. The sample comprised of 1227 boys and 1435 girls from 6th to 11th standards of 11 schools of different types.

The major findings revealed that a good teacher as viewed by the students was one who:

i) Teaches well,
ii) Inspires good qualities,
iii) Re-teaches a lesson when not understood,
iv) Treats the students alike,
v) Reprimands students for their follies, and
vi) Tries to reform students of problematic type.
Samantaroy (1971) conducted "A Study of Teacher Attitude and its Relationship with Teaching Efficiency".

The purpose of this study was to investigate the possible nature of relationship among teacher attitude, teacher adjustment and teaching efficiency. The hypotheses laid down for testing were (a) teacher attitude and teacher adjustment are positively correlated; (b) teacher attitude influences teaching efficiency; and (c) teacher adjustment influences teaching efficiency.

A sample of 320 graduate teachers – 268 men and 52 women of the secondary schools of Orissa State was selected by stratified random sampling technique. Locationwise breakup of the sample showed 149 urban teachers and 171 rural teachers. The tools used in the investigation for measuring the variables were: (i) the Teacher Attitude Scale, (ii) the Score Card, and (iii) the Bell’s Adjustment Inventory. The teacher attitude scale developed by the investigator was a battery of five 21 item scales, each measuring a particular attitude continuum and the total scale measuring an overall attitude of the teachers. The attitude objects chosen for the scale were (i) the teaching profession, (ii) the educational administration, (iii) the pupils, (iv) the subject of teaching and (v) the community. The validity and the reliability coefficients were found to be reasonably high, i.e., .57 and .83, respectively. The Score Card used in the study for measuring teaching efficiency was developed.
earlier by the investigator following a model suggested by the Cooperative Study of Secondary School Standards, Washington. The Bell's Adjustment Inventory was used for measuring teacher adjustment in different areas. The measures of control tendency and variability were computed for necessary interpretation. By splitting the entire sample into different sub samples, six contrasts were built in and a sub sample analysis was conducted testing the significance of difference between the means and variances of each of the contrasts in respect of each of the three scales.

The correlation coefficient between the two variables, viz., teacher attitude and teacher adjustment, was computed. The Pearson's r turned out to be .49 and was found to be significant. The data obtained were plotted in two different scattergrams, viz., the Teacher Attitude Scale versus the Score Card, and the Adjustment Inventory versus the Score Card. In the former, the contour of the points was found to be more or less circular and in the latter, it was of an irregular shape. When a test of linearity of relationship for each of the contrasts was made, it indicated a significant departure from linearity. Further investigation was conducted to see, if an exponential or a logarithmic curve would fit in the data. But no linear relationship between the two variables of each of the contrasts was found. Therefore, to arrive at a definite conclusion about the two other hypotheses, a non-parametric test was conducted. For the first contrast, the data were arranged into a 3X3 contingency table and for the
second into a 3X4 table. When the chi-square test was applied to each of these, for the first, the chi-square value turned out to be 10.77 and for the second, 14.57. These values were found to be greater than the tabulated values of chi-square for four and six degrees of freedom, respectively, at the .05 level of significance. The chi-square of positive relationship between the variables teacher attitude and teaching efficiency, thereby showing that superior efficiency goes with favourable attitude, and vice versa. It also showed a positive relationship between the variables, viz., teacher adjustment and teaching efficiency thereby showing that superior efficiency goes with good adjustment, and vice versa.

Debanth (1971) studied the determinants of teaching efficiency. A questionnaire and an evaluation sheet for observation of the lesson were developed in order to study the effectiveness of the lesson. Two hundred and twenty six headmasters selected by stratified random sampling and staff members of twenty two training colleges of West Bengal served as the sample of the survey. The major findings were: The important correlates of teaching efficiency, as found in the study, were knowledge of the subject matter, sincerity in teaching, mastery of the method of teaching, academic qualifications, mode of exposition sympathetic attitude towards students, discipline, students participation, proper use of instructional aids in teaching and the art of questioning.
NCERT (1971) Studied the reaction of teachers towards teaching profession.

The sample consisted of 6,558 teachers of middle section of 377 schools attached to high and higher secondary schools and intermediate colleges of all the states including Union Territories except Nagaland, Andaman Nicobar Islands, Dadra and Nagar Haveli, and Lakshadeep and Minicoy Islands. The tools used were Likert type attitude scale consisting of 34 statements; 16 indicated positive and eighteen indicate negative attitude towards teaching profession.

Major findings of the study were: (i) the attitude of teachers differed significantly under different management’s; (ii) The tenure of service did not affect the attitude of teachers; (iii) The attitude of male and female teachers differed significantly; (iv) Marital status did not influence the attitude of teachers towards the profession; (v) Younger teachers showed more positive attitude towards the profession than older teachers; (vi) Experience and positive attitude were inversely proportionate; (vii) Teachers with lower educational qualifications were having more positive attitude towards the profession than the teachers with higher educational qualification; (viii) The attitudes of trained and untrained teachers did not differ significantly on
negative items; and (ix) Training appeared to be a contributing factor in the development of apparent positive attitudes.

Quasishi (1972) studied the personality, attitudes and classroom behaviour of teachers.

The sample of the study consisted of 200 teachers drawn from twenty-one secondary schools. Flanders Interaction Analysis Category system was used for observing and recording teachers classroom verbal behaviour. Thurstone temperament schedule was employed to assess the personality traits, and attitudes scale constructed by want, glassey and patel were adopted to measure attitudes. Pearson’s product moment correlation technique, stepwise regression analysis and ‘t’ test technique were used for analyzing the data. Among other things, the study revealed that: (i) Teacher’s verbal behaviour in the classroom was related in a small measure to their personality and attitude; and (ii) Teachers attitude towards democratic classroom procedures correlated significantly.

Kaul (1972) studied the differentiating personality traits and values of 124 “popular” teachers and 100 “not popular” teachers.

The main findings of the study were: (i) The popular teachers distinguished themselves as more outgoing, intelligent, emotionally more
stable, sober, conscientious, venturesome, tough minded shrewd, placid, controlled and relaxed; (ii) they were significantly high on theoretical, social, political and religious values and were significantly low on economic and aesthetic and (iii) They had favourable attitude towards teaching and they were effective in their work as teachers.

Mehrotra (1973) studied the effect of teacher education programmes on the attitude of teachers towards the teaching profession.

The scale prepared by the method of summated rating on the lines suggested by Likert was used to measure teacher trainees attitude towards teaching. The data collected from the full-time and correspondence course students of the 1968-69 session. The main findings were (i) The attitude of those who completed the course was more favourable than that of those who did not; (ii) The mean score of the full-time students who left the course after the first administration was much lower than that of the other 121 who completed it; (iii) the mean attitude score of full-time students was lower than that the correspondence course students at the beginning of the course but it was higher at the end; (iv) In both the groups the attitude of women students was more favourable than that of men; (v) The attitude of male students of the correspondence course was more favourable than that of the full-time course men, both at the beginning and at the end of the course; (vi) the attitude of
correspondence course women was more positive than that of full time course women in the beginning but was lower at the end; (vii) The attitude of full time science students was more favourable than that of the humanities students while in the correspondence course group, the attitude of humanities students was more favourable than that of the science students; (viii) The attitude of science students in the full-time course was more positive than that of such students in the correspondence course, while in the case of humanities students, correspondence course students scored better than the full-time students; (ix) the attitude of some age groups towards the teaching profession at the end of the course was less than at the beginning (x) The attitude was more favourable with higher age group and it increased as the age increased except a decrease in-between the age group thirty two to thirty six; and (xi) The attitude became more positive with more teaching experience except for the group with thirteen to seventeen years of experience.

Chhaya (1974) investigated certain psychological characteristics of effective teachers and compared them with those of ineffective teachers. The teacher were categorized as effective or ineffective based on the High School (U.P. Board, Allahabad) examination results for three years, 1968-70. Principals ratings and students ratings were used. The two groups 80 effective and 100 ineffective teachers were compared in personality adjustment, attitude towards reaching interest in teaching, emotional stability, extraversion
introversions and authoritarian. The major findings were; (I) Effective teachers had significantly better personality adjustment and more favourable attitude towards teaching than the ineffective teachers; (ii) Effective teachers did not show significantly more interest in teaching than ineffective teachers; (iii) Effective teachers were significantly more emotionally stable than ineffective teachers; (iv) Effective teachers were not more extraverted than ineffective teachers; and (v) Ineffective teachers were more authoritarian than effective teachers.

Lulla (1974) studied an investigation into the effects of teachers' classroom behaviour on pupil's achievement.

The sample comprised 1800 pupils of class VII. As all students were drawn from corporation schools, they usually came from middle and lower middle class homes with similar cultural background. The tools used were: (I) The Flanders interaction analysis category system (FIACS); (ii) The Desai Bhatt ground test of intelligence for age group 12 18; (iii) An achievement Test in Geography for grade VII; and (iv) An achievement Test on the unit "The Arab Countries".

Among other things, the study revealed that: (I) the pupils who were taught by the teachers trained in using indirect behaviour scored higher, as compared to their counter-parts studying under the teachers who were not
provided any training; (ii) It was also implied that the indirect teacher behaviour may raise the interaction potential of the classroom climate resulting in free communication and open interaction between the teacher and the group of pupils; and (iii) It was found that such an atmosphere not only stimulated the learner in learning but also provided a congenial climate to the teacher for conducting his teaching.

Status Report on the Study of Teacher Effectiveness was studied by Berliner (1975).

This report discusses the fact that many educators are committed to competency based teacher education and teacher accountability systems in spite of the lack of empirical evidence linking teacher behavior to student outcomes in the classroom. Some of the difficulties associated with research in this area are identified as problems in instrumentation, methodology, and statistics. Specific problem areas include the inadequacy of standardized tests, the unknown predictive ability of tests from special teaching units, the problem of building multivariate outcome measures, the problem of measuring the appropriateness of teacher behavior, the lack of experience in choosing an appropriate unit of analysis for describing teacher behavior, and the lack of stability of many teacher behaviors. Further research is recommended on how student backgrounds affect measures of teacher effectiveness, what subject
matters should be examined, how normative standards and volunteer teachers affect what is said about teachers and teaching, how individual students react to teaching skills, how students monitor and interpret a teacher's behavior in ways which may or may not coincide with how educational theorists interpret the phenomenon, and studies on the validity and generalizability of measures of teacher effectiveness.


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affect what we can say about teachers and teaching, how individual students react to teaching skills, how students monitor and interpret a teacher's behavior in ways which may or may not coincide with how educational theorists interpret the phenomenon, and studies on the validity and generalizability of measures of teacher effectiveness.

Saran (1975) studied the teacher's attitude towards teaching profession and certain personality variables as related to their level of education and amount of experience.

The sample consisted of 1000 teachers from four western districts of U.P. of these, 510 were male teachers and 490 were female teachers. The tools used were Chatterjee's Non-Language Preference Record, Vyktitva Parakh Prashnavali and Edward Personal preference Schedule. The major findings were; (i) The attitude of teachers towards the teaching profession was positive; (ii) Interest was positively related with attitude towards the teaching profession. The teachers who had a positive attitude showed more interest in literary and mechanical fields, while teachers with negative attitude showed more interest in the field of agriculture and sports; (iii) Adjustment and attitudes were not directly related to each other; (iv) The needs of achievement, abasement, endurance, and autonomy had hardly any influence on the formation of attitude towards teaching profession; (v) Attitude towards
teaching profession was not positively related profession as well as age; (vi) Level of education was positively related to degree of attitude towards the teaching profession; (vii) Level of education had no relationship with home adjustment and social adjustment. It was negatively related with health adjustment, emotional adjustment and college adjustment were positively related with level of education; (viii) Teaching experience and adjustment were not significantly related; (ix) Needs of achievement and abasement were closely related to the level of education; and (x) the amount of experience and need of achievement were positively related to each other. Need of abasement was positively related to the amount of experience. The needs of autonomy and endurance showed no relationship with amount of experience.

