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SUMMARY
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6.0 INTRODUCTION

The rapid changes in educational system which have contributed largely to its expansion and progress are demanding a review of old, conventional and dogmatic methods and of developing new ones. Several attempts are being made to meet and satisfy this demand and make teaching and learning more effective and interesting. Put forth in other words, this essentially means ‘CHANGE’. Change is stressful. Challenging and ultimately rewarding. Teacher’s need to be encouraged and supported in taking risks and trying out a new approach. For incorporating changes, though an equally imperative question is that of teacher’s willingness to bring in change. This is what is called as ‘Change Proneness.’

The coinage of the term Change Proneness, as traced back in the educational literature can be attributed to Miller (1967). The meaning of Change proneness is largely hidden in the word itself. Proneness means inclination or readiness or likelihood. Thus Change Proneness means would connote the inclination or readiness or likelihood one possesses to change. It is indicative of a person’s mental orientation towards change. In this sense, ‘change proneness’ is a more global concept when compared to Cosmo-politeness or ‘open-mindedness’, as used in earlier research studies. Therefore, ‘change proneness’ would refer to the change in one’s behavior, especially professional and with regard to adoption of innovation would depend
upon the degree to which one intends to change to adoption of innovation would depend upon the degree to which one intends to change one self. Thus, the measurement of one’s orientation towards and readiness to change becomes a pertinent issue. To incorporate innovation in main stream education, a teacher needs to be both efficient and effective; Teacher’s effectiveness has been an issue from immemorial. There are many factors which contribute to teacher effectiveness.

Fortunately, there has been a convergence of available research data pertaining to these factors over fifteen years as reported by Creemers (1999), Hay McBer (2000), Brophy (2003), Scheerens & at all (2003) etc. These factors fall under the general leading of teacher characteristics, Teacher characteristics are relatively stable traits that are related to and influence the way teacher practice their profession. These characteristics can be organized into four cluster namely professionalism, thinking / reasoning, expectations and leadership.

The characteristics of effective teacher are common to or closely related with the factors associated with change proneness. Hence it was felt necessary to explore the relationship between the two variables. Thus the proposed study is being taken to explore analytically the relationship between change proneness and teacher effectiveness.

6.1 REVIEW OF RELATED STUDIES

A careful scrutiny of related research studies reveal that in the area of teacher effectiveness, the researchers can be categorized into two broad groups. The objective of one group of researches was to find out the factors or components of teacher effectiveness. This type of researches have been conducted by Flander and Simon (1969),
These researches have reported various factors of teacher effectiveness as the ability to interact between physical, intellectual and psychological interest of students, ability to explain, to understand, to manage class, to provide good results, presentation of lesson in an interesting manner and qualities like sense of humor, commitment, trustworthiness, respect, thinking etc.

The objective of yet another group of researchers conducted in the field of teacher effectiveness was to inquire into the relationship between teacher effectiveness and other variables. This type of researches has been conducted by Chhaya (1974), Cooper (1977), Ghali (2002), Panda (2004), Shrivastava (2005), Hanspal and Sahu (2008), Gaur and Singh (2009), Diwan (2010), Verma (2010) and Sodhi (2012) etc.

Effective teachers have good personality adjustment (Chhaya, 1974; Koul, 1974; Grewal, 1976; More, 1988; Singh, 1993; Allison, 2002; Woolfolk, 2004). Gender, professional training, nature of schooling, income level, caste and age, were associated with teacher effectiveness significantly (Mutha, 1980; Mincucci, 1988; Biswas Chandra and Tinku, 1995; Pandey and Maikhuri, 1999; Kagarthala, 2002; Mohalik, 2007).

There is significant relationship between Teacher Effectiveness & Teacher Competency (Prakasham, 1988; Gupta, 1995; Kumar, 1999; Kaur, 2000; Singh, 2002; Amandeep and Gurpreet, 2005).

The most commonly reported variable to have a significant influence on teacher effectiveness was job satisfaction. Besides this, the other variables which have been reported to have a significant
relationship with teacher effectiveness are personality, adjustment, favorable attitude, sex, age, marital status, qualification, experience, subject of teaching, designation and types of management.

