CHAPTER - 1

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1.0 INTRODUCTION

Education is a powerful medium in bringing about desired change. Only education can bring about changes in knowledge, skills, attitude, appreciations and understanding things around us. The aim of education is to make an individual civilized, refined and cultured, in sort-a useful member of the civilized society.

According to UN, “Education is a process which draws out the best in man with the aim of producing a well balanced personality”. Education has a very significant role in developing an individual to the level of perfection by drawing out the best citizen from him. The UNESCO international commission on education for twenty first century (1996) has identified four pillars of learning-learning to know, learning to do, learning to be, learning to live together. This can be achieved with the help of teachers. In the field of education, the one which influence the life of students is the teacher. There is a phrase ‘as is the teacher so is the child.

The progress and prosperity of children depend upon the teachers. No one can replace the teacher in influencing children. The Second Education Commission (1953), stated that we are however, convinced that most important factor in the contemplated educational reconstruction is the teacher - his quality, his educational qualifications, his professional training and the place he occupies in the school as well as in the community. The reputation of a school and its
influence on the life of the community invariably depends on the kind of teachers working in it.

Similar views were expressed by Indian Education Commission (1966) on the teacher’s role. The commission viewed that of all different factors, which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant.

Schools are the nurseries of nation and teachers are the Architects of the future, are not only figurative expressions but are truthful statements, as significant as they are suggestive. The sole purpose of education is to develop the potential of human resource and translate it into a civilized society. To fulfill this purpose of education, teacher has a very significant and non replaceable role.

Education is a bipolar process in which the personality of one person influences the other with a view to modify his behaviour in order to bring about his all round development in thought, feeling and action. A continuous exchange of ideas between teacher and the student takes place. Central to this interactional process is the teacher. The role of teacher is very important in learning of a child.

Every parent would like to have an assurance that all our children are being taught and prepared for college, for future work and for life in twenty-first century. In order to achieve this we need to ensure that those who teach our children incorporate the quality of effective teaching in their professional life.

The current movement in thinking and research that is taking us from the concept of “A Highly Qualified Teacher in every classroom, to the need for a Highly Effective Teachers in every
classroom,” is a logical and needed evaluation in our thinking about improvements in the way teaching and learning takes place in our schools.

The destiny of India is being shaped in its classrooms teacher plays a significant role in providing education for children. In other words better teaching will result efficient learning in the process of bringing about development in child. The teacher exerts to bring about change in the behavior of the pupil in terms of knowledge, attitude and values. All this evidently depends upon the positive attitude of teachers towards teaching.

The identification of able, efficient and well qualified teaching personnel constitutes one of the most important of all educational concerns. Poor teaching would seem to be a significant contributor on its unfortunate share to the perpetuation of ignorance, misunderstanding and intellectual stagnation.

Educational institutions must recognize that world has changed employers and students have needs that our current delivery system is not meeting. We face financial problem that will not disappear quickly, as well as both global and private competitions. Doing more of what we are currently doing, will not solve the problem. To service these challenges, we must find new ways to deliver education to our students. The use of academic computing can contribute to solving some of these problems; certainly the use of technology combined with other measures will change the nature of the teaching learning process.

The rapid changes in educational system which have contributed largely to its expansion are demanding a review of old, conventional and dogmatic methods and of developing new ones. Various attempts are being made to need and satisfy this demand and
make teaching 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 change, though an equally imperative question is that of teacher’s willingness to bring in change. This is called as ‘Change Proneness.”

The coinage of the term “Change-proneness” can be traced back in educational diffusion literature and can be attributed to Miller (1987). The meaning of ‘Change proneness’ is largely hidden in the word itself. ‘Proneness’ means inclination, or readiness or likelihood. Thus, ‘Change proneness’ would connote the inclination or readiness or likelihood one possesses to change. It is indicative of person’s mental orientation towards change. In this sense ‘Change proneness’ is a more global concept, when compared to cosmopolitans 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 one self. Thus the measurement of one’s orientation towards and readiness to change becomes a pertinent issue.

To incorporate innovations in main stream education, a teacher needs to be both efficient and effective. Teacher-effectiveness has been an issue from time immemorable.

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 Mc Ber (2000), Brophy (2001), Scheerens
These factor falls under the general heading of teacher characteristics. Teacher characteristics are relatively stable traits that are related to and influence the way teachers practice their profession. These characteristics can be organized into four clusters namely professionalism, thinking, reasoning expectations and leadership. A summary of characteristics associated with more effective teachers has been provided below:

**Table-1.01**

**Characteristics Associated With More Effective Teachers**

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Characteristics</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Professionalism</td>
<td>1) Commitment</td>
<td>Commitment of doing everything possible for each student and enabling all students to be successful.</td>
</tr>
<tr>
<td></td>
<td>2) Confidence</td>
<td>Belief in one’s ability to be effective and to take on challenges.</td>
</tr>
<tr>
<td></td>
<td>3) Trustworthiness</td>
<td>Being consistent and fair keeping one’s word.</td>
</tr>
<tr>
<td></td>
<td>4) Respect</td>
<td>Belief that all individuals matter and deserve respect.</td>
</tr>
<tr>
<td>2) Thinking Reasoning</td>
<td>1) Analytical thinking</td>
<td>Ability to think logically, break things down and recognize cause ‘n’ effect.</td>
</tr>
<tr>
<td></td>
<td>2) Conceptual Thinking</td>
<td>Ability to identify patterns and connections even when a great deal of details is present.</td>
</tr>
<tr>
<td>3) Expectation</td>
<td>1) Drive for</td>
<td>Relentless energy for setting</td>
</tr>
<tr>
<td>2) Information seeking</td>
<td>Drive to find out more and get to the heart of things, intellectual curiosity.</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>3) Initiative.</td>
<td>Drive to act now to anticipate and pre-apt enterpriser.</td>
<td></td>
</tr>
<tr>
<td>4) Leadership</td>
<td>1) Flexibility</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ability and willingness to adapt to the needs of a situation and change tactics.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2) Accountability</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Drive and ability to set clear expectations and parameters and hold other accountable for performance.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) Passion for Learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Drive and ability to support students in their learning and to help them become confident and independent learners.</td>
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</tr>
</tbody>
</table>

The characteristics of effective teacher presented in nut-shell clearly indicate that these 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 taking to explore analytically the relationship between change proneness and teacher effectiveness.
1.1 DESCRIPTION OF VARIABLES

This study has two variables, these are: Change Proneness and Teacher Effectiveness. Details of the same are given below.