Gupta (1976) attempted to predict teacher effectiveness. Teacher effectiveness was measured by a Teacher Rating scale, a pupils Rating scale, a Teacher Attitude Inventory and a Teaching Aptitude Test. The teacher’s personality was measured by Cattell 16 PFQ (Hindi version) The major findings were; (i) The High effective teachers differed significantly from the general population with respect to A+, B+, C+, F+, Q3+, L-C-, Q1-; (ii) The low effective teachers differed significantly from the general population with respect to B-, Q3-; and (iii) In comparison to average effective teachers ‘High’ effective teachers were more intelligent (B+), emotionally stable (c+), assertive (E+), conscientious (G+), adventurous (H+), tender minded (I+), and had high self-
concept control (Q3+) and they were also less suspicious (L-), less experimenting and radical (Q1-) and less self-sufficient (Q2-) and less tense and frustrated (Q4-).

Grewal (1976) studied "Intellectual and Personality Correlates of Teacher Effectiveness at the Higher Secondary School Stage".

The study had the following as the major hypotheses: (i) The measures of attitude, interests, pupils' ratings of teacher and colleagues' ratings of teachers are the interrelated criteria of teacher effectiveness. (ii) The measures of intelligence and personality traits cluster in specific constellation with the criterion measures of teacher effectiveness to explain common factor variance. (iii) The measures having communality appear on common factors, thereby justifying the factorial validity of different tools used in this study. (iv) The predictors correlate significantly with the criterion measures of teacher effectiveness in a bivariate analysis. (v) The conjoined effect of predictors on the four criterion measures taken one at a time, is higher than any of the individual correlations in a bivariate analysis and the predictors contribute differently to the criterion measures of teacher effectiveness.

The sample consisted of 520 trained graduate teachers. The Bell's Adjustment Inventory, the Bernreuter's Personality Inventory, the Raven's Standard progressive Matrices and the Jalota and Tandon Group Test of Mental
Ability were used. The attitude scale, interest inventory and rating scales were
developed and used. Mean, median, mode, SD, skewness, produce moment
correlation, factor analysis and analysis of variance were used in the analysis
of data.

The main findings of the study were as follows: (i) The four criterion
measures of teacher effectiveness were not orthogonal to each other and the
observed R was very high. (ii) The measures of intelligence and personality
traits clustered in specific constellations with the criterion measures of teacher
effectiveness. (iii) The hypothesis that similar type of measures fall on one
common factor was confirmed. (iv) The hypothesis that the predictors correlate
significantly with the criterion measures of teacher effectiveness was
confirmed partly in a trivariate analysis. (v) Main predictors of teacher
effectiveness were home, health, social, emotional, and total adjustments,
dominance, submission, and verbal and nonverbal intelligence.

Singh (1976) conducted a “Study of Some Personality Variables Related
to Teaching Effectiveness.”

The major objective of the study was to examine the relationship
between some personality variables and teaching effectiveness.
The sample consisted of ten superior, ten average and ten inferior student teachers out of 164 student teachers of 1972-73 batch at Tilakdhari Teachers' Training College, Jaunpur, U. P. In each group there were five male and five female teachers. The instruments used in the study were: (i) the Thematic Apperception Test; (ii) a rating scale to measure the teaching stimulus of the teacher by the observer which included fifty characteristics relevant to the teaching effectiveness in the areas, such as, (a) knowledge of the subject, (b) communicability, (c) sincerity, (d) ability to stimulate, (e) intelligence, (f) honesty, (g) emotional balance, (h) punctuality, (i) appearance, (j) responsibility, (k) resourcefulness, (l) judgment and reasoning, (m) sense of dedication, (n) helpfulness, (o) ability to organize; (iii) the Sinha's Anxiety Scale to measure anxiety; and (iv) the Sinha Singh Adjustment Inventory to measure the adjustment of students. Analysis of variance was used in the analysis of the data.

The major findings of the study were as follows: (i) The needs of superior, average and inferior teachers were clearly distinct from each other and superior teachers were distinct from the other two in the needs, viz., cognition, dominance, autonomy, and construction. (ii) The inferior teachers were distinguishable from the other two by their need of acquisition. (iii) The inferior teachers were distinguishable in not possessing the need of exhibition, which was most prominent in the average teachers. Other most prominent
needs of the average teachers were exposition and play. (iv) Prominent needs of inferior teachers were succourance, deference, and play. (v) The most prominent needs of superior teachers were nurturance, achievement counteraction and aggression. (vi) The organization pattern of superior teachers was generally logical and that of inferior teachers was emotional. (vii) The interpersonal relation as regards social behaviour and adjustment were of very high degree in superior teachers but they were very low in inferior teachers. (viii) The inferior teachers lacked self-confidence in teaching and solving problems. The average teachers had self-confidence but had adjustment problems. (ix) The superior teachers had more strength of imagination while inferior teachers were weak in their imagination. (x) The average teachers were more entangled in family problems and were more sensitive to them, but the inferior teachers were less sensitive to such problems. The superior teachers were less entangled in family problems or were able to solve them quickly. (xi) The superior teachers used more literary language than average and inferior teachers.

Singh (1976) examined the relationship between some personality variable and teaching effectiveness. The major findings of the study were (i) the needs of superior, average and inferior teachers were clearly distinct from one another and superior teachers were distinct from the other two in cognition, dominance, autonomy and construction; (ii) The inferior teachers
were distinct from the other two by their need of acquisition; (iii) the inferior teachers did not seem to possess the need of exhibition, which was most prominent in the average teachers. The other most prominent needs of the average teachers were exposition and play: (iv) prominent needs of inferior teachers were succourance, deference and play; (v) The most prominent needs of superior teachers were nurturance, achievement and counteraction; (vi) The organization pattern of superior teachers was generally logical and that of inferior teachers was emotional; (vii) the interpersonal relations as regards social behaviour were high in superior teachers but very low in inferior teachers; (viii) The inferior teachers lacked self-confidence in teaching and in solving problems; the average teachers and self-confidence but had adjustment problems; (ix) the superior teachers had more of imagination, while the inferior ones were weak in it; (x) the average teachers were more entangled in family problems and were more sensitive to them but the inferior teachers were less sensitive to such problems; (xi) the superior teachers were less entangled in family problems and were able to solve them quickly; and (xii) the superior teachers sued literary language more than the average and inferior teachers.

Grewal (1976) studied the intellectual and personality correlates of teacher effectiveness and found that; (I) The measure of intelligence and personality traits clustered in specific constellations with some measures of
teacher effectiveness; and (ii) The predictors correlate significantly with the criterion measures of teacher effectiveness and the main predictors of teacher effectiveness were home, health, social, emotional and total adjustment, dominance, verbal and non-verbal intelligence.

Arora (1976) studied characteristic differences between effective and ineffective teachers. The major findings were (i) effective teachers were mostly satisfied with their job, whereas, ineffective teachers are dissatisfied or indifferent; (ii) Effective teachers derived satisfaction in job, in company of students and teaching in general, whereas, ineffective teachers do so mainly from the financial angle, (iii) Effective teachers had significantly more favourable attitude than ineffective teachers towards teaching profession, teaching personnel, friendly relations between teachers and pupils, democratic discipline and mild reformative punishment, modern teaching techniques, judicious homework and adequate teaching aids; and (iv) Effective teachers felt that enhancement of teacher's prestige depends on teacher's own competence and behaviour and that teacher education was necessary and beneficial.
Maheshwari (1976) explored the classroom verbal interaction pattern of effective and ineffective teachers.

A sample of 200 teachers consisting of 100 effective (50 males and 50 females) and 100 ineffective (50 males and 50 females) were selected. The effective and ineffective teachers were unidentified on the basis of pooled criterion of the Minnesota Teacher Attitude Inventory scores, academic qualifications, ratings of the principals, students rating and students results. Flanders interaction analysis technique was employed for encoding and decoding the classroom verbal behaviour. All subjects were taught lesson by question-answer method. The classroom observation were encoded by the two raters. The inter-rater reliability was obtained to be 0.84. The data were analysed by suing t-test.

The main findings of the study were; (I) Effective teachers used the categories of “accept feeling, praise, student ideas, questions student response and initiation”, whereas, ineffective teachers employed Lecture, direction and authority categories in the classroom behaviour; (ii) The effective teachers involved more indirect influence, students initiation, teacher response ratio and pupil steady state ratio, whereas, ineffective teachers involved more direct teacher talk, silence or confusion, steady state ratio and non-stimulating situation in class-room behaviour; (iii) In the effective teacher’s teaching,
student response and initiations were followed by teacher praise and accepting feelings, whereas, ineffective teacher teaching student response and initiation were followed by direction and authority; and (iv) The effective teachers involved more creative teaching models.

Raijiwala (1976) studied changing teacher behaviour in the teaching of science on pupils.

They study was conducted on seven grade classes of Surat Municipal schools of which five classes were experimental and two formed the control groups. Fifteen teachers were trained though Flanders interaction analysis category system (FIACS) to increase the indirect behaviour. FIACS was used to measure teacher behaviour. Pareek’s Pre-Adolescent adjustment scale was used to measure pupil’s adjustment with teachers, school, peer, father, and adjustment in general and pareek’s Pre-adolescent initiative scale was used to measure initiative.

Among other things, the study revealed that: (i) the training in FIACS modified the teachers indirect behaviour positively; (ii) mean difference between pre and post observations on the i/d ratio was significant at 0.01 level in the case of experimental group; (iii) the training and feedback given to the teachers of the experimental group affected pupils adjustment, class-room trust, and initiative level positively; and (iv) the training and feedback given to
the teachers of the experimental group affected pupils adjustment, class-room trust, and initiative level positively; and (iv) the training and feedback given to the teachers of the experimental group affected the academic achievement of the pupils in science positively and significantly.

Gupta (1976) studied teacher effectiveness through Cattell's 16-personality factor questionnaire. Major findings were as follows:

i. The effective teachers differed significantly from the general population with respect to 8 personality factors out of sixteen. They were A+; B+; C+; F+; O–; L–; Q–; Q+.

ii. In comparison to average effective teachers, high effective teachers were significantly more intelligent (B+), emotionally stable (C+), assertive (E+), conscientious (G+), adventurous (H+), tender minded (I+), high self concept control (Q3+), less suspicious (L–), less experimenting and radical (Q–), less self sufficient (Q–), less tense and frustrated (Q–).

iii. In comparison to low effective teachers, the high effective teachers were A+; B+; C+; E+; F+; H+; Q3+; L–; O–; Q–; Q–.

iv. The average effective teachers, in comparison to low effective teachers were A+; F+; Q3+ and M–.
Norton (1977) studied Teacher Effectiveness as a Function of Communicator Style.

Norton attacks the problem of determining behaviors most associated with teacher effectiveness by working through a communication frame of reference and states that the communication act entails two components: (1) what is said and (2) the way it's said. This study focuses on teacher effectiveness as a function of the way one communicates.

A communicator style consisting of 12 variables was developed. The variables included precise, contentious, relaxed, impression leaving, voice, dominant, dramatic, open, attentive, animated, friendly, and communicator image. Then 65 professors and 596 students at Michigan State University gave their perception of the relationship of the variables to effective teaching.

The communicator style variables that respondents identified as being most related to effective teaching included:

1. Good communicator image. Seen as being a good communicator in most situations, and finding it easy to communicate on a one-to-one basis.

2. Attentive. Suggesting that the person is empathetic, tolerant, caring, and other-oriented.
3. **Impression leaving.** Centering around the way in which the teacher presents what is selected to present to influence the students to remember the content or the teacher.