Similarly, when a thorough review of researches conducted in the area of Change Proneness was carried out, it was inferred that almost all the studies were taken up to inquire factors related to a teacher’s pre-disposition for change i.e. Change Proneness. These studies have been conducted by Beall and Harty (1984), Berman and McLaughlin (1978), Fullan (1982), Rogers (1995), Bandura (1977), Roger’s and Shoemaker (1971), Doyle and Ponder (1977).

Rao, (1967) conducted a study ‘An inquiry into the factors that contributes to the promotion or inhibition of educational innovations’ listed out a few factors, which influence and govern educational innovations.’

Bakshi (1980) identified factors which hindered school improvement programme & examined the possible relationships of some selected variables to the degree of adaptability of school.

Mukhopadhyay and Saxena (1980) conducted a study to identify the factors contributing to teacher’s change-proneness.


Rao (1999) studied on change-proneness among the primary school teachers as determining factor to meet the needs of hard-to-reach pupils.

Reddy (2004) studied on the junior college teachers in their teacher change-proneness along with other aspects.


**Hota** (2013) studied on “A study on self concept, Change Proneness and interest in teaching of navodaya vidyalaya teachers.

This review helps us to infer that most of these studies have been conducted abroad but very few studies have been done in the Indian context. Moreover, the impact of and correlation between Change Proneness and teacher effectiveness was also found to be un-inquired to this date. This inference makes it vital to have a research conducted on the Change Proneness in terms of teacher effectiveness.

Thus, this investigation has been taken up with a view to prove into above stated relationship. That is relationship between Change Proneness and teacher effectiveness.

### 6.2 STATEMENT OF PROBLEM

The present study is an attempt to explore the relationship between change proneness and teacher effectiveness and contribution of change proneness in predicting teacher effectiveness of secondary school teachers. Thus, the problem may be stated as -

“Change Proneness as a Predictor of Teacher Effectiveness with special reference to Secondary School Teachers”.
6.3 OPERATIONAL DEFINITION OF KEY TERMS

a. Change Proneness

Change-Proneness, though quite recent in origin, with astonishing rapidity has become almost a catch word. It is the tendency to accept anything which is new, novel, to be imbibed in their style of work. It is the state of flux and dilemma brought about by devotion to a cause which may promote and result at expected rewards or fail to produce unexpected revolts (Uday Koundinya, 1999). For the present study operational definition of Change Proneness is given as the total score obtained on Change Proneness inventory constructed and standardized by Mukhopadhyaya (1982).

b. Teacher effectiveness

Teacher effectiveness is the competence and ability of a teacher to teach effectively. In this study teacher effectiveness is operationally defined as the total score obtained on Teacher effectiveness scale constructed & standardized by Saxena & Shrivastava (2012).

c. Teacher

The term teacher in this study, is used to refer the teachers, working in higher secondary schools of Durg District of Chhattisgarh only.
6.4 Research Questions

The following research questions are posed for this study:

4. Is there any relationship between change proneness and teacher effectiveness?

5. Can change proneness predict teacher effectiveness of secondary school teachers?

6. Does locality, sex, teaching subject and teaching experience exert influence on change proneness and teacher effectiveness of secondary school teachers?

6.5 Objectives of the Study

The direction to a problem is guided by its objectives. Thus the objectives of the study can be more explicitly presented as:

5. To find out the relationship between Change Proneness and teacher effectiveness of Secondary School Teachers.

6. To find out the contribution of Change Proneness on predicting teacher effectiveness.

7. To find out the effect of locality, sex, teaching subject and experience on Change Proneness of secondary school teachers.

8. To find out the effect of locality, sex, teaching subject and experience on teacher effectiveness of secondary school teachers.
6.6 HYPOTHESES OF THE STUDY

Best (1977), defines a hypothesis is a shrewd guess or inference that is formulated and provisionally adopted to explain observed facts or conditions and to guide in further investigation.

The following null hypotheses were formulated that allow quantitative analysis of questionnaire information.

\( H_{0-1} \) : There will be no significant relationship between scores of change proneness and teacher effectiveness of secondary school teachers.

\( H_{0-1(a)} \) : There will be no significant relationship between scores of change proneness and teacher effectiveness of secondary school rural teachers.