1.2 CHANGE PRONENESS

(a) Change

Change is an inevitable part of life. It happens whether we like it or not, whether we can cope with it or not. If we willingly accept change, we grow, if we resist change, we do not grow, we stagnate. One of the secrets of living successfully is to learn to handle, the changes we find in our way.

Change is necessary and it is a must for the evolution. In other word, Change is not only a necessary but vital element of professional growth as well. We have been witnessing a constant change in every profession including education. Even though change has always been a part of education; it seems that change is happening faster than ever before. We are living in 21st century where challenges are totally different from past centuries. Change in education is inevitable in order to prepare the younger generation for the challenges of life in the knowledge based society. Well, it is all of this, but that does not mean it is easy. Changes in education is a complex process.

Fullan (1993), who is a leading educator researching on change has defined that change is a complex process, not a blue print. It cannot be tested as a scientific experiment, simply by using control variables and measuring the output, such as students’ academic results. It cannot be understood by only interviewing teachers and students. We can get an understanding of it by following through the process, collecting and looking at any possible evidences of change and
listening to the voices of students, teachers and related persons. Research findings on the change process should be used less as instruments of 'application' and more as means of helping practitioners and planners 'make sense' of planning, implementation strategies, and monitoring.

Models on Change

(i) Fullan’s Model

Michael Fullan has focused his work on educational change. His model focused on "the human participants taking part in the change process. His model is different from Roger’s model, whose work focused more on the characteristics of the innovation and the adopters, whereas Fullan focuses on the roles and strategies of various types of change agents.

Ellsworth (2001) states that the issues that Fullan's model helps the change agent to deal with include:

- What are the implications of change for people or organizations promoting or opposing it at particular levels?

- What can different stakeholders do to promote change that addresses their needs and priorities?

Fullan views every stakeholder in the educational change as a change agent. Fullan and Stiegerlbauer (1991), have given a promise for the change agent that "there is enormous potential for true, meaningful change simply in building coalition with other change agents, both within one's own group and across all groups." (Ellsworth, 2001)
Fullan (1982, 1991), proposed that there are four broad phases in the change process: initiation, implementation, continuation, and outcome.

**Figure 1.01: Fullan’s Model**

| INTIATION | IMPLEMENTATION | CONTINUATION | OUTCOME |

**Initiation**

The factors that affect the initiation phase include:

1. Existence and quality of innovations
2. Access to innovations
3. Advocacy from central administration
4. Teacher’s advocacy
5. External change agents

**Implementation**

Fullan and Stigelbauer (1991), described three areas of the major factors affecting implementation, these are:

i. Characteristics of change
ii. Local characteristics
iii. External factors (government and other agencies).

**Continuation**

Continuation is a decision about institutionalization of an innovation based on the reaction to the change, which might be positive or negative. Continuation depends on whether or not:

1. The change gets built into the structure (through policy/budget/timetable)
2. The change has generated a critical mass of administrators or teachers who are skilled and committed

3. The change has established procedures for continuing assistance

**Outcome**

Attention to the following perspectives on the change process may support the achievement of a positive or successful change outcome:

1. Active initiation & participation: change does not end in recognizing or initial context with the innovation, but starts with the contact and evolves along with the continuous interaction with it and the environmental changes that it brings forth

2. Pressure, support and negotiation

3. Changes in skills, thinking, and committed actions

4. Overriding problems of ownership

**Change Process**

*Fullan* (1993), provide eight basic lessons of thinking about change:

1. You can't mandate what matters: Fullan pointed out, "effective change agents neither embrace nor ignore mandates. They use them as catalysts to reexamine what they are doing."

2. Change is a journey not a blueprint: Change is non-linear, loaded with uncertainty and excitement with positive and negative forces.

3. Problems are our friends: Problems are inevitable and we can’t learn without them. Conflict is essential to any successful change effort.
4. Vision and Strategic planning come later: Premature visions and planning are blind.

5. Individualism and collectivism must have equal power: There are no one-sided solutions to isolation and group thinking.

6. Neither centralization nor decentralization works: Both top-down and bottom-up strategies are necessary.

7. Connection with the wider environment is critical: The best organizations learn externally as well as internally.

8. Every person is a change agent. Change is too important to leave to the experts, personal mindset and mastery is the ultimate protection.

Fullan (1993), has given suggestions for elements that successful change requires:

- The ability to work with polar opposites: imposition of change vs. self-learning; planning vs. uncertainty; problems vs. creative resolution; vision vs. fixed direction; individual vs. groups; centralizing vs. decentralizing; personal change vs. system change

- Dynamic interdependency of state accountability and local autonomy

- Combination of individuals and societal agencies

- Internal connection within oneself and within one's organization and external connections to others and to the environment

Fullan (1999), pointed out the importance of the recognition that the educational change process is complex. To deal with such complexity is not to control the change, but to guide it. Fullan provides eight new lessons about guiding change.

1. Moral purpose is complex and problematic.
2. Theories of education and theories of change need each other.

3. Conflict and diversity are our friends.

4. Understanding the meaning of operating on the edge of chaos.

5. Emotional intelligence is anxiety provoking and anxiety containing.

6. Collaborative cultures are anxiety provoking and anxiety containing.

7. Attack incoherence connectedness and knowledge creation are critical.

8. There is no single solution. Craft your own theories and actions by being a critical consumer.

(ii) Ely’s Conditions Change Model

Ely (1999), listed eight conditions that should exist or be created in the environment where in the innovation is implemented to facilitate its adoption:

- **Dissatisfaction with the status quo:** The precondition for people to accept a change is that they perceive a need to change the environment. Perception of such needs usually is revealed in people's dissatisfaction of the existing methods, products, or programs. Understanding of the cause of the dissatisfaction and identifying who has dissatisfaction can help the change agent to communicate the innovation to the adopters in a more effective way. Ellisworth (2001) said that understanding sources and the levels of dissatisfaction can help the change agent to position the innovation to be more compatible with their 'felt needs' (in Rogers' term).