4. **Relaxed.** Perceived as being without annoying nervous mannerisms, relaxed, and comfortable.

5. **Not dominant.** Characterized as not being dominant nor coming on too strong.

6. **Precise.** Perceived as eliminating ambiguity in subject matter, and eliminating confusion about work expected.

The research provides strong evidence that perceived teaching effectiveness is related to these six identified communication behaviors of the teacher. Furthermore, teaching effectiveness can be improved by improving specific communication behaviors related to the communicator style variables.

Although this study was done with university students and faculty, communicator style and its relationship to quality of teaching is just as important in adult education or in other areas of informal education.

Gupta (1977) investigated into the relationship between personality characteristics, adjustment level, academic achievement and professional attitude of successful teachers. The data were collected with the following
tools; Cattell 16 PFQ, Bell's adjustment inventory Minnesota teacher attitude scale and a tool to measure teaching success. The main findings of the study were: (i) success in teaching was significantly related to personality factors, A,B,C,F,G,H,I,L,N,O,Q3 and Q4; (ii) adjustment in various fields of life, like home, health, social, emotional, total adjustment and professional attitude; (iii) the personality characteristics, adjustment-home, health, social, emotional, professional and total adjustment, attitude towards teaching and sex were found to be the determinants of success in teaching; (iv) Also it was concluded that the factors as a group were better indicators of teaching success than individual factors.

Sukhwat (1977) studied the attitudes of married lady teachers towards the teaching profession.

As many as 500 married lady teachers were selected from fifty schools of five administrative divisions of the State. An attitude scale and an open-ended questionnaire were used to collect the data. The major findings were: (i) Majority of the teachers favoured the profession; the differences between the favourable and unfavourable attitudes were highly significant; (ii) The higher the age, the greater was the increase in the degree of favourableness in attitudes towards the profession; (iii) Experience played a great role in the development of favourable professional attitudes; (iv) There was an increase in
Qualifications; (v) Trained teachers were found to possess more favourable attitudes towards teaching than the untrained teachers; (vi) Personal, social, educational, financial, professional family and miscellaneous factors operated in selecting the profession; and (vii) The problems faced in the actual field of work were found to be related to the areas of personal family, financial, leave time and educational. The area "personal" accounted for the maximum number of problems and the area "educational" accounted for minimum number of problems.

Ramoji Rao (1978) in this study of organizational behaviour in schools concluded that; (i) Mean achievement index of a school possessing closed climate was close to overall average schools possessing open climate; (ii) The difference between achievement indices of open and controlled climate was found to most detrimental; (iii) The job satisfaction of teachers in closed climate was low whereas, it was high in open climate; and (iv) Organizational climate had marked consequences on the behaviour of the members of the organization and consequently on the achievement of the organization.

Goel (1978) studied the behaviour pattern of extravert and introvert teachers.

Stratified purposive sampling technique was employed to select 100 extrovert and 100 introvert teachers from a distribution of 400 teachers. The
Mandsley personality inventory (Hindi version) adapted by Jalota and Kapoor was used to identify extrovert and introvert teachers. The Flanders interaction analysis category system (FIACS) was used to observe the classroom behaviour of the teachers. The intra-raters reliability was estimated by Scott's formula and was recorded to be 0.899.

The study revealed that (i) Extrovert teacher seemed to have greater interchange of classroom events than introvert teachers; (ii) extrovert teachers had larger transition from pupil response to the categories of teacher praise, encourage, "acceptance" and "question" as compared to introvert teachers; (iii) Introvert teachers seemed to have greater content emphasis, whereas, extrovert teacher seemed to provide more opportunity for 'pupil participation, introvert teachers are more transition from response' to pupil direction; (iv) Extrovert teachers tendency was to break the silence or confusion by asking question more frequently, whereas, introvert teachers tendency was to give direction in the same state of situation and (v) it appeared that the extrovert teacher had all the seven interaction models of critical teaching behaviours while introvert teachers and only first four models of teachers behaviour (FIACS).
Aubrecht (1978) has conducted a study on Teacher effectiveness: Self-determined change

This study was designed to explore the feasibility of establishing observer-teacher relationships at the university level and to test the usefulness of observation data to university teachers. Part I (carried out in the spring of 1972) dealt with the questions: (1) Does a teacher's classroom behavior change after receiving systematic observation data? and (2) If so, what are the characteristics of the change? Part II (carried out in the spring of 1975) dealt with the questions: (1) Why does a teacher desire to make specific changes in classroom behavior? and (2) How does a teacher produce desired changes?

Ronald (1978) studied whether or not there was any relationship between junior high schools teacher effectiveness and junior high school teacher personality factors. The major findings of this study were i) The junior high school students perceived the reserved teacher to be a better motivator of students than the outgoing teacher ii) the more intelligent teacher to be fairer than the less intelligent teacher the tough minded teacher iii) the tough minded teacher to be more subject matter oriented than the tender minded teacher and iv) the conservative teacher to be more subject matter oriented than the experimenting teacher.
Tripathi (1978) in this study tried to find out the relationship between teacher attitudes and organizational climate. This sample of the study constituted 840 teachers, ten each from all the eighty four intermediate colleges in Varanasi district. He concluded that on professional attitudes, the mean differences between teachers of rural and urban colleges, government and private colleges and girls and boys colleges were not significant.

Gupta (1978) tried to study leadership behaviour dimension of the headmasters of the secondary schools of Rajasthan along with studied the personality factors of the headmasters of schools having different types of school climates. In conclusion it was seen that there was no significant relationship between school climate and factors A,C,E,H,N,O,Q3 and Q4 of the 16 P.F. For this study a sample of hundred secondary schools from Rajasthan State was drawn up by using stratified two stage random sampling technique.

Singh (1978) studied the relationship between teachers personality, teaching success and behavioural changes in students.

The sample comprised of 135 permanent male teachers with a minimum of three years experience in teaching and 2839 boys of class IX of the secondary and higher secondary schools of Udaipur. The tools used were: Teaching Success Rating Scale, Information Schedule, Interview Schedule, Critical Incidents Blank, Behaviour change Questionnaire constructed by
The major findings of the study were: (i) the theoretical and social values were positively related to teaching success but the economic and aesthetic values were negatively related; (ii) The highly successful teachers were assertive, venturesome, controlled, emotionally, stable and trusting; (iii) the highly successful teachers were better adjusted than the average and low teachers while the average successful teachers were better adjusted than the low successful teachers; (iv) Positive attitude towards family, a sense of identification with the people, place and profession and a growing concern for the school, students and studies were helpful in making a teacher successful; (v) the highly successful teachers possessed better intellectual capacity and efficiency, had higher creative potential and level of aspiration, showed more introversion and better adjustment than the average and low successful teachers; (vi) the highly successful teachers were able to induce learning, develop interests and foster desirable attitudes in their students and (vii) the unsuccessful (low successful) teachers contributed significantly to developing aversion to the subject, creating misunderstandings and fostering undesirable attitudes and producing little subject learning.
Kumar (1979) studied the personality characteristics of innovative and non-innovative teachers and concluded that innovate teachers were young, active and outgoing individuals and less depressive in mood.

Sansanwal and Jarial (1979) examined the personality differences among high and low creative teacher-trainees. The four factors of Cattell 16 PF where the high creative teacher-trainees significantly differed from low creative group were: B+, F+, L-, Q4-.

Jaleel and Pillay (1979) studied the bureaucratize of college teachers and their attitude towards teaching profession.

The sample comprised of twenty-seven college teachers from twenty-one different colleges. Gordon's work Environment Preference Schedule (WEPS) consisting of twenty-four items was used to collect the data. The major findings of the study were: (i) Nearly two-thirds of the college teachers in the sample were highly bureaucratic; (ii) The age and experience of college teachers appeared to have definite positive relationship with their attitude towards the teaching profession. As teachers grew in age and experience their attitude towards the teaching profession grew more favorable; (iii) Bureaucratise was negatively correlated with age and experience; (iv) Bureaucratise as an aspect of personality was related to the
attitude of college teachers towards the teaching profession; and (v) the teachers who had developed sound attitude towards the teaching profession were relatively more traditional and impersonal.

Debas (1979) studied the children perception of teacher attitude towards them and its relationship with self-perception, home environment and school achievements.

The sample consisted of all male students of class IX studying in government boys higher secondary schools of Delhi in north district, having Hindi as medium of instruction and belonging to different cultural backgrounds. The tools used were; Advanced Progressive Matrices for measuring intelligence, a Cultural Status Scale was developed by the investigator for measuring home environment or cultural status of students and pupil's characteristics Rating Scale.

The major findings of the study were (i) Children's perception of teachers' attitude towards them was significantly related with pupils self-perception, teachers perception of pupils characteristics and school achievement (in physical sciences), whereas, it was not significantly related with the cultural status of students; (ii) Teachers attitude towards children coming from advantaged homes was more favourable than towards children coming from disadvantaged homes' and (iii) School achievement (in physical
sciences) was not significantly related with the cultural status whereas, teachers attitude (as measured in terms of their perception of pupils characteristics) towards students was likely to affect their school achievement (in physical sciences).

Mutha (1980) made an attitudinal and personality study of effective teachers.

The study attempted to identify the factors attitudinal, motivational and personality which differentiated effective teachers from ineffective ones. The sample comprised of 300 secondary school teachers 180 male and 120 female randomly drawn from the secondary schools of Jodhpur. Teacher effectiveness scale was developed and standardized to form criterion groups. The criterion groups consisted of seventy-five effective ones. Job Satisfaction Questionnaire for secondary level teachers towards job and job-related conditions. Besides this, personal factors like sex, age, professional training, income level, nature of residence, martial status, size of family and nature of schooling were studied. Personality variable like intelligence, anxiety teaching aptitude, marital adjustment, extroversion neuroticism, job satisfaction, values ascendance-submission and self-concept were also studied. The tools employed were Raven’s Progressive Matrices, Sinha’s self-analysis form, Eysenck-Maudsley personality inventory Srivastava’a Teaching Aptitude Test,
Bhatnagar’s value Scale, Singh’s Marital Adjustment Inventory, Sharma’s Self-concept inventory and Allport’s ascendance-submission scale. Percentage, chi-square, t-test, factor analysis and multiple correlation were employed to analyze the data.

The major findings of the study were; (i) Sex, professional training, nature of schooling and income level were significantly associated with the teacher’s effectiveness; (ii) The effective teachers had significantly higher scores on intelligence than the ineffective; (iii) The effective teachers had higher scores on anxiety than the ineffective; (iv) The effective teachers had significantly higher scores on teaching aptitude than the ineffective; (v) The effective teachers had significantly higher scores on neuroticism than the ineffective; (vi) The effective teachers had significantly higher scores on theoretical value than the ineffective; (vii) The ineffective teachers had significantly higher scores on political value than the effective; (viii) The effective teachers had significantly higher scores on job satisfaction than the ineffective; (ix) The set of personality variables-ascendance-submission, anxiety, martial adjustment, extroversion, neuroticism, job satisfaction and teaching attitude significantly predicted the teacher’s effectiveness; and (x) Personality variable-ascendance-submission, anxiety, martial adjustment, extroversion, neuroticism, job satisfaction, teaching aptitude, real-self-ideal self-discrepancy, religious value social value, theoretical value, aesthetic value,
economic value, political value and intelligence significantly predicated the teacher's effectiveness.

Bhandarkar (1980) studied polytechnic teacher's attitude towards teaching profession and its correlates.

