CHAPTER – II

REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

A review of the related literature must precede any well-planned research study. Research is the knowledge, which has accumulated in the past. It can never be undertaken in isolation of the work that has already been done on the problems, which are directly or indirectly related to a study proposed by a researcher. A careful review of the journals, books, dissertations, theses and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study.

It helps the research worker to develop a thorough understanding and insight into previous work. It can help in limiting the individual’s research problem and in defining it better. It prevents pointless repetition of research. So, the investigator has attempted to collect relevant information related to his work from literature available in the field.

The related studies have been classified and presented by the investigator under three main headings, viz., Studies in Abstract Form, Related Indian Studies and Related Foreign Studies.

2.2. STUDIES IN ABSTRACT FORM

Daniel Muijs and David Reynolds (2000) made out a study on “School Effectiveness and Teacher Effectiveness in Mathematics: Some Preliminary Findings from the Evaluation of the Mathematics Enhancement Programme (Primary)”. In this study the effect of teacher behaviours and classroom organisation on pupils’ progress in mathematics was studied in years 1, 3 and 5 of primary schools in the UK participating in a mathematics intervention programme. Data on a total of 78 teachers and 2,128 pupils was collected. Teacher behaviours were measured using a classroom observation instrument developed for the project, and pupils were tested in March and July of 1998 using a curriculum-appropriate Numeracy test developed by the National Foundation for Educational Research. Background data on pupils was also collected at both testing occasions. Using multilevel modeling techniques it was found that teacher behaviours were able to explain between 60% and 100% of pupils’ progress on the Numeracy tests.
Amount of time spent teaching the whole class was not related directly to pupils’ progress, but structural equation models were tested in which time spent teaching the whole class was found to be related to effective teaching behaviours and thus indirectly to pupil progress.

\[2\] Carmen Pozo-Muoz, Enrique Rebolloso-Pacheco and Baltasar Fernandez-Ramirez (2000) made out a study on “The ‘Ideal Teacher’: Implications for Student Evaluation of Teacher Effectiveness”. In this study, the investigators found there is no previous literature applying the Semantic Differential (SD) with the objective of the present study. SD can detect the attributes of the ‘ideal teacher’, and find the evaluative, emotional or affective components linked to this concept. In this work, they analyse the factorial structure of a SD scale, to test the hypothesis of the existence of EPA factors, usually found in research directed to different objects of attitude. The most relevant dimensions of the ‘ideal teacher’ show similar profiles to those dimensions obtained with other assessment procedures. This result confirms the adequacy of SD as an instrument to assess quality of teaching.

\[3\] David Wray, Jane Medwell, Richard Fox and Louise Poulson (2000) made out a study on “The Teaching Practices of Effective Teachers of Literacy”. This study reports some of the results of research, commissioned by the Teacher Training Agency, into the characteristics of teachers who could be shown to be effective in teaching literacy to primary pupils. The findings are based on a close study of a sample of teachers whose pupils make effective learning gains in literacy and of a sample of teachers who were less effective in literacy teaching.

\[4\] Keith Skamp and Andrea Mueller (2001) executed a study on “Student Teachers’ Conceptions about Effective Primary Science Teaching: A Longitudinal Study”. The findings from the interviews are compared with a similar longitudinal Australian study, in which the nine pre-service teachers were completing an undergraduate education award. Entry conceptions of good science teaching dominated and learning frameworks did not appear to change. Issues for teacher educators are raised about extending and changing student teachers’ conceptions of effective practice.

\[5\] Sonia Jones and Howard Tanner (2002) conducted a study on “Teachers’ Interpretations of Effective Whole-class Interactive Teaching in Secondary Mathematics
Classrooms”. This study analyses the variation in interpretations and teaching styles, and discusses their impact on the quality of the classroom discourse. The determining features discerned within the classroom dialogue included the extent to which pupils were encouraged to reflect on their mathematical knowledge, and the ways in which teachers were able to scaffold pupils’ learning.

6Kyriakides, L., R.J. Campbell, and E. Christofidou (2002) conducted a study on “Generating Criteria for Measuring Teacher Effectiveness Through a Self-Evaluation Approach: A Complementary Way of Measuring Teacher Effectiveness”. This study argues that the traditional conception of teacher effectiveness, focused on the teaching performance of individual teachers in relation to student cognitive outcomes, has limitations primarily because it does not recognise broader roles and responsibilities. A case study of a primary school staff attempting to generate criteria for effectiveness was conducted in order to develop a complementary approach. The criteria generated cover most of the characteristics of the effective teacher in the literature. Also the criteria generated in the case study school correlated strongly with those of a nationally representative sample. Implications for teacher effectiveness research are drawn.

7Robinson et al. (2003) conducted a study on “Differential Teacher Effectiveness: Towards a Model for Research and Teacher Appraisal”. This study reviews the research on teacher effectiveness and develops the case for a model of teacher effectiveness in which differential effectiveness is incorporated. A differential model is proposed incorporating five dimensions of difference. These refer to teacher activity, outside as well as inside the classroom; curriculum subject; pupil background factors; pupil personal characteristics; cultural and organisational contexts of teaching. The developmental functions of such a model for research and for teacher appraisal are explored. Four problems for implementing a differentiated model are raised: complexity, stakeholder expectations, values, and policy acceptability. These are considered in the light of the controversial Hay McBer model in England and of models developed in Europe and the USA in the early decades of the last century.

8Paul Lunn and Alison Bishop (2003) investigated to find the “Trainee Teachers’ Perceptions of What It Means to be an Effective Teacher in the Primary School”. This research analyses the perceptions held by the teacher trainee group. This group largely desired to co-construct their perceptions with their trainers and partners in
schools. The researchers discuss the impact of such a view in the current national context of teacher training, given the trainees’ perceptions that the current teacher-training course is overly prescriptive. The paper concludes by articulating a model that delivers the accountability required by the Teacher Training Agency and leaves space for the teacher trainees to develop their individual understanding of what makes an effective teacher.

In the study “Teacher-Articulated Perceptions and Practices with Families: Examining Effective Teaching in Diverse High Quality Child Care Settings”, the investigators Eva Marie Shivers, Carollee Howes, Alison G. Wishard and Sharon Ritchie (2004) examined associations among teacher-articulated beliefs and practices about families, teacher background characteristics, and observed teaching practices in programs that served low-income children and families of color. One hundred and fifty four children (50% girls) and their primary teachers from 12 programs in Los Angeles and rural North Carolina participated in this research. These teacher-articulated beliefs about families could be reduced through content coding of interview transcripts into two meaningful groups: (1) perceptions of families and (2) working with families. There were positive associations between teacher articulated practices and teachers’ beginning guidance. There were ethnic differences in family practices articulated by the teachers suggesting that practices are rooted within ethnic communities. There were modest associations between articulated practices and perception of families, and when used together to represent teachers’ articulated beliefs about families, all were significant contributors to our model predicting effective teaching in the classroom.

Mawudem Koku Amedeker (2005) conducted a study on “Reforming Ghanaian Teacher Education towards Preparing an Effective Pre-service Teacher”. Teaching practice as a teacher development programme has come under the limelight for some time now in Ghana. The Initial Teacher Training Colleges (ITTC) in Ghana and the University of Education, Winneba (UEW) have replaced the four-week per year teaching practice with a new programme that seeks to enhance the efficiency of teacher-trainees. This involves teacher-trainees spending the entire last year of their training period out of campus to undertake teaching practice. In UEW the programme is dubbed ‘Student Internship’. The programme is an outcome of recent developments in the policies and practices of teacher education in Ghana. At UEW the innovative programme aims at reforming the training of the teacher-trainees so as to infuse greater professionalism into
the students that the university turns out yearly. Despite the initial criticisms that the duration was too long, the programme has taken off with well-prepared structures that gave a resounding success to the first batch of teacher-trainees.

Nitza Davidovitch and Roberta M. Milgram (2006) executed a study on “Creative Thinking as a Predictor of Teacher Effectiveness in Higher Education”. The correlation between creative thinking and teacher effectiveness defined as real-life problem solving was \( r = 0.64, p < 0.0001 \). The absence of a relation between creative thinking and student evaluations was attributed to the fact that student evaluations did not include their opinion of their teachers’ creativity. The findings suggest the potential benefits in sponsoring pre-service and in-service workshops to enhance teachers’ creative thinking ability and including creativity in the evaluations of faculty.

Panton, Steven A. (2006) executed a study on “The Effects of a Teacher Induction Program on Graduate Student Teacher Effectiveness in Physical Education”. The purpose of this study was to determine the effects of a Pedagogical Induction (IP) Program on GTA's teaching performance in a major university's general physical education program. Participants included eight GTA's teaching tennis, volleyball, basketball, soccer, and flag football and the students enrolled in those classes. There were four GTA's in the control group and four in the treatment group. The treatment group participated in an induction program that included two three-hour effective teaching modules and bi-weekly mentoring sessions. As measures of teacher performance, the Qualitative Measure of Teaching Performance Scale (QMTPS) was used to establish teacher performance values, the Games Performance Assessment Instrument (GPAI) was used to establish student achievement values, and the Student Perception of Teaching (SPOT) instrument was used to determine student satisfaction with the GTA's teaching performance. Pre- and post-test data were collected on teacher performance (QMTPS), and student achievement (GPAI). The SPOT was used to measure students' evaluation of the teacher. The data indicated that the IP was successful in improving teacher performance with the treatment Group improving on the QMTPS and statistically significantly improving on the GPAI. There were no differences between the groups on student evaluations.

Hamilton, Leroy, Jr. (2007) executed a study on “The Relationship between Perceived Leadership Styles of Principals and Teacher Satisfaction”. A positive
correlation was found between teacher job satisfaction and the principal's leadership score; \( r (298) = .63, p = .001 \). The findings support the study's main hypothesis. In addition, in comparing the unique contribution of the school that the teacher worked at and the teachers' perception of their principal's leadership, leadership style had 17 times more explaining power (35.8% vs. 2.0%) for the variation in the teachers' job satisfaction score. Thus, the key finding of the study indicated a relationship between perceived leadership styles of principals and teacher retention and satisfaction. Pre-service and in-service K-12 educational leaders may be able to apply the findings from the study to help improve teacher retention.

14Brown, James C. (2007) conducted a study on “Full and Part-Time Employee Stress and Job Satisfaction at Two Upstate New York Colleges”. The purpose of this quantitative cross-sectional survey design research was to examine the differences between 227 full-time and part-time (employee status) faculty and staff (employee position) members at two upstate New York colleges and their self-reported levels of stress and their perceptions of job satisfaction. The data suggested that significant differences exist in the area of employee status (full-time versus part-time) in 6 of 12 dimensions of stress: overload, resources and communication, job security, pay and benefits, psychological well-being, and job satisfaction (aspects of the job). This research was the first such study in the United States to use the ASSET shortened organizational stress evaluation tool to collect data about employee status and employee position in higher education institutions.

A study conducted by 15Mathew, Joe, D.M. (2008) examining the “Relationship between Secondary School Head Teachers’ Leadership and Teachers’ Satisfaction in Kerala, India”. The major finding is that all five Leadership factors (LPI) and all 21 job satisfaction factors (MSQ) were related. Other findings were (a) gender, age, educational qualifications, and years of experience of teachers were associated with satisfaction, (b) young teachers looked up to the head teacher for leadership more than their older colleagues, and (c) teachers wanted independence, recognition, creativity, moral values, variety, flexibility, and better working conditions in their job.

The objective of the study “Examining Teacher Effectiveness within Differentially Effective Primary Schools in the People’s Republic of China” did by 16Charles Teddlie and Shujie Liu (2008) was to advance our understanding of
educational effectiveness processes within contexts where they have seldom been studied before: rural and urban areas in China. Utilizing a “contextually sensitive” school effectiveness research design, we collected classroom observation data to address our research hypotheses and question. The research design called for crossing 2 levels of effectiveness status (more effective, less effective) and 2 levels of community type (urban, rural). Multivariate analyses of variance with traditional teacher effectiveness variables as the dependent indices yielded significant differences between more effective and less effective schools and between urban and rural schools. Qualitative results complemented the classroom observations by identifying unique characteristics of classroom teaching in the People’s Republic of China.

The study “Towards the Development of Generic and Differentiated Models of Educational Effectiveness: A Study on School and Teacher Effectiveness in Physical Education” conducted by Leonidas Kyriakides and Niki Tsangaridou (2008) presents the results of an evaluation study in Physical Education (PE) in which 23 schools, 49 classes and 1142 year 4 Cypriot students participated. This study attempted to identify the extent to which a theoretical framework of educational effectiveness research based on Creemers’ model can be developed. The relationship between generic and differentiated effectiveness was also examined. Most of the variables in Creemers’ model showed the expected effects, irrespective of the criterion used to measure effectiveness in PE. The great majority of teachers were found to be equally effective in achieving different aims of PE. There was some variability in the effectiveness status of most teachers who were expected to teach PE in classrooms of different schools. Implications of findings for the development of generic and differentiated models of educational effectiveness are drawn.

Pace, Charyl L. (2010) did a study on “The Experiences of Alternately Certified Teachers with Teacher Mentoring, Teacher Effectiveness, and Student Achievement”. Alternately certified teachers (ACTs) are teachers who receive teacher training in an accelerated program provided by alternate certification programs (ACPs). Induction/mentoring programs are provided to ACTs as a source of additional training. The purpose of this qualitative case study was to examine ACTs' perceptions of their effectiveness as teachers in relation to their students' achievement and the support provided to them as new teachers by their induction/mentoring training. Analysis
revealed that ability to manage a classroom and the support provided by induction/mentoring programs may influence the ACTs' perceptions of effectiveness in terms of student achievement. Results also suggested that ACTs' induction/mentoring programs did not successfully facilitate a transition into the teaching profession.

### 2.3. STUDIES IN INDIA

**Study – 1**

**Investigator**: Dave B.D. (1993)

**Title**: An Inquiry into the Professional Attitude of the Teachers in the context of Teachers Effectiveness and Responsibility and its Impact on the Achievement of the Pupils.

The objectives of the study were: (1) To adapt tools to measure the teacher effectiveness, the teacher responsibility, and the teacher attitude and to find out their reliability coefficients. (2) To study the impact of area, sex, experience, effectiveness and their various interactions on teachers’ professional attitude. (3) To study the impact of responsibility, caste, grade and their interactions on teachers’ professional attitude. (4) To study the impact of teachers’ attitude, area, experience, sex and their interactions on teachers’ high responsibility (R+), low responsibility (R-) and composite score of responsibility (R). (5) To study the impact of sex, teachers’ attitude, effectiveness, responsibility and their interactions on the scores of pupils achievement.

The sample consisted of 710 teachers teaching in grades V, VI and VII, drawn from two districts, Mehsana and Banaskantha of Gujarat State. Among them 365 were males and 345 females. The standardized tools were adapted in Gujarati with the necessary changes. The reliability of the Gujarati forms was established by test-retest method with the interval of 45 days on a sample of 60 primary teachers. Thus, the adapted teacher Effectiveness Scale (Mutha & Kumar). Teacher Attitude Scale (Ahluwalia) and Responsibility for student Achievement Questionnaire (Guskey) were used. The reliability coefficients were found to be 0.83, 0.79 and 0.68 respectively. The average percentage of marks obtained in annual exams were taken as the achievement. The data were analyzed through fixed effect Model ANOVA and Newmannkeul’s sequential Range Test. Components of Variance were also computed.

Major findings of the study were: (1) Urban teachers had higher professional attitude than the rural teachers. (2) Effectiveness with the contribution of 51.17% was the
most predominant factor affecting teachers’ attitude. The high effective teachers expressed the higher attitude. (3) Sex and experience did not influence significantly professional attitude of the teachers. (4) Area, effectiveness and sex interacted with one another in producing teachers’ attitude scores. Urban female teachers with high effectiveness scored highest, while rural female teachers with low effectiveness scored the least on the teachers’ attitude scale. (5) Responsibility was a significant factor on teachers’ professional attitude. (6) Teachers’ professional attitude had significant effect on the responsibility scores R+ and R, but not on R- scores. Area and experience did not affect responsibility (R+, R or R-). Sex had significant effect on R+ scores only. The following interactions were significant on different responsibility scores: attitude x sex on R+ and R scores; attitude x experience on R+ scores; area x sex on R+ R- and R scores; sex x experience on R+ scores; attitude x area x sex on R+ and R scores; attitude x area x experience on R+ scores; attitude x sex x experience on R+ scores and area x sex x experience on R+ and R- scores. (6) Effectiveness was the most prominent predictor for R+, R- and R scores. Caste or the grades in which the teachers taught did not affect their responsibility scores significantly. Effectiveness and caste interacted significantly in the production of R+ and R scores. (7) The main effects of effectiveness, responsibility and attitude of the teachers were significant on achievement of the pupils, whereas sex was insignificant. The interactions of effectiveness x responsibility of the teachers and effectiveness x attitude x responsibility x sex of the teachers were significant on the achievement of the pupils of grades V, VI, VII.

Study – 2


Title: A Study of the Dimensions of Teacher Effectiveness of Teachers Of The Mentally Retarded.

The objectives of the study were: (1) To assess the impact of formative experiences of special education teachers for mentally retarded on their teacher effectiveness. (2) To assess the present conditions of teacher effectiveness with respect to personal characteristics or personal variables of teachers, such as, aptitude for teaching; adaptability towards the conditions of mental retardation; self-confidence; intelligence; and instructional efficiency. (3) To assess the impact of organizational setup (The physical facilities and psychological environment existing in their institution in general
and classroom in particular are together considered as the organizational setup) or institutional variables on teacher effectiveness of teachers of mentally retarded. (4) To identify the deficiencies / defects / limitations, if any, regarding teacher effectiveness of teachers of mentally retarded. (5) To suggest certain guidelines for the selection and training of teachers of mentally retarded.

From the population of about 470 teachers of 108 special education institutions of Kerala state, India, 131 teachers of 30 institutions selected at random and located in 12 Revenue districts constituted the sample. The tools used were: Rating Scales (A & B); Questionnaire; Information Blank; Teaching Aptitude Test; Intelligence Test; Self Analysis Form; and Unstructured Interview Schedule. The data were analyzed by using Correlation; Partial Correlation and Regression Analysis.

The findings of the study were: (1) All variables are significantly correlated with teacher effectiveness. (2) The formative experiences of the teachers of mentally retarded on teacher effectiveness is not very high, but is statistically significant. (3) The personal characteristics of the teachers of mentally retarded can affect considerably their level of teacher effectiveness. (4) The third dimension identified organizational setup has highest predictability regarding teacher effectiveness of teachers of mentally retarded. (5) A qualitative analysis of the opinion of the teachers of the mentally retarded showed that there should be provision for hostel facilities in all the institutions, transportation facilities to the mentally retarded should be improved much to stop them from being dropouts, non-governmental organizations are helping to meet basic requirements to the institutions, special teaching aids for the development of different skills are very much necessary, and the human relationships that exist in the institution are of poor quality.

Study – 3


Title : Effectiveness of Training of Dramatics on Teacher Effectiveness.

The objectives were: (1) To study the effectiveness of training of dramatics on teacher effectiveness of teacher trainees. (2) To compare the effectiveness of training of dramatics and the traditional method of teaching on teacher effectiveness. (3) To compare the adjusted mean gain scores of the experimental and control groups when pre-test teacher effectiveness, SES, attitude towards teaching and teaching aptitude are taken as covariates. (4) To study the effect of treatment, sex, faculty and their interactions on
teacher effectiveness of teacher trainees. (5) To study the effect of treatment, sex, SES and their interactions on teacher effectiveness of teacher trainees. (6) To study the effect of treatment, sex, attitude towards teaching and their interactions on teacher effectiveness of teacher trainees. (7) To study the effect of treatment, sex, teaching aptitude and their interactions on teacher effectiveness of teacher trainees. (8) To study the effect of treatment, sex, adjustment and their interactions on teacher effectiveness of teacher trainees.

This investigation employed the experimental method with pretest-posttest control group design. The sample consisted of 78 teacher trainees drawn from two teacher training colleges affiliated to North Gujarat University. The incidental sample of 39 teacher trainees of one college constituted the Experimental Group and was given the training of dramatics. The exact number of teacher trainees of the other college was selected by Stratified Random Sampling to constitute the Control Group. Both the groups were administered BAI, SES Scale by Patel & Vora, Attitude Towards Teaching Scale by H.N. Tapodhan and Teaching Aptitude Scale by R.K. Pandya. The Teacher Effectiveness Scale by Pramodkumar and Mutha was administered prior to and at the end of the training programme. The Reaction Scale for Dramatics training developed by the researcher was administered to the Experimental Group at the end. The obtained data were analysed with the help of correlated t-test, ANOVA, ANCOVA, percentiles, CV and Chi-Square Test.

The major findings were: (1) The trainees who had undergone the training of dramatics found it effective in terms of teacher effectiveness. (2) The Dramatics training group was found to be significantly superior to the Control Group in terms of teacher effectiveness when the groups were matched statistically with respect to SES, adjustment, teaching aptitude and attitude towards teaching, separately. (3) Training of dramatics was significantly superior to conventional teacher training programme. (4) The main effects of sex, faculty, attitude towards teaching and teaching aptitude were insignificant in terms of teacher effectiveness. (5) The interactions between Treatment and Sex, Treatment and Faculty, Treatment and Adjustment, Sex and Faculty, Sex and Adjustment, Treatment and Sex and Faculty, and Treatment and Sex and Adjustment produced teacher effectiveness of teacher trainees.

Study – 4

The objectives of study were: (1) To compare average teacher’s effectiveness scores of regional and non-regional college. (2) To compare average scores of attitude towards teaching profession of regional and non-regional college. (3) To compare average adjustment scores of regional and non-regional college teachers. (4) To compare the effectiveness, attitude and adjustment of regional and non-regional college prospective teachers in reference to curriculum, administration and practice of teaching. (5) Confidence in quantitative human judgement. We must be alert to the weakness involved and to many sources of personal biases in those judgments.

The sample comprised of 300 Prospective Teachers from Regional College of Ajmer, Bhopal, Bhubaneswar and Mysore & four Non-regional colleges of Kanpur city. It was selected with the help of Stratified Random Sampling Technique. Teacher Attitude Inventory by S.P. Ahluwalia (1978), and Teachers Adjustment Inventory by S.K. Mangal (1982) were used for data collection. The data were analyzed through Correlation, Regression Coefficients and Standard Error.

The findings of study were: (1) No significant difference in the mean score of teachers in the effectiveness was observed. (2) No significant difference was found in the mean score of teacher attitude of regional and non-regional colleges. (3) The score of non-regional college prospective teachers in the effectiveness scale appeared to be correlated significantly with attitude towards teaching profession and adjustment of the prospective teachers to non-regional college teachers show insignificant correlation with the effectiveness. (4) Attitude of regional college prospective teachers towards teaching profession showed insignificant correlation with the effectiveness. (5) The contribution of attitude towards teaching profession and adjustment to the teachers’ effectiveness of the non-regional college prospective teachers would be 15.13% \( (R^2 = 0.1513) \) (6) The contribution made by the independent variables to the dependent variable (teachers’ effectiveness) would be 17.36% \( (R^2 = 0.1736) \) for regional college prospective teachers.
with respect to their Personality Traits, Competency and Teaching Effectiveness.

The objectives of study were: (1) To assess the personality components, like, depression, temperament and adjustment of male and female teachers. (2) To measure the competency of male and female teachers. (3) To study the teacher effectiveness of male and female teachers. (4) To study the male and female students response towards female and male teachers respectively. (5) To study the relationship between personality components, like, (a) depression with teaching effectiveness, (b) temperament with teaching effectiveness, and (c) adjustment with teaching effectiveness. (6) To study the relationship between teacher competency and teaching effectiveness of male and female teachers. (7) To study the comparative teaching effectiveness of rural and urban male and female teachers. (8) To study the comparative teaching effectiveness of married and unmarried male and female teachers.

The descriptive research method was used. The sample comprised randomly selected 1000 Higher secondary school teachers and 1000 students from Bijapur district (Karnataka State). Data was collected with the help of tests, and inventories. The data were analyzed using SD, percentile, and correlation.

The findings of study were: (1) There were more severely depressed female teachers than male teachers. (2) Majority of the female teachers were moderately tempered whereas male teachers were low tempered. (3) Both male and female teachers showed average adjustment. (4) Male teachers were found to have good competency whereas female teachers had average competency. (5) Male teachers were effective whereas female teachers were average in teaching. (6) Male teachers were found to maintain superiority complex as compared to female teachers. (7) Male students showed average response towards male and female teachers but female students show good response towards male and female teachers. (8) Male teachers showed negative relationship between temperament and teaching effectiveness whereas female teachers showed low positive relationship. (9) There was a slight positive relationship between adjustment and teaching effectiveness of male and female teachers. (10) There was a significant positive relationship between competency and teaching effectiveness of both male and female teachers. (11) The rural male teachers were more effective in teaching than the urban male teachers. (12) Rural teachers gave more attention to school activities than the urban teachers. (13) The urban female teachers were more effective in teaching than rural female teachers. (14) The male married teachers and female unmarried
teachers were found to be more effective teachers than the male unmarried and female married teachers.

**Study – 6**

**Investigator**: Jayaramanna, K. (2001)

**Title**: *A Study of Teacher Effectiveness in Relation to Work Orientation and Achievement of Students at Primary Level.*

The objectives of study were: (1) To know the influence of dimensions of the aspects, namely, personal, professional, intellectual, strategies of teaching and social aspects on the teacher effectiveness and to know the total effect of all these dimensions on teacher effectiveness. (2) To know the perceptions of primary school teachers towards work orientation. (3) To study achievement levels of students of class V in relation to teacher effectiveness. (4) To study the significant differences of teacher effectiveness among primary school teachers with reference to demographic and professional variables. (5) To study the significant differences of work orientation among primary school teachers with references to demographic and professional variables. (6) To study the relationship between teacher effectiveness and academic achievement of the students at primary level. (7) To study the relationship between five dimensions of teacher effectiveness and academic achievement of the students at primary level. (8) To study the relationship between work orientation of teachers and academic achievement of students at primary level. (9) To study the relationship between teacher effectiveness and work orientation of teachers at primary level. (10) To study interrelationship among five dimensions of teacher effectiveness at primary level. (11) To study the relationship between affiliation orientation and achievement orientation among primary school teachers. (12) To study the relationship between total mean score of teacher effectiveness and the mean score of individual dimensions of teacher effectiveness among primary school teachers.

This study was survey in nature. The study was conducted on 250 primary school teachers and 750 students of class V from 160 selected schools of Vizianagarm District. The Work Orientation of Teachers was measured with the help of standardized Indiresan’s Work Orientation Inventory. To measure the Teacher Effectiveness and Student’s Academic Achievement tools were developed by Investigator. Critical ratio and correlation statistical techniques were used to analyze data.
The findings of study were: (1) Regarding teacher effectiveness and work orientation among teachers and achievement of V class students, rural locality scored significantly higher than urban and tribal localities. (2) By having a glance at the five dimensions of teacher effectiveness, regarding total teacher effectiveness and first dimensions i.e. personal aspect locality has a say. (3) So far as professional aspect of teacher effectiveness, T.T.C. holders have an edge over B.Ed. trainees. (4) There is no influence at all to any of demographic and professional variables on intellectual aspect of teacher effectiveness. (5) Regarding fourth dimension – strategies of teaching, it was noticed that teachers working in rural localities excel well than their tribal counterparts. (6) So far as social aspect, very peculiarly under graduates possess more perception than graduate teachers. (7) Regarding work orientation of teachers as perceived under two sub scales – affiliation and achievement orientation which are opposing ideologies, all demographic variables except urban versus rural have a vital influence on achievement orientation and all professional variables except professional cadre did not possess any influence. (9) The positive relation between academic achievement of student and both the sub-scales of work orientation of teachers reveal that both the work styles of teachers evidently influence academic achievement of student. (10) Values of correlation between teacher effectiveness and both the sub-scales of work orientation among teachers reveal that achievement orientation than affiliation orientation vitally influenced teacher effectiveness.

Study – 7


Title : A Study of Job Satisfaction and Teacher Effectiveness of Primary School Teachers.

The objectives of study were: (1) To develop and standardize Job Satisfaction Scale and Teacher Effectiveness Scale. (2) To find out the relationship between job satisfaction and teacher effectiveness. (3) To find the significance of difference of means between different categories of demographic variables in respect of job satisfaction and teacher effectiveness. (4) To compare high-low groups of job satisfaction and teacher effectiveness.

The sample comprised of 258 Teachers of primary schools from Visakhapatam District. Job Satisfaction and Teacher Effectiveness Scales were developed and
standardized by Investigator for data collection. The data were analyzed by computing correlation.

The findings of study were: (1) High job satisfaction would lead to effectiveness in teaching to initiate desirable learning outcomes. (2) Age of the teachers has a significant positive relationship with job satisfaction, but it has no relationship with teacher effectiveness. (3) Job satisfaction and teacher effectiveness have no relationship with service experience of teachers. (4) Income has a significant positive relationship with job satisfaction and teacher effectiveness. (5) Sex, marital status, location of the school, type of management, age, income and in – service training programmes influence the level of job satisfaction and teacher effectiveness. (6) General educational qualification and service experience have no impact on job satisfaction and teacher effectiveness. (7) Teachers with high job satisfaction do differ significantly from teachers with low job satisfaction in regard to teacher effectiveness. (8) Teachers with high teacher effectiveness do differ significantly from teachers with low teacher effectiveness in regard to job satisfaction.

Study – 8


Title : A Comparative Study of Job Satisfaction of Teacher Educators in relation to their Values, Attitude Towards Teaching and Teacher Effectiveness.

The objectives of the study were: (1) To compare the relationship between its job satisfaction and values among teacher educators. (2) To compare the relationship between job satisfaction and attitude towards teaching among teacher educators. (3) To compare the relationship between job satisfaction and teacher effectiveness among teacher educators. (4) To study and compare the joint effect of values, attitude towards teaching and teacher effectiveness towards the prediction of job satisfaction among teacher educators.

The sample comprised 250 teacher educators from the college of education selected using multistage sampling. The job satisfaction scale by Singh and Sharma, Personal Value Questionnaire by Sherry and Verma, Ahluwalia Teacher Attitude Inventory and Teacher Effectiveness Scale by P. Kumar and Mutha were used for data collection. The data were analyzed by mean, median, SD, Skewness, Kurtosis, correlation, ANOVA and regression analysis techniques.
The findings of the study were: (1) That job satisfaction was negatively correlated with values A, C, D, E and J where as job satisfaction was positively correlated with values B, F, G, H and I. Values B, F, G, and H were significant negatively and value D was significant positively correlated with job satisfaction. (2) There was a positive correlation between job satisfaction and attitude towards teaching for male and female teacher educators but not significant. (3) The correlation between job satisfaction and attitude towards teaching separately for male and female teacher educators were positive but not significant. (4) Critical ratios between correlation coefficients of job satisfaction and attitude towards teaching among male and female teacher educators at high, average and low level of satisfaction were found significant. (5) Correlation between job satisfaction and teacher effectiveness for male and female teacher was positive and significant. It was also positive and significant separately for male and female teachers. (6) Critical ratio’s between correlation coefficients of job satisfaction and teacher effectiveness for male and female teacher educators at high, average and low level of satisfaction were not significant. (7) The joint prediction for job satisfaction among male and female teacher educators was significantly higher as compared to their separate prediction. (8) The value, attitude towards teaching and teacher effectiveness jointly predicted job satisfaction significantly higher as compared to their separate prediction for male teacher educators. (9) The joint prediction of job satisfaction by values, attitude towards teaching and teacher effectiveness for female teacher educators was significantly more as compared to their separate predictions.

**Study – 9**


**Title**: Social Intelligence and Teacher Effectiveness.

The objectives of study were: (1) To study and compare the social intelligence of the teachers in relation to their sex, age, educational qualification, marital status, category, teaching experience, discipline, administrative set up, locale and board of education. (2) To study and compare the teacher effectiveness of the teachers in relation to their sex, age, educational qualification, marital status, category, teaching experience, discipline, pay, teaching class standard, job consistency, administrative set up, locale and board of education. (3) To study the relationship between social intelligence and teacher effectiveness.
The Comparative Descriptive Method was used in research. The sample selected through Accidental Method comprised of 557 Teachers of Secondary School of Banda District. Social Intelligence Scale (SIS) by N.K. Chadha & Usha Ganesan and Teacher Effectiveness Scale (TES) by Pramod Kumar and D.N. Mutha were used for data collection. The data were analyzed by Measure of Central Tendency, Variation, Relationship and ANOVA.

The findings of study were: (1) Female teachers were found to have more social intelligence than male teachers in respect of D-sensitivity, F-tactfulness, G-sense of humor and H-memory dimensions of social intelligence as well as in respect of global social intelligence. (2) Teachers of age group (26-30) were found high in A-patience, D-sensitivity, F-tactfulness, G-sense of humor dimensions of social intelligence as well as in respect of global social intelligence in comparison to the teachers of other age groups. (3) The unmarried teachers were better in comparison to married teachers in respect of A-patience, D-sensitivity, F-tactfulness and G-sense of humor dimensions of social intelligence as well as in respect of global social intelligence. (4) The OBC teachers were found high in A-patience, B-cooperativeness and F-tactfulness dimensions of social intelligence as well as in respect of global social intelligence. (5) The rural teachers were found better in comparison to urban teachers in respect of E-recognition of social environment, while urban teachers were more socially intelligence in respect of G-sense of humor and H-memory dimensions of social intelligence. (6) The discipline wise difference does not exist in relation to social intelligence. (7) The graduate teachers were found highly sensitive, while the trained graduate teachers were high in E-recognition of social environment dimensions of social intelligence in comparison to other teachers. (8) The teachers having experience up to 5 years were high in A-patience, D-sensitivity, and F-tactfulness dimensions of social intelligence as well as in respect of global social intelligence, while the teachers having 16-20 years of teaching experience were high in recognition of social environment. (9) The junior class teachers were found high in A-patience, F-tactfulness and G-sense of humor dimensions of social intelligence as well as in respect of global social intelligence, while the secondary teachers were high in E-recognition of social environment dimension of social intelligence. (10) The missionary school teachers were found high in A-patience, D-sensitivity, G-sense of humor and H-memory dimensions of social intelligence as well as in respect of global social intelligence. (11) The teachers of CBSE Board were found better in respect of A-patience, G-sense of humor and H-memory dimensions of social intelligence as well
as in respect of global social intelligence. (12) Female teachers were found efficient in teaching in comparison to male teachers in respect of academic, professional, emotional and moral dimensions of teacher effectiveness as well as in respect of global teacher effectiveness. (13) The teachers up to 25 years of age were found high in academic and emotional dimension of teacher effectiveness. (14) The unmarried teachers were better in comparison to married teachers in respect of academic, professional and emotional dimension of teacher effectiveness as well as in respect of global teacher effectiveness. (15) The secondary school teachers of different caste groups do not differ in teacher effectiveness. (16) The rural teachers were better in comparison to urban teachers in respect of academic, professional, social, moral and personality dimensions of teacher effectiveness as well as in respect of global teacher effectiveness. (17) There exists no discipline wise difference in relation to teacher effectiveness of secondary school teachers. (18) The post graduate teachers were high in academic, professional, emotional, moral and personality dimensions of teacher effectiveness as well as in respect of global teacher effectiveness. (19) The teachers having teaching experience up to 5 and 6-10 years were high in academic and emotional dimensions of teacher effectiveness as well as in respect of global teacher effectiveness. (20) The junior class teachers were high in academic, professional, emotional and personality dimensions of teacher effectiveness. (21) The teachers in the pay range up to Rs. 2000 were high in academic, professional, emotional and personality dimensions of teacher effectiveness as well as in composite teacher effectiveness. (22) The temporary teachers were better in comparison to permanent teachers in respect of academic, professional, emotional and personality dimensions of teacher effectiveness as well as in composite teacher effectiveness. (23) The private school teachers were high in academic, professional, emotional and personality dimensions of teacher effectiveness as well as in composite teacher effectiveness. (24) The teachers of CBSE board were more effectiveness in comparison to the teachers of UP Board. (25) The A-patience dimension of social intelligence were found significantly correlated with academic, moral, personality and composite teacher effectiveness, the D-sensitivity dimension with academic, professional, moral, personality and composite teacher effectiveness, the G-sense of humor dimension with academic dimension of teachers effectiveness and the composite social intelligence is found significantly correlated with academic, professional, and personality dimensions of teacher effectiveness and composite teacher effectiveness. However these dimensions
were found significantly correlated but obtained value of correlation is negligible. Thus it can be concluded that social intelligence is not a good predictor of teacher effectiveness.

Study – 10


Title: A Study of Teacher Effectiveness And Job-Satisfaction of Teacher Educators Teaching in Colleges of Education In Haryana.

The objectives were: (1) To study the teacher effectiveness of teacher educators’ teaching in college of education. (2) To study the job satisfaction of teacher educators teaching in colleges of education. (3) To study the relationship between teacher effectiveness and job-satisfaction of teacher educators teaching in colleges of education. (4) To study the difference in teacher effectiveness at different levels of job-satisfaction of teacher educators’ teaching in college of education. (5) To study the classroom interaction patterns of effective, average and ineffective teacher educators teaching in college of education.

The sample consisted of all the teacher-educators teaching in all the Colleges of Education affiliated to Kurukshetra University, Kurukshetra. There were seven colleges and in these there were 70 teacher educators. In this study survey method was followed. The tools were used: Teacher Effectiveness scale by Kumar and Mutha (1985), Job Satisfaction Scale by Kumar and Mutha (1976) and Flanders Interaction Category System (FICS) by Flanders (1970). Data collected for the present study were statistically analyzed with the help of: Mean, Median, Standard Deviation, Kurtosis and Skewness, Three Way ANOVA, Product Moment Correlation and t-ratio.

The major findings were: (1) There was significant correlation between teacher effectiveness and job satisfaction. (2) Teachers information source, advisor and guide, personality characteristics, relationship with pupils, fellow teachers, principals, parents and teaching skills were positively correlated. (3) Teachers professional knowledge and classroom management was positively correlated with information source. (4) Teachers disciplinarian function and teaching skills were positively correlated with motivator. (5) Teachers’ teaching skills, co-curricular activities, personality characteristics and professional knowledge were positively correlated with disciplinarian function. (6) Teachers’ relationship with pupils and fellow-teachers, principals and parents, classroom management, teaching skill, co-curricular activities, and personality
characteristics were positively correlated with advisor and guide. (7) Teachers’ co-curricular activities, classroom management, personality characteristics, teaching skills were positively correlated with relationship with pupils, fellow-teachers, principal and parents. (8) Teachers’ co-curricular activities, professional knowledge, classroom management, personality characteristics were positively co-related with teaching skills. (9) Teachers professional knowledge, general appearance and habits in relation to classroom management, personality characteristics were positively correlated with co-curricular activities. (10) Teachers professional knowledge, general appearance and habits in classroom, management, and personality characteristics were positively correlated with each other. (11) Teachers’ classroom, management and personality characteristics were positively correlated. (12) Teachers’ personality characteristics, satisfaction with work, satisfaction with salary, security and promotion policies were positively correlated. (13) Teachers satisfaction with salary, security, promotion policies, satisfaction with institutional plans and policies, satisfaction with authority including management were positively correlated. (14) Teachers satisfaction with institutional plans, policies, and satisfaction with authority including management was positively correlated with satisfaction with salary, security and promotion policies. (15) Teachers’ satisfaction with authority including management was positively correlated with satisfaction with institutional plans and policies. (16) There was no significant influence of interaction between sex and experience on Job-Satisfaction. (17) There was significant influence of interaction between sex and Type of College on Job-Satisfaction. (18) There was no significant influence of interaction between experience and Income on Job-Satisfaction. (19) The teacher effectiveness scores were normally distributed. (20) The job-satisfaction scores were normally distributed. (21) The t-ratio for the difference in percentages of STR, S/CR, TQR, CCR was not significant. This means that the STR, S/CR, TQR, CCR in the classes of effective and average teachers was almost same. But for the ratios TTR, TRR, PIR, TRR89, and SSR were found significant. It means that the two groups of teachers differ from each other on TTR, TRR, PIR, TRR89, TQR89 and SSR. (22) The t-ratio STR was not significant but on the other hand S/CR and TRR was found to the significant at .05 level and the other ratios TTR, TQR, PIR, TRP89, TQR89, CCR, SSR were found to be significant at 0.01 level. This means that the two groups of average and ineffective teachers differ from each other. (23) The t-ratio TTR, STR were not significant. It means that the two groups of teachers were almost same at these ratios. (24) Similarly other ratios S/SC, TRR, TQR, PIR, TRR89, TQR89, CCR, SSR were
found to be significant at 0.01 level. It means that the two groups of teachers differ from each other.

2.4. STUDIES ABROAD

Study – 1


Title : A Study of Teacher Effectiveness in the Teaching of Literacy to Middle School English Language Learners Using the Language Enrichment II Program.

A mixed methods study consisting of a survey and classroom observations was conducted with ten English-as-a-Second-Language teachers and 112 students from the Yellow Rose Independent School District (YRISD) to determine teacher effectiveness in the teaching of literacy to Middle School (MS) English-Language-Learners (ELLs) using the Language Enrichment II (LE II) Program. The survey explored teachers' backgrounds, attitudes about teaching behaviors, program application, and beliefs and attitudes of the program. The classroom observations searched for classroom interaction. Five research questions were asked: (1) Is teacher effectiveness in the teaching of literacy to MS ELLs using the LE II program based on teacher background? (2) Is teacher effectiveness in the teaching of literacy to MS ELLs using the LE II program based on teacher attitudes towards teaching behaviors? (3) Is teacher effectiveness in the teaching of literacy to MS ELLs using the LE II program based on teacher application of the LE II program? (4) Is teacher effectiveness in the teaching of literacy to MS ELLs using the LE II program based on teacher beliefs and attitudes of the LE II program? (5) Is teacher effectiveness in the teaching of literacy to MS ELLs using the LE II program based on teaching behaviors? This research examined quantitative data to test the following hypotheses: There is no statistically significant difference in teacher effectiveness in the teaching of literacy to Middle School English-Language-Learners using the Language Enrichment II Program as measured by student test scores among teachers with: Ho1: different backgrounds, Ho2: different attitudes towards teaching behaviors, Ho3: different LE II application of program, Ho4: different teachers' beliefs and attitudes of the LE II program, and Ho5: different teaching behaviors. The findings show statistically significant differences in student achievement on standardized test scores when associated with certain attributes of teacher background, teacher attitudes
toward teaching behaviors, teacher application of program, teacher beliefs and attitudes of the program and teaching behavior. Thus, the null hypotheses were rejected only for certain characteristics of the independent variables.

**Study – 2**

**Investigator**: Harwell, Dana Rolison (2006)

**Title**: Can Holistic Wellness Predict Teacher Effectiveness?

Wellness literature reported that the current focus on academic achievement and high-stakes testing has sacrificed wellness in students, and 'there is a strong need and a public outcry to promote wellness in public schools’ (Myers and Sweeney, 2005). Also, 'the promotion of school wide well-being will enrich the academic experience of students and families. In addition, school staff members who are aware and knowledgeable of wellness concepts may be more likely to apply healthy strategies in the curriculum and throughout the school; (Myers and Sweeney). Effective teacher research supported the Student Teacher Assessment Instrument as a viable measure of teacher effectiveness. The purpose of this research was to determine whether holistic wellness as defined by creative self, coping self, social self, essential self, and physical self as measured by the 5F-Wel can be used to predict teacher effectiveness as measured by the STAI. The research question proposed for this study was: Is there a relationship between wellness as measured by the Five Factor Wellness Inventory and effective teaching as measured by the STAI? The research design was correlational. A convenience sample of voluntary participants among the 54 teacher interns during the spring 2006 semester from Mississippi State University-Meridian campus was used. The predictor variables were the second order factor scores on the 5F-Wel. These factors are creative self, coping self, social self, essential self, and physical self. The dependent variable was the overall formative score on the STAI. The results obtained show the predictor variables included in the multiple linear regression analysis did not predict teacher effectiveness as measured by the STAI at an accuracy greater than chance. A statistically significant relationship between the predictor variables and dependent variable was not found. Specifically, wellness as measured by the second order factors on the 5F-Wel did not predict teacher effectiveness as measured by the STAI in this study. Recommendations included: (a) using similar methodology in other studies and (b) replicating the study
with future cohorts of student interns from Mississippi State University-Meridian Campus.

Study – 3


Title : A Day in the PARC: An Interactive Qualitative Analysis of School Climate and Teacher Effectiveness through Professional Action Research Collaborative.

This study examines the effects Professional Action Research Collaboratives (PARCs) have on several variables including teacher effectiveness, school effectiveness, and school climate. Mixed methods including Interactive Qualitative Analysis and non-parametric Mann Whitney U statistics were used to explore these effects. PARC participation was found to have no significant effect on school climate or teacher effectiveness; however, PARC Schools demonstrated higher school effectiveness scores than Comparison Schools. This project also generated a systems relationship diagram of school climate in PARC schools using Interactive Qualitative Analysis, and this paper offers a criticism of this fledgling method of data collection and analysis. There are, to this date, no published studies utilizing the IQA method. Although IQA is ultimately a detailed and time-consuming undertaking, the process is supported by detailed organization, supportive data collection and analysis tools, and methodological rigor. These characteristics make IQA an attractive choice for new researchers in need of a guided method of analysis, or researchers with quantitative leanings who may face a qualitative research question. Several limitations to IQA were uncovered during the extent of this study. Most of these limitations, such as unfamiliar jargon and unusual methods of data collection and analysis, are to be expected with the introduction of new methods and an accompanying vocabulary and will subside with utilization of the methodology.
Study – 4


Title : Exploring the Relationships among Dispositions Associated with Teacher Effectiveness and Indicators of Student Learning: A Perceptual Psychology Theory Approach.

The primary purpose of this study was to use perceptual psychology theory to examine teacher dispositions associated with effectiveness or ineffectiveness, and determine whether there are relationships among these dispositions, student perceptions of teachers, and student learning. Four dimensions of dispositions associated with teacher effectiveness were studied: perceptions of self as identified, perceptions of students as able, perceptions of the purpose of education as larger, and a frame of reference that is people-oriented. More specifically, this study sought to determine if there are links among these four perceptual dimensions of dispositions associated with effectiveness, as measured by teacher Human Relation Incidents (HRI) interviews; student perceptions of teacher effectiveness, as measured by the Student Perceptions of Teachers Quick Check Scale (SPTQCS); and student learning, as measured by scores on Georgia End of Course Tests (EOCT) and final grades in classes that require an EOCT. The participants included 21 teachers of regular education classes and the 1335 students they taught from grades 9–12 in one Georgia high school. Pearson product-moment correlation analyses demonstrated significant positive relationships between teacher dispositions associated with effectiveness and student learning variables, and between teacher dispositions associated with effectiveness and student perceptions of teacher effectiveness. Correlations yielding significance were also found between student learning variables and dimensions measured by HRI and SPTQCS scores. A series of one-way ANOVAs based on student and teacher demographics yielded significant group differences associated with SPTQCS scores in relation to student gender, race or ethnic group, age, grade level, and socioeconomic status; and teacher gender, race, age, education, experience, and subject taught. Simultaneous multiple regression analysis suggested that teacher dispositions associated with effectiveness were significant predictors of the variance in student achievement in this study. These findings have implications for the hiring practices of school systems, the preparation of student teachers, and the further study and better understanding of teacher dispositions associated with effectiveness. Means of strengthening the analysis of dispositions associated with teacher effectiveness
and exploring the extent to which dispositions can be developed or changed are suggested for future research.

**Study – 5**

**Investigator** : 33 Balam, Esenc Meric (2006)

**Title** : Professors’ Teaching Effectiveness in relation to Self-efficacy Beliefs and Perceptions of Student Rating Myths.

One of the purposes of the current study was to develop an instrument capturing different dimensions of college professor's sense of efficacy so as to investigate the relation between professors' efficacy beliefs and professors' teaching effectiveness. The differences between students' and professors' perceptions of student rating myths as well between female and male students; and professor characteristics as predictors of teacher self-efficacy and overall effectiveness were also examined. Participants of the study were a total of 968 students, 97 graduate and 871 undergraduate; and 34 faculty members, 9 graduate teaching assistants (GTA), 3 full professors, 11 associate professors, 8 assistant professors, 3 instructors, in a southeastern university. All the students completed the survey, Student Evaluation of Educational Quality (SEEQ) (Marsh, 1982) to provide a measure of their professors' teaching effectiveness. Faculty, on the other hand, completed the survey, Teacher Appraisal Inventory (TAI). Both students and faculty completed a section consisting of 16 student rating myths. Statistically significant relation was found between professor self-efficacy in enthusiasm, breadth and teaching effectiveness regarding enthusiasm and breadth, respectively. It was reported that the academic rank of the professor has a major influence on professors' overall efficacy beliefs in teaching as well as students' learning, class organization, rapport, exam/evaluation, and assignment. That is, the greater the rank, the higher the efficacy beliefs in these domains. The statistical analyses indicated statistically significant differences between professors' and students' perceptions of student rating myths as well as between male and female students' perceptions. Full professors, female professors tended to receive higher ratings than their counterparts, and compared to undergraduate students, postgraduate students gave higher ratings to professors. Also, expected grade had an effect on student ratings of professors' teaching effectiveness. Discussion and recommendations for further research are provided.
Study – 6

Investigator :  

Barber-VanderHelm, Wendy Sue (2006)

Title :  

Teacher Excellence: Identifying the Beliefs and Behaviours of High-performing Independent School Physical Education Teachers in a Healthy School Environment.

Teacher excellence has been studied widely in the literature, and this thesis analyses the essence of great teaching, as depicted through the values, actions and beliefs of high-performing physical education teachers and coaches, working in an independent school environment. This study uses a qualitative, case study, narrative approach to examine the personal and professional stories of excellence from four physical education teachers and coaches. By examining teacher excellence through the perceptions of the teachers themselves, one can begin to uncover the complex matrix of factors that combine to produce excellent teaching and coaching. In spheres beyond the teacher education literature, the notion of excellence includes consideration not only of the individual behaviours that represent excellence in action, but also the conditions or environments that foster or provide opportunities for growth in this direction. Unless the conditions for excellence to occur are present, this quality may remain inert. Emerging from this thesis is the concept of 'critical playing'. Reaching beyond critical thinking, 'critical playing' engages the learners' physical, emotional, social, intellectual and spiritual selves. It is a qualitative state of excellence which can exist in both teachers and students, whereby individuals are deeply connected to themselves, the lesson content, and their interactions with others. Educational environments that nurture both 'critical playing' and excellent teaching maintain a dynamic relationship between the two concepts. This research uses a qualitative, case study, narrative approach to analyse four individual teachers and coaches, and the organization in which they work, in order to identify two sets of factors that contribute to high level teaching. Primarily, the thesis suggests that there are individual and organizational factors which enhance the development of high-performing physical education teachers, thereby allowing these teachers to inspire ‘critical playing’ and excellence in their students.
One of the major problems that confronts most educational systems concerns the need for developing a valid personnel evaluation system based on a strong theoretical framework. Unless the criteria for evaluating teachers emerge from tested theories on teacher and school effectiveness, evaluators cannot readily be accountable for how their judgements about teacher performance have been arrived at. The main theoretical models of teacher effectiveness research (TER) can be seen as a source for generating a set of criteria for teacher evaluation that captures the multiple teacher roles in changing the educational environment. Teachers themselves should also be engaged in the process of generating such criteria, if they are to accept them as a means for measuring their professional effectiveness.

The study attempts to generate measurable criteria of teacher evaluation, by taking into account the main principles upon which the various theoretical models of TER have been developed. Teachers’ perceptions of the appropriateness of these criteria for conducting formative and summative evaluation are investigated.

A questionnaire was administered to a stratified sample of 355 Cypriot primary teachers and 237 completed questionnaires were returned. The sample was representative of the Cypriot primary teacher population in terms of gender (male: 25.3%, female: 74.7%), administrative position (teachers: 75.4%, deputy headteachers: 16.5%, headteachers: 8.1%) and teaching experience (mean: 14.8 years).

Drawing on the main models of TER, 42 criteria of teacher evaluation were developed. Teachers were asked to evaluate the appropriateness of each criterion twice, both for formative and summative purposes. Descriptive analysis was used to identify teachers’ perceptions concerning the appropriateness of those criteria, while the application of Pearson correlation indicated whether teachers evaluated in comparable ways the criteria for formative and summative purposes. Cluster analysis was employed to examine whether teachers’ evaluations of the 42 criteria mirrored the grouping of the criteria in the TER models from which they were drawn. Kendall’s test was used to
identify whether there was consensus among teachers regarding the way in which they ranked those criteria for either of the two evaluation purposes.

The 42 criteria were classified into six categories which were comparable to the theoretical models of TER. Cypriot teachers considered the criteria related to the ‘Working process’ model as the most appropriate for conducting both formative and summative evaluation, while the criteria that emerged from the ‘School constituencies satisfaction’ model and the ‘Accountability’ model were seen as the least appropriate. The study indicated that the appropriateness of the criteria used for teacher evaluation cannot be judged unless it is clear whether they are employed for formative or summative evaluation purposes.

TER can comprise a significant source for drawing criteria for teacher evaluation. Cypriot teachers acknowledged the importance of developing distinct criteria for formative and summative evaluation purposes. The process of developing teacher evaluation criteria could be further supported were it informed by the integrated multilevel school effectiveness models that have the potential to place multiple aspects of the teacher role in a wider perspective of school realities.

Study – 8

Investigator : 36Turner, Hollyene Celeste (2007)

Title : Predictors of Teachers’ Job Satisfaction in Urban Middle Schools.

This study assessed the influences of certain school, teacher, and student characteristics on middle school teachers' job satisfaction in the four largest urban school systems in North Carolina. The focus was on the influence of school variables (student achievement on end-of-grade reading and math tests, school size, and teacher turnover rates); teacher variables (years of teaching experience, licensure status, educational level, and attendance patterns); and student variables (percent of minority and percent of economically disadvantaged students proficient in reading and math) on teachers' job satisfaction. The main hypothesis was that school, teacher, and student variables influenced teachers' job satisfaction. This research utilized Frederick Herzberg's motivation-hygiene theory wherein the context and the content of a teacher's job determines his or her job satisfaction. This theoretical framework guided the selection of the North Carolina Teacher Working Conditions Survey (2002) as the instrument to examine middle school teachers' perceptions of their work environments: time to plan
lessons and work with colleagues, principal leadership style, participation in professional development, condition of facilities and resources, meaningful inclusion in school decisions, and leadership's acknowledgement of teacher's decision-making skills. Based on Herzberg's motivation-hygiene theory, the satisfaction of school employees provide information on the organizational effectiveness of the middle schools. Middle school teachers were chosen as the population for this study because of the trend of lower middle school achievement on state end-of-grade tests in reading, writing, and math (North Carolina School Report Cards, 2002). Also, very few middle schools in the four school districts chosen for this study made Adequate Yearly Progress (AYP) in 2002-03. In reviewing the aggregate results of the North Carolina Teacher Working Conditions Survey (2002), a higher percentage of middle school teachers were less satisfied with several aspects of their working conditions: school leadership, time, and facilities.

The literature presented explains the phenomena related to school teachers' job satisfaction. For example, teacher job satisfaction literature suggests that urban secondary schools with predominantly minority and low income students are places where teachers' job satisfaction seem to be the lowest (Markow, Moessner, & Horowitz, 2006; Li Feng, 2005; Ingersoll, 2003; Darling-Hammond, 2000).

In this study, 46 middle schools with 2,900 teachers comprised the sample. Teachers' answers to the 39 questions on the North Carolina Teacher Working Conditions Survey (2002) were analyzed in relation to variables believed to influence teachers' job satisfaction. Those variables were: (1) school academic achievement in reading, (2) school academic achievement in math, (3) school size, (4) teacher turnover, (5) teacher attendance, (6) teacher's year of teaching experience, (7) teacher's educational level, (8) teacher's licensure status, (9) percent of minority students proficient in reading and math, and (10) percent of economically disadvantaged students proficient in reading and math. The Pearson r correlation statistic was used to analyze independent variables and their influence on teachers' job satisfaction. The dependent variable, job satisfaction, was derived from the mean scores of teachers' answers to the 39 questions on the survey. The correlation coefficients depicted that a relationship existed between independent and dependent variables.

The results of these analyses led the author to accept seven and reject three of the null hypotheses outlined; thus, determining that only three of the independent variables were significantly correlated to teacher's levels of job satisfaction. Specifically, the findings suggested no statistically significant relationship existed between job
satisfaction and school size, teacher turnover, teacher's attendance, years of teaching experience, educational level, licensure status, and the percent of minority students proficient in math and reading. However, a statistically significant relationship between job satisfaction and school academic achievement in math and reading as well as the percent of economically disadvantaged students proficient in both math and reading was found.

This research highlighted the impact of teacher's job satisfaction indicated by an analysis of school, teacher and student characteristics on students' academic achievement on middle school end-of-grade tests in reading and math. Similarly, patterns of organizational behavior (subunit size, group cohesion and human interaction within the school organization, level of communication, work system interdependence among teachers, and absenteeism) were reviewed to examine the relationships between teachers' job satisfaction and the above characteristics.

Study – 9

Investigator : Orphanos, Stelios Andreas (2008)

Title : Do Good Grades Make a Good Teacher? An Investigation of the Relationship between Teachers’ Academic Performance and Perceived Teacher Effectiveness in Cyprus.

A growing body of evidence suggests that teachers are the most important factor influencing student outcomes (Goldhaber, 2007; Rivkin, Hanushek, & Kain, 2005; Rockoff, 2004; Sanders & Rivers, 1996; Wright, Horn, & Sanders, 1997). Therefore, policymakers are interested in understanding teacher quality and identifying the teacher characteristics most predictive of student achievement. Past research that relied on narrowly defined measures of teacher quality such as amount of coursework or degree level, failed to find a strong positive relationship between observable teacher characteristics and teacher effectiveness. However, these measures have been criticized as poor indicators of the teachers' knowledge and skills that matter for student learning (Wilson, Floden, & Ferrini-Mundy, 2001).

This study explores the relationship between teachers' academic performance and perceived teacher effectiveness. I use teachers' grade point averages (GPA) in areas of teachers' preparation curriculum as indicators of teacher quality and teacher ratings collected from the principal, parents, peers and teachers as indicators of teacher effectiveness. The main hypothesis of the study is that teachers' academic performance is
positively associated with perceived teacher effectiveness both directly and indirectly through teaching practices.

This study took place in Cyprus and the population consists of teachers who graduated from the teacher preparation program at the University of Cyprus. Teachers' transcripts were matched to survey data collected from teachers, principals and parents. Using structural equation modeling (SEM) techniques I find a substantial positive association between teachers' academic performance and their perceived effectiveness. Controlling for other measures of teacher quality (teaching experience and advanced degrees) and important contextual factors, teachers' academic performance is a positive predictor of teacher ratings' magnitude and of teachers' relative ranking within schools based on their average effectiveness as perceived by the principal, peers and parents. In addition, teachers with better grades put more effort into their work, spend more time on daily planning and engage less in activities associated with traditional teaching.

These findings suggest that teachers' demonstrated knowledge and skills in education coursework and practice teaching matter for teacher effectiveness. They also suggest that the traditional measures of education coursework used in past research such as amount and type of courses may have been inadequate in measuring teachers' level of professional knowledge. The findings also imply that teacher preparation programs should provide teachers with coursework in subject matter knowledge and pedagogic science and opportunities to practice what they learn in coursework. Teachers' academic performance may also be used in predicting future teacher effectiveness and as a signaling device for teacher quality especially for new teachers and in cases where other information regarding teacher effectiveness is not available.

2.5. CRITICAL REVIEW

The reviewed studies focused on analysing the school effectiveness and teacher effectiveness, student evaluation of teacher effectiveness, teaching practices of effective teachers, student teachers conceptions about primary science teaching, effective whole class interactive teaching in mathematics, self-evaluation of teacher effectiveness, effective pre-service teacher preparation, creative thinking as a predictor of teacher effectiveness, leadership style of principals and teacher satisfaction, stress and job satisfaction of teachers, teacher effectiveness and achievement of students, job satisfaction as a predictor of organisational commitment, personality traits and teacher
effectiveness, professional attitude and teacher effectiveness, work orientation and
teacher effectiveness, locus of control and teacher effectiveness, attitude towards
teaching and teacher effectiveness, social intelligence and teacher effectiveness, school
effectiveness, effectiveness of online faculty development, self-esteem of urban teachers,
holistic wellness as a predictor of teacher effectiveness, school climate and teacher
effectiveness, self-efficacy and teacher effectiveness, school environment and self-
efficacy, teacher excellence and school environment, job self-efficacy and job
satisfaction etc.

The review of related literature of both Indian and foreign studies has revealed
the fact that none of the researchers has studied the teacher behaviour of post graduate
teachers teaching mathematics. There are quite a good number of studies to show the
teacher effectiveness of the teachers of different categories. But, no study has yet been
reported on the teacher effectiveness in relation to the professional affiliation, job
satisfaction and manifest anxiety of mathematics teachers. Hence, the investigator
intends to study the teacher effectiveness of postgraduate teachers in Tirunelveli
Revenue District in relation to professional affiliation, job satisfaction and manifest
anxiety.
2.6. REFERENCES