- **Sufficient knowledge and skills:** In order to make the implementation succeed, "the people who will ultimately implement
any innovation must possess sufficient knowledge and skills to do the job." (Ely, 1995). It is especially evident when the innovation involves in use of a certain tool or a technique. Without enough training to use the tool or technique, the innovation will die out soon.

**Availability of resources:** A good recipe itself does not guarantee the tasty results of cooking. There must be right ingredients and right cooking utensils available for the cook to use. In the same logic, an innovation without resources, such as money, tools and materials, to support its implementation, will not be successful.

**Availability of time:** The adoption of the innovation takes time. As it is put by Ely, "the implementers must have time to learn, adapt, integrate, and reflect on what they are doing." Their 'confirmation' of the acceptance of the innovation does not necessarily bring forth the change. It needs time for the people to understand the innovation and develop the abilities to adapt the innovation.

**Reward or incentives:** People need to be encouraged in their performance of innovation or use of the innovation. Extrinsic or intrinsic rewards can add some value to the innovation, and thus, promote its implementation.

**Participation:** Participants in the implementation should be encouraged to involve in decision-making. With the opportunities to communicate their ideas and opinions, the participants can have sense of the ownership of the innovation. Moreover, the communication among all parties can help monitor the progress of the innovation.

**Commitment:** Since the implementation take a great deal of endeavors and time, the people who are involved in the implementation need to make commitment to their efforts and time.
There must be "firm and visible evidence that there is endorsement and continuing support for implementation" (Ely, 1995).

Leadership: Unless to say, the leaders’ expectations and commitment have a great impact on the process of implementation. Leadership also include the availability of affective support thorough the process.

(iii) Roger’ Diffusion of Innovation Model

According to Rogers (1996), a change agent is an individual who influences clients' innovation-decisions in a direction desirable by a change agency. Rogers' model seems to have a clear cut distinction between the change agent and its client system. Ellsworth (2000), pointed out that Rogers's Diffusion of Innovations (1995), is an excellent general practitioner's guide. Rogers' framework furnishes "a standard classification scheme for describing the perceived attributes on innovations in universal terms" (Rogers, 1995). Research in educational change has applied and explored.

Rogers's model examines diffusion from a change communication framework to learn the effects of all the components involved in the communication process on the rate of adoption. Rogers (1996), described the differences both in people and in the innovation. The model provides the guidelines for the change agents about what attributes that they can build into the innovation to facilitate its acceptance by the aimed adopter. Rogers identified the sequence of change agent roles as well:

- To develop a need for change.
- To establish an information-exchange relationship.
➢ To diagnose problems.

➢ To create an intent in the client to change.

➢ To translate an intent to action.

➢ To stabilize adoption and prevent discontinuance.

➢ To achieve a terminal relationship

In the Rogers's Model, diffusion is a process by which an innovation is communicated through certain channels over time among the members of a social system.

The definition includes:

➢ The adopters can be an individual, groups, or organization at different levels of social system.

➢ The target is innovation

➢ The process is communication

➢ The means is communication channels

➢ The context of innovation is a social system

➢ It is a change over time.

Category of different types of adopter:

➢ Innovators (risk takers)

➢ Early adopters (hedgers)

➢ Early majority (waiters)

➢ Late majority (skeptics)

➢ Late adopters (slowpokes)
Factors that affects - the rate of adoption of an innovation

According to Rogers (1995), there are five major factors affecting the rate of adoption:

1. **Perceived Attributes of Innovation:** An innovation is an idea, practice or object that is perceived as new by an individual or other unit of adoption. How the adopter perceived characteristics of the innovation has an impact on the process of adoption.

   - **Relative advantage:** the degree to which an innovation is perceived as better than the idea it supersedes. The underlying principle is that the greater the perceived relative advantage of an innovation, the more rapid its rate of adoption.
   
   - **Compatibility:** the degree to which an innovation is perceived as being consistent with the existing values, past experiences, and needs of potential adopters.

   - **Complexity:** the degree to which an innovation is perceived as difficult to understand and use.

   - **Trialability:** the degree to which an innovation may be experimented with on a limited basis. If an innovation is trialable, it results in less uncertainty for adoption.

   - **Observability:** the degree to which the results of an innovation are visible to others. The easier it is for individuals to see the results of an innovation, the more likely they are to adopt.

2. **Type of Innovation-Decision**

   - Optional: an individual flexibility
   
   - Collective: a balance between maximum efficiency and freedom
Authority: it yields the high rate of adoption, but produces high resistance.

3. Communication Channels

- Mass Media
- Interpersonal

4. Nature of the Social System

A social system is defined as a set of interrelated units that are engaged in joint problem solving to accomplish a common goal. The members or units of a social system may be individuals, informal groups, organizations, and subsystems. All members cooperate at least to the extent of seeking to solve a common problem in order to reach a mutual goal: Sharing of a common objective binds the system together. The social structure affects the innovation's diffusion in several ways:

- Social structure and communication structure: patterned arrangements of the units in a system
- System norms: norms are established behavior patterns for the members of a social system
- Roles of opinion leaders and change agents: opinion leadership is the degree to which an individual is able to influence other individual's attitudes or overt behavior informally in a desired way with relative frequency.
- Types of innovation decisions: optional innovation-decision, collective innovation-decision, authority innovation-decision; contingent innovation-decision
The consequences of innovation: desirable vs. undesirable, direct vs. indirect, anticipated vs. unanticipated.

5. Extent of Change Agent’s Promotion

Siegel (1999), listed four additional factors of Rogers’ theory: Pro-innovation Bias: three assumptions about innovation:

- It should be diffused and adopted by all members of a social system
- It should be diffused more rapidly
- It should be neither reinvented nor rejected

Reinvention: people use innovations in ways not originally intended

Individual characteristics of adopters.

Innovation-decision process

Innovation decision process for individual or other decision making unit includes:

- Knowledge: it occurs when an individual is exposed to the innovation's existence and gains some understanding of how it functions.
- Persuasion: it occurs when an individual forms a favorable or unfavorable attitude towards the innovation.
- Decision: it occurs when an individual engages in activities that lead to a choice to adopt or reject the innovation.
- Implementation: it occurs when an individual puts an innovation into use.
Confirmation: it occurs when an individual seeks reinforcement of an innovation decision or reverse the previous decision due to the conflict.