The sample is 400 teachers of eighteen polytechnics of Maharashtra, 137 from urban areas, 249 from semi-urban areas and 14 from rural areas. A Thurstone type scale was used. The main findings of the study were: (i) the mean attitude rating ranged between 3.77 and 9.50; (ii) compared to the norm developed on the state-level sample, the teachers of both the rural polytechnics had unfavourable attitude; in the semi-urban area the teachers of six polytechnics had neutral attitude the teachers of four polytechnics and unfavourable and of one favourable attitude; in the case of urban polytechnics the teachers of three polytechnics were neutral, of one unfavourable and of one favourable; (iii) on each of the sub-dimensions the mean attitude ratings were the highest for the urban teachers, followed by the semi-urban and the rural teachers although the differences were not significant (iv) the attitude towards the teaching profession was not significantly related to the qualifications of the teachers; (v) There was a significant and positive relationship between the age of the teachers and their attitude towards the teaching profession; (vi) the trained teachers mean attitude score was
significantly higher than the mean attitude score of the untrained teachers; and (vii) The job mobility and family problems were not significantly related to teachers attitude towards the teaching profession.

Ramakrishnaiah (1980) studied the job satisfaction, attitude towards teaching and job involvement of college teachers.

The sample for the study was 400 teachers equally distributed between the two management (government and private), two sexes (male and female) and two levels (senior and joiner). The sample was selected by a multi-stage stratified random sampling procedure from college teachers working in S.V. University area. The instruments used to collect the data included job Satisfaction Inventory, an inventory to measure Attitude Towards teaching, job involvement inventory a Socio-economic Status Scale Questionnaire and a personal data sheet 2x2x2 factorial design, and analysis of variance.

Among other things, the study related that: (i) College teachers, in general, were satisfied with their job (ii) Teachers working in private colleges were more satisfied than those working in government colleges; (iii) Female teachers were found to be more satisfied than the male teachers; (iv) There was no significant difference between the level of job satisfaction of junior college teachers and of degree college teachers (v) Teachers belonging to different socio-economic strata did not differ in the level of their job.
satisfaction; (vi) Teacher who had a low attitude towards teaching exhibiting the least satisfaction with their job while the high attitude group had the highest job satisfaction; and (vii) The level of job involvement of teachers did not have any significant effect upon the level of their job satisfaction.

Chandra and Singh (1980) studied the emotive aspects of work perceived by effective and ineffective teachers and found that, the values of social service, intellectual challenge and independence appealed to effective teachers and the emotive factors for ineffective teachers was economic return.

Mann (1980) made a study on some correlates of success in teaching of secondary school teachers.

The study was conducted on 1800 male and female teachers working in high/higher secondary schools of Punjab. To collect data two sets of tools were used. The first set of tools consisted of the 16PF Test, Teacher Attitude inventory (TAI) along with academic achievement scores of teachers, the achievement scores of teachers in professional course and teaching experience of teachers in number of years of service. The second set of tools consisted of a scale to measure teaching success. The scale had different items on different aspects like professional skills, personal qualities and social skills. The scale was rated by heads of schools, colleagues and students.
Among other things, the study revealed that; (i) The personality factors A, B, C, G, H, N and Q3 had significant positive relationship to teaching success and factors F, I, O and Q4 had negative relationship; (ii) The personality factor of successful and unsuccessful teachers differ with respect to eleven factors. The successful teachers were significantly more expressive, ready to cooperate, attentive to people, generous in personal relations, bright and alert, fast in learning, efficient in abstract thinking, emotionally mature, realistic about life effective in adjustment, dependable, conscientious, persevering, responsible and dominated by sense of duty, socially aware, spontaneous and abundant in emotional responses, practically independent, polished, experienced and analytical and less tense than unsuccessful teachers; (iii) The relationship between attitude of teachers towards the teaching profession, classroom teaching, child-centered practices, educational process and success in teaching was significant; (iv) The successful teacher had more healthy attitude towards the teaching profession and allied aspects than the unsuccessful teachers; (v) Both academic achievement had positive relationship with teaching success; (vi) Teaching experience was not related to success in teaching; (vii) There was significant difference in personality characteristics, attitude towards the teaching profession and allied aspects, academic achievement and achievement in professional courses of successful and unsuccessful teachers; and (viii) Personality characteristics, attitude towards
the teaching profession and allied aspects, academic achievement and achievement in professional course were determinist of success in teaching.

Government Central Pedagogical Institute (1981) made a study of relationship of academic achievement with the attitude towards teaching among teacher trainees.

All the ninety teacher trainees enrolled in the L.T course (general) of the Government Central Pedagogical Institute, Allahabad, during the 1980-81 session, constituted the sample. The Ahluwalia Teacher Attitude Inventory was employed for finding the attitude of the teacher-trainees towards teaching and their academic achievement was taken from their entrance records in the L.T course. Product moment correlation was computed between the academic achievement score and the score for the attitude towards teaching.

The findings of the study, among other things, showed no relationship between academic achievement and attitude and attitude towards teaching among the teacher trainees.


The sample consisted of the teachers who taught at the undergraduate level in the college of Madras University area offering general academic
courses and the students who took these courses. A tool to evaluate college teachers was developed by the investigator and the same was used. The major findings of the study were; (i) The evaluative feedback based on students rating helped teachers significantly improve their teaching effectiveness irrespective of sex of subject of teachers; (ii) Students rating and self-rating of teaching effectiveness were positively and significantly related but the self-rating was significantly higher than the students rating (iii) The factors of teaching effectiveness identified were; subject mastery and intellectual kindling, responsiveness, integrity and communicating ability, commitment to teaching, impartiality, motivating, concern for the students progress and informal academic help; (iv) The lowest performance of teachers, on an average, was with respect to encouraging discussion in the class and the best was with respect to punctuality; and (v) The teachers in the Madras University area in general, had favourable attitude towards students evaluation of teaching.

Khajuria (1981) studied the typical patterns of classroom verbal behaviour exhibited by successful teachers of language and science.

Initially, 250 secondary school teachers teaching language and science were selected randomly, finally 72 teachers were selected. The tools used were; marks sheets of students, Headmaster Rating of Teachers success and
pupil's Rating of teacher success. The main findings of the study were (I) The science teachers exhibited patterns of asking questions, giving directions, soliciting initiating pupils talk, sustained teacher initiated pupil talk, flexibility and teacher talk according to normative expectations; (ii) For the language teachers the patterns of higher proportion of student talk to teacher talk, the flexibility, content cross and total teacher were found to be of normative expectations; (iii) Science teachers resorted more to asking questions and lecturing than the language teachers.

Kirkiri (1981) studied the impact of objective based lesson plans on the classroom verbal interaction behaviour of teachers and on the pupils achievement in mathematics.

The sample comprised of forty-six pupil teachers studying in the first year in the Basic Teachers Training Institute, Bjalpur, Indore, and seventy-two pupils of class VI studying in schools situated in the city of Indore. The teachers were observed by using FIACS, objective based lesson plans were also developed in collecting data.

The main findings of the study were; (I) there was no significant effect of assignment on the pupils achievement; (ii) Teaching with the help of the objective-based lesson plans did not significantly affect the mean gain achievement; (iii) The manner in which the instructional material was used
affected the classroom climate; (iv) indirect teacher's behaviour did not help in increasing the achievement level; (v) The setting up of systematic objectives yielded better results; (vi) the teacher's behaviour was a stronger function of teachers and the teaching method than that of the class groups; (vii) the responsive behaviour of teachers was independent of differences between the teachers as well as differences between the classes.

Dalgaard (1981) studied some effects of training on teaching effectiveness of untrained university teaching assistants.

An assessment of the effects which a brief training program had on teaching effectiveness of graduate teaching assistants (TAs). Twenty-two inexperienced and previously untrained university TAs from economics, geography, and business administration were assigned to a training or control group by a stratified random method with stratification based on TA departmental affiliation. Teaching experts rated two videotapes of each TA’s university class, one tape made before training and one following training. Ratings were obtained on two factors: (1) planning instruction to meet clear goals and organizing meaningful content in a logical fashion, and (2) involving students in instruction. Results from analyses of covariance indicate that the training group received significantly higher final ratings than the control group on the total score and on each of the two factors when final scores were adjusted for group differences in initial ratings. Teaching experience alone did
not result in significantly higher ratings for control group TAs. Participants in training evaluated most topics and the overall programme favorably both immediately after training and one semester later.

Gupta and Swaroop (1981) in their study of teacher effectiveness concluded that i) The school educational climate differed from open to closed from one type of schools to another ii) The personality factors of effective teachers differed significantly from one type of school organizational climate to another; iii) Only five factors – B, E, Q₁, P, Q₄ were highly positive and were related to teaching effectiveness while six factors I, Q₃, O, M, N and Q₂ had high negative correlation and iv) Factor B, H, O, Q₄ were very important factors for teaching effectiveness.

Reisbeck (1983) conducted a research on "Teacher Effectiveness as a Function of Communicator Style."

Norton attacks the problem of determining behaviors most associated with teacher effectiveness by working through a communication frame of reference. Authors states that the communication act entails two components: (1) what is said and (2) the way it is said. In this study, focus is on teacher effectiveness as a function of the way one communicates.
A communicator style consisting of 12 variables was developed. The variables included precise, contentious, relaxed, impression leaving, voice, dominant, dramatic, open, attentive, animated, friendly, and communicator image. Then 65 professors and 596 students at Michigan State University gave their perception of the relationship of the variables to effective teaching.

The communicator style variables that respondents identified as being most related to effective teaching included:

1. *Good communicator image*. Seen as being a good communicator in most situations, and finding it easy to communicate on a one-to-one basis.

2. *Attentive*. Suggesting that the person is empathetic, tolerant, caring, and other-oriented.

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5. *Not dominant*. Characterized as not being dominant nor coming on too strong.
6. Precise. Perceived as eliminating ambiguity in subject matter, and eliminating confusion about work expected.

The research provides strong evidence that perceived teaching effectiveness is related to these six identified communication behaviors of the teacher. Furthermore, teaching effectiveness can be improved by improving specific communication behaviors related to the communicator style variables.

Although this study was done with university students and faculty, communicator style and its relationship to quality of teaching is just as important in adult education or in other areas of informal education.

Wangoo (1984) studied the teacher personality correlates and scholastic competence as related to teacher effectiveness.

The sample consisted of 500 teachers drawn from higher secondary schools of Srinagar district and its outskirts (Jammu and Kashmir state), teaching science, mathematics and English to pre-university classes. The tools used were; cattell’s 16 PF Questionnaire (adults, form -A) to assess personality, Raven’s Advanced Progressive Matrices (APM- set II) to test scholastic competence, principal’s comment check list (PCCL) evolved by the investigator, and students comment check list (SCCL) also evolved by the investigator.
Among other things, the major finding was: personality adjustment, democratic leadership, a high degree of intelligence, and emotional control were the main characteristics that went with teacher effectiveness.

Som (1984) studied the teachers personality pattern and their attitudes towards teaching and related areas.

B.Ed. students of training colleges constituted the population. The sample consisted of 75 in-service male teachers, 65 in-service female teachers, 50 fresher male students and 60 fresher female students. The tool sued was a modified version of Eysenck's and Wilson's personality Inventory.

The major findings were: (i) the secondary teachers were neither extrovert nor introvert and they could be tentatively described as lacking patience but possessing sociability, sobriety, carefulness, temporal though, introspection, concentration and mental exertion, in terms of their extraversion introversion traits; (ii) Male teachers were found to be more initiating, expressive, careful, introspective, mentally execrative and concentrated than female teachers. But there was no difference between them on extraversion, and experience had a positive effect on stoicism for either sex; (iii) Teachers were normal in respect of teacher attitudes towards pupils, (iv) Female teachers tended to be higher than males in their attitudes towards teaching, the teaching profession and pupils. Experienced female teachers were
significantly higher than experienced male teachers on the first two attitudes but moderately high on the third; (v) teaching attitude as well as the attitude towards the profession correlated significantly with patience, initiative, carefulness, stoicism, extrospection and responsibility; and (vi) Extraversion had no significant association with the attitudes but it was moderately negatively correlated with the teacher attitudes other than that towards classroom teaching. Further, introverts tended to have favourable attitude towards pupils.

