CHAPTER – 2

RELATED STUDIES AND

THE PROBLEM
CHAPTER - 2

RELATED STUDIES AND THE PROBLEM

2.0 INTRODUCTION

The review of related study is an essential part in the research because it provides researcher with the background for understanding the current knowledge. In research, review of related study means to conduct general survey of related studies to analyze them critically and put them logically such that a certain frame work and dimensions can emerge.

The main aim of the present study is to explore the relationship between change proneness and teacher effectiveness. Thus, the review of past studies related to change proneness and teacher effectiveness are essential. We have included some significant and relevant studies in this chapter.

2.1 RELATED STUDIES

STUDIES RELATED TO CHANGE PRONENESSS

The following review of research findings will worth going through.

Rao (1967) made an attempt by conducting 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.
Agarwal (1974) made her first effort in this direction by preparing a text on ‘innovation proneness’ in the line of Miller. She found the clues on the text on innovative proneness as related significantly to various dimensions of teacher’s morale.

Singh (1977) in his doctoral study thoroughly examined adoption and dis-contribution of innovations in the preparation of secondary school teachers in India and listed out a few strategies to be adopted for imparting innovations which enable effective preparation of secondary school teachers who were to be flexible and adaptable and impact effective instruction.

Bakshi (1980) made an effort to describe factors which hindered school improvement programme and to analyze the possible relationships of some selected variables to the degree of adaptability of school. In this study change proneness of teachers and principals are of the variables along with organizational climate, teacher’s morale and leadership behavior of the principal. The major findings was—school climate, teacher’s moral and change-proneness of teachers and principals did not significantly influence the school adaptability.

Mukhopadhyaya (1980) with the help of multivariate analysis concluded that the change proneness of a teacher can be predicted to the tune of more than 59% variance by set of variables.

Mukhopadhyay and Saxena (1980) studied the factors contributing to teachers change proneness and concluded that change proneness has been found to be related significantly and positively to urban background, teachers relation with principal, satisfaction in teaching, rapport among teachers, perceived leadership behavior of the principal, attitude towards teaching profession, perceived status of teachers and job satisfaction of teachers and principals.
McGeown (1980) reported the development and validation of measures of teacher innovativeness and selected correlates. Teacher innovativeness is conceptualized as a multi-dimensional construct, which may include teachers’ attitudes towards the adoption of specific innovations, their general change-related values, their adoption of innovations, their internalisation of adopted innovations, and their continual participation in change-related professional activities. Innovativeness was found to comprise a number of dimensions which were significantly and differentially related to teachers’ perceptions of innovation characteristics and the organisational context of innovation. Teachers’ overt innovative behaviour and, to a lesser extent, their attitudinal commitment to innovation were significantly related to the schools’ organisational climate for change, its openness to influence, its supportiveness and motivational climate and to the principal's innovation decision-making behaviour. The instruments developed by the author were found to possess a high degree of reliability and validity. A total of 1757 principals and teachers participated in the study. Grateful acknowledgement is made to all participants in the study and in particular to a group of 34 principals who additionally administered questionnaires to the teaching staff in their schools. 

Vinaitheerthan (1981) concluded age of teachers, sex, teaching experience and professional training influenced the state of dissonance of innovations, controlled climate significantly contributed to teaching learning process attitude to innovation, change-proneness and intimacy. Open climate showed significant relationship with complexity conversation and 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 and found that male teachers are highly change prone than female teachers; urban teachers are more change prone than their counterparts i.e., rural teachers, residential school teachers are more change-prone than non-residential school teachers. Strangely post-graduate trained teachers lag behind trained graduate teachers. Teachers working in Municipal schools are ahead in possession of change-proneness than Missionary school teachers and teachers working in Mandal Parishad schools. The four aspects of CPDQ differ in the extent of influencing change-proneness. An inclination to change-proneness will enhance teacher competency, if commitment and creativity are associated with a favourable attitude in accepting new strategies put forth by others and which are innovated and initiated by themselves, then the exemplary teacher can easily dart into the minds of individual making reaching hard-to-reach pupils not a myth but a reality.

Reddy (2004) studied on the junior college teachers in their teacher change-proneness along with other aspects and concluded that there is significant differences between male and female teachers, rural and urban counterparts and experienced and inexperienced teachers.

Gopinathan (2006) studied 'Challenging the Paradigm: Notes on developing an Indigenized Teacher Education Curriculum'. As per the Author that while considerable attention is being paid to reforming education systems to prepare students for the challenges of globalization and a knowledge-based economy, teacher education models in the Asia Pacific remain insufficiently critiqued. There is an urgent need to rethink teacher education as, in spite of decades of
investment and development, major problems of inequality, attrition, incomplete and inadequate learning continue to blight our education systems. It is proposed that teacher education needs to become more culturally authentic as teaching and learning are best viewed as culturally scripted activities. The utilization of indigenous knowledge will be central to this task. The article concludes with some suggestions for how the task may be started.

Andrew & others (2008) studied 'Experimenting with Teacher Professional Development: Motives and Methods'. In his opinion, a strong base of research is needed to guide investments in teacher professional development (PD). This article considers the status of research on PD and articulates a particular direction for future work. Little is known about whether PD can have a positive impact on achievement when a program is delivered across a range of typical settings and when its delivery depends on multiple trainers. Despite a consensus in the literature on the features of effective PD, there is limited evidence on the specific features that make a difference for achievement. This article explains the benefits offered by experiments in addressing current research needs and for those conducting and interpreting such studies discusses the unique methodological issues encountered when experimental methods are applied to the study of PD.

Day, Sammons & Gu (2008) studied 'Combining Qualitative and Quantitative Methodologies in Research on Teachers' lives, Work and Effectiveness: From Integration to Synergy'. The authors of this article discuss how a mixed-methods research team designed and conducted a 4-year study (Variations in Teachers' Work and Lives and Their Effects on Pupils) that tracked 300 teachers in 100 schools in
England over a 3-year fieldwork period. The authors discuss processes that led to new knowledge. Although mixed methods are becoming more popular, few published accounts describe in detail how researchers have moved beyond the use and integration of mixed methods to arrive at more synergistic understandings. The advantage of synergistic approaches is their consideration and combination of a greater range of data, resulting in more nuanced, authentic accounts and explanations of complex realities.

**Gregory, Palardy & Rumberger** (2008) made an attempt to study 'Teacher Effectiveness in First Grade: The importance of Background Qualifications, Attitudes, ad Instructional Practices for Student Learning'. This study uses Early Childhood Longitudinal Study data to investigate the importance of three general aspects of teacher effects—teacher background qualifications, attitudes, and instructional practices to reading and math achievement gains in first grade. The results indicate that compared with instructional practices, background qualifications have less robust associations with achievement gains. These findings suggest that the No Child Left Behind Act's "highly qualified teacher" provision, which screens teachers on the basis of their background qualifications, is insufficient for ensuring that classrooms are led by teachers who are effective in raising student achievement. To meet that objective, educational policy needs to be directed toward improving aspects of teaching, such as instructional practices and teacher attitudes.

**Newton** (2008) studied 'An Extensive Analysis of Pre-service Elementary Teachers' Knowledge of Fractions'. The study of pre-service elementary teachers' knowledge of fractions is important because fractions are notoriously difficult to learn and teach.
Unfortunately, studies of pre-service teachers' fraction knowledge are limited and have focused primarily on division. The present study included all four operations to provide a more comprehensive understanding of this knowledge. Because knowledge is complex, it was examined in five ways: computational skill, basic concepts, word problems, flexibility, and transfer. To further capture the complexity of knowledge, solution methods were examined for patterns that might reveal understandings and misconceptions. Data were gathered before and after a course designed to deepen pre-service teachers' knowledge. Quantitative and qualitative shifts occurred during the semester, but flexibility and transfer were low. Implications for teacher education are discussed.

Douglas (2009) studied 'Sharpening our Focus in Measuring Classroom Instruction. According to author, this commentary highlights convergent themes from four articles in the March 2009 issue of Educational Researcher on measuring classroom instruction. Classroom instruction is a complex enterprise that occurs at the intersection of teachers, students, and texts within the surrounding classroom, school, and community environments. Progress in studying the complexity of classroom instruction on a large scale relies on our ability to pose research questions at the appropriate levels of analysis and to attempt to answer the questions using rigorous methods. These articles contribute to this task by sharing theoretical and practical viewpoints based on systematic programs of mixed methods research. The value of this body of research is reinforced through evidence of its impact on teaching practices and student learning.