**Contributions of Rogers' Model**

Ellsworth (2000), figured out that the most critical benefits of Rogers' model is the innovation attributes. He said, "Practitioners are likely to find this perspective of the greatest use if they are engaged in the actual development of the innovation or if they are deciding whether (or how) to adapt the innovation to meet local requirements...Rogers' framework can be useful in determining how it is to be presented to its intended adopters."

Rogers's model has described the critical components in the change system and their characteristics. The model is relatively systematic because the consequence of the change is restricted with a predetermined "innovation", a predetermined goal. The interrelationship and dynamic exchange between the components in the change system is not expected to contribute to the continuous shaping of the vision, but to be controlled to adopt a desirable idea, object, or program.

**(b) Educational Change**

Educational change is a broad term that refers to both shifting paradigms within education and efforts of reform within education. The former is often a part of the latter, since most change within the field of education is initiated for the improvement of the institution. Similarly, shifting perspectives within the field of education are most often a result of awareness about new ideas and necessities. The efforts
taken to adjust to those new ideas and meet those necessities can be categorized as educational change.

The 21” century is considered to be an era of globalization, when knowledge and information are growing without limitations. Education also has to change in order to prepare the younger generation for the challenges of life in the knowledge based society.

Innovation is believed to have the potential for changing education from the following perspectives mainly:

- It is a tool to achieve a shift to learner-centered approach to education;
- It requires teacher to be a facilitator of learning;
- It offers greater efficiency and effectiveness of student learning.

To successfully implement educational change, an understanding of it and how teachers change are vital. The concepts and ideas contributed by Michael Fullan (1993, 2001), a well-known authority in this research field, has given guidelines for understanding changes and the framework for studying them.

**Fullan's** (1993) eight basic lessons of the `New Paradigm of Change' can help to understand change. These are:

(1) You can't mandate what matters;
(2) Change is a journey not a blueprint;
(3) Problems are our friends;
(4) Vision and strategic planning come later;
(5) Individualism and collectivism must have equal power;

(6) Neither centralization nor decentralization works;

(7) Connection with the wider environment is critical for success, and

(8) Every person is a change agent.

**Fullan** (1993), stresses the complexity of the change process saying that "Dynamic complexity is the real territory of change. .....because other 'unplanned' factors dynamically interfere. ..... change in dynamically complex circumstances and is non-linear, we cannot predict or guide the process with any precision ..." (Fullan, 1993: p. 20).

**Hargreaves** (1994), has worked in the field of educational change. He notices that teachers are in the front line and are usually thought to be the key persons for educational changes but they are always blamed for having resisted change. Schools are described as slow adapters to change. In order to implement change, to understand how teachers change, why they resist change and why they alter the 'process of change' is vital.

**Richardson** (1998), is also a well known researcher in this subject. She observes the discrepancy between what she read from literature that teachers do not change and what she observed from teachers in different countries that teachers change all the time and inquire into it.

Fullan's (1993) model for change can be a reference and a guide as well for meeting the change. He states that the complexity of the change is high and that the process of change is non-linear and it cannot be predicted. Reformers and leaders of the change should take
note of this and not to blame teachers for reluctance to change when they do not see the progress as they have planned despite the educational change is meaningful and of great importance.

The factors required to ensure successful implementation in the educational change are following:

- Need and `practicality as perceived by teachers.
- Development of networks and openness about issues among all involved;
- Encouragement and support to teachers for change
- Appropriate learning platforms;
- Support of Principals;
- Time for Study and Reflection;
- Teacher's past experience, abilities, willingness, social conditions and institutional support.

Overall, the leadership of institution head is most important in moving teachers forward. Principals or Head Masters as an institution head are key leaders in bringing change in school. If the head is not change friendly, teachers would prefer to stay in their `comfort zone' since any attempts to change are complex and risky. Fear of failure in trying new ways of teaching which they are not familiar with and are not confident in may deter them from trying (Guskey & Huberman, 1995). Time for study and reflection is another factor for the successful implementation of an educational change. This involves changes in the schedule of the school which the Principals have the say. **Guskey and Huberman** (1995), stresses the need of time for teacher development when he discusses teacher change. Teachers need time to learn, reflect
and prepare new materials and it requires the school to put the change in high priority. The factors named above, such as developing networks and learning platforms, teachers' experiences, abilities and willingness as well as their felt need and practicality, can be achieved through teacher development and learning opportunities.

**Clark** (1993), states that an understanding of how teachers change and grow is very necessary for improving schools. Flores (2003), after going through many reviews of literature on teacher change, states that it is necessary to explore teachers's understanding of change and examine how teachers change, in what way, why and when?. A closer look at teacher change can contribute to broader understanding of the factors that facilitate or obstruct the process of change and how these factors interact. Fullan (1993,p. 20), considers `complexity, dynamism, and unpredictability' as normal in the real territory of change.

Studies on why teacher change fails stress that a top-down policy cannot bring about change. On the contrary, support of all kinds is necessary in implementing changes. Studies show Teachers are sometimes in a strange position of being the subject and the agent of change simultaneously. In some cases teachers face worse situation when policy makers imposes changes on them. Policy makers who neither know the teachers nor the context in which the teachers work but only instigate change due to economic and political reasons, historical trends or social and cultural developments. Teachers feel that their professional freedom and autonomy have been at stack (restricted) in these imposed changes and, mostly teachers do not feel the changes appropriate or possible. The assumptions behind those imposed changes are the fact that teachers do not teach well and
students are not receiving the best education. The interpretation and implication may mean that teachers do not have adequate knowledge, skills, competencies and even personal qualities for a quality education. Thus, those imposed changes are prone to failure. ‘We cannot mandate what matters' is the first of Fullan's eight lessons about change (Fullan, 1993).

Horn (2000), an educationist, examined the reasons for the failure of his attempt to radically reconstruct the curriculum and instruction in his school with a ‘new philosophy of education' proposed by the school district in the early seventies. According to him, students and teachers, who often are the objects of change and have the power to implement or resist the change, are overlooked. He points out that some of the possible reasons for failures may include:

- Teachers resist the change because of the disruption of their established routines.
- Other problems such as differences in philosophy, procedures, scheduling, and staffing, are also reasons for resisting change.

Some skills always are needed for any changes. (Fullan, 1993), also states that almost all educational changes require new skills, behavior, and beliefs or understandings. Most of the educationists believe that education is a continuous process of change itself.