Malik (1984) made a comparative study of personality factors and teaching environments of successful and unsuccessful science teachers in selected schools of Rajasthan.

The study was confined to 72 higher secondary schools located in seven major cities of Rajasthan. Initially 205 science teachers with a minimum experience of three years were selected. The student sample consisted of 3450 science students. In order to measure teaching success of science teachers, the investigator constructed a science teaching success rating scale. Besides this tool, a bio-data form and a Hindi version of learning environment inventory were adopted.

The major finding were: (i) some personality factors were significantly related with teaching success which was positively correlated with
intelligence, emotional stability, tender mindedness, suspiciousness, self-sufficiency, placidity and relatedness; (ii) successful science teachers had clarity of goals and their students; (iii) teaching success was positively correlated with dimensions of formality, goal direction, satisfaction democracy, diversity and cliqueness; (iv) teaching success was negatively correlated with dimensions of friction, difficulty apathy and disorganization; (v) the classroom atmosphere of unsuccessful science teachers was full of tension, quarrelling among students, confusion in class activities, lack of affinity with class work, and there was favoritism; (vi) some significant correlation either positive or negative, was found between the classroom learning environment and personality factors; and (vii) personality, learning environment, concomitants of teaching success (physical environment, democracy, goal direction, satisfaction formality), age and experience were some of the factor patterns associated with science teaching.

Sathyagiriraj (1985) studied competency, personality motivation and profession perception of college teachers.

Tools used were, teacher competency Rating scale developed by the investigator on the Stanford Teacher competency appraisal and teacher rating scale, a self-actualising person inventory structured by the investigator,
Cattell's 16 PF questionnaire, Tuckman's teacher feedback from and Patted's Teaching Profession Perception Scale.

The main findings were; (I) Teacher Competency was related to intelligence, emotional stability, conscientiousness, tendermindedness, trusted nature, placid nature, self-sufficiency and relatedness factors of Cattell's 16 PF Questionnaire; (ii) it was significantly related to creativity dynamism, organised demeanor and warmth and acceptance, self-actualization and profession perception of teachers; (iii) the more competent teachers significantly differ from the less competent teachers in all the other variables, and (iv) those variables that correlated significantly with teacher competence, inter-correlated with one another significantly.

Khanna (1985) studied personality patterns of successful (effective) high school teachers.

The tools used were R.C Deva's Teacher Rating Scale, the student's perception of their teachers scale by Sorenson and the 16 PF test by Cattell. The students of different institutions of Aligarh District were asked to rate their class teachers on Deva's teaching rating scale, and students perception of their teacher scale. A sample of 500 teachers was taken for the study. Each teacher under study was rated by 30 students. The major findings of the study were: (I) the successful teachers had traits which were positively helpful and
valuable for the mental health of the individual whereas unsuccessful teachers had traits which tended to lead the person to a kind of maladjustment; (ii) High School students were quite sensitive and receptive to the prominent personality traits of their teachers; (iii) There was a definite impact of teacher’s personality on their students perception; (iv) There was a close relationship between the level of effectiveness of teacher and the levels of achievement of their students; (v) Successful teachers were very helpful in raising the level of achievement of the students and also their overall educational standard.

Doyle (1985) found that effective teachers adjust their teaching to fit the need of different students and the demands of different instructional goals topics and methods.

Rosenholtz (1986) found that inexperienced teachers (those with less than three years of experience) are typically less effective than more senior teachers. The benefits of experience appear to level off after about five years, especially in non-collegial work setting.

A possible cause to this curvilinear trend inexperience effect is that older teachers do not always continue to grow and may grow tired in their job. Furthermore, the benefits of experience may interact with educational opportunities. Veteran teachers in settings that emphasize continual learning
and collaboration continue to improve their performance (Rosenholtz, 1984). Similarly, very well prepared beginning teachers can be highly effective.

Taylor (1986) studied Teacher Effectiveness As a Function of Conceptualization

Recent research on effective teaching has correlated student achievement with teacher classroom performance. The primary purpose of this study was to determine if the conceptual level of practicing teachers had a significant influence on classroom performance before and after inservice training. As a secondary purpose, the study compared the years of teaching experience, type of preservice teacher training, degree earned, and grade assignment to determine their relationship to classroom performance.

Data for this study were gathered in several ways. Demographic data were gathered by having teachers respond to a questionnaire. Conceptual level data were gathered by using a semiprojective instrument and teachers were grouped as high, medium, or low, as determined by the scores. Trained observers were used to obtain data on classroom performance. The four domains of classroom performance measured were: noninteractive instruction, interactive instruction, classroom management, and off-task activities.

An analysis of variance was calculated to determine if a significant difference existed in the classroom performance of teachers with different
conceptual levels, years of experience, grade assignment, and degree earned. A ‘t’ test was used to determine significant difference between classroom performance and preservice training.

Findings. When teachers of different conceptual levels were compared there was no significant difference in the amount of time spent in noninteractive instruction. After inservice training, there was a significant difference in the amount of time spent in interactive instruction. There was no significant difference in the amount of time spent in classroom management. There was no significant difference in the amount of time spent in off-task activities. Other findings revealed a significant difference in off-task activities of teachers with different preservice training. When teachers were compared by years of experience, teachers with 11 to 15 years of experience significantly reduced off-task activities.

Teachers with medium conceptual level respond best to inservice training. Teachers with less than fifteen years of experience gain most from inservice training. Teachers with less than a Master's degree gain most from inservice training. The majority of the teachers studied were in the medium conceptual level range.
Chanchal (1988) studied "Teaching Aptitude and its Relationship with Teaching Effectiveness of the Higher Secondary School Teachers in Relation to the Modern Community".

An attempt has been made to study the teaching aptitude and its relationship with teaching effectiveness among the higher secondary school teachers of Madhya Pradesh. Other factors influencing teaching aptitude and teaching effectiveness were also studied.

Objective of the study is (i) To study the relationship of teaching aptitude with teaching effectiveness of higher secondary school teachers.

The sample comprised 300 male and 300 female teachers from science and human science disciplines, drawn from government and non-government schools of urban and rural areas, taken by the random method. They were administered the Teaching Aptitude Test of Prakash and Shrivastava and the Teacher Effectiveness Test of Kumar and Mutha. The collected data were treated using inferential statistics.

Major Findings of the study were: (i) It was found that teaching aptitude had a significant positive correlation with teaching effectiveness, but it had no direct relationship with teacher-community participation. (ii) A significant difference was found between science and human sciences teacher in relation
to teaching aptitude. (iii) No significant difference was found between rural and urban government and non-government, and male and female teachers with regard to their aptitude and effectiveness.

Singh (1988) studied the relationship between verbal interaction of teachers in class and attitude towards teaching.

The sample consisted of 500 B.Ed students (250 male and 250 female) selected from the training colleges of Gorakhpur University. All the pupil-teachers taught their lessons through the question-answer method, but variables such as academic qualifications, regency of training and knowledge of theory and practice were not controlled. The tools used were; the Minnesota Teacher Attitude Inventory and the Flanders Interaction Analysis Category System (FIACS).

Among other things, the study revealed that; (i) Indirect influence, pupil talk, indirect-to-direct ratio, pupil initiation ratio, teacher response and question ratios appeared to be significantly related to attitude towards teaching in male and female groups, teaching subject groups and teaching classes; (ii) There was a significant relationship between attitude towards teaching and classroom verbal interaction of student teachers at the secondary level; (iii) Lecturing, criticizing and justifying authority, direct influence and restrictions were found to be negatively correlated with attitude towards teaching.
teaching in male and female groups and in language, social studies, science and mathematics groups; (iv) Pupil talk and pupil initiation ratio were found to be associated with attitude towards teaching in male and female groups, teaching subject groups and teaching classes; (v) Teacher response ratio, teacher question ratio, and instantaneous teacher response and question ratios were found to be related to attitude towards teaching; (vi) Restrictions, restrictive feedback and negative authority were found to be negatively associated with attitude towards teaching; and (vii) Teachers talk was found to be independent of attitude towards teaching at any level.

More (1988) conducted “A Study of the Relationship between Personality, Aptitude for Teaching and Effectiveness of Secondary Teachers”.

It is an attempt to study the relationship between personality, aptitude for teaching and effectiveness of secondary school teachers.

Objectives of the study were: (i) To find out the standard of inservice teachers by evaluating the relationship between the teaching effectiveness, the teaching aptitude and the personality of the teachers, and (ii) to find the extent of reliability of the statements made in all quarters that there is a dearth of qualified teachers and that even after 40 years of independence, there is no change in the criteria for admissions to B.Ed. colleges thereby resulting in poor output.
The sample comprised 500 male and female teachers taken from secondary schools in Nagpur, Wardha, Bhandara, and Gadchiroli Districts of Maharashtra through purposive sampling. The tools used were Cattell’s 16-Personality Factors Questionnaire (Hindi version of S.D. Kapoor), the Teaching Aptitude Test (TAT) of Jaiprakash and Srivastava and the Teacher Effectiveness Scale of Pramod Kumar and Mutha. The collected data were treated using quantitative techniques.

Major findings of the study were: (i) Out of the 16 personality factors, only six factors were found to be positively correlated with teaching effectiveness of which intelligence was the most important (ii) The total personality of a teacher was found to be affecting the teaching (iii) There was a significant difference in the male and female teaches as regards the factors E, F, H, and M.

Veeraraghavan and Bhattacharya (1989) studied the school achievement, student motivation and teacher effectiveness in different types of schools.

Four types of schools were taken as a sample, viz., Public Schools Missionary Schools, Government run Urban Schools, Government run Rural schools. The tools used were the achievement motivation Scale by Rao, and
the Teacher Effectiveness Scale by Arora. A rank order correlation was used to treat the data.

Among other things, the study revealed that i) School achievement varied significantly in terms of the four types of schools with public and missionary schools having the highest achievement and government school showing the lowest achievement, ii) Students motivation had no relationship with school achievement and iii) Teacher effectiveness was positively correlated with school achievement.

Roy (1989) studied change in verbal behaviour of teachers and its effects on student achievement.

The sample of this study consisted of randomly selected 80 student-teachers from two randomly selected primary teacher education college, 40 each in the experimental group and the control group. The tools used were Flander's Interaction Analysis Categories, and an Achievement Test in Social Studies standardized by the investigator. The mean, SD, and 't' test were applied for testing the hypotheses.

The study revealed that: (i) the student teachers trained in interaction analysis were found to be significantly better in the use categories two
through nine; and (ii) There was no significant difference in achievement amount students who were taught by two sets of teachers.

Trendall (1989) studied Stress in teaching and teacher effectiveness; a study of teachers across mainstream and Special Education.

Stress has both positive and negative aspects, although many researchers appear to need to focus on the negative aspects in order to promote their work.

The present study employed an interactive model of Stress and its relation to teacher effectiveness.

It was initially based on questionnaire responses from 237 teachers across Primary, Secondary and Special Schools within one local education authority.

Data were collected on age, sex, experience, Qualifications, level of responsibility as reflected in Salary Scale and life event Stress as measured by the Holmes and Rahe (1967) Scale. The researcher devised instruments for ranking likely Stressors within School (Trendal 1987) after the work researchers such as Kyriacou, Dunham and Pratt. She also devised a bi-polar scale for assessing Personal Stresses experienced within an individual's role as
a teacher. Teachers were asked to comment on additional Stress related factors and to rate the profession on a 1-5 scale.