\( H_{0-1(b)} \) : There will be no significant relationship between scores of change proneness and teacher effectiveness of secondary school urban teachers.

\( H_{0-1(c)} \) : There will be no significant relationship between scores of change proneness and teacher effectiveness of secondary school male teachers.

\( H_{0-1(d)} \) : There will be no significant relationship between scores of change proneness and teacher effectiveness of secondary school female teachers.

\( H_{0-1(e)} \) : There will be no significant relationship between scores of change proneness and teacher effectiveness of secondary school science teachers.
\( H_{0-1(f)} : \) There will be no significant relationship between scores of change proneness and teacher effectiveness of secondary school non-science teachers.

\( H_{0-1(g)} : \) There will be no significant relationship between scores of change proneness and teacher effectiveness of secondary school low experienced teachers.

\( H_{0-1(h)} : \) There will be no significant relationship between scores of change proneness and teacher effectiveness of secondary school average experienced teachers.

\( H_{0-1(i)} : \) There will be no significant relationship between scores of change proneness and teacher effectiveness of secondary school high experienced teachers.

\( H_{0-2} : \) There will be no significant contribution of change proneness scores in predicting teacher effectiveness scores of secondary school teachers.

\( H_{0-2(a)} : \) There will be no significant contribution of change proneness scores in predicting teacher effectiveness scores of secondary school rural teachers.

\( H_{0-2(b)} : \) There will be no significant contribution of change proneness scores in predicting teacher effectiveness scores of secondary school urban teachers.

\( H_{0-2(c)} : \) There will be no significant contribution of change proneness scores in predicting teacher effectiveness scores of secondary school male teachers.
$H_0$-2(d): There will be no significant contribution of change proneness scores in predicting teacher effectiveness scores of secondary school female teachers.

$H_0$-2(e): There will be no significant contribution of change proneness scores in predicting teacher effectiveness scores of secondary school science teachers.

$H_0$-2(f): There will be no significant contribution of change proneness scores in predicting teacher effectiveness scores of secondary school non-science teachers.

$H_0$-2(g): There will be no significant contribution of change proneness scores in predicting teacher effectiveness scores of secondary school low-experienced teachers.

$H_0$-2(h): There will be no significant contribution of change proneness scores in predicting teacher effectiveness scores of secondary school average-experienced teachers.

$H_0$-2(i): There will be no significant contribution of change proneness scores in predicting teacher effectiveness scores of secondary school high-experienced teachers.

$H_0$-3: There will be no significant effect of locality, sex, teaching subject and experience on change proneness of secondary school teachers.

$H_0$-3(a): There will be no significant difference between the mean scores of change proneness of rural and urban secondary school teachers.
H₀-3(b) : There will be no significant difference between the mean scores of change proneness of male and female secondary school teachers.

H₀-3(c) : There will be no significant difference between the mean scores of change proneness of science and non-science secondary school teachers.

H₀-3(d) : The mean score of change proneness of low, average and high experienced secondary school teachers will not differ significantly.

H₀-4 : There will be no significant effect of locality, sex, teaching subject and experience on teacher effectiveness of secondary school teachers.

H₀-4(a) : There will be no significant difference between the mean scores of teacher effectiveness of rural and urban secondary school teachers.

H₀-4(b) : There will be no significant difference between the mean scores of teacher effectiveness of male and female secondary school teachers.

H₀-4(c) : There will be no significant difference between the mean scores of teacher effectiveness of science and non-science secondary school teachers.

H₀-4(d) : The mean scores of teacher effectiveness of low, average and high experienced secondary school teacher will not differ significantly.
6.7 DELIMITATION OF THE STUDY

The investigator has limited the study in the following aspects:

6. The study has been limited to the schools of Durg Districts of Chhattisgarh.

7. The teachers of secondary schools (9th and 10th) are only considered for the present study.

8. The teachers of Hindi Medium higher secondary schools are only considered for this study.

9. The sample is limited to 480 teachers only.

10. Change Proneness of teachers is measured by Mukhopadhyay’s change proneness inventory (1982) and Teacher Effectiveness is measured Teacher effectiveness scale constructed and standardized by Saxena and Shrivastava (2012).