The needs and concerns of teachers and students are most important so, it should be considered seriously.

(c) Teacher Change

Educational changes bring about a change in teacher’s professional life, mainly –the way he teaches. In order to understand
how teachers change, it is important to explore teachers' views, their practices, as well as the school culture and the social-historical factors affecting it. For example, the attitudes of the stakeholders in the school, educational system and the society all have their influences on teachers' beliefs, attitudes and practices in the classrooms.

The new meanings, new behaviors, new skills and new beliefs that are necessary for teacher change largely depend on teachers' working relationship and the support and positive feelings they have towards their work.

The different perspectives on the change process advocated by Fullan are: (1) change requires some impetus to get started; (2) it requires both pressure and support for the success; (3) it requires careful consideration of the relationship between changes in behavior and changes in beliefs or understanding. The relationship between change in behavior and change in beliefs is `reciprocal and ongoing' (Fullan, 2001).

**Fullan** (2001), stresses that change in beliefs and understanding are the foundation of achieving lasting reform. Teachers' beliefs and attitudes are key factors influencing teacher change in practice and they are affected by evidences of students' improvement in learning.

Therefore, teachers' beliefs are important in bringing about change in teacher’s practice. **Guskey** (1986), states that, "the endurance of any change in teachers' beliefs and attitudes is dependent upon evidence of change in student learning outcomes resulting from changes in teachers classroom practices. It is based on his idea that change is "a learning process for teachers that is developmental and primarily experientially based."
In another study on changes in classroom practices and beliefs, Clark and Clark (1993), concludes that changes begins as experiments and whether an activity works out or not is determined by teachers' personal beliefs. He further points out that teacher’s beliefs and practices are embedded and tied to the broader social and historical context (Clark, 1993).

**Guskey’s Model of Teacher Change**

Guskey (2000) proposed an alternative model of teacher change and it is illustrated in the figure below. This model shows, the change in teachers' beliefs and attitudes occurs after they gain evidence of the change in student learning outcomes which result from change in teacher’s classroom practice.

**Figure 1.02  Guskey’s Model of Teacher Change**

Guskey (2002) has determined professional development programs as "systematic efforts to bring about change in classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of students". He emphasizes the fact that the relationship among these outcomes is highly complex but the efforts to facilitate change can and should consider the order of outcomes most likely to result in desired change and the endurance of that change.
Factors Affecting Teacher Change

1. There are so many factors that affect teacher change. Some of them are worth mentioning.

2. The possible use of new or revised materials,

3. The use of new teaching approaches and,

4. The possible alteration of beliefs.

5. Leadership of the Instruction/Organization head: If Principal or organization head is friendly enough to see and analyze the teacher’s efforts, and then discuss with the concerned teacher. Head should encourage and motivate the teacher to improve and at the same time teachers should get appreciation for their good work.

6. Support and Pressure from Institution: It is said that Pressure and Support both are necessary for success. “Pressure without support leads to resistance and alienation, support without pressure leads to drift or waste of resources” Fullan (2001).

7. Relationship with Students: a healthy relationship with students, itself a motivator for teacher changes.

8. Relationship with Co-Teacher/ Formal and informal support: Not only relation with students matter for teachers but the relationship with fellow teachers also matter. The better feedback from fellow teacher is paramount to improving performance.

9. Access to sufficient quantities of technology: Technology matters a lot. In the era of technology, it affects everyone’s life whether it is a teacher or any other professional.
(d) 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 (Koundinya, 1999).

Change is necessary part of the life. Everyone must accept this reality and those changes too. From ancient times, whenever a new discovery, a strange concept and a novel theory has proposed, there has been an ‘up-surge' among others. As Vivekananda rightly quoted ‘every new activity evidently has to pass through the three stages – bitter ridicule, severe opposition and final acceptance. To accept that earth is round but not flat also requires much commotion in the minds of people. Members of ‘Flat earth society opposed the truth severely. Accepted truth is really difficult to be wiped off from the minds and the new changes in those areas really take a long time and they evidently be the butt of ridicule.

Helio Centric theory took a long time to be accepted and it was severely opposed and bitterly refused by persons who accept Geo-centric theory by that time. Atomic division in Chemistry, Darwin's theory of Evolution in Biology, Sigmond Freud's contributions to psychology all these are not at all exceptions for the basic truth. This truth holds good even in social sciences and in cultural revival. Social changes which totally alter tradition and cultural heritage evidently depend upon the sudden changes. Sudden change but not slow transition, revolution but not evolution out right change but not graded stepwise modification is the predominant nature of change-proneness.
Many scientific truths which emerged as a result of eminent thinking by great scientists told to replace established facts up to the day and required long time to be accepted. All these are clear vivid and valid examples. Change or alter his behavior, attitudes, feelings and thoughts by being flexible rather restraining one-self to be rigid (Mukhopadyay, 1980).

If at all some people who accept and invite such crucial, vital changes are not there in those days, these mightily truths may not have emerged out to be existent before us not. ‘The tendency of possessing an inclination to new novel, strange, at times totally afresh, baffling inventions and innovations which can even shake and wipe of old existing traditional views is ‘change proneness' (Koundinya, 1996). Miller (1967) for the first time has coined the concept of change-proneness is the congregations effect of curiosity, open mindedness and mental flexibility. Miller rightly gave the comprehensive nature of the concept. Radical change, innovativeness, tendency to inquire, being shrewd and proneness in thought, inquisitiveness, and all these traits help change-proneness.

i. Rigidity and Flexibility:

The change-proneness evidently rely upon two opposing ideological aspects rigidity and flexibility. A clear understanding of the two aspects rigidity and flexibility, will evidently help the investigator by throwing enormous light on the concept ‘change-proneness'. The main hurdle to accept a new theory and invite a novel, sudden change is rigidity. Warner defined ‘Rigidity' as a lack of variability in a response or lack of adaptability in behavior.

In life situations, some people are rigid in their behavior, some are not. The same people, who are rigid in one type of situation, may
be non-rigid in other situations. For example some may be good at problem solving in the science laboratory but may not apply the problem solving techniques to their day to day social problems in the community (Klausner, 1972). The dictionary meaning of rigidity is a personality trait characterized by inability to change one’s attitudes opinions or manner of adjustment (Atkinson).