Over 70 teachers offered to be involved further in the study, and 30 engaged in full interviews. 70 teachers were contacted and assessed in relation to Personality types, health factors, coping Strategies and also in relation to types of support they felt useful. Teachers were asked to comment both on the positive and negative features of their work. Health was measured using the General Health Questionnaire (GHQ) (Goldberg 1988). The personality measure used was the Eysenck Personality Inventory (EPI) (Eysenck and Eysenck 1964). The researcher designed and tested her own coping Strategy measurement device (Tendall 1987).

Using the Holmes and Rahe LCU data subjects were grouped according to total LCU Scores, based on the curve of distribution of results for this sample, with those considered high life-event stress falling one deviation above the mean and those considered low falling one deviation below the mean and with a number of life events used as a method of Crosschecking School groups were fairly evenly represented throughout life event Stress groups. However there appeared to be more reported life event Stress in 30-39 age group and least in the over 50 age group.
It appeared that more school Stresses were experienced by those having five to ten years experience but senior teachers reported fewer Stresses. Few co-relations were found between life and School.

Shashikala (1989) studied the relationship of selected psychological variables with attitude towards teaching of traditional and model school teachers.

In the study, 75 model and 85 traditional school teachers teaching class X were selected randomly from the model and traditional high/higher secondary schools of Ferozepur, Jalandhar and Chandigarh. The tools used were: the group Test of General Mental Ability of Tandon.

Thamilmani (1990) studied the teacher competency and teacher personality in relation to achievement of high school students in science.

The sample included 450 students of standard IX and 50-science teachers from various higher secondary schools in Madurai. The tools used were; students Ratings on teacher competency (SRTC), students Rating on Teacher personality (SRTP), teacher competency self-appraisal scale (TCSAS) and students Achievement Test (SAT) which were developed by the researcher. Pearson's product moment correlation and 't' test were used for statistical analysis.
Among other things the study revealed that; (I) Teaching competencies of science teacher were related to the academic achievement of high school students; (ii) Teacher personality was not related to students academic achievement in science; and (iii) Both male and female science teachers were similar in their teaching competencies and personality, human relation and interpersonal skills.

Ramachandran (1991) Studied an enquiry into the attitude of student teachers towards teaching.

The sample of the study was 100 teacher trainees from Lakshmi College of Education, Gandhigram, and 100 candidates from the Institute of Correspondence Education, University of Madras, at the Gandhigram centre. A scale for Ascertaining the Attitude Towards Teaching was constructed and used.

Among other things, the study revealed that: i) Regular college teacher trainees had a more favourable attitude towards teaching than the correspondence course teacher trainees ii) Female teacher trainees had a more favorable attitude towards teaching than male teacher trainees iii) The sons and daughters of teachers had a highly favorable attitude towards teaching iv) PG teacher trainees had a more favorable attitude towards teaching than
undergraduate teacher trainees and v) The Nature of the course did not influence the attitude of teacher trainees towards teaching.

Vyas (1991) studied "Effectiveness of Performance of Teachers Trained Under the Programme of Mass Orientation of School Teachers".

It is an attempt to study the effect of the programme of mass orientation of school teachers on school teachers.

Objective of the study was: To study the effectiveness of the performance of teachers trained under the PMOST.

The sample consisted of 30 male and 20 female teachers trained under the PMOST. Twenty two teachers were from primary urban areas, and 28 from rural areas; 14 from primary schools; Twenty two from upper primary schools; and 14 from the secondary schools of Udaipur, Bhilwara and Dungarpur districts of the State of Rajasthan. Fifty untrained teachers of nearby schools or of the same schools having the same qualifications, experience and sex were selected for the sample for comparison. Two hundred students were also taken for the sample. The instruments used were a questionnaire, and interview schedule, a classroom -teaching observation schedule, a record observation schedule, and an interview schedule. Percentages and averages were calculated while treating the data.
Major findings of the study were: (i) The performance of the teachers trained under the PMOST was found to be better than those who were not trained under the PMOST in the following areas: child-centred teaching, motivational and inquiry skills, efforts regarding improvement of subject, use of mass media, cooperation in school, organizational and co-curricular activities, efforts for the education of the deprived group children, efforts regarding national integration, international understanding and value oriented education, efforts for talented and slow learners, and community participation. (ii) So far as comprehensive and continuous evaluation was concerned, the performance of the teachers trained under the PMOST was found to be lower than that of those who were not trained under the PMOST. (iii) Among 126 points related to all the above the part, Trained teachers areas in 92 was positive it was negative in 26 and in 8 it was equal in comparison to the part.

Alexander (1991) conducted a study on A correlational study between eight teacher effectiveness indicators and teacher pupil control ideology characteristics.

Scope and method of study. This descriptive research study attempted to determine if there was a significant correlation between pupil control ideology teacher characteristics for 234 certified teachers and teaching effectiveness as rated by nine principals. The study also sought to determine if
a significant difference existed between effectiveness of humanistic teachers versus custodial teachers. The humanistic teachers were operationally defined as those teachers who, after responding to written statements, scored above a certain criterion on an interval-ratio scale in relation to 20 ideological statements about schools, teachers, and pupils. Custodial teachers were operationally defined as teachers favoring a rigid and highly controlled autocratic setting who scored below a certain criterion in relation to the 20 ideological statements.

Findings and conclusions: Effectiveness was operationally defined as principal-rated effectiveness in relation to eight indicators. A statistically significant correlation resulted between the humanistic teacher characteristics and principal-rated effectiveness. A statistically significant difference occurred between the principal-rated effectiveness of humanistic versus custodial teachers. The study also attempted to explain item analysis of the instruments to weed out weak items for further research.

Although the results supported the hypotheses, the researcher recognizes the need to extend the degree of external ecological and population validity in this study. The current study will be generalized to participating populations in the upper state of South Carolina.
Gilbert (1992) studied The Effects of Cognitive and Noncognitive Theories of Motivation on Morale and Performance of Correctional Educators.

A study assessed the perceived effectiveness of cognitive theories of motivation on correctional educators in Tennessee in facilitating teacher attitude and performance as compared to noncognitive models. The Performance Motivation Questionnaire obtained demographic information and responses to items on motivational concepts and practices. Responses were arranged on a Likert scale. The subjects were all certified teachers and administrators employed by the Tennessee Department of Correction and the Tennessee Department of Youth Development; 192 of 240 completed questionnaires. Four hypotheses were tested, comparing the perceptions of correctional educators of cognitive and noncognitive approaches to staff motivation in terms of effects on their attitudes, morale, and performance. The other three variables were types of students, educator's sex, and educator's position. Data were analyzed using means, standard deviations, and t-test of significance. Research findings showed a significant difference in the perceptions of correctional educators toward noncognitive versus cognitive theories and approaches to staff motivation, especially in terms of what best facilitates positive effects on teacher attitudes, morale, and performance. Overall, the cognitive approach was preferred to the noncognitive. No significant differences were found in perceptions of educators working with
adult and juvenile students, male and female educators, and supervisors and teachers.

Chhaganlal and Mansukhabhai (1992) studied the value, adjustment, attitude towards the teaching profession and academic achievement of teachers' children as compared to non-teachers' children.

Stratified purposive sampling technique was followed in the study. In the sampling process, first of all three districts of Saurashtra region were selected. Then four talukas were selected randomly from the three districts. It was decided to select high schools situated at districts and talukas. Only those schools were selected from which it was possible to get greater number of children of teachers teaching at different levels. Thus twenty-four schools were selected. From these schools, 591 teachers' children (266 boys and 325 girls) were selected. Correspondingly, same number of non-teachers' children was taken from the same school, same grade, and of the same sex. The tools used for measuring the dependent variables included value scale constructed by the researcher, Adjustment Inventory of K. G. Desai, Attitude Scale constructed by the researcher, and result sheets of annual examination of schools for obtaining the measures of academic achievement.

Among other things, the study revealed that: i) Non-teachers' children were significantly better than teachers' children in social value whereas,
teacher children and non-teachers children were found equal in power value, religious value, aesthetic value, theoretical value and economic value.

ii) Primary teachers children were at a higher level than college teacher children in power value and religious value, whereas, college teachers children were at a higher level than the primary teachers children, secondary teachers children and college teachers children did not differ significantly in their attitude towards the teaching profession; and vii) Non teachers children were at a higher level than teachers children in academic achievement.

Das (1992) studied the effectiveness of the present curriculum of the one year junior basic training programme for the teachers of primary schools of Assam in developing the proper attitude towards the teaching profession.

Teacher trainees of the training Institute of Assam undergoing this training programme and teacher trainees of DIET of the session 1991–92 were involved in this study. The Teachers Attitude Inventory prepared by Ahluwalia was used.

Among other things, the study revealed that: i) The training programmes were effective for both rural and urban teachers regarding the development of attitude ii) Teaching experience alone would develop the proper attitude towards the professional iii) Teachers in urban areas were better qualified than their counterparts in rural areas iv) It was recommended
that emphasis has to be given to co-curricular activities along with academic subjects.

Babu (1992) studied the job satisfaction attitude towards teaching, job involvement, efficiency of teaching and perception of organizational climate of teachers of residential and non-residential schools.

The sample for the survey involving 400 secondary school teachers equally distributed between the two types of schools (residential and non-residential) and the two sexes, was selected by a multi stage stratified random sampling procedure from 40 schools in the Rayalaseema Zone of Andhra Pradesh. The study was of a 2 x 2 (two types of schools x two sexes) factorial design. For assessing the teaching efficiency of the teachers, ratings were obtained from 40 headmasters and 376 students. Each teacher was rated by 5 to 10 students and the headmaster of the schools. A job satisfaction scale, a scale to measure Attitude Towards Teaching, a job involvement scale, a graphic teacher. Efficiency scale, an organizational climate description questionnaire and a personal Data Sheet were used to collect the data.

Among other things, the study revealed that; i) Considering overall job satisfaction, the teachers were neither satisfied nor dissatisfied with their job ii) Considering overall attitude, the teachers had a favorable attitude towards teaching, iii) The teachers exhibited a significant level of job involvement. This
was true for overall job involvement as well as job involvement, as measured by different factors; iv) Teachers of residential schools exhibited a significantly higher level of overall job satisfaction compared to teachers of non-residential schools v) Teachers working in residential schools had a significantly more favorable attitude and more efficiency, compared to those working in non-residential schools vi) There was no significant difference between the level of efficiency of men and women teachers vii) with regard to organizational climate, there was a significantly greater intimacy and lesser disengagement, hindrance and aloofness in residential schools as compared to non-residential schools viii) Women perceived significantly greater consideration, while men perceived greater hindrance in the organizational climate of their schools ix) Teachers with less experience exhibited higher job satisfaction, attitude towards teaching and teaching efficiency x) Teachers who had moderate to high work load exhibited higher job satisfaction, attitude towards teaching and teaching efficiency; xi) Unmarried teachers were more satisfied and had a better attitude towards teaching and general state of health, and life satisfaction had a significant positive effect on job satisfaction, attitude towards teaching; xii) Teachers who had a better attitude towards teaching exhibited higher job involvement, job satisfaction and vice versa xiii) The more efficient teachers had a better attitude towards teaching; xiv) Teacher working in autonomous and open climates had a better attitude and were more
satisfied with their job than those working in closed climates. There was no significant association between the type of school and the job involvement and teacher efficiency of teacher working in different types of climates.

Yadav and Lal (1992) studied the impact of teacher training on certain personality Characteristics of trainees.

The study was longitudinal. In the first phase the sample was 383, in the second phase it was 400, the candidates present in both the phases were 300. So the total sample included 300 teacher trainees. The tools used in this survey included the self-concept inventory of R.P. Bhatnagar, the social Maturity scale of Nalini Rao, and the Teacher Attitude Inventory of S.P. Ahluwalia.