6.8 METHODOLOGY

(a) Sample:

The study was conducted on secondary school teachers. Stratified random sampling technique was employed to select the sample for the study. The various secondary school of Durg district was divided into two strata: rural and urban. From these rural and urban secondary schools, total of 240 teachers from each stratum were selected. Out of each sample of 240 secondary teachers, 120 were male while the remaining 120 were female secondary teachers. Again, out of these male and female secondary teachers, each gender group were sampled out with 60 of science and 60 of non-science
teachers and from each sub-stratum of 60, 20 were high experience, 20 average experience and 20 low experience in teaching of their subject. A scheme of sample for this study has been provided in the following table:

**TABLE - SAMPLE**

<table>
<thead>
<tr>
<th>Experience</th>
<th>Rural 240</th>
<th>Urban 240</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male120</td>
<td>Female120</td>
<td>Male120</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>Non-Science</td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>High Exp.</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Average Exp.</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Low Exp.</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>120</td>
<td>120</td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>240</td>
<td>240</td>
<td>480</td>
</tr>
</tbody>
</table>

(b) **Tools**

For this study, data was collected with respect of two variables namely teacher effectiveness and change proneness. The details of the tools which were employed for this purpose have been provided in the following:

(i) **Change Proneness:**

To collect the data with respect of change proneness, “Mukhopadhyay’s(1982) Change Proneness Inventory” was employed. The inventory contains items related to various characteristics of a change prone teacher like open-mindedness, eager to know, ready to make extra efforts, reviews his/her ideas periodically, communicate ideas to others and have experimental
attitude, In all the inventory contains 33 items for teacher and principal both and 12 items for only principals. The split half reliability of the inventory is 0.82 while it has content validity.

(ii) Teacher Effectiveness:

For assessing the teacher effectiveness, teacher effectiveness scale constructed and standardized by Saxena & Shrivastava(2012) was employed. The scale contain items related to class room management, knowledge of subject matter, preparation and planning for teaching, teacher characteristic & inter personal relation. In all the scale contains 58 items. Its test-retest reliability is 0.85 while it has content validity.

(iii) Statistics

The following statistics were used to analyze the data.

- 4 way (2x2x2x3) ‘ANOVA’.
- t-test for difference of two means.
- t-test for difference of two correlations.
- Product Moment Correlation
- Regression Equation

6.9 RESULT

(a) Relationship between change proneness and teacher effectiveness.
• Significant relationship was found between change proneness and Teacher effectiveness of secondary school teachers.

• Significant relationship was found between change proneness and Teacher effectiveness of rural teachers of secondary schools.

• Significant relationship was found between change proneness and Teacher effectiveness of urban teachers of secondary schools.

• No Significant difference was found in degree of relationship between change proneness and Teacher effectiveness of rural and urban teachers of secondary schools.

• Intensity of relationship between change proneness and Teacher effectiveness was found more in urban teachers than that of rural teachers of secondary schools.

• Significant relationship was found between change proneness and Teacher effectiveness in male teachers of secondary schools.

• No significant relationship was found between change proneness and Teacher effectiveness in female teachers of secondary schools.

• Significant difference was found in degree of relationship between change proneness and Teacher effectiveness of male and female teachers of secondary schools.

• Intensity of relationship between change proneness and Teacher effectiveness was found more in male teachers than that of female teachers.

• Significant relationship was found between change proneness and Teacher effectiveness of science teachers of secondary schools.
• Significant relationship was found between change proneness and Teacher effectiveness of non-science teachers of secondary schools.

• No Significant difference was found in degree of relationship between change proneness and Teacher effectiveness of science and non-science teachers of secondary schools.

• Intensity of relationship between change proneness and Teacher effectiveness was found more in science teachers than that of non-science teachers of secondary schools.

• No Significant relationship was found between change proneness and Teacher effectiveness of low experience teachers of secondary schools.

• Significant relationship was found between change proneness and Teacher effectiveness of average experience teachers of secondary schools.

• Significant relationship was found between change proneness and Teacher effectiveness of high experience teachers of secondary schools.

• No Significant difference was found in degree of relationship between change proneness and Teacher effectiveness of low experience and average experienced teachers of secondary schools.

• No Significant difference was found in degree of relationship between change proneness and Teacher effectiveness of average experience and high experienced teachers of secondary schools.

• No Significant difference was found in degree of relationship between change proneness and Teacher effectiveness of high experience and low experienced teachers of secondary schools.
• Intensity of relationship between change proneness and Teacher effectiveness was found more in average experienced teachers than that of low experience teachers of secondary schools.

• Intensity of relationship between change proneness and Teacher effectiveness was found more in average experienced teachers than that of high experience teachers of secondary schools.

• Intensity of relationship between change proneness and Teacher effectiveness was found more in high experienced teachers than that of low experience teachers of secondary schools.

(b) **Prediction of teacher effectiveness.**

• Change proneness is a predictor of teacher effectiveness of secondary school teachers.

• Change proneness is a predictor of teacher effectiveness of secondary school rural teachers.

• Change proneness is a predictor of teacher effectiveness of secondary school urban teachers.

• Change proneness is a predictor of teacher effectiveness of secondary school male teachers.

• Change proneness is a predictor of teacher effectiveness of secondary school female teachers.

• Change proneness is not a predictor of teacher effectiveness of secondary school science teachers.

• Change proneness is a predictor of teacher effectiveness of secondary school non-science teachers.
• Change proneness is not a predictor of teacher effectiveness of secondary school low experienced teachers.

• Change proneness is a predictor of teacher effectiveness of secondary school average experienced teachers.

• Change proneness is not a predictor of teacher effectiveness of secondary school high experienced teachers.

(c) Effect of locality, sex, teaching subject, experience and their interactions on change proneness of secondary school teachers.

• Locality was found to have a significant effect on change proneness of secondary school teachers and change proneness was found more in rural teachers than urban teachers.

• Sex, was found to have a significant effect on change proneness of secondary school teachers and Change proneness in male teachers was found more than that of female teachers.

• Teaching subject did not have a significant effect on change proneness of secondary school teachers.

• Experience did not have a significant effect on change proneness of secondary school teachers.

• First order interaction, locality x teaching subject was found to have significant effect on change proneness, while locality x sex, locality x experience, sex x teaching subject, sex x experience and teaching subject x experience have no significant effect on change proneness of secondary school teachers.
• Second order Interaction, locality x sex x teaching subject, locality x teaching subject x experience, sex x teaching subject x experience and teaching subject x experience x locality have no significant effect on change proneness of secondary school teachers.

• Third order Interaction, locality x sex x teaching subject x experience have no significant effect on change proneness of secondary school teachers.

(d) Effect of locality sex, teaching subject, experience and their interaction on teacher effectiveness of secondary school teachers.

• Locality have no significant effect on teacher effectiveness of secondary school teachers

• Sex has a significant effect on teacher effectiveness of secondary school teachers. Teacher effectiveness in male teachers is less than that of female teachers.

• Teaching subject has a significant effect on teacher effectiveness of secondary school teachers. Non-science teacher have more teacher effectiveness than their counterpart science teachers.

• Experience has a significant effect on teacher effectiveness of secondary school teachers. High experienced teachers have more teacher effectiveness than average and low experienced teachers while average experienced teachers have more teacher effectiveness than low experienced teachers.

• First order interaction locality x teaching subject and sex x teaching subject have a significant while locality x sex, locality x experience, sex x experience and teaching subject x experience have no effect on teacher effectiveness of secondary school teachers.
• Second order interaction, experience x locality x sex have a significant while locality x sex x teaching subject, sex x teaching subject x experience and teaching subject x experience x locality have no effect on teacher effectiveness of secondary school teachers.

• Third order interaction, locality x sex x teaching subject x experience has no effect on teacher effectiveness of secondary school teachers.

6.10 EDUCATIONAL IMPLICATION

(a) Educational Implication of Change Proneness

Change proneness is a personal characteristics of teacher, change prone teacher should be active not reactive, must strive rather than submit, he must be author of his behavior rather than have it dictated by authentic. The teacher should perform his duties in his own style. He should be very flexible in approach, adopt new strategies and innovatives. Teachers who are flexible possess a rare quality of distinguished creativity with an inborn talent; they are change prone, ventilate their creative thought and successfully satisfy the children in the class. Hence the state and district administrators should provide such facilities to develop change proneness in teachers.

The development of change proneness should be taken into account during pre-service teacher training. Principal of secondary school should encourage the development of change proneness of their teachers.

Comparison of change proneness among secondary school teachers with reference to the variables, namely, locality, sex, teaching subject and experience, it is found that the male, rural, science group
and average experienced group teachers are possessed higher change proneness than their counterparts, which is an indicative to the academic administrators to examine the differentiation among teachers so as to enhance the quality among the teacher secondary school.

For the present study, it is observed that though there is a significant and positive relationship between change proneness and teacher effectiveness but it is found low. This indicates that though change proneness in teachers is in advantage position, their teacher effectiveness is less. This indicates, that the secondary school teachers have confined their profession in regular routine manner instead of introducing new concepts and techniques while in their classroom teaching.

(b) Educational Implication of teacher effectiveness.

“It is not rocket science-the better the teacher teaches, the better the student learns.”

- Harry. K. Wong

No doubt teacher effectiveness is a personal characteristic comprising of intellectual capacity, knowledge and attitude of a teacher in educational setting.

A school teacher, irrespective of sex, teaching subject and experience shows a good level of teacher effectiveness when he/she has got an innovative approach. The educational authority need to have a friendly relationship with teachers rather than inspecting with iron-hand-role in helping them to show their best of abilities and interest. The teaching subject i.e. science and non-science seem to affect teacher effectiveness. Let all teachers, irrespective of teaching subject should be given an opportunity to enhance their ability. It can be
achieved through in-service training. The role of technology has become very important in educational setup. Therefore, teachers should be given a proper training to utilize the advancement of technology in their classroom teaching. Mass media should become an integral part of the teaching learning process, this is likely to help teachers to become more effective both intellectually and attitude wise.

It is felt and believed by many that teaching experience does not affect the teacher effectiveness. But the present study has found a significant effect on teacher effectiveness. Therefore, it needs to be re-looked that experience may not be that important. all teachers need to be treated as unique human beings in educational setup.

It is need of hour that teachers are to be trained in such a way that they become a mentor of their students and provide education to them for achieving excellence in school education.

The teacher effectiveness is usually based on the self perceptions of teachers. It is need hour to measure the teacher effectiveness on the basis of student’s performance .Student’s feedback should be made mandatory . Only an effective teacher can deliver the results, what school promises.

Every parent would like to have the assurance that all our children are being taught and prepared for higher studies and for future. In order to achieve this we need to ensure that those who teach our children have the qualities of effective teaching. In short, we need an effective teacher for our children.

In 21st century we don’t just need a teacher, who is highly qualified but the hour of need is a highly effective teacher. Modern day
educationists advocate for a highly effective teacher in every classroom rather than a highly qualified teachers in every classroom.

Teachers should be provided sufficient training to use appropriate pedagogy in the class room behavior. It should be made compulsory the teacher should attend and undergo training sessions.

6.11 SUGGESTIONS FOR FURTHER RESEARCH

Research in any field is a continuous process and no research an itself is considered complete. Every research is based on previous studies and lays down the foundation for a new study. The present study also was delimited in terms of a number of variables, to explore the relationship of change proneness with teacher effectiveness. Hence some suggestions are being made for further research.

(a) Change Proneness

- A correlational study of personality and change proneness may be conducted.
- An analytical study to look into the concept which influence the change proneness and institutional complex may be conducted.
- A comparative study of change proneness among effective teachers may be conducted.
- A study of change proneness and effective teaching as influencing factors to enhance quality may be undertaken.
- A study of change proneness and burnout as stumbling blocks in their professional competency may be attempted.
A study of change proneness and its impact on students’s performance may be undertaken.

(b) Teacher effectiveness

It is desirable for exploring the relationship between change proneness and teacher effectiveness with institutions variable to compare different school systems such as government and private, Navodaya and Central, Public and Private, Hindi medium and English medium school.

The study could be extended to other parts of Chhattisgarh and different grades of educational institutions i.e. the primary, Higher Secondary and college level.

A study of relationship between teacher effectiveness and students performance may be conducted.

Teacher training colleges often conduct various training programme for secondary school teachers to enhance the quality and standard of teaching. A study of change in teacher effectiveness after such training programmes should be conducted.