From various studies it seems that there are the few basic factors, which go to make up this rigid tendency. Goldstein defined rigidity – as adherence to a performance that is inadequate for the present task i.e., a rigid term does not shift from one performance to another as required by the fresh to be fulfilled. Research tries to relate problem solving rigidity with attitudinal dispositions of persons. He stated that it is the inability to change one’s set or attitude.

Wolfert opined – rigidity is restricted range of behavior as this type of rigidity prevails in human minds; they act as stumbling blocks and hurdles. They approve one to have a new concept alter the type of learning, to invite change in the approaches.

The opposing ideological aspect for rigidity is ‘flexibility is the personality trait characterized by ability to change one's set, opinion line of thinking and process of adjustment. Exhibiting inclination to a new and strange thing will be possible and it is due to flexibility. In life situations, some people are flexible in their behavior some are not. The people who are flexible on one occasion may not be much flexible on other occasions. They at times with flexible out alter their responses and behavioral patterns. But they decline at time to be flexible and then they stick to old ideologies.

Flexibility is the outstanding quality of exhortative tendency and ability to change one's set or attitude and opinions. Different
definitions have been advanced by psychologists in accordance with their points. The definitions may be prepared from psychomotor developmental, attitudinal intellectual and behavior aspects.

Change-Proneness, though quite recent in origin with astonishing rapidity has become almost a catch word. It can be defined as a tendency to accept anything which is new, novel to be imbibed in their style of work. Change-proneness is state of acceptance of new and creative ideas, which might at times create criticism and failure or result at appreciation and success. It is a sense of satisfaction, commitment and success in the quest for new techniques, ideals and methods. Change-proneness is defined as a state of flux and dilemma brought about by devotion to a cause or a way of life which may promote to result at expected rewards or fails to produce unexpected revolts.

(e) Teacher’s Change Proneness

How a teacher should be, is a puzzling question. Teacher at his best should be active not reactive, must strive rather than submit he must be author of his behavior rather than have it dictated by authority. The teacher should perform his duties in his own style. The pattern of functioning of teachers reveals the existence of two categories of teachers – being very flexible in approach, those adopt new strategies and innovative those who may not accept new strategies and implement novel techniques.

The first category of teachers possesses state of acceptance of creative ideas. The later fail to own the tendency to accept new strategies with a feeling of fear or failure. Those who are rigid in their
outlook do not take any risk by innovating new learning strategies and their teaching style will be routine. Those who are flexible, possess a rare quality of distinguished creativity with an inborn talent, they are change prone, ventilate their creative thoughts and successfully satisfy the children in the class.

Rogers (1995) classified all the types of people working in a field into five categories. They can be described in a parabolic curve. The first categories are ‘innovators’ – persons with utmost change proneness who always think afresh, accept any changes and invent new strategies by being exemplary. Second categories are ‘immediate adopters' who may not think new, but who would adopt and implement any new idea. Third category are ‘early majority' normally large in numbers who propagate and follow the successful innovations. Fourth category is ‘late majority' who would not like to accept and join the innovation willingly of their own with the compulsion of many, slowly they may join the group, accept the novelty of a strange strategy. They fifth category is ‘laggards' persons, who lag behind, will not accept the innovations. Being rigid they criticize and cause hindrance to the new innovations.

Now the investigator felt the need of blending the concept of Change-Proneness and Roger's classification; innovators and immediate adopters constitute the group of persons with high Change-Proneness. Early majority constitute moderate change-prone teachers. The last two categories of Roger's classification late majority and laggards constitute teachers who possess how change process.

High change prone and low change prone teachers are opposed to each other in their basic ideologies. The first category is confident, accepting the challenges. They have feeling of commitment
competence as opposed to the members of second category. Both of them are exactly theoretically opposite poles and in the continuum scale. High and low change prone teachers lie at the opposing extremities with moderately change prone teachers scattering in the middle.

1.3 TEACHER EFFECTIVENESS

(a) Concept of Teacher Effectiveness

Effectiveness is the ability to produce a desired result. When something is deemed effective, it means it has an intended or expected outcome, or produces. In other word, the degree to which objectives are achieved and the extent to which targeted problems are solved. In contrast to efficiency, effectiveness is determined without reference to costs and, whereas efficiency means "doing the thing right," effectiveness means "doing the right thing."

Teaching is extremely complex and only effective teacher or teacher’s effectiveness can deal with this complexity effectively. Teachers have the greatest potential to impact student learning, and research has found that student achievement is related to teacher competence. At the most fundamental level, however, to be effective, the teacher must engage learners mentally to find out what they are thinking. Dr. Mike Clough says that if you do those two things well, the payoff is tremendous. Remmers (1952) defines effectiveness by remarking “Effectiveness is the degree to which an urgent produces effect”. The effectiveness of instruction in a school depends upon the quality of the teacher who is the pivot of educational system.
The term “Teacher Effectiveness” had its prime in the last quarter of the 20th century, during that period when so much work on student ratings was being done. Its connection to evaluation activities remains and even end of course ratings are often thought of as measures of teaching effectiveness. Given its continuing importance, it is a term we should regularly revisit.

Teacher effectiveness is the skills along with ability of a teacher to teach effectively. It is a matter of great importance to all educational institutions as it affects the process of learning and classroom management. Barr (1952) explains the teacher effectiveness as a relationship between teacher, pupils and the other persons concerned with the educational undertaking.

Dunkin (1997) considered that teacher effectiveness is a matter of the degree to which a teacher achieves the desired effects upon students. He defined teacher competence as the extent to which the teacher possesses the requisite knowledge and skills, and teacher performance as the way a teacher behaves in the process of teaching.

The term “Teacher Effectiveness” is used broadly, to mean the collection of characteristics, competencies, and behaviors of teachers that enable students to accomplish desired results, which may include the attainment of specific learning objectives as well as broader goals such as being able to solve problems, think critically, work collaboratively, and become good citizens.

After the role played by parents, teacher effectiveness is the single most important factor in student learning. It can be understood by studying the models of instruction that capture and define what it is that effective teachers know and do. A core set of teaching behaviors that effective teachers integrate into their teaching. These require a
deep understanding of subject matter, learning theory and student differences, planning, classroom instructional strategies, knowing every students, and assessment of student understanding and proficiency with learning outcomes. They also include a teacher’s ability to reflect, collaborate with colleagues and continue ongoing professional development.