Among other things, the study revealed that: (I) All the dimensions of self-concept increased through teacher training except the feeling of inadequacy, which decreased through this programme; (ii) social maturity of the teacher-trainees increased in all the dimensions except for self direction, personal adequacy and enlightened trust; and (iii) The teacher’s training had a significant influence on their self-concept, social maturity and attitude towards the teaching profession.
Srinivasasan (1992) studied the personality traits of primary school teachers and their attitude towards teaching.

The sample consisted of 270 primary school teachers selected by a stratified random sampling technique from government and aided schools in the Cuddalore Educational District. The tools used were; the personal information schedule, the Teacher Attitude scale standardized by the investigator, and the Multivariable personality Inventory of Muthayya.

The study revealed that: (i) Age, sex, teaching experience and community did not significantly affect the attitude of the teachers towards teaching; (ii) Government school teachers differed significantly from aided school teachers with regard to their attitude towards teaching. Women teachers differed significantly from men teachers with respect to lack of empathy, neuroticism and introversion; (iii) Government school teachers differed from aided school teachers with regard to the empathy and neuroticism traits; (iv) significant differences were noticeable in the case of teachers belonging to forward and backward communities; the forward community and the scheduled community; the backward community, in respect of the pessimism personality trait, and teachers having long periods of service and shorter periods of service differed significantly in respect of their self-confidence, dogmatism and need-achievement traits; (v) while the
attitude of male teachers was positively correlated with empathy, ego ideal and neurotic traits of personality it was negatively correlated with other personality traits; and (vi) While there was positive correlation between the attitude of government school teachers and their personality traits such as empathy, ego ideal and neuroticism, it was negatively correlated with personality traits.

Beckman (1993) studied the personality characteristics of effective teachers.

The purpose of this study was to compare personality characteristics, as measured by the Gregore mind style Delineator and the Myers-Briggs Type Indicator, of those teachers identified as exhibiting effective teaching performance as measured by the pre-Teacher Assessment Model of Indiana University of Pennsylvania, a Principal’s Rating Form, a participant’s Rating Form, and a Students Rating Form.

The data were collected on fifteen adult volunteers. Each received a total teacher effectiveness score. For the purposes of this study, effective teaching was defined in terms of planning and organizing, sensitivity, initiative, and innovativeness. Analysis of variance with post hoc procedures demonstrated that teacher performance was affected by the participants years of experience,
their level of education, and the participant's school district's socio-economic status.

In addition to these demographic factors, analysis of variance and regression analysis revealed that the randomness variable within the ordering dimension of the Gregore mind style Delineator made a significant impact on the teaching dimensions of sensitivity, initiative, innovativeness and total teacher effectiveness. Portfolio documentation enhanced the qualitative analysis to interpret and explain the quantitative results. It was concluded that the Gregore Mind Style Delineator ordering variable of randomness significantly impacted effective teaching.

Reddy and Babu (1994) studied the attitude of the residential and non-residential school teachers teaching. They selected 200 teachers each as a sample from selected schools in Andhra Pradesh. They found that teachers of residential schools had a more favorable attitude towards teaching than the teachers of non-residential schools. Likewise, women teachers had a more favorable attitude towards teaching in a single dimension out of five. But in other four dimensions they found no difference.

Sanders and Rivers (1996) found that student who are assigned to several ineffective teachers in a row have significantly lower achievement and
gains in achievement than those who are assigned to several highly effective teachers in sequence.

Ganser (1996) conducted a study on Teacher Effectiveness: Views of Preservice and Inservice Teachers.

Exploring the beliefs and ideas that preservice and inservice teachers hold about themselves as teachers, the children they teach, and the setting in which they teach, contributes to a better understanding of how they frame teacher effectiveness and teacher efficacy. Participants in this study included preservice teachers enrolled in teacher preparation programmes at the University of Wisconsin-Whitewater and inservice teachers employed in three school districts in Wisconsin. The students in the study represented three different stages of teacher preparation field experience. The survey required participants to distribute 100 points among 10 factors that can be associated with the overall effectiveness of a teacher. The study reveals some very strong patterns. All respondents consistently indicated by their distribution of points that teacher factors (intelligence, personality, background, and preparation program) contribute more to the overall effectiveness of teachers, and disproportionately so, than pupil factors (intelligence, personality, and background) or other person factors (other teachers, principal, other school professionals). The study also suggests that the respondents view other
persons working in a school, including teachers, the principals, and other professionals such as guidance counselors, as having relatively little part in the overall effectiveness of a teacher.

Wright, Horn, and Sanders (1997) studied Teacher and classroom context effects on student achievement: Implications for teacher evaluation.

The Tennessee Value-Added Assessment System (TVAAS) was designed to use statistical mixed-model methodologies to conduct multivariate, longitudinal analyses of student achievement to make estimates of school, class size, teacher, and other effects. This study examined the relative magnitude of teacher effects on student achievement while simultaneously considering the influences of intraclassroom heterogeneity, student achievement level, and class size on academic growth. The results show that teacher effects were dominant factors affecting student academic gain and that the classroom context variables of heterogeneity among students and class sizes had relatively little influence on academic gain. Thus, a major conclusion was that teachers make a difference.

Yeung, et al. (1998) conducted a study on student teacher personal construction of teacher efficacy. This study employed the repertory grid technique to investigate how a sample of 27 student teachers in Hong Kong developed a personal sense of teaching efficacy. The analysis indicated that
third year students' perceptions were more homogeneous than were those of first year students. The results also indicated that teaching efficacy was viewed in terms of the dimension of concern for instructional participation and learning needs of students, communication and relationship with students, academic knowledge and teaching skills, lesson preparation, management of class discipline, teaching success, teaching commitment, and a sense of self-confidence. Experience of teaching practice, electives, students, teaching practice supervisor (electives) were the major sources for the development of a sense of teaching efficacy.

Wesley (1998) in the study of high school teacher outlines 11 nontraditional expectations for new teachers. Teachers should empathize with students, create partnerships with school community members; account to others, embrace adversity, take the long view, demonstrate competency and interest in others, keep believing in students, maintain high performance goals, share reflections with colleagues, admit and rectify mistakes, and wait patiently for results.

Witcher et al., (1999) studied the characteristics of effective teachers' perceptions of pre-service teachers. This study determined pre-service teachers' perceptions about the characteristics of effective teachers and investigated factors (for example gender, ethnicity, age, year of study, area of
Participants were 219 students attending a large mid-southern university. The students completed a questionnaire asking them to identify, rank and define between three and six characteristics that they believed excellent teachers possess or demonstrate. A phenomenological analysis (that is method of constant comparison) of responses revealed several characteristics that many of the pre-service teacher considered to reflect effective teaching. In order of endorsement level, the following six themes emerged from these characteristics student centeredness, enthusiasm for teaching, ethicalness, classroom and behaviour management, teaching methodology and knowledge of subject. A canonical correlation analysis revealed that females, college level juniors and minority students tended to endorse teaching methodology and teaching characteristics that were classified as ethical to a greater extent than did their counterparts and to rate attributes that were associated with knowledge of subject and classroom behaviour management to a lesser degree age served as a suppressor variable.

Padron et. al., (1999) examined how well elementary teachers with English – language learners implemented five standards of effective teaching. Classroom observations and student surveys indicated that in classrooms where the standards were moderately used, students perceived more cohesion than higher classrooms where the standards were rarely or never used.
Partington et al. (1999) conducted study on the classroom of an elementary school teacher of Aboriginal students in western Australia demonstrates the way in which teacher intentions are hindered by the socio-political context of the school. Findings from observations of classroom events and interviews with the teachers, students, and other key participants indicate that the teacher was unable to translate good intentions into satisfactory outcomes for Aboriginal students because the teachers own value system differed markedly from those of his students the principal constructed an environment that reflected the dominant culture and did not welcome Indigenous students and parents the teacher was also deputy principal and was identified with the administration by the parents, resulting in parent alienation the school did not have the infrastructure to support teachers efforts to provide appropriate schooling for indigenous students and conflict among students that arose from outside factors inhibited the teachers efforts to provide quality schooling for the aboriginal students

Lin and Lawrenz (1999) found that time series design is useful for monitoring student learning and assessing teaching effectiveness. Reports that time series data reveal a sharp drift of the learning curve in the treatment sage and show high correlation's with established tests and discrimination between high and low achievers.

The effect of an excellent or master teacher's use of learning for mastery (LFM) procedures on student learning was examined. Although LFM research strongly supports a procedural effect, close scrutiny suggests a possible teacher-effect/procedural-effect confounding. The authors extended previous research reporting a main effect for mastery learning when the teacher was rated average, but no main effect for an excellent or master teacher. Performance in 2 mastery and 2 traditional classes of intermediate algebra, taught by a master teacher, was compared. Findings from a 2 x 2 randomized factorial design that controlled for repeatable or mastery testing, the LFM procedure, and pretesting indicated that student achievement on a final examination did not differ across mastery and control classes; however, instructor time was more than double in the mastery classes.

Thirty years after the publication of Bloom's (1968) landmark article, "Learning for Mastery," the basic tenets and assumptions of learning for mastery (LFM), or mastery learning have been researched, applied, and evaluated again and again. The Educational Resources Information Center database lists nearly 2,000 articles on mastery learning, and five of the six major research syntheses substantiate the method's positive effect on student
Nonetheless, questions remain not only about the method's overall effectiveness but also about the validity and interpretation of the research. Slavin (1986, 1987, 1990), whose "best-evidence synthesis" of the research has been criticized as misleading, emphasized the heavy reliance on experimenter-made tests...

Martinez and Martinez (1999) studied Teacher effectiveness and learning for mastery.

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A new conception of teacher effectiveness research in this article includes 7 models: (a) goal and task emphasizes teachers' personal achievement goals and tasks and school goals; (b) resource utilization requires teachers' effective use and procurement of school resources to achieve goals; (c) process stresses teachers' contribution to effective teaching and school
process; (d) school constituencies satisfaction expects teachers to meet the
needs of their students, parents, school, and community; (e) accountability


This 163-item annotated bibliography was compiled to provide access
to research and discussions of student evaluation of teacher effectiveness. It
was not limited to any educational level nor confined to any specific
curriculum area. Two data bases were searched by computer employing three
groups of subject terms—evaluation terms, teacher and effective teaching
terms, and student terms. A complete list of terms used is included in the
appendix. The two data bases were ERIC, yielding documents announced in
Resources in Education (RIE) and Current Index to Journals in Education (CJE),
and Psychological Abstracts, an index providing summaries of literature in
psychology and related disciplines. ERIC was searched in February 1975 and
the data base was complete through December 1974, collecting information
for RIE since 1966 and CJE since 1969. Psychological Abstracts was searched
in March 1975 and the data base dates from 1967. A subject index consisting
of ERIC descriptors and identifiers reflecting major emphasis is provided.

Sierra (1999) conducted a research on Teacher Effectiveness.

In this project, researchers developed three instruments to collect data:
an interview schedule, a classroom observation schedule, and a self-
assessment schedule. Researchers randomly selected a group of teachers, college tutors, university students, lawyers, and other university personnel to recall and rate three classroom incidents as either harmful or helpful to learning. About 1,000 incidents were analyzed to compile 28 categories of teacher behaviours of which 11 were positive and 17 were negative. This survey was followed by an observational classroom study of three teachers. The teachers wrote self-assessment reports of critical incidents. This was followed by an interview with a researcher to analyze their behaviour. This observation study proved that at the primary classroom level, the recalled incidents did exist. In general, there were no significant discrepancies between the survey and the observational studies. Work was not undertaken to analyze teacher interactions with students nor the impact of effective and ineffective teachers on pupil’s learning.

Rangarajan (1999) Studied attitude of primary teachers towards competency based lesson plan. The aim of the study was to find out the attitude of primary schools teachers and primary schools headmasters towards competency based lesson plan. This study was conducted on a sample of 149 teachers consisting of male and female teachers, primary teachers and headmaster. An attitude scale has been constructed based on the nine elements advocated by Director, DSER, Chennai. Among other things the study
revealed that that teachers have a positive/ favorable attitude towards competency based lesson plan.