Lorenzo (2009) studied 'Reconciling the Tensions of New Teachers' Socialization into School Culture: A Review of Research'.
The study reviews the research from 1969 to 2005 describing pre-service candidates' transition from student teacher to professional educator during their socialization into school culture. Despite the educational reforms in Canada, the United States, the United Kingdom and Australia over the last three decades, this review argues that new teachers experience many of the same initial concerns that have been documented about beginning teachers for over 35 years. The paper also examines the core themes that emerged in each of the respective periods identified in the review, including: teachers' perceptions of self (1969 to mid 1980s); professional sustainability (mid 1980s to late 1990s); and emerging identity during the process of their socialization into school culture (2000 to 2005). Based on this examination, the paper suggests that the tension between new teacher identity formation and socialization into school culture can be reconciled by a post-

Susan and Others (2009) conducted a study on the topic 'A Two-Dimensional Model of Teacher Retention and Mobility'. This mixed-methods study is a teacher-initiated, collaborative inquiry involving a professional development school (PDS) and a university. The study focused on teacher's perceptions of teacher retention and mobility at their PDS. Participants were 134 teachers at a high-needs elementary school with data sources including surveys, interviews, and open-ended questionnaires. The results clustered around two primary dimensions: (a) congruency of teachers' beliefs and practices with organizational norms and (b) teachers' relational needs and administrators' willingness and ability to meet such needs. Although this study affirmed many of the findings in the extant literature, it also challenged others namely, the links between teacher turnover and workplace conditions, student body characteristics, and student achievement. The recursive research design enabled the researchers to
make accommodations in methodology in response to teachers' and administrators' concerns. The investigators documented these modifications and given recommendations for conducting inquiry in a PDS.

**Suryanarayana and Goteti** (2010) conducted a study on change proneness in relation to origin pawn ideology among the degree college lecturer. They found these results:

1. There is positive significance of relationship between the Change-Proneness and Origin Pawn Ideology among the Degree College Teachers.

2. There is positive significance of relationship between the dimensions of Teacher Change-Proneness.

3. Male and Female Teachers do differed significantly. The mean value obtained by Male Teachers is greater than that of Female Teachers.

4. Rural and Urban locality Teachers do differed significantly. The mean value obtained by Urban locality Teachers is greater than that of Rural locality Teachers.

5. Below 40 years age Teachers and above 40 years age Teachers do differed significantly. The mean value obtained by above 40 years age Teachers is greater than that of their counterparts i.e., below 40 years age Teachers.

6. Married and Unmarried Teachers do not differed significantly.

7. Post-graduate and Post-graduate with M.Phil., Teachers do not differed significantly.

8. Post-graduate and Post-graduate with Ph.D., Teachers do not differed significantly.
9. Post-graduate with M.Phil., and Post-graduate with Ph.D., Teachers do not differed significantly.

10. Below 20 years experience and above 20 years experience Teachers do differed significantly. The mean value obtained by below 20 years experience Teachers is greater than that of above 20 years experience Teachers.

11. Aided and Unaided College Teachers do differ significantly. The mean value obtained by the Unaided College Teachers is greater than the Teachers of Aided College Teachers.

**Suryanarayana and Luciana** (2010) studied on teaching competency and teacher job satisfaction among secondary school teachers to find out the relationship between job satisfaction and teacher change proneness.

According to **Bagarti and Mishra** (2012) the quality of a teacher educator is to be associated with his attitudes towards his profession, his satisfaction with his values and adjustment in the job and professional interest. Accomplishment of the goals of education and the objectives of teaching is possible when teachers are competent in teaching with satisfaction in their profession. Change proneness, job satisfaction and role efficiency of teacher educators of primary level are closely related with each other and also might be a contributing factor for their effectiveness in the classroom. Teacher educators of primary level are found to be most powerful agents for the future development. Their interest, attitudes are effected by their change proneness, job satisfaction and role efficiency. It is aspired that this book will be a supportive tool to know the contributing factor of better teacher education programme and at the same time it can be highly beneficial for the teacher training policy makers, teacher educators,
student teachers and socio-educational researcher to take effective steps to restore the quality of the programme.

**Raju (2012)** focused on the relationship between the teacher change proneness and origin-pawn ideology among the secondary school teachers in Vizianagaram district, Andhra Pradesh, India. 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. The origin is positively motivated, optimistic, confident accepting challenge. The pawn is negatively motivated, defensive, irresolute, avoidant of challenge. Origin has a feeling commitment and competence as opposed to powerlessness of a pawn. The origin philosophy reflects a belief that man is the maker of his destiny. The pawn philosophy reflects that a man is just a puppet in the hands of destiny. Thus origin and pawns are exactly theoretically opposite polar aspects. The data were collected from 126 secondary school teachers working in 10 secondary schools in Vizianagaram District by using two scales. The preliminary information of the teachers along with the responses to the both scales was collected from the secondary school teachers. The data were analyzed by using the statistical procedures like means, standard deviations, critical ratio values and r-values. The results were discussed according to the significant values obtained. Based on the results certain conclusions were drawn. On overall observation of the study, some implications were mentioned.

**Raju (2012)** Focused on the relationship between change-proneness and teacher motivation among junior college teachers in Vizianagaram District, Andhra Pradesh, India. 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 times to be flexible and then they stick to old ideologies. This was also happened in the teacher in the process of teaching. So the change-proneness of a teacher as a whole, occupies a central place in the teaching learning process. Motivation along with change-proneness helpful in the method of teaching and improves the techniques of teaching. The data were collected from 145 junior college teachers working in 18 junior colleges in the Vizianagaram district by using the change proneness scale developed and constructed by Reddy (2004) and the teacher motivation scale previously developed and standardized by Undurty (1988). The data were analyzed by using the statistical procedures like Means, standard deviations, critical ratio values and r-values. The results were discussed according to the significant values obtained.

Hota (2013) studied on “A study on self concept, change proneness and interest in teaching of navodaya vidyalaya teachers and found that (1) The status of Self Concept was found to be high, Change Proneness was found to be High, and Interest in Teaching was found to be Low of Navodaya Vidyalaya Teachers.(2) The Status of female teachers of Navodaya Vidyalaya was found to be Lower for Self Concept, Higher for Change proneness and Higher for Interest in teaching.(3) The Status of Navodaya Vidyalaya science teachers was found to be Higher Self Concept, Low Change Proneness and High Interest in Teaching.(4) The Status of Navodaya Vidyalaya PGT Teachers was found to be Lower in Self Concept, Higher in Change Proneness and Lower in Interest in Teaching.
Patel (2013), studied on “A study of Change Proneness of Primary School Teachers”. The study examined the "change proneness" among primary school teachers. The sample includes 124 primary school teachers, who were selected from 4 Zones i.e. East, West, South and North including Government and Private Schools of Bhopal City. The tools used for the present study is change proneness inventory was of M. Mukhopadhyaya. t-test was applied to determine the significance of difference between Government school and Private school teachers, trained and untrained teacher, having age below 40 years and above 40 years. Major finding of the study revealed that (1) The Private School teachers were slightly better in change Proneness than Government school teacher. (2) Untrained teachers are little better in change proneness than trained teachers. (3) Teachers aged below 40 years were found slightly better in change proneness than teachers aged above 40 years.

STUDIES RELATED TO TEACHER EFFECTIVENESS

Agrawal (1969) under taken a study on measurement and competence of teachers of primary school (M.P.) for his Ph.D. degree. He measured the teaching competency of 770 teachers by self made tool. Investigator contact to 434 Administrator, Inspector and Head master and 284 teachers to measure the teaching competency. Investigator reported that 52.6% teachers are not liking the teaching profession. The attitude of teachers is related to Teacher effectiveness.

Sharma (1971) aimed at studying the relationship between characteristics possessed by teacher and teacher effectiveness with a view to predicting teacher success. Teaching aptitude appeared to be sound predictors of teacher effectiveness.
Chhaya (1974) investigated into certain psychological characteristics of effective school teachers. Study was conducted on 80 effective and 100 ineffective secondary teachers. The findings were that (i) effective teachers had significantly better personality adjustment and more favourable attitudes towards teaching than ineffective teachers (ii) effective teachers did not show significantly more interest in teaching than ineffective teachers. (iii) effective teachers were not extrovert than ineffective teachers.

Kaul (1974) analyzed the personality traits of popular secondary teachers and arrived at four factors namely, striving, self confidence, ability and perseverance and calmness.

Grewal (1976) reported the measures of personality traits clustered in specific constellations with the criterion measure of teacher effectiveness.

Gupta (1976) focused his study on prediction of Teacher effectiveness through personality test and completed his study on 300 trained male teachers with 5-10 years of experience. Some of the findings of this study were:

1. High effective teachers are more intelligent and less suspicious.

2. Low effective teachers are less intelligent and low self concept.

3. In comparison to average effective teachers, high effective teachers are more intelligent, Emotionally stable and self control and less suspicious, less practical, less tension and less frustration.
4. In comparison to low effective teachers, high effective teachers are more intelligent emotionally stable and self – control and less suspicious and imaginary.

5. In comparison to low effective teachers, average effective teachers are more self-control and less imaginary and more practical.

Goel (1978) noticed extroversion as an important factor related to teacher effectiveness. Using the Flanders’s Interactional Analysis System, he found extrovert teachers to have greater interchange of classroom events than introvert teachers. The extrovert teachers had large transition from pupil response to the categories of teacher praise; encourage and questions as compared to introvert teachers. It appeared that extrovert teachers had all the seven interaction models of critical teaching behaviour while introvert teachers had only first four models of teaching behaviour. So, personality dimension of extraversion is important in shaping the teacher’s behavior.

Jangira (1980) conducted a study on use of Micro-teaching for improving general teaching competence of in-service teachers and found that teaching competency of in-service teachers was increased through Micro-teaching.

Mutha (1980) took a study on identifying the attitudinal, motivational and personality factors which differentiated effective teachers from ineffective ones. The major findings of the study were that sex, professional training, nature of schooling and income levels were associated with the teacher’s effectiveness significantly.

Sharma (1981) made an attempt to observe “A Presages-Process-Product Study of teaching effectiveness of Hindi teachers of
Higher Secondary Schools of Indore District and reported the following results:

1. No significant difference was found in male and female teachers with respect to teaching effectiveness.

2. No positive and significant correlation was found between teacher effectiveness and age of teachers.

3. No significant correlation was found between teacher effectiveness and attitude towards teaching.

4. Significant and negative correlation was found between Teacher effectiveness and self–perception.

5. No significant correlation was found between teacher effectiveness and intelligence.

**Bhagoliwal** (1982) studied personality traits associated with teaching effectiveness and found that high level of differentiating and collective quality was found in high effective teachers in their cognitive work. Their imaginative and real thinking capacity were found of high level. Value system and ego organization developed better in effective teachers. Less difference was found in their aspiration level and imaginative and internal source.

**Gupta** (1982) found a significant difference in effective teachers and general person on 9 out of 16 personality traits.

**Kour** (1983) found that sex and marital status are not related with teaching effectiveness.

**Blalock** (1985) took a study to analyze differences in student locus of control and self- concept under conditions of more effective
and less effective teaching student achievement record on a sample of 40 teachers in rural schools. The results revealed no significant differences between student of more and less effective teaching at year’s end.

**Halscott** (1985) conducted a study to investigate the background variables of individuals employed and how those variables may be used to select effective substitute teachers on a sample of 206 substitute teachers. The findings indicated that one variable i.e. pedagogical course was an important discriminating factor regarding the identification of potentially effective substitute teachers.

**Hayman** (1985) conducted a study to investigate the relationship between teacher motivation and teacher effectiveness on a sample of 100 teachers. The findings revealed that significant relationship occur between the self actualization level of motivation and teacher effectiveness. It was therefore concluded that the teacher who possessed the highest level of motivation, self actualization, tended to be more effective teachers.

**Subbarayan** (1985) found no significant difference in male and female teachers with respect to teaching effectiveness.

**Walli** (1985) conducted a factorial study of the teaching correlates of Teaching Effectiveness. This study of teaching effectiveness sought to find out relationships between various demographic and social correlates (such as age, caste, rural-urban background) academic background of teachers (experience, qualifications), motives, values, needs, job-satisfaction and teaching effectiveness, and to extract factor from these correlates. The findings were:
1. Correlation coefficients for educational qualification, salary, experience, family education and sources of income were significant.

2. Correlation coefficients for attitude to educational process, identity with the job, democratic value, family prestige value and a few needs were significant.

3. Six factors emerged from out of the correlation matrix and they were designated as professional dignity (grade, salary, etc), altruistic temper, professional involvement, democratic temper, family background and humility.

**Christensen** (1986) studied to determine which effective teacher characteristics were exhibited by associate teachers from the University of Idaho on a sample of 35 teachers. The findings indicated that how well an associate teacher scores in a teaching strategies course is not related to the effective teaching characteristics exhibited during the practical experience.

**Cosper** (1986) made an attempt to identify the relationship between planning and teacher performance on a random sample of principals and teachers in public school system throughout the United States. The findings indicated a relationship between teacher effectiveness as rated by principals and teachers planning practices as reported by teachers.

**Hans** (1986) observed the relationship among Teaching Style, Learning Gains and Teaching Effectiveness. The major findings of the study were:

1. The indirect teaching style teachers in general were characterized by higher scholastic mental capacity, higher ego strength, less
dominance, weaker super ego, alexia, autism, shrewdness, radicalism, group adherence and a high self-concept.

2. The indirect teaching styles teachers were characterized by lower mental scholastic ability, lower ego strength, dominance, strong supper ego, pretension, alertness, conservatism, self-sufficiency and low integration.

3. The teachers with a normal teaching style had been found to have an average position in respect to the eleven personality traits.

4. Intlectually superior teachers tended to adopt indirect teaching style and less superior teachers adopted direct teaching style.

5. Young teachers used to teach through indirect style of teaching and elder teachers adopted direct teaching style.

6. Teachers teaching through and indirect teaching style were able to develope greater learning gains among their pupils than teachers teaching through a direct teaching style.

7. Indirect teaching style teachers were perceived by their students to be more effective in teaching than the direct teaching style teachers.

Mauser (1986) took a study to investigate the predictive validity of the teacher perceiver interview on it related to teacher effectiveness as judged by teacher’s immediate supervisor on a sample of 77 teachers. The findings showed that there was no predictive validity between the teacher perceiver interview and teacher effectiveness as judged by the teacher’s supervisor.

Padmanabhaiah (1986) took a study to examine the relationship between job satisfaction and teaching effectiveness of secondary school teachers. The major findings were:
1. The teachers in general (72%) were dissatisfied with their job.

2. The teachers in general were satisfied with the factor of job satisfaction-HM, suitability, students and co-teachers and were dissatisfied with factor like policy matters, physical facilities, management policies, nature of work and activities of others.

3. All the personal and demographic variables, except the variable ‘Qualifications of the teachers’, could significantly influence the level of satisfaction with various job factors but not the total job satisfaction.

4. Male and female teachers were not significantly different in the level of their overall job satisfaction/dissatisfaction.

5. There was no significant difference between the satisfaction dissatisfaction with their job as a whole but the two groups were significantly different in their level of dissatisfaction with policy matters and management policies.

6. The teachers working in high schools were significantly more dissatisfied with physical facilities than those working in junior colleges. This may be due to very poor physical facilities existing in most of the high schools.

7. Married and unmarried teachers were significantly different in their level of satisfaction with only three job factors, viz., policy matters, suitability and students.

8. The three groups of teachers with low, average and high discrimination indices were significantly different in the level of their satisfaction with all the jobs factors as well as their job as a whole.
9. Among the 16 personality factors described by Cattell, Factors C,L,N and Q2 and the other personality factor, Neuroticism of the teachers, could significantly influence their level of job satisfaction.

10. Among the 11 personal and demographic variables studied, only five-region, designation, age, Experience and size of the family of the teachers could significantly influence the level of teaching effectiveness.

11. The multiple-correlation between job satisfaction and the four independent variables-job discrimination index, job involvement, family satisfaction and life satisfaction put together was 0.373.

12. The multiple-correlation between teaching effectiveness and job satisfaction was 0.078.

13. All the four variables-job satisfaction, job involvement, life satisfaction and family satisfaction- put together could obtain a multiple correlation of 0.109 with teaching effectiveness.

14. Out of 35 variables studied only a few possessed significant coefficients of correlation with teaching effectiveness.

**Purser** (1986) took a study to examine the relationship between a classification of teacher effectiveness determined by student achievement and a set of teacher variables which include years of teaching experience on a sample of 87 high school teachers and found that there was no significant relationship between the collective set of selected teacher’s variables and teacher effectiveness.

**Tharyani** (1986) took a study to investigate the important factors affecting teacher-effectiveness of B.Ed. students. The findings of the study were:
1. The IQ of teacher trainees was found to be a useful predictor.

2. Teachers’ attitude towards their pupils did not show any significant relationship with teacher behavior in the case of high achievers.

3. In the case of low achievers, it showed a negative significant relationship.

4. Students’ knowledge in their respective subject area was found to be the best predictor.

   **Baughn (1987)** made an attempt to identify the standards by school districts for evaluation of teachers and to determine whether the districts standard reflect the teacher effectiveness research findings on 8 unified school districts in Orange Country California. The findings indicated that experience and training are not associated with the extent of utilization of teacher effectiveness research findings by evaluators.

   **Duschner (1987)** studied between the classroom teaching behaviours and overall teacher effectiveness and found significant correlations between classroom teaching behaviours and overall teacher effectiveness. Further most, relationship between classroom behaviours and overall effectiveness varied substantially in magnitude and direction depending on a grade level, academic level and subject area.

   **Egins (1987)** took a study to observe teacher’s perceptions of the impact of the District of Columbia Teacher Center upon teacher effectiveness and classroom performance on 250 teachers. The findings suggested that years of experiences in teachings, age, and gender did not have significant impact on instructional effectiveness of participating teachers.
Noerrlinger (1987) conducted a study to investigate the student feedback on teacher effectiveness and those factors, which might influence student back on a sample of 19 principal, 76 teachers and 1500 students. The findings revealed that elementary students can be reliable source of information on teacher effectiveness. The students agreed with the principals and related the more teachers significantly higher than the less effective teachers on personal interest, classroom management, presentation, guided practice and independent interactions were found between student’s feedback on teacher effectiveness and teacher’s age, sex, experience level, ethnic origin and educational level.

Singh (1987) worked on a study of teacher effectiveness of higher secondary stage in eastern U.P. and concluded the following results:

1. No significant difference was found in Male and Female teachers with respect to Teacher effectiveness.

2. Teacher effectiveness was found more in female teachers than the male teachers.

3. No difference was found in rural and urban male and female teachers with respect to attitudes towards teaching.

Stark (1987) investigated whether placement on the Taxes Career Ladder at Level 11 had a significant impact on teacher effectiveness and professional development of classroom teachers in the San Antonio Independent School district on a sample of 337 teachers. Results indicated that Career Ladder 11 teachers are effective in the classroom and teacher with more than 20 years experience
provide individuals assistance to students more often than teacher with less than 15 years of experience.

**Gupta** (1988) took a study to investigate the intelligence, adjustment and personality needs of effective teachers in science and arts on a sample of 46 science teachers and 298 arts teachers from the 39 intermediate college of Aligarh district and revealed that teacher effectiveness was found to be related to the experience of the teachers. They were found most effective in the 11-15 years experience group after that it began to decline and also that teacher effectiveness was found to be related to the age of the teachers. They were found most effective in the age group of 30-39 years; after that their effectiveness went on diminishing.

**Minicucci** (1988) investigated whether background characteristics that are available prior to employment have any relationship to teacher satisfaction or teacher effectiveness ratings. The findings indicated that few background characteristics of teacher viz. educational levels, sibling status, birth rank, childhood socio economic level, mother’s education, father’s education, years of teachings, decision to teach, extra-curricular relationships either to teacher satisfaction reports of effectiveness ratings.

**More** (1988) studied relationship between personality factors and teacher effectiveness and revealed that out of 16 personality factors, only six were found to be positively correlated with teacher effectiveness of which intelligence was the most important. The total personality of the teacher was found to be affecting his teaching.

**Prakasham** (1988) took a study to compare the strength of teacher effectiveness in various types of school organizational climates as well as under different levels of teaching competency across sex
differentiation and territorial variation. The sample comprised of 800 teachers along with 92 principals from 120 government, local body, private, non-Christian and Christian schools, teaching class IX, X and XI of Raipur and Bilaspur districts. Results suggested that teachers of urban schools located in industrial area significantly excelled over teachers employed either in semi urban schools or schools located in non-industrial areas on both teaching competency and teacher effectiveness and that there existed a significant relationship between teaching competency and teacher effectiveness.

Atreya (1989) conducted a study on teachers values and job satisfaction in relation to their teaching effectiveness at degree college level. The findings of the study were:

1. It was found that at degree level, teaching effectiveness was significantly related to values and job-satisfaction.

2. Teaching effectiveness was found to be a normally distributed trait.

3. The effective teachers markedly differed from ineffective teachers on the job-satisfaction scale and they were endowed with a value pattern which recounted for their effective teaching.

Fecser (1989) took a study to investigate whether highly effective sensitive teacher of severely behaviour disordered students demonstrate higher rates of effective teaching behaviours than teacher low in this dimension on a sample of 40 teachers and found that there was no significant differences between the coded instructional behaviour of High Scoring Teacher (HST) and Low Scoring Teachers (LST).
**Sarvis** (1989) took a study to compare the attitude of 150 elementary school teachers and 25 principals towards the importance of teacher effectiveness characteristics, in evaluating teachers. The findings revealed that there was a strong agreement between teachers and principals with respect to which teacher effectiveness characteristics are important for use in conducting teacher evaluations.

**Spellman** (1989) studied the teacher effectiveness in preparing an individualized educational plan (IEP) on 60 special education teachers. The findings revealed that issues involved in improving the IEP process are not limited only to teacher effectiveness in writing IRPI’s but also include other factors within the educational system.

**Daly** (1990) took a study to investigate student’s perception of teacher effectiveness in the Hanover Park High school in New Jersey on a sample of 864 students in 54 classes taught by 27 teachers. The results revealed that student’s perception might be valid and reliable source for faculty development.

**Kingston** (1990) studied teacher effectiveness scores based on student achievement data estimated by two methods; the classical method of analysis of co-variance and a within class regression technique. The sample comprised of eight classes of mathematics over a three year period. The analysis of variance comparing the two methods indicated no significant differences between teacher effectiveness scores overall and overtime between the two methods.

**Maurya** (1990) investigated the relationship between attitude and teaching efficiency of university and pre-university lectures. The findings of the study were:
1. External surroundings contributed a great deal in formulation teaching attitude.

2. Frequent changes in the curriculum adversely affected teaching efficiency.

3. The size of the class-room affected adjustment and teaching efficiency.

4. Indiscipline and violence on the campus caused problems of adjustment.

5. Attitude and academic achievement were not significantly related.

6. Sex differences existed both in teaching proficiency and adjustment.

7. Pre-university teachers were better in teaching efficiency.

**Ross** (1990) investigated if the purpose of an evaluation made a difference in the type of information collected and to reveal perceptions of a better system to measure teaching effectiveness on 199 administrators and 255 faculty members from private, Liberal Arts College in Michigan. The results indicated that most respondents reported teaching effectiveness as the most important component of faculty evaluation.

**Deshpande** (1991) examined the teacher effectiveness through the modified version of Popham’s performance test on a sample of 27 randomly selected science teachers, 638 students in class IX and the heads of the schools of Hubli-Dharwad city. The findings revealed that teacher effectiveness as evaluated by the performance test in terms of student achievement was not related to other types of assessment like student’s ratings, head’s ratings or teacher behaviour indices.
Edwin (1991) took a study to investigate the relationship between teacher effectiveness and stage of the teacher’s career on 100 California elementary principals. Results indicated that there was a relationship between being perceived as an effective or ineffective teacher and years at current site and also that performance of teacher perceived as effective increase at a steady rate until mid career then performance drops during late career.

Singh (1991) studied the relationship of teaching effectiveness with creativity and intelligence and composite effect of creativity and intelligence on teaching effectiveness in a male and female teacher. The sample included 150 male and 150 female secondary school teachers of Punjab. The results revealed that among the male and female teachers, teaching effectiveness was positively related with fluency, flexibility, originality, composite creativity and intelligence.

Vashistha & Verma (1991) took a study to identify specific qualities and characteristics of effective and non-effective teachers. The results of the study were:

1. Effective and ineffective teachers had sharp distinction in relation to the following personality traits: emotional construction, marked inhibition of sexuality, dependency, difficulty in establishing close personal relationship, given to introspection.

2. On the basis of F-ratio, it could be interpreted that effective teachers were superior in emotional construction.

3. Effective teachers had marked inhibition of sexuality as their personality traits, while ineffective teachers were ruled by the unmediated needs of gratification and they tended to act on impulse without inhibition.
4. Effective teachers had dependent personality characteristics, where as in effective teachers had difficulty in establishing close personal relationship. The latter had a poor type of introspection of their inner resources and potential as compared to the former.

**Babu** (1992) studied on job-Satisfaction (JS), attitude towards teaching (ATT) Job involvement(JI), teacher efficiency(TE) and perception of the organizational climate(POC) of teachers of residential(R) and non-residential(NR) schools. The results of the study were:

1. Considering over all JS, the teachers were neither satisfied nor dissatisfied with their job.

2. Considering over all attitude, the teacher had a favorable attitude towards teaching.

3. The teachers exhibited a significant level of job involvement. This was true for overall job involvement as well as JI as measured by different factors.

4. Teachers of R. schools exhibited a significantly higher level of overall JS compared to teachers of NR schools.

5. Teacher working in R schools had a significantly more favorable attitude and more efficiency compared to those working as NR schools.

6. There was no significant difference between the level of efficiency of men and women teachers.

7. With regard to organizational climate there was a significantly greater intimacy and lesser disengagement, hindrance and aloofness in R schools as compared to NR schools.
8. Women perceived significantly greater consideration while men perceived greater hindrance in the organizational climate of their schools.

9. Teachers with less experience exhibited higher JS, ATT, and TE.

10. Teachers who had moderate to high work load exhibited higher JS, ATT and TE.

11. Teacher who had a better ATT exhibited higher JI, JS and vice versa.

12. The more efficient teacher had a better ATT.

13. Teacher working in autonomous and open climates had a better attitude and was more satisfied with their job than those working in closed climates.

14. There was no significant association between the type of school (R and NR) and the climate of the school.

15. There was no significant difference between the JI and TE of teachers working in different types of climates.

Johnson (1992) examined the perceptions of 434 secondary school principals from across the United States as they consider the notion of teacher effectiveness. The results suggested that communication related skills, factors and courses were rated as of greatest importance by principals as they assess candidates for teaching positions and as they consider preparatory course work.

Kukreti (1992) studied some psychological correlates of successful teachers. The findings of the study were:

1. A significant positive correlation was found between the variables teaching success and teaching aptitude
2. Successful teachers scored significantly higher mean scores on intelligence as compared to their unsuccessful counterparts.

3. Knowledge and creative value lose remarkably higher among successful teachers, where and the unsuccessful teaches were formal more inclined towards economic values.

4. From the viewpoint of social and aesthetic values, both successful and unsuccessful teachers were found to be more or less similar.

5. In respect of political values except in the case of intermediate trained teachers, unsuccessful belonging to any criterion group (male-female, rural-urban, government school teachers, private school teachers, lecturer, LT grade, C.T. grade teachers, highly, moderately and low experience teachers etc.) were found to have higher political values than successful teachers.

6. Successful female teachers were found more religious values than unsuccessful female teachers.

7. In the case intellectual self-concept, characters self-concept and total self-concept, the successful teachers scored significantly higher mean values than the unsuccessful teachers.

Nautiyal (1992) attempt to study on the efficiency of teaching performance as related to their values, effectiveness, morale and teacher characteristics as perceived by students. The results of the study were:

1. There were significant differences between the teachers performing skills and their effectiveness of female teachers of government and private colleges; and there were differences of morale between the

2. Effective differences were found in theoretical values between the teachers of high-performances skill and of low-performance skill of government colleges.

3. The same condition was found in private colleges while there was no difference between theoretical values of female teachers of government colleges and private colleges.

4. There were effective differences of economic value in government colleges; differences were not found in the teachers of private colleges.

5. There was no effective difference of economic value between the female teachers of government colleges while there was effective difference between the female teachers of private schools.

6. There were differences of authentic values in the female teaches of government schools. This was not found in the male teaches of government colleges and in the female teaches of private schools.

7. Social, political and religious values were the same in the male and female teachers of government and private schools.

8. There was no difference in the student perceived teacher characteristics of high-performance-skill and low performance-skill teachers in government colleges but this was found in private schools.

**Brodney** (1993) studied the relationship between student achievement, student attitude and student perception of teacher effectiveness and the use of journals as a learning tool in mathematics
on 542 students. The results indicated that students perceive that they have a greater opportunity to learn and perceive that their teachers are more effective when journal writing is used as a tool for learning mathematics.

**Delso** (1993) studied on veteran teacher who were interviewed using Mc Cracken’s (1988) qualitative long interview methods to ascertain what veteran teacher believe effective teacher do. The results indicated that the teacher effectiveness literature focused more on pacing and increasing student’s academic achievement, while good teachers placed little importance on standardized testing and look to their students to evaluate themselves and improve their teaching practice. The beliefs of the veteran teachers seemed to align more closely with the teaching cultures and teacher’s thought processes literature than the effective teaching literature.

**Reddy** (1993) conduct a study to examine the effectiveness of adult education instructors and attempted to identify its determinants the socio-demographic and psychological variables.

**Singh** (1993) investigated teacher effectiveness in relation to their gender, area and adjustment on a sample of 330 teachers (of both sex) from higher secondary schools (belonging to rural and urban areas). The findings revealed that there was a significant difference between male and female teacher in adjustment in favour of male teacher. The coefficient of correlation between teacher’s effectiveness scores and adjustment was significant for urban teachers and was not significant for rural teachers.

**Singh** (1993) conducted a study to examine the male/female, rural / urban teacher’s effectiveness in relation to their adjustment.
Thyagrajan (1993) studied the relationship between teaching competency of secondary school teachers, as perceived by the students and their achievements in economics with reference to demographic variables and sex.

Abraham (1994) conducted a study to identify the relationship between college teacher’s effectiveness, job satisfaction and length of service.

Anyalewchi (1994) made an attempt to identify characteristics traits of effective teachers and factors that teachers and principals consider influential in teacher effectiveness on a sample of 30 secondary school teachers and 7 principals. There were 13 broad categories under which the items were classified i.e.


The findings indicated that there was an agreement in 7 of the 13 categories identified as either characteristics/traits of effective teacher or factors influence the teaching effectiveness. These are the characteristics of the teacher, influential, understanding student, managerial skills, planning, educational background, administrative support and instructional method.

Kukreti (1994) took a study to find out the motivational factors of teaching job which are correlates of competent teaching and which differentiate competent and incompetent teachers.
Naseema (1994) examined teaching competence of secondary school physical science teachers in relation to their satisfaction of teaching the subject.

Pandey (1994) studied the impact of the inter-personal relationship between the head and teachers on the public examination results.

Seman (1994) looked into the effect of a Direct Instruction Program, Connecting math concepts on teacher effectiveness and student performances. Two regular educators, nine main streamed students, and fifty regularly assigned students participated in the study. The findings of this study suggested that when teachers achieved mastery in Direct Instruction Technique, the effective teaching behaviors of feedback, questioning and error correction increased.

Biswa and De (1995) studied the effectiveness of secondary school teachers in Tripura on a sample of 345 teachers employed in 18 secondary schools situated in three administrative districts of Tripura. The findings of this study revealed that only male and female teachers differ significantly on teacher effectiveness and the female teachers had comparatively greater mean for teacher effectiveness scores indicating that the female teachers were comparatively more effective and further the girl school teachers had more mean teacher effectiveness scores than that of co-educational school teachers.

Gupta (1995) studied the relationship between job satisfaction and teacher effectiveness of secondary school teachers and their teaching effectiveness on a sample of 560 teachers from 50 randomly selected secondary schools of Ghaziabad District of Uttar Pradesh. The findings of this study revealed that the coefficient of correlation between overall dimension of job satisfaction of teacher
viz. salary and other benefits, community aspect supervision, family life, policies and practices, growth and practices were significantly related with teacher effectiveness. Krishnan & Singh (1995) investigated into the main and interactive effects of Sex and locale and socio-economic states of higher secondary teacher’s effectiveness.

**Krishnan & Singh** (1995) looked into the main and interactive effects of Sex and locale and socio-economic status of higher secondary teacher’s effectiveness.

**Naseema and Ayshabi** (1995) took a study to find out whether job satisfaction can predict perceived teaching competence of Physical science teachers in secondary schools of Kerala.

**Rao** (1995) attempted to study relationship between teacher effectiveness, creativity and interpersonal relationship of teachers. The results indicated that no significant relation was found between teacher effectiveness and the income or years of service of the teacher. However significant relations were found between teacher effectiveness, creativity and interpersonal relationships of teachers and significant differences existed between rural and urban teachers with reference to interpersonal relationship.

**Shah** (1995) studied determinants of teacher effectiveness and found that high experienced teachers are more effective than low experience teachers.

**Sugiratham and Krishna** (1995) made an attempt to identify the teacher effectiveness of 295 woman teachers working in Girls Higher Secondary School, Tuticorin. The findings of the study revealed that a significant difference among the different classes handling respondents on teacher effectiveness. As regards mean score, there was
significant difference among the medium of instruction of respondents on teacher effectiveness and among different qualifications of respondents on teacher effectiveness.

**Sujatha** (1995) investigated the effectiveness of tribal teachers working in single teacher school in tribal areas of Andhra Pradesh covering the aspect of teacher absenteeism, quality of teaching - learning.

**Gupta** (1996) examined the performance of primary teachers in mathematics and language.

**Tisclale** (1996) studied and determined that self-perceived teacher effectiveness is congruent with teacher effectiveness as measured by three areas; teaching plans and materials, position skills and interpersonal skills of Mississippi teacher assessment instrument on teachers from Mississippi Gulf Coast school districts. The findings revealed that the evaluation of career teachers using the Mississippi Teacher Assessment Instrument doesn’t discriminate between levels of teacher effectiveness. The majority of teachers were rated at extremely high levels both by teachers and administrators.

**Wilhelm** (1996) investigated student and teacher perceptions of teacher effectiveness on a sample of 41 full time faculty and 560 students at a community college. The findings of this study suggested that a significant difference in perception between students, between students and faculty or between types of course, in the following seven categories, i.e. Learning/Academic value, Instructor Enthusiasm, Organization/Clarity Examination/Grading, Assignment/Readings, Individual Rapport and Overall Rating.
Babu & Gananguru (1997) took a study to examine the relationship between teachers effectiveness and involvement in teaching of commerce of higher secondary schools teachers with respect to locality, sex and qualification.

Indira (1997) studied the relationship between teacher effectiveness, work orientation and stress of college teachers on a sample of 220 lecturers, working in degree and junior colleges in Vizianagaram district. The findings of the study revealed that the general level of teacher effectiveness prevailing among college teachers was far greater than the mid-point of the scale.

Meadows (1997) took a study to examine the relationship between the teacher leadership style and teacher effectiveness on a sample of 134 instructors and 2141 students. The findings of this study revealed a significant relationship between instructor effectiveness and instructor leadership. Socio-independent received the highest student grades and students view these instructors as enthusiastic mentors.

Sikora (1997) investigated the relationship between personality types and teacher effectiveness of secondary family and consumer science teachers. The sample of the study comprised of 20 FCS teachers from three school districts in Eastern Tennessee. Though the results of this cannot be generalized due to the non-random selection process of FCS teachers. The findings of the study revealed that teacher’s personality may play a significant although a limited role in teacher effectiveness.

Aanand (1998) conducted a study to identify the motivation for teacher effectiveness at primary level.
Raja, William & Thiagrajam (1998) conducted a study to explore the teacher effectiveness and school organizational climate of boys higher secondary schools in Tuticorin. The findings of the study were:

1. On teacher effectiveness, teachers did not differ significantly with respect to their age, marital status, religion, birth order, caste, groups, cadre, subjects handled, classes handled, medium of instruction, qualification, and nature and locale of the school where they were working.

2. Efficiency of teachers were low in schools having controlled climate whereas it was average or above average in schools having autonomous climate.

Rajput & Agrewal (1998) conducted a study to explore whether the heads and teachers of primary schools in Delhi were aware of the concept and the extent to which they practiced continuous and comprehensive evaluation.

Treder (1998) looked into the attitude of effective and typical teachers towards inclusion of students with special needs in regular education classroom and found that more effective teacher indicated greater interaction with special needs students and also indicated higher level of promotions of inclusion practices at their schools.


Bakke (1999) surveyed with teacher and administrators in the Blue Valley School district in which they were asked to indicate which of the pair of two traits they considered most critical to teacher effectiveness in the classroom. The traits were grouped into clusters.
identified as interpersonal and extra personal. Other variables considered were gender and number of years of teaching experience. A significant relationship was found between the perceptions of all groups examined with the exceptions of those disaggregated by years of experience and the secondary teachers and administrators groups.

Katara and Bharadwaj (1999) took a study to explore the relationship between teacher effectiveness and classroom with facilities and found that teacher effectiveness was greater in the classrooms that were well equipped with the facilities.

Pandey and Maikhuri (1999) conducted a study to examine the attitude of effective and ineffective teachers towards teaching profession. The major findings of the study included;

1. There was no significant difference between effective teachers having high or low experience in terms of their profession.

2. High experienced teacher’s attitude was positive towards teaching profession than low experience ineffective teachers

3. Age of effective teacher was not a differentiating factor in their attitude towards teaching profession.

4. Young ineffective teachers had a negative attitude towards teaching than ineffective old teachers.

Singhal and Mohanty (1999) investigated the effect of teacher and school type on teacher empowerment variable of competency, expectation and teaching orientation in tribal and non-tribal, mixed primary schools and the relation of these to the learning achievement of children.
Bhattacharya (2000) conducted a study to explore the impact of the intrinsic motivation on teaching competence, and attitudes towards teaching professions of primary teachers. The findings of the study indicate that intrinsic motivation is essential for elevating level of teaching competence and improving attitudes towards teaching professions of primary teachers.

Hay McBer (2000) took a study and identified three main factors within teachers’s control that significantly influence pupil progress, noting that these factors will predict over 30 percent of variance:

- 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 students’ collective perceptions about working in a particular teacher’s classroom; this relates very strongly to students’ motivation to learn and work to the best of their ability.

Hay McBer found that information about teachers’ age, qualifications, experience, etc., did not allow the researchers to predict teaching effectiveness. “Whilst the data that existed on the achievement gains of pupils was not ideal, it proved possible and practicable to reach broad judgments about teachers’ effectiveness.

Joshi and Parija (2000) conducted a study to explore the personality traits in B.Ed. teachers and their relationship with teaching competency.
Marsland (2000) took a study to analyze selected teacher effectiveness research for elements of multiple intelligence (MI) theory. The findings of the study revealed a large discrepancy between the intelligence and their representation in teacher effectiveness research. Interpretation of the numbers indicates that there is no clear balance in what is being measured or in what has emerged as themes in teacher effectiveness research.

Panda (2000) conducted a study to examine parameters including development of competences of primary school teacher empowerment.

Quandahí (2001) took a study to differentiate the instructional practices of kindergarten teacher who were more effective, effective and less effective in producing high student achievement. The teacher sample consisted of nine kindergarten teachers and 208 students from four schools with ethnically diverse students. The findings of the study revealed that it was possible to distinguish some common characteristics of teachers who are more effective, or less effective producing high kindergarten achievement. Teachers who were identified as effective generally self-reported a more developmental philosophy and practices. Interestingly, the effective teacher’s students had high first grade academic achievement and self reported a developmental approach maintained high achievement in first grade.

Abler (2002) investigated the possible relationship of teacher organizational commitment and teacher efficacy to school academic standing and teacher experience. The sample comprised of 30 public school teachers who taught in high schools of the Large District Association (LUDA) in Illinois. Data analysis suggested that teacher organizational commitment components of a positive sense of
belonging and a commitment to collaboration demonstrated importance in their number and strength of relationships to teacher efficacy, indicators of academic standing, and teaching experience. The findings suggest that administrators and policy makers may nurture and retain effective teachers who are committed to the school by fostering a friendly climate and a collaborative environment.

Allison (2002) compared the teaching effectiveness of part-time and full time clinical nursing faculty by using the Nursing Clinical Teacher Effectiveness Inventory. The sample included two groups: clinical nursing students in Associate Degree Nursing programs at schools in a mid-Atlantic state and the part time and full-time faculty who taught those students. The findings of the study revealed that student’s rank part-time faculty as significantly less effective than full-time faculty on each of the five categories by the NCTEI as important in Clinical Nursing Instruction i.e. teaching ability, nursing competence, evaluation of interpersonal relationship and personality traits. The findings support the result that there is no significant difference in the ways that students rate the effectiveness of teachers and the self-ratings of the teachers themselves.

Ford (2002) conducted a study to determine the relationship among teachers induction program variable, namely content, personnel and delivery modes employed and perceived effectiveness and satisfaction of first year teachers of the 279 surveys sent to beginning teachers in 26 randomly selected public school system throughout the state of Alabama, 63 subjects responded to most or all of the question in the survey. The results of the study indicated that there is a positive correlation between new teacher induction content addressed during a teacher’s first year and their level 1 of self perceived effectiveness.
Next, direct input on a specific task was the most common way new teachers were supported and produced a strong task was the most common way new teachers were supported and produced a strong correlation with effectiveness and satisfaction while lectures, although used seldom, produced the least effect on new teacher effectiveness and satisfaction. And finally, principals were also highly involved. The principal’s involvement produced the strongest relationship with effectiveness and satisfaction.

**Nautilyal & Uniyal** (2002) conducted a study to explore teacher efficiency in relation to values of Teachers in secondary stage and noticed a significant difference in aesthetic sense of high and low effective female teachers of government colleges. Economic value was found high in high effective lecturers.

**Rao** (2002) tried to explore teacher competencies and lecturers achievement in tribal areas of Karnataka. The findings of this study indicated that teaching competency was found less among teachers. Class-room teaching was found less than average in every teachers.

**Ghali** (2002) conducted a study to explore factors Affecting Teacher Effectiveness and noticed that only significant difference existed between the teachers having their age up to 35 years and above. Sex, marital status, qualification, experience, subject of teaching, designation, status of college, type of college and management did not have any significant influence on the teacher effectiveness.

**Kagathala** (2002) conducted a study to identify teacher effectiveness of teachers of secondary schools in Gujarat in relation to area of their schools, sex, educational qualifications, experience of teaching, type of school, personality and caste. Teacher effectiveness scale (Developed by the investigator), creative personality inventory
were administered upon 1800 teachers (1290 males and 510 females) of secondary schools of different parts of Gujarat. The findings of the study indicates that:

- Teacher effectiveness of teachers of secondary schools in Gujarat was found to be of average;
- The teachers of urban area are superior than rural area in teacher effectiveness;
- Sex of the teacher does not affect the teacher effectiveness;
- The teachers with masters degree possess more teacher effectiveness than bachelor degrees holders;
- The effect of experience of teaching on the teacher effectiveness is found increasing upto the experience of 19 years but it found decreasing after that level of experience;
- The teachers of boys schools are found to be effective than girls and coeducational school;
- The teacher having high creative personality are found superior to the teacher having how creative personality in their teacher effectiveness;
- No effect of caste of teacher on the teacher effectiveness was found.

Castle (2003) took a study to develop a transformative critical pedagogy of work with current state standards and skills that teachers are currently required to teach. The multiuse serial component is designed to assist teachers in developing their experiential learning is part of effective learning and pedagogy. The results of this study indicated that a rigorous academic program combined with a critical socially constructed teaching-learning environment based on
interaction, discovery and problem solving contributes to teacher effectiveness and student learning.

Selsor (2003) investigated differential importance in primary dimensions of effective teaching as perceived by a sample of rural and suburban community college students and to analyze the teaching and learning implications. Students from 4 community colleges (N = 337) were asked to rate 31 descriptive statements which encompass 9 dimensions of effective teaching and respond to one open ended question as stated on the student’s evaluation of educational quality (SEEM), an instrument developed by Dr Herbert Marsh. The findings suggest that rural and suburban community college students rate dimensions related to communications skills highest; instructor enthusing, individual rapport and group interaction in that order. Conversely, students rated dimensions related to learning and content among the lowest; learning value, breath of coverage and assignment/readings, in that order.

Panda (2004) conducted a study on the topic “Prediction of teaching competency from creativity, Intelligence and attitude : A study”. Findings of the study indicated that creativity, Intelligence and attitude have no significant effect on teacher effectiveness. Teacher effectiveness decreases due to creativity whereas increases due to Intelligence and teacher attitude. Impact of teacher attitude on teacher effectiveness was found low.

Pushpam & Soundararajan (2004) conducted a study to examine teaching competency of science teachers at Higher Secondary level. Findings of the study were following:

1. Teaching competency of teachers are aided schools is higher than that of government schools.
2. Teaching competency is better in highly experienced teachers than that of low experienced teachers.

3. Competency increases with age of teachers.

4. Teaching competency is better in teachers of private schools and non-aided schools than teachers of government schools.

5. Teaching competency of post-graduate teachers is better than graduate teachers.

6. Teaching competency is better in regular teachers than that of non-regular teachers.

7. Teaching competency is better in teachers belonging to high income group than low income group.

8. No-significant difference in teaching competency is found in rural and urban teachers.

9. Teaching competency among science teachers increases due to job—satisfaction, intelligence and positive attitude towards teaching profession.

**Vandana and Punia** (2004) took a study to find out interactive abilities and human resource effectiveness in their study on educational managers. The results of the study revealed that educational managers are well aware of the need to find problems and setting the objectives before reaching at the solution through their effective implementation. Here in the entire process of goal setting the interactive abilities of the administration has a great role to play. In fact in a situation when everything seems to be going out of control, interactive abilities come alive in the reactions and decisions of those capable of crisis management leading to human resource effectiveness. Hence, the
ability to diagnose problems created by rapid, complexity and conflict may require an interactive frame of mind to achieve the best results meaning thereby that the term intuition does not denote something contrary to reason, but something outside the province of reason.

Amandeep and Gurpreet (2005) studied on teacher effectiveness in relation to teaching Competency. Major findings of this study were; (1) female teachers are more effective in their teaching than male teachers (2) male and female teachers do not differ significantly as far as their teaching competency is concerned; (3) hence, variable of teaching competency plays significant role in teacher effectiveness of teachers.

Shrivastava (2005) conducted a study to examine teacher effectiveness of upper-primary school teachers. Findings of the study indicated that teacher effectiveness in male teachers decreases as age increases whereas teacher effectiveness is increases with age in female teachers. No-significant effect of age was found on their teacher effectiveness. No-significant difference was found in teacher effectiveness of male and female teachers of different age level.

Bansibihari & Surwade (2006) conducted a study to explore the effect of emotional maturity on teacher effectiveness and noticed that female teachers were emotionally more mature/stable than male teachers and emotionally more mature/stable teachers were more effective.

Shrivastava (2006) took a study to find out the relationship between emotional intelligence and teacher effectiveness at primary level. The findings of the study suggested that emotional intelligence is positively related to teacher effectiveness. Teachers with high level of
emotional intelligence are more effective than teachers with low level of intelligence.

**Harris & Rutledge (2007)** studied the theoretical models and predictors of teacher effectiveness with those of other occupations, focusing on three specific predictors of worker effectiveness: cognitive ability, personality, and education. The comparison of the teacher and other worker studies indicates a variety of ways in which research on teacher effectiveness might be improved and expanded: First, the worker literature illustrates specific theoretical models, such as job-organization fit, that complement existing models regarding the work of teachers. The potential value of extending worker models to teaching in this way is reinforced by the fact that the three teacher characteristics mentioned above predict effectiveness in similar ways among teachers and other workers. Second, by outlining multiple models of effectiveness, it is possible to identify the important dimensions on which they vary, such as the unit of analysis and the assumed roles of the individual worker in relation to the organization. Third, research on other workers highlights some ways to improve the measurement of the three predictors and teacher effectiveness, going beyond the use of student test scores.

**Mohalik (2007)** took an experimental study to investigate the impact of in-service teacher education programmes on teacher effectiveness and Students’s Achievement and found significantly positive effect of in-service teacher training on teacher effectiveness and student’s achievement.

**Hanspal & Sahu (2008)** conducted a study on teacher effectiveness in primary education and its relation with sex, experience and qualification. The findings of this study revealed that sex,
experience and achievement don’t influence to teachers effectiveness. Teacher effectiveness was found more in highly qualified and experienced male teachers than female teachers.

Rockoff et al (2008) conducted a survey on new Math teachers in New York City and collected information on a number of non-traditional predictors of effectiveness including teaching specific content knowledge, cognitive ability, personality traits, feeling of self-efficacy, and scores on a commercially available teacher selection instrument. They noticed that individually only a few of these predictors had significant relationship with student and teacher outcomes. However, when all of these variables were combined into primary factors summarizing cognitive and non-cognitive teacher skills. Further, they also noticed that both factors had a modest and statistically significant relationship with student and teacher outcomes, particularly with student test scores. The findings of the study indicates that while there may not be a single factor that can predict success in teaching, using a broad set of measures can help schools improve the quality of their teachers.

Sridhar and Baidei (2008) took a study to compare the teacher efficacy in India and Iran. Statistically no significant difference in general teaching efficacy scores were found between two countries. A statistically difference was found between male teachers in two countries in terms of personal teaching efficacy. Iranian male teachers had high personal efficacy than their counterparts in India. However, female teachers were not found statistically different in teacher efficacy. Also, no significant difference was reported in teacher efficacy for number of years of teaching experience.
Gaur & singh (2009) took a study to compare teacher effectiveness and its dimensions of teachers of higher secondary schools of Mathura in relation to marital status, types of schools (govt.& private) and caste. Results of the study revealed that there was no significant difference in teacher effectiveness and its dimension. Significant difference was found in general and OBC group of teachers.

Rao (2009) conducted a study to compare teacher effectiveness of regular and shikshakarmi teachers of Middle schools and observed significant difference in teaching effectiveness of regular and shikshakarmi teachers.

Diwan (2010) studied on Small under Resourced Schools in India :Imperatives for Quality Improvement and stressed on increasing teaching efficacy in order to strengthen under resourced schools to serve the cause of educability of young learners in the disadvantaged groups of society such as urban slums, SCs/STs and in remote forest and hilly areas. It is a gigantic task that can be accomplished with the support of competent teachers showing a feeling of empathy and compassion along with being knowledgeable and with good communication skills.

Hameed and Manjustha (2010) conducted a study to explore teacher efficacy as a correlate of teaching styles and organizational culture. The findings of the study revealed that school culture has a significant bearing on teacher efficacy.

Kaur (2010) took a study to observe “Effect of school organizational culture on Teaching efficiency and emotional intelligence for her Ph.D. Degree. She conducted her study on a sample of 400 teachers (200 teachers from Government Schools & 200
teachers from Private Schools) to measure teaching efficiency G.T.E.S. of B.K.Passì (Indore) and M.S.Lalitha (Mysore) (2003). To measure emotional intelligences test by K.S.Mishra (2006) and to measure organizational environment, school organizational environment index questionnaire by Motilal Sharma where used. The following results were found:

1. Significant effect of sex and total environment on teacher efficiency was found.

2. School type has no effect on teacher effectiveness.

3. Relationship of environment with teacher effectiveness was found significant.

Verma (2010) studied inclusive education-preparing teachers to meet the demands of inclusive education. While discussing inclusive education lacks stress on teacher development, by building competencies of all ‘regular teacher’ to deal with diverse population of students and to learn pedagogical strategies that facilitate the learning of all students in their classroom. These include certain specific competencies i.e. foundational, practical and reflective competencies.

Katoch (2011) made an attempt to understand the relationship between teacher effectiveness and temperament. Descriptive survey method of research was used for this study. The sample consisted of 427 secondary school teachers, which were randomly selected. Teacher Effectiveness and Gender constituted the independent classificatory variables while Temperament was criterion variable. Teacher Effectiveness Scale (TES) prepared by Kumar and Mutha (1974) and Dimensions of Temperament Scale (DTS) by Chadha and Chandana (1984) were used to collect data from the teachers. For testing the
hypotheses, two-way-analysis of variance technique was employed. The analysis revealed that most effective teachers were found to be higher on three traits of temperament i.e. 'Ascendant', 'Accepting' and 'Tolerance' than least effective teachers. Gender differences were found on two temperaments viz. 'Cooperative' and 'Warmth'.

Singh (2012) studied “Teacher’s effectiveness in relation to their some Variables”, and concluded that:-

1. There is no significant difference in the level of teacher effectiveness of government & private primary school teacher.

2. There is no significant difference in the level of teacher effectiveness of male & female primary school teacher.

3. There is significant difference in the level of teacher effectiveness of urban & rural primary school teacher.

Kauts & Saroj (2012) conducted a study on teacher effectiveness and occupational stress in relation to emotional intelligence among teachers at secondary stage. This study is based on the assumption that application of emotional intelligence can increase teacher effectiveness and reduce occupational stress among teachers at secondary school stage. Six hundred secondary school teachers were selected as a sample for the study. Emotional Intelligence Scale (EIS) by Anukool Hyde, Sanjyot Pether, Upinder Dhar was used to measure the emotional intelligence of teachers, Teacher Effectiveness Scale (TES) by Pramod Kumar and Dr. D.N. Mutha was used to measure the effectiveness among teachers and Occupational Stress Index (OS1) by A.K. Srivastava and Dr. A.P. Singh was used to measure the stress among teachers. After analysis it was found that teachers with high emotional intelligence were having less occupational stress and more
teacher effectiveness, whereas, teachers with low emotional intelligence were having more occupational stress and less teacher effectiveness. Thus, emotional intelligence was found to be helpful in reducing occupational stress of teachers and enhancing their effectiveness in teaching.

Sodhi (2012) studied on the topic “Teacher effectiveness of secondary school teachers of Punjab in relation to school organizational climate”. This study was undertaken with the objectives: To study teacher effectiveness among secondary school teachers of Punjab in relation to their school organizational climate, gender, location, teaching experience and stream (science, social science and languages). A sample of 75 senior secondary schools (45 rural and 30 urban) were selected. Further, all the teachers working in these schools were administered research tools, namely school organizational climate, teacher effectiveness scale, teacher attitude inventory and job satisfaction scale. It was concluded that the secondary school teachers perceiving autonomous and familiar type of school organizational climate have exhibited significantly higher level of teacher effectiveness as compared to those perceiving school climate to be of closed type. There is no significant difference in teacher effectiveness of secondary school teachers across gender, location, stream and teaching experience groups.

2.2 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),
Cremeers (1999), Hay McBer (2000), Brophy (1986), Scheerens (2000), Selsor (2003), Douglas and Routledge (2007), Rockoff et al. (2008) etc. 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 adapatability 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.

### 2.3 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”.
2.4 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.

2.5 RESEARCH QUESTIONS

The following research questions are posed for this study:

1. Is there any relationship between change proneness and teacher effectiveness?
2. Can change proneness predict teacher effectiveness of secondary school teachers?

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

**2.6 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:-

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

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

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

4. To find out the effect of locality, sex, teaching subject and experience on teacher effectiveness of secondary school teachers.

**2.7 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.
H₀-1(h) : There will be no significant relationship between scores of change proneness and teacher effectiveness of secondary school average experienced teachers.

H₀-1(i) : There will be no significant relationship between scores of change proneness and teacher effectiveness of secondary school high experienced teachers.

H₀-2 : There will be no significant contribution of change proneness scores in predicting teacher effectiveness scores of secondary school teachers.

H₀-2(a) : There will be no significant contribution of change proneness scores in predicting teacher effectiveness scores of secondary school rural teachers.

H₀-2(b) : There will be no significant contribution of change proneness scores in predicting teacher effectiveness scores of secondary school urban teachers.

H₀-2(c) : There will be no significant contribution of change proneness scores in predicting teacher effectiveness scores of secondary school male teachers.

H₀-2(d) : There will be no significant contribution of change proneness scores in predicting teacher effectiveness scores of secondary school female teachers.

H₀-2(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.

$H_{0-3(b)}$: There will be no significant difference between the mean scores of change proneness of male and female secondary school teachers.

$H_{0-3(c)}$: 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.

2.8 DELIMITATION OF THE STUDY

The investigator has limited the study in the following aspects:

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

2. The teachers of secondary schools (9th and 10th) are only considered for the present study.
3. The teachers of Hindi Medium higher secondary schools are only considered for this study.

4. The sample is limited to 480 teachers only.

5. 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).