There is no doubt in academic world about the importance of teacher effectiveness; it really does make a difference in students life. Smith (1995) has defined the effective teaching by suggesting that learning ‘is a consequence of experience’. He argues that education and therefore teaching should be focused on the creation of ‘appropriately nourishing experiences so that learning comes about naturally and inevitably’. He states that schools should focus less on ‘talking about learning and teaching’ and ‘more about doing’. This is more or less some of characteristics of effective teaching. Alton-Lee (2003) has furnished ten clearly defined and research-supported characteristics of quality teaching. Alton-Lee's ten point model covers the following areas:

1. A focus on student achievement.
2. Pedagogical practices that create caring, inclusive and cohesive learning communities.
3. Effective links between school and the cultural context of the school.
4. Quality teaching is responsive to student learning processes.
5. Learning opportunities are effective and sufficient.
6. Multiple tasks and contexts support learning cycles.
7. Curriculum goals are effectively aligned.
8. Pedagogy scaffolds feedback on students' task engagement.


10. Teachers and students engage constructively in goal oriented assessment.

(b) Characteristics of an Effective Teacher

There have always been attempts to identify and classify attributes of effective teachers. That individual teachers vary considerably in their effectiveness in the classroom has never been in question, even among those who argue that teachers are only one factor that might affect how pupils progress at school.

There is no single, simple ‘effective teaching personality’; effective teaching involves more than just expertise in an academic field. The effective teachers have several qualities in common. Some of them are given below:

Positive: He should keep his students engaged with a positive attitude. He considers his students as teammates, not adversaries. Stay focused, should not be afraid to be creative and innovative.

Prepared: He should know the course material. Review key concepts and ideas, think about how the content can be most effectively demonstrated and design a strategy. Write an outline or take notes to follow during a lecture.

Organized: Have a plan for teaching. To illustrate key points and essential context, choose the most important concepts and show how
they are related. Explain ideas so students are able to build on material they have already mastered. He has long-term goals in mind.

**Clear**: Effective teachers can explain complex ideas in simple ways. Help students understand and use new terminology. Many concepts can be more effectively demonstrated with visual aids such as diagrams, drawings, charts, slides, etc. Make sure that they are large enough to see, neat enough to read, and do not stand in the way. He should be aware of the role body language can play.

**Active**: Keep students engaged, for the same use at least some classroom time for activities other than traditional lectures, discussions or question and answer sessions. The effective teacher will be one who engages with the students in the class in a way that highlights mutual respect and an acknowledgement of the learning process that is in place. Eisner's suggestion that teaching is a caring exercise is very much part of the effective learning process.

**Patient**: He should give students time to process information and answer questions. He should not get irritated by student’s mistakes; he should know mistakes are good teacher. Have patience as teaching can be difficult and frustrating at times.

**Fair**: He should set standards and it is very important to apply them equally and consistently, otherwise credibility will be at stake.

The characteristics of an effective teacher have been summarized by Krishnan and Nightingale (1994), these include:

- He can teach using different methods of teaching, employing a variety of audio-visual aids;
- He should have moral prestige
He should have intellectual depth

He should have a sense of humor

He should be man of all-round personality

He should be confident and at ease when teaching

He has a good relation with the pupils

He manages the class well

He stimulates and motivates pupils to think independently

He explains the points clearly

He should be resourceful in providing the varied experiences to the students.

As Kulsum (2000) stresses on perception’s role and according to Kulsum, main factors of teacher effectiveness are:

- Preparation and planning for teaching
- Classroom management
- Knowledge of subject matter
- Its delivery and presentation including B.B. summary
- Teacher personality make-up and its behavioral ministrations that their own level of acceptability and unacceptability in the teaching profession; Cordial relations with his/her colleagues pupils their parents and other persons in the community.

Barry has classified the Effective Teacher traits into a list of fifteen qualities, with the components of, or synonymous of each they are:
1. **Buoyancy** – Talkativeness, sense of humor, pleasurableness, carefreeness, alertness, idealism.

2. **Considerateness** – Thoughtfulness, have concern and for others, understanding, generosity, patience, helpfulness.

3. **Cooperativeness** – Friendliness, accommodative, easygoingness, geniality, generousness, adaptability, flexibility, responsiveness, charitable.

4. **Emotional Stability** – Realism in facing life’s problems freedom from emotional upsets, constancy, poise, self-control.

5. **Ethicalness** – Good taste, modernity, morality refinement, cultural polish, conventionality.

6. **Expressiveness** – Skill in expression, verbal fluency, communication competency, literateness.

7. **Forcefulness** – Dominance, independence, self-sufficiency, determination, purposefulness, persuasiveness.

8. **Intelligence** – Mental alertness, academic aptitude, capacity for abstract thinking, power to comprehend relationships.

9. **Judgment** – Wisdom in the selection of appropriate course of action, discretion in calling with others’ foresight, common sense, clearheaded.

10. **Objectivity** – Fairness, impartiality, open mindness, free from prejudice, sense of evidence.

12. **Physical Energy** – Readiness for effective action, force vigour, energy, eagerness to succeed, ambition, motivation, vitality, endurance.

13. **Reliability** – Accuracy, dependability, honesty punctuality, responsibility, pain taking, trustworthiness, sincerity, consciousness.


15. **Scholastic Proficiency** – High scholastic aptitude, high scholastic grade point average, through knowledge of subject matter, well informed on many subjects, high verbal aptitude, widely read.

(c) **Teacher effectiveness: the student perspective**

Radhakrishnan advocates a healthy and friendly relation between teacher and student. On contrary to many of the common teaching practices in India, he encouraged the students to question and criticise their teachers. Many educationists now believe that the process of education becomes dull and boring if we are unable to generate interest in students about learning. What they learn unwillingly becomes dead knowledge which is even worse than ignorance. Learning is an interactive process, both teacher and student should be involved in it.

Brown and McIntyre (1993) enquired into secondary student’s ideas of their ‘Best Teachers’ and what characteristics they showed. They reported these positive characteristics as falling into ten categories.

1. Creation of a relaxed and enjoyable atmosphere in the classroom.
2. Retention of control in the classroom.

3. Presentation of work in a way that interests and motivates pupils.

4. Providing conditions so pupils understand the work.

5. Making clear what pupils are to do and achieve.

6. Judging what can be expected of a pupil.

7. Helping pupils with difficulties.

8. Encouraging pupils to raise their expectations of themselves.

9. Developing personal, mature relationships with pupils.

10. Teachers’ personal talents (subject-related or other) utilised.

   (Brown and McIntyre, 1993, pp28–29)

Another extensive study of student’s perspectives on secondary schools (Rudduck et al., 1996) reported on how students experienced school life. One finding was that students preferred teachers who set clear expectations for work and behavior, but who did so in the context of relationships that respected the students. They drew four broad conclusions about what students valued in terms of effective teaching.

- Preparing lessons
- Clear focus
- Engaging with pupils’ everyday experiences;
- Lessons that have some variety of pace and activity

Morgan and Morris (1999) interviewed pupils in ten Welsh secondary schools about what made some teachers better than others. Pupils valued teachers who could explain work well and gave good
feedback on their learning, encouraged them and helped with difficulties, made lessons interesting with some variety of approach, and could maintain good discipline yet show a sense of humour. Again, they offered a common view of good teachers as in control, promoting learning, but able to share a joke.

As one girl commented:

‘Strictish but not soft – not afraid of class, strict enough to make us learn, have a laugh.’

(Morgan and Morris, 1999, p45)

Research studies in this field show, that students opinion really matter, and they should be heard. Teachers of the present and future: The survey's data clearly show that students think teachers should be dedicated to their job. Teachers need to be able to reach children emotionally and academically, making sure the material taught is understood. Teaching is a career that provides challenges, excitement, and a chance to encourage and support others, especially students to achieve their goals. The quality of teacher matters a lot - there is no two opinions about it. Teacher quality has an enormous impact on student learning. Thus, it is important to know what students want from their teacher. Some characteristics of Effective Teachers from the student’s perspective are given below:

- Be good at explaining things
- Being fair-minded
Have a team man: ability to work in a team as well as using your own initiative

Cool and Calm : capability to work under pressure

Having patience and a good sense of humor

Coping well with change

Having a strong knowledge in particular subject areas

Be a good time manager

Be a friendly person and enjoy working with a wide range of people

Have an enthusiasm

Enjoying a challenge.

Effective teachers know that by listening to and working with colleagues, parents, other professionals and community members that they can inspire students and improve their learning.

(d) **Model of Effective Teaching**

“Teacher Effectiveness” study conducted for Department of Education and skills by the consultancy firm. Hay McBer (DIEE 2000). Hay McBer found that teachers’ effectiveness could not be predicted on the basis of data such as age, experience, qualifications and background. Effective teachers could be found in all kinds of schools and came from diverse backgrounds.
According to the **Hay McBer** model, there are three interrelated aspects of effective teaching, which lead to student progress. These are:

**Professional Characteristics:** The underlying dispositions and patterns of behavior that drive what teachers do –these are related to fundamental values, commitments and attitudes.
Teaching skills: The micro-behaviors or the specific skills of teaching these can be identified and learned.

Classroom climate: An output measure of the collective perceptions of pupils about working in a particular teacher’s classroom—this relates very strongly to pupils’ motivation to learn and work to the best of their ability.

Each provides distinctive and complementary ways that teachers can understand the contribution they make. None can be relied on alone to deliver value-added teaching.

Clark and Walsh’s Model of Effective Teacher

Clark and Walsh’s (2001) model emphasizes not only the domains of effective teaching which receive most of the attention in teacher education and evaluation, namely content knowledge, pedagogical knowledge and more recently, pedagogical content knowledge but also takes into account the teacher’s personal knowledge and knowledge of content. It suggests that it is not just this knowledge that teachers have in these domains but the way this knowledge overlaps and interacts both, within the teacher and with the teacher’s physical, social, intellectual and emotional environment.
Figure 1.04

Clark and Walsh’s (2002) Model of Effective Teacher

- **Discipline knowledge** is first pre-requisite of ability to effectively teach a particular discipline.

- **Pedagogical Knowledge**: The art and science of teaching is pedagogy. It includes the knowledge about classroom management, organization of classroom activities, methods for motivation of students, personal knowledge about particular student and his family and social interactional skills.

- **Knowledge of Context**: Context includes the knowledge of classroom, school, culture, community, educational system and students.

- **Personal Knowledge**: Components of personal knowledge are moral code of behaviour such as honesty, integrity, teacher’s personal philosophy and self belief.
In defining effective teaching for the Twenty-first Century, the teaching and learning models of Charlotte Danielson and Robert Marzano are significant. Charlotte Danielson’s book, Enhancing Professional Practice: A Framework for Teaching, outlines measures relating to effective teaching organized into four domains, each with several observable teacher behaviors: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities.

**Robert Marzano’s Model**

Robert Marzano’s model of teaching effectiveness, The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction, articulates his framework in the form of 10 questions that represent a logical planning sequence for successful instructional design including: establishing learning goals, students interaction with new knowledge, student practice to deepen understanding, engaging students, effective classroom management, effective student teacher relationships, communicating high expectation for students, and effective, standards-based, formative and summative assessment practices which use multiple measures of students’ proficiency.

(e) **Factors Affecting Teacher effectiveness**

The teacher who brings a sense of personal involvement to the classroom, who wants to share the knowledge with the members of the class, who is prepared to show that he/she is also a part of the learning cycle, will be setting up a relationship which will encourage a good learning environment. Wolk (2001) highlights this by emphasizing that teachers ‘who are passionate about learning ... create an infectious classroom environment’
Philip Gurney (2007) in his article, suggests five key factors that could contribute to an effective and worthwhile learning and teaching environment.

1. Teacher knowledge, Enthusiasm and Responsibility for Learning
2. Classroom activities that encourage learning
3. Assessment activities that encourage learning through experience
4. Effective feedback that establishes the learning processes in the classroom
5. Effective interaction between the teacher and the students, creating an environment that respects, encourages and stimulates learning through experience.

The research studies have been conducted in this field clearly suggest that, among school-related factors, teachers matter most. What is less clear, however, is how to measure an individual teacher's effectiveness. It is a complex topic, and there are many factors that should be considered. In this study researcher has tried to study Change Proneness as a predicator of Teacher Effectiveness.