Annamalai (2000) studied attitude of teachers towards teaching. In his investigation an attempt has been made to find out the attitude of teachers towards teaching. ATAI scale was used to measure the attitude of teachers towards teaching. The results showed that, among other things i) the men and women teachers did not differ in their attitude towards teaching and ii) Location of the school, age and level of teaching did not have any influence upon the teacher attitude towards teaching.

King et. al., (2000) found that teachers have the most direct, sustained contact with students and considerable control over the teaching / learning climate, improving teachers knowledge, skills and dispositions is critical to enhancing student achievement. Professional development must also address school wise professional community and school programme coherence. Two elementary school’s efforts are profiled.

Andrew (2000) studied Verbal Ability and Teacher Effectiveness

Critics of traditional teacher education programs have suggested that verbal ability along with subject knowledge is sufficient for measuring good teaching. A small group of research studies is called upon to support this contention. This article reviews these studies, analyzes the role of verbal
ability in teaching, and presents research examining the relationship of teachers' verbal ability and teacher effectiveness. Research results indicate that for acceptable, good, very good, and outstanding teachers, there is no significant correlation between verbal scores and expert assessment of teacher effectiveness. However, weaker teachers have lower average verbal scores. This research and logical analysis suggest that educators should take verbal ability into account, but due to the wide range of scores among good to excellent teachers, it is inadvisable to use single measures of verbal ability to measure or predict teacher effectiveness. The authors provide an alternative system for teacher selection.

Cruickshank (2000) concluded that good teaching have included ideal, analytic, effective, dutiful, competent, expert, reflective, satisfying, diversity - responsive and respected. If good teaching could be observed and measured, the results would not indicate that a one size fits all model, but rather demonstrate that good teaching is linked to multiple, desirable outcomes.

Winfred, Travis et. al. (2003) Teaching Effectiveness: The relationship between reaction and learning evaluation criteria

This study used a pre/post design to assess student learning for the purposes of examining relationships among student grades, student learning, and student evaluations of teaching. These relationships were reframed in
terms of reaction (Level I) and learning (Level II) evaluation criteria. Participants were 652 undergraduate students enrolled in seven sections of an introductory psychology course. Results indicated a medium relationship between student grades and the pre/post learning measure. In addition, a small relationship was observed between student ratings of teaching effectiveness and a pre/post measure of learning, to conclude that student ratings and learning measures assess different aspects of teaching effectiveness and should not be used interchangeably. The most appropriate criterion for assessing teaching effectiveness is a function of the goal of evaluation. However, reaction and learning measures may be used in conjunction to obtain a more complete picture of instructor effectiveness.


Student test score gains have recently been proposed as a measure of the educational "value-added" contribution by teachers and schools to student learning. Recent educational reform efforts (such as "No Child Left Behind") seek to employ standardized test score gains as a key policy instrument for holding educators and school systems accountable.
This article examines the TVAAS definition of teacher effectiveness, the mechanism employed in calculating numerical estimates of teacher effectiveness, and the relationships between these estimates and student ability and socioeconomic background characteristics. Kupermintz shows that there are several logical and empirical weaknesses of the system and called for a strong research programme to establish its validity.

First, according to findings, Kupermintz questions the notion that there are solely two distinct variables – teacher effectiveness and differences in student learning – and that the former causes the latter. He suggests that between-teacher variability on the average test score gains of their students may arise for different reasons – some of which are associated with teacher effectiveness, but others of which are not.

The other reasons may reflect the context in which learning occurs or the qualities of the specific group of students being taught. Kupermintz reanalyzes data that show a strong association between teacher effects and prior student achievement, suggesting that difficulties arise when trying to disentangle responsibility for observed gains (were those gains due to students’ prior experience or to teacher effectiveness?).

Kupermintz points to the relatively weak program of research on the TVAAS, citing the fact that TVAAS findings on teacher effects have been
discussed in only three peer-reviewed journals, two book chapters and three unpublished research reports (all of which are authored by TVAAS staff). He goes on to state that only one journal article and two unpublished research reports actually present findings from original empirical studies — none of which used the full TVAAS model in its analyses. Kupermintz adds that although repeated requests for access to the TVAAS data have been made by several researchers, they have been met with refusals or have been stalled, so the normal scientific process of verifying scientific data and others’ findings has been thwarted.


Considering the very importance of teacher effectiveness, this study was undertaken to study the teacher effectiveness of secondary school teachers. The secondary school teachers are possessing high teacher effectiveness.

Highlights of findings from some of these researches are as follows:

• Students achieve more when teachers employ systematic teaching procedures (Kemp and Hall, 1992).

• Effective teachers spend more time working with small groups throughout the day (Taylor, Pearson, and Walpole, 1999).
• Greater academic progress occurs when lessons begin with review (Kemp and Hall, 1992).

• Effective teachers use systematic feedback with students about their performance (Kemp and Hall, 1992).

• Teachers who have higher rates of communication with parents are viewed as more effective (Taylor, Pearson, and Walpole, 1999).

• Effective teachers run more orderly classrooms. Achievement has been higher in classrooms where the climate is neither harsh nor overly lavish with praise (Kemp and Hall, 1992).

• Teachers who adjust the difficulty level of material to student ability have higher rates of achievement in their classes (Kemp and Hall, 1992).

• Effective teachers have more students in their classes on task and engaged in learning throughout the day (Taylor, Pearson, and Walpole, 1999). Classrooms in which engaged learning occurs have higher levels of student cooperation, student success, and task involvement (Kemp and Hall, 1992).

• Effective teachers clearly articulate rules and include children in discussions about rules and procedures (Kemp and Hall, 1992).
• Effective teachers provide a variety of opportunities for students to apply and use knowledge and skills in different learning situations (Kemp and Hall, 1992).

• Effective teachers are able to pace the amount of information presented to the class, check student progress continually by asking questions of all students, and relate new learning to prior learning (Kemp and Hall, 1992). There is no substitute for a highly skilled teacher.

Research in other areas indicates that realizing new learning for all students through professional development is an important concept. Professional development keeps teachers abreast of current issues in education, helps them implement innovations, and refines their practice.

Muijs and Campbell (2004) studied Differential Teacher Effectiveness: Towards a Model for Research and Teacher Appraisal

The paper reviews the research on teacher effectiveness and develops the case for a model of teacher effectiveness in which differential effectiveness is incorporated.

Five problems with current concepts of teacher effectiveness were identified: undue influence of available techniques upon the concept; emphasis on school, to the detriment of teacher, effectiveness; tenuous
relationship to teacher improvement; narrowness of operational definitions in research; and the development of generic, rather than differentiated, models. In addition the failure of existing models to explain variance in pupil outcome at the classroom level, the neglect of teacher self-evaluation, and the restricted measures of pupil outcomes were noted.

A differential model was proposed incorporating five dimensions of difference. These refer to: teacher activity outside as well as inside the classroom; curriculum subject; pupil background factors; pupil personal characteristics; cultural and organisational contexts of teaching. The developmental functions of such a model for research and for teacher appraisal were explored.

Four problems for implementing a differentiated model were raised: complexity, stakeholder expectations, values, and policy acceptability. These were considered in the light of the controversial Hay McBer model in England and of models developed in Europe and the USA in the early decades of the last century.

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Ghali (2005) studied Teacher Effectiveness and Job Satisfaction of Women Teachers.

This study was carried out with the main objective of studying the relationship between Teacher Effectiveness and Job satisfaction. Besides these, the effect of locality, management and subject of teaching on Teacher Effectiveness and Job Satisfaction were also studied. The subjects were 120 women teachers working in high schools of Chittoor district of Andhra Pradesh selected by following random sampling techniques. The data were collected by using three tools viz. Teacher Effectiveness Scale, Job Satisfaction Scale and Biodata sheet. The findings showed low and positive correlation between Teacher Effectiveness and Job Satisfaction. Only the management of the school has significant impact both on Teacher Effectiveness and Job Satisfaction. The other variables included in the study viz., locality and subject of teaching had no significant impact on both Teacher Effectiveness and Job Satisfaction.

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contention. This article reviews these studies, analyzes the role of verbal ability in teaching, and presents research examining the relationship of teachers' verbal ability and teacher effectiveness. Research results indicate that for acceptable, good, very good, and outstanding teachers, there was no significant correlation between verbal scores and expert assessment of teacher effectiveness. However, weaker teachers had lower average verbal scores. This research and logical analysis suggested that educators should take verbal ability into account, but due to the wide range of scores among good to excellent teachers, it is inadvisable to use single measures of verbal ability to measure or predict teacher effectiveness. The authors provide an alternative system for teacher selection.

Ian et. al. (2005) Evaluating the effectiveness of teacher training in Applied Behaviour Analysis

Interventions for children with autism based upon Applied Behaviour Analysis (ABA) has been repeatedly shown to be related both to educational gains and to reductions in challenging behaviours. However, to date, comprehensive training in ABA for teachers and others have been limited. Over 7 months, 11 teachers undertook 90 hours of classroom instruction and supervision in ABA. Each teacher conducted a comprehensive functional assessment and designed a behaviour support plan targeting one behaviour for one child with an autistic disorder. Target behaviours included aggression,
non-compliance and specific educational skills. Teachers recorded observational data for the target behaviour for both baseline and intervention sessions. Support plans produced an average 80 percent change in frequency of occurrence of target behaviours. Questionnaires completed by parents and teachers at the end of the course indicated a beneficial effect for the children and the educational environment. The potential benefits of teacher implemented behavioural intervention are discussed.

Clotfelter et. al. (2006) studied Teacher-Student Matching and the Assessment of Teacher Effectiveness.

Administrative data on fifth grade students in North Carolina shows that more highly qualified teachers tend to be matched with more advantaged students, both across schools and in many cases within them. This matching biases estimates of the relationship between teacher characteristics and achievement; we isolate this bias in part by focusing on schools where students are distributed relatively evenly across classrooms. Teacher experience is consistently associated with achievement; teacher licensure test scores associate with math achievement. These returns display a form of heterogeneity across students that may help explain why the observed form of teacher-student matching persists in equilibrium.
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Teacher effects on academic and social outcomes in elementary school

Numerous studies conclude that teacher effects on academic achievement are substantial in size. Education is about more than academic achievement, however, and we know very little about teachers' effectiveness in promoting students' social development. Using data from the Early Childhood Longitudinal Study - Kindergarten Cohort (ECLS-K), our proposed study will estimate teacher effects on social as well as academic outcomes using hierarchical linear modeling techniques. Authors used the determine the
extent to which teacher competencies in fostering social development are tightly or loosely coupled with teacher competencies in fostering academic development. Authors further will research the medium-term impact of social development in kindergarten and first grade on both social and academic outcomes in third grade. Finally, authors used the empirical Bayes estimates of teacher effects to determine whether parents attempt to select teachers who produce better than average social outcomes, and whether parents systematically differ in the teacher qualities they prefer for their children. By identifying the characteristics associated with teachers' effectiveness in improving both academic and social outcomes, the authors informed current policy debates over what it means to be a "highly qualified teacher."

Imig (2006) studied on The Teacher Effectiveness Movement How 80 Years of Essentialist Control Have Shaped the Teacher Education Profession

The locus of control in teacher education has been outside the hands of those who educate our nation's teachers for more than a century. Essentialists have long controlled the agenda for public schooling in America, and it is evident as well that their influence has prevailed in both the form and function of teacher education. The authors suggest that the contest between progressives and essentialists regarding teacher education has been repeatedly decided in favor of the essentialists. The current attempt to recast teacher education to focus singularly on effectiveness of classroom teachers in raising the test scores of their students is a not-unanticipated result of this enduring